



STATEWIDE ONLINE EDUCATION PROGRAM



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TABLE OF CONTENTS



Preface

UTAH STATE BOARD OF EDUCATION iii

TABLE OF CONTENTS v

1 PROGRAM OVERVIEW 1

2 ASSISTING STUDENTS WITH REGISTRATION 3

3 SEATS—STUDENT ENROLLMENT AND TRACKING SYSTEM 7

4 PROVIDER APPLICATION AND APPROVAL PROCESS 9

5 GLOSSARY 11

1. PROGRAM OVERVIEW

COURSES À LA CARTE

The Statewide Online Education Program (SOEP) allows students expanded access to online coursework in an environment which replicates the rich instructional setting available to students attending fully virtual public schools full-time.

The Statewide Online Education Program (SOEP)

allows students not regularly enrolled in an online school to earn 9th–12th grade graduation credit in a rich instructional environment otherwise almost exclusively available to students choosing to enroll full-time in an online school. The program opens this option to all qualified students. Students qualify for participation through enrollment in a Utah public, private, or home school.

Credits earned in online courses are applied toward graduation at the student’s primary school of enrollment. All online course providers are public schools accredited for 9th–12th grade education, which allows direct acceptance of credit. With 24 credits required for high school graduation, SOEP allows students online access of up to six (6) credits per school year, while schools typically allow students to engage in up to eight (8) yearly credits overall. Regardless of the number of online credits that the student chooses to engage in, however, he/she maintains regular enrollment at his/her boundary school, home or

private school, or other school of choice; essential services such as graduation and access to a counselor are uniquely available at this school, as are co-curricular activities such as choir and band, extracurricular activities, and sports participation. Community and peer relationships built and maintained in the familiar environment of the neighborhood school or other school of choice can be continued even while the student studies online. Students can access curriculum and instruction unique to their neighborhood school or other school of choice, while also accessing curriculum and instruction unique to an online course provider. The program thus enhances the availability of quality, online curriculum and instruction for students not primarily enrolled in an online school, and extends resources available to students choosing to remain in a traditional environment for social or other reasons.

A student does not need to physically attend courses at his/her primary school of enrollment to participate in SOEP courses; nevertheless it is most likely that a student

will want to take advantage of the academic and other offerings of his/her primary school of enrollment regardless of participation in SOEP courses. SOEP providers enroll students only course-wise, and students are not eligible for additional services from the provider, including sports, extra- or co-curricular participation, or graduation services. What the student can access is online coursework otherwise available only to students regularly enrolled in these online schools, supplementing coursework that their primary school of enrollment offers them directly. SOEP participation thus allows a student to experience the best of both worlds by allowing the student to choose the extent to which they wish to participate in each school.

This program is available to Utah families without regard to district of residence. From San Juan, Uintah and Juab School Districts at the state's edges to Salt Lake and Canyons School Districts on the Wasatch Front, students may participate in this program regardless of the online options offered by their primary school of enrollment. Online course providers comply with state and federal law and Utah State Board of Education Administrative Rule regarding interaction with K–12 students. While students of any age or grade-level may apply for enrollment in SOEP courses, course offerings include only secondary material. SOEP coursework meets 9th–12th grade Utah core standards, and in consequence students must be academically prepared for 9th–12th grade coursework to participate.

2. ASSISTING STUDENTS WITH REGISTRATION



THE STATEWIDE ONLINE EDUCATION PROGRAM (SOEP)

THE SOEP allows students to complete 9th–12th grade courses with selected accredited online schools (“online course providers”) that have agreed to accept students of a companion school (“primary school of enrollment”) for limited course-wise enrollment without greater responsibilities for counseling, graduation, or other services, excepting special education services directly related to course content or delivery. The Utah State Board of Education mediates this relationship by providing a secure interface (SEATS) for the transfer of student data. The USOE also manages payment services.

PROVIDERS

All online providers are accredited for 9th–12th grade and distance education, and all online curriculum and instruction must conform to standards applied to Utah schools generally. Curriculum must be consistent with Utah core and graduation standards, and assigned teachers must be licensed. Providers are required to administer state-mandated assessments for students completing core courses, and test scores accrue to the accountability ratings of online course provider schools. For students having special needs, an IEP team formed by the student’s primary school of enrollment (optimally including representation by the online provider) oversees student participation. With these safeguards in place, a primary school of enrollment is thus required to facilitate student enrollment with any and all eligible providers selected by an eligible student consistent with course credit limits (R277-726-5(1)).

The following entities may apply to the USOE for approval to offer online courses to eligible students through the Statewide Online Education Program:

- ¥ A charter school or district school created exclusively for the purpose of serving students online
- ¥ An LEA program approved by the LEA's governing board that is created exclusively for the purpose of serving students online

- ¥ A program of a public higher education institution which offers secondary school-level courses and is created exclusively for the purpose of serving students online

A list of providers, with links to each provider’s course catalog, is available on the Utah State Board of Education’s SOEP web page (<http://www.schools.utah.gov/edonline/Students-Parents/Providers.aspx>). Secondary schools statewide are required to include written notice of SOEP opportunities along with registration materials.

SOEP online providers use technology to aggregate students from across the state to optimize pupil-to-teacher ratios and bring down instructional costs. And while typically more than ninety percent of students do complete coursework in a timely fashion, courses may remain open beyond traditional timelines to allow students to complete credit. Students may also complete coursework ahead of schedule. Canyons Entrada High and Provo eSchool accept students on a rolling basis, and some providers remain open for business in the summer months (the ability to offer courses in the summer is indicated on the USOE’s website). Driver Education is offered, as is ACT preparation, Arabic, Chinese, Latin, C++ Programming and a diverse range of other courses. Approximately 40 percent of participating students take core language arts, mathematics and science courses, while slightly fewer choose foreign languages. Average cost of courses is 35 percent lower than the average expenditure of schools on instruction, per credit hour, allowing the primary school of enrollment to direct remaining funding into other areas of importance.

THE USOE WEBSITE

A student or parent who wants to register in online courses must visit the USOE’s website (<http://www.schools.utah.gov/main/>) to file an enrollment request. The Utah State Board of Education (USOE) maintains this website devoted to the SOEP program to inform families of available courses and providers, and to allow students to enroll in online courses.

1. The link to the SOEP program is found to the far right on the USOE’s main page under “Popular Links” and titled **Online Education Program** (<http://www.schools.utah.gov/edonline/>).
2. Once parents reach this point, the Public Education Online (Statewide Online Education Program) logo is clearly visible. At the left-hand side of the screen, parents

The USOE's website:
<http://www.schools.utah.gov/main/>

The Online Education Program:
<http://www.schools.utah.gov/edonline/>

can choose the option “**Students and Parents**” from the list.

3. Under **Registration** in the Students and Parents window (<http://www.schools.utah.gov/edonline/Students-Parents.aspx>) there is a link to **online course providers** as well as a link to the USOE’s Student Enrollment and Tracking System (SEATS). An enrollment request may be filed by using the “**SOEP Utah Public Education Online Enrollment by Course**” link to reach the SEATS application window (<https://seats.schools.utah.gov/>).

SEATS application:
<https://seats.schools.utah.gov/>

Students are encouraged to work with a counselor or a provider when filing enrollment requests to ensure that courses selected effectively move students toward fulfillment of graduation requirements.

STUDENTS AND COUNSELORS

Counselors and other school officers should ensure that notification of SOEP opportunities is included with enrollment materials offered online and in paper form to all 9th–12th grade students. State Board of Education Administrative Rule R277-726-7(5) requires notice to appear on each secondary school website, as well as registration materials, whether paper or digital. A primary school of enrollment is required to facilitate student enrollment with any and all eligible providers selected by an eligible student, consistent with course credit limits.

Students are encouraged to work with a counselor or a provider when filing enrollment requests to ensure that courses selected effectively move students toward fulfillment of graduation requirements. Given that course requests are filed largely without direct counselor assistance, however, SEATS notifies counselors automatically of a pending enrollment, and the USOE additionally e-mails the counselor at the time that an enrollment request is approved at the district level (meaning that the student has received permission to proceed from both an online provider and a primary school district or charter school of enrollment). While counselors render advice on a decision and assist students once permission is granted for the student to proceed with course participation, permission is formally granted at a district level because of the funding ramifications course participation entails.

To allow counselors to review and track enrollments, SEATS nevertheless notifies the student’s counselor that the student has filed an enrollment request, pending approval, and requests a counselor’s input on this decision, for purposes of district review. Assuming that the request is accepted by the provider and the primary school district or charter school of enrollment, the student, counselor and provider will receive an e-mailed notice of enrollment within roughly 72 business hours after a request for enrollment is filed.

Counselors should notify students that, separately, the provider will also e-mail the student to notify him/her of any additional

demographic information that he/she may need to submit that was not included in student records. Once the student responds to this communication, the student will be forwarded (by e-mail) information allowing the student to begin coursework. At the conclusion of coursework, a transcript of grades and credit is forwarded from the provider to the parent and the primary school of enrollment, allowing for seamless completion of credit.

THE REQUEST FOR ENROLLMENT

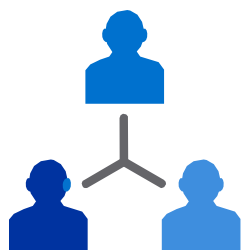
Because the enrollment process takes approximately ten business days, students are encouraged to register long before courses begin. Most providers only allow students to enter courses at the beginning of quarters and semester. Students are encouraged to enroll in all courses (online and brick-and-mortar) at one time, to allow for effective coordination of services between the two cooperating schools.

At the point when a **request for enrollment** is filed within SEATS, an e-mail notice is generated which apprises the counselor, provider, and primary school district or charter school's approving official that an enrollment request is pending for their review(s). This fulfills the statutory requirement that the USOE must notify a primary LEA of enrollment or an online course provider that an enrollment request has been received (53A-15-1208).

At the point when a **course credit acknowledgement** has been accepted by both a primary LEA and a provider, the USOE provides an e-mailed notice that the online course provider has accepted the course credit acknowledgement, allowing the student's counselor to forward the student's IEP and 504 information to the provider (53A-15-1208) and allowing a counselor to immediately adjust membership as required by administrative rule. In consequence, the e-mail notice is addressed to the counselor and copied to the provider, parent, and designated approving officer of the primary LEA.

Notice of **student withdrawal** is usually provided only within the SEATS system, which a parent, counselor, and primary LEA may access. If a student withdraws during allowable time periods, no funding is associated with that course enrollment, and this credit may be replaced with an equal credit value. Students may withdraw up to 20 school days after receipt of a notice of enrollment. If the student wishes to withdraw, he/she should notify his/her counselor, who should immediately notify the USOE by e-mail at edonline@schools.utah.gov.

3. SEATS—Student Enrollment and Tracking System



The Utah State Board of Education's **SEATS (Student Enrollment and Tracking System)** is an interactive online application allowing multiple persons to interact with one another to file and approve enrollment requests, and to track a student's progress toward completion thereafter. SEATS serves as a storage bank for SOEP information. Access to the SEATS database is available to three levels of users:

1. **Counselor** (school-wide access)
2. **Primary** (LEA-wide access), including:
 -] Business officer (default) or other approving official, upon written notice from business officer
 -] Other LEA officials, including upon written notice from business officer
 -] Registrars
3. **Provider** (provider-specific access), including:
 -] Provider approving officer
 -] Provider superintendent or director
 -] Other provider officer, with written approval from the provider's approving officer or director

In order to request access to the USOE's SEATS database, counselors, registrars and district-level approving or other officials are invited to initiate an account and request access. Once a user registers, he/she is asked to click on a link contained in a confirmation e-mail. If users do not receive the confirmation e-mail or have other difficulties, they should contact the USOE's SOEP specialist at 801.538.7660 or e-mail edonline@schools.utah.gov for assistance.

Providers or the USOE may manually enroll students who are new to the program (and so do not have a CCA to date) using this link: <https://seats.schools.utah.gov/ManualAdd/Register>.

Providers or the USOE must use this format (no spaces) for user names for new enrollees:

-] **User Name:** FirstnameLastnameLastfourdigitsoftelephonenumber
-] **E-mail:** FirstnameLastnameLastfourdigitsoftelephonenumber@gmail.com

Families should be advised to revise this temporary password and maintain access information privately thereafter. Providers or students with existing enrollments may log in to SEATS to request additional courses, and users can request that a password be reset using a link provided on the SEATS login page.

4. PROVIDER APPLICATION AND APPROVAL PROCESS

STANDARDS

Providers are required to adhere to certain statutes and rules. To facilitate these efforts, a process of provider approval is in place. This process:

-] Allows for collection of applicant information showing that a provider meets, and will continue to meet, all requirements in law and rule.
-] Educates prospective providers as to the requirements imposed by law and rule.
-] Ascertains the means by which providers intend to comply with law and rule.
-] Binds the LEA or IHE head and designated licensed administrators to compliance with all of the elements of law and rule.
-] Ensures that curriculum offered statewide is accessible, as per Section 508 of the Rehabilitation Act.
-] Verifies:
 - ¥ Accreditation
 - ¥ 508 compliance
 - ¥ Teacher licensing
 - ¥ Compliance with Utah's Core
 - ¥ Licensure of administrator
 - ¥ Local board approval
 - ¥ Nature of authorization, under statute
-] Acquaints the provider with iNACOL Quality Standards for Online Courses and iNACOL National Standards for Quality Online Programs, which the USOE accepts as Best Practice Standards for this Program.



Providers must submit a PDF Portfolio Application by e-mail. An application package can be requested by e-mail from the USOE's SOEP specialist at edonline@schools.utah.gov.

Web listing standards are maintained at <http://www.schools.utah.gov/edonline/LEA/Online-Provider/WebsiteListing.aspx>. These standards govern the USOE's web listing of Provider Course Catalogs. The USOE is required to maintain certain information on its website, under a separate SOEP page. This material is updated twice per year.

5. GLOSSARY

ENROLLMENT POLICY AND PROCEDURE DEFINITIONS



ACHIEVEMENT TESTING: Students registered for SOEP courses are required to complete state-mandated testing associated with any core courses. Providers are required to be able to administer state-mandated tests to students statewide. Accountability results are assigned to the provider. Scores aggregated by test on statewide assessments administered under Chapter 1, Part 6, “Achievement Tests,” and taken by students at the end of an online course offered through the Statewide Online Education Program, are required to be used in accountability during the school year they are administered. Tests administered between July 1 and June 30 are used for that year’s calculations. Average scores will not be published where $n < 10$, and in practice this has led to extraordinarily limited results being published. To mitigate this problem, the USOE publishes combined results for all students of each provider LEA, which includes online student results.

AMENDMENTS TO AN EXISTING CCA(S):
A Course Credit Acknowledgement (CCA) is a contract for services between a cooperating provider and the student’s primary LEA of enrollment. A CCA may, at the request of a parent or guardian, be amended to a lesser credit value than was originally agreed. Its credit value may not be increased. Additional credit must be formally approved through the filling of an additional CCA, which will allow a primary LEA of enrollment adequate time and notice to review this request.

BI-ANNUAL PUBLICATION OF COURSE OPTIONS:
R277-726-7(J) requires that providers shall provide to the USOE a list of course options using the USOE-provided course codes (all courses shall be coded as semester courses). Course offerings shall be updated in January and August annually. Providers will be contacted by e-mail at least 14 days prior to January 1/August 1 to ensure that they are aware of this requirement. January updates should include course options for both the upcoming and current years, with appropriate delineation of information to facilitate enrollment for each.

CARSON SMITH: The USOE has determined that Carson Smith Scholarship recipients may participate in Statewide Online Education Program (SOEP) courses.

CCA REJECTION BY PRIMARY:



-] **A student’s primary LEA of enrollment may only reject a course credit acknowledgement (CCA)** if the online course is not aligned with the student's college and career ready plan (CCRP) or the online course is not consistent with the student's international baccalaureate program (if the student participates in an international baccalaureate program).
-] A request may also be rejected if the number of online course credits exceeds the maximum allowed for the year (6), as provided in Section 53A-15-1204.
-] The right to reject a course credit acknowledgement (CCA) is limited to 72 business hours from the point of its filing. The USOE will not recognize rejections entered into a CCA thereafter, or after a notice of enrollment has been issued at the expiration of the 72 business hours allowed for review of the request by the student’s primary LEA of enrollment.
-] Statute requires the USOE to consider as accepted an enrollment request that was not rejected by a primary school district or charter school. §53A-15-1208(3)(e) states that a primary LEA of enrollment or online course provider shall submit an acceptance or rejection of a CCA to the State Board of Education within 72 business hours of the receipt of a course credit acknowledgement from the State Board of Education, while 53A-15-1208(3)(h) goes on to note that if a primary LEA of enrollment does not submit an acceptance or rejection of a course credit acknowledgement to the State Board of Education within 72 business hours of the receipt of a course credit acknowledgement from the State Board of Education, the State Board of Education shall consider the course credit acknowledgement accepted.

COMPLETION STATUS DEFINITIONS (SEE BELOW AND NEXT PAGE):

<i>Completion Status</i>	<i>Definition</i>
Awaiting confirmation	Enrolled; executed, awaiting confirmation of active participation
CLOSED—at request of LEA	
Confirmed to be in active participation	Enrolled; first semester
Enrolled home school student	Enrolled
Enrolled private school student	Enrolled
Expired	Student graduated prior to earning credit as agreed
In remediation	Remediation: For a 1.0 credit course, record status for all periods prior to graduation but exceeding 395 days (1 year plus 30 days) following course start. For a .5 credit course, for all periods prior to graduation but exceeding 93 days (9 weeks plus 30 days) following course end.

Not confirmed—closed	Closed—not confirmed: Student did not actively participate—enrollment closed
Not passing—agreed to closure	Requested withdrawal after period of initial participation exceeding 20 days withdrawal period
PASS—ALL COMPLETE (USBE use only)	All funds associated with this enrollment have been distributed to provider
Passed at .25 (Continuing in 1.0 credit course)	Enrolled; continuing on through first semester work
Passed at .5 (Continuing in 1.0 credit course)	Enrolled; continuing on to second semester work
Passed at .5 (Agreed to closure of remaining .5)	Enrolled: Passed first semester course work, and requested withdrawal prior to second quarter participation
Passed at .75 (Continuing in 1.0 credit course)	Enrolled; continuing on through second semester work
Pending execution	Awaiting provider of primary LEA approval
Rejected primary	Rejected
Rejected provider	Rejected
Rejected USOE	Rejected
Withdrawn	Withdrawn prior to 20 days

COURSE CREDIT ACKNOWLEDGMENT (CCA):

A Course Credit Acknowledgement (CCA) is a contract for services between a cooperating provider and the student’s primary LEA of enrollment.

COURSE FEES:



Withholding of the online course payment from a primary LEA of enrollment, and provision of payments to the eligible provider, will occur at the nearest monthly transfer of funds subject to verification of information, in an amount consistent with and at the time a provider qualifies to receive payment under Section 53A-15-1206(4).

COURSE LOADS (CLASS SIZE):

R277-726-6(C) provides that the Board may determine space available standards and appropriate course load standards for online courses, consistent with Sections 53A-15-1006(2) and 53A-15-1208(3)(d).

COURSE REQUEST ALIGNMENT WITH A STUDENT'S COLLEGE AND CAREER READY PLANNING:

Verification of alignment of an online course with a student's College and Career Ready Plan (CCRP) does not require a counselor to meet with a student. A counselor may assume that **a course is not aligned with the student's college and career ready plan (CCRP) if:**

-] A student intending to enroll in an online course exceeds what would normally be considered full-time enrollment at the school of record, when considered on the basis of a full academic year, and without a College and Career Ready Plan (CCRP) allowing for acceleration of credit so as to shorten the high school experience accordingly. Utah State Board of Education Administrative Rule also requires that the student's schedule demonstrate progress toward early graduation, where a CCRP for early graduation is in place.
-] Inclusion of the course does not allow a student to earn graduation credits sufficient to achieve high school graduation while enrolled in a number of courses not to exceed what would normally be considered full-time enrollment at the school of record, prior to the date of high school graduation.

COURSE REQUESTS CAUSING A STUDENT TO EXCEED FULL-TIME ENROLLMENT:

A student may enroll in credits exceeding what would normally be considered to be full-time enrollment at the school of record, considered on the basis of a full academic year, where a college and career ready plan (CCRP) provides for early graduation, or where it is the local board-approved policy to allow this. In practice, enrollments may also exceed the limit of full-time enrollment where an LEA has not acted to disapprove excess enrollments prior to issuance of a notice of enrollment at the expiration of the statutory waiting period extending 72 business hours from the filing of the enrollment request. A counselor may wish to work with a parent to resolve this situation subsequently to drop excess coursework or obtain a CCRP for early graduation.

§53A-15-1204(2)(a) restricts an eligible student to a certain number of online credits per school year; however, a student's primary LEA of enrollment may allow an eligible student to enroll in online courses for more than this number of credits. Since statute requires the USOE to consider as accepted an enrollment request that was not rejected by a primary school district or charter school, students may exceed credit hours if officials at the primary LEA or charter school do not disapprove enrollment requests during the 72 business hour statutory review period.

§53A-15-1208(3)(e) states that a primary LEA of enrollment or online course provider shall submit an acceptance or rejection of a course credit acknowledgement to the State Board of Education within 72 business hours of the receipt of a course credit acknowledgement from the State Board of Education.

§53A-15-1208(3)(h) goes on to note that if a primary LEA of enrollment does not submit an acceptance or rejection of a course credit acknowledgement (CCA) to the State Board of Education within 72 business hours of the receipt of a CCA from the State Board of Education, the State Board of Education shall consider the CCA accepted.

CREDIT RECOVERY:

A student may enroll in courses for purposes of credit recovery; however, because courses will, in most circumstances, replace credits at the primary school of enrollment rather than supplementing them, this may make credit recovery difficult or impossible unless a primary LEA is willing to allow a student to take excess courses without displacing other courses being taken for original credit. This is a local decision.

DROPOUT STATUS OF SENIORS NOT COMPLETING CREDIT:

It is the USOE's determination that a student due to graduate who has not completed credit at one or more LEAs, such that the student fails to graduate with his/her cohort, is accounted as a dropout. Responsibility for this event will be assigned to that LEA exiting the student last. This determination is part of USOE IT business rules for calculating the dropout rate, via warehouse data drawn from the UTREx Year-End Upload after June 30 each year. For questions, contact the USOE Data and Statistics graduation specialist.

INTERNALLY-OFFERED ONLINE COURSES:

Online courses may only be counted when computing the student's level of enrollment when these meet pupil accounting requirements of R277-419.

ENROLLMENT (SOEP ENROLLMENT VERIFICATION BY PROVIDER):

R277-726(E) requires a student to be enrolled in an LEA to qualify for participation in online courses offered through this program. All registered courses for an "enrolled" student will be entered into Student Information Systems (SIS) at both the primary and provider LEAs. At the provider LEA:

1. This should occur within ten business days of USOE notice that an enrollment request has been accepted, and
2. The student is not considered to be in regular membership, and must be marked as appropriately in the school's SIS system. At a provider, this will require that the providing school is not marked as a school of record, which may entail marking the child as a "Non-Attender," or otherwise ensuring that the provider school has not been marked as a school of record for membership or other purposes.
3. It is not the policy of the USOE to disburse funds based solely on record changes to Course Credit Acknowledgements (CCAs); record changes to CCAs are paired with UTREx verification for funding, accountability and reporting purposes. In general, a provider's record changes to a CCA will precede UTREx verification for purposes of funding disbursement. Where student progress is independently verified by USOE staff in UTREx previous to entry of record changes into online SOEP EPS CCA record, funding may occasionally be disbursed prior to record entries to a CCA made by a provider.

ENROLLMENT REQUESTS FILED BY PARENT:

If a parent, guardian or student submits an enrollment request to the State Board of Education, the State Board of Education will forward it to the online

course provider for submission as a Course Credit Acknowledgment (CCA), which is understood to be an acknowledgement of terms under which the course will be offered to the student. Under the law, only the provider or a school counselor may submit a CCA, whereas a request for enrollment may be submitted by a parent or student.

EXITING STUDENTS FROM PART-TIME ENROLLMENT:

Online providers should include appropriate exit coding in the student's SIS S1 student record upon course completion. Correct coding will prevent attribution of a student as a dropout.

FAPE: Free appropriate public education

FEES: R277-407-3 limits fees that online providers may charge in the context of a Statewide Online Education Program course:

1. Textbook fees may only be charged in grades seven through twelve.
2. Secondary students may be required to provide their own student supplies, subject to the Fee Waiver provisions of R277-407-6.

FEE WAIVER ELIGIBILITY: Provided that the class is subject to the fee waiver provisions of R277-407-6, a fee may be charged if a class requires payment of fees or purchase of materials, tickets to events, etc., in order for students to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades.

] In the case of an online course, a computer is required for students to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit and the highest grades, which means that a computer and Internet access must be available to a fee waiver student. Comcast works with the National School Lunch Program to make this equipment available at a low cost to qualifying families (<https://apply.internetessentials.com/>).

] A primary LEA bears the burden of accepting and processing fee waiver applications for students of those LEAs participating in the Statewide Online Education Program, just as they do for their students in general.

] A provider must furnish materials, etc. consonant with a primary LEA's determination that a student is eligible for fee waivers. In the case of dually enrolled students, a provider must notify a private or home school student of fee waiver opportunities, provide application materials, and maintain documentation of resulting fee waivers.



FOREIGN EXCHANGE STUDENTS:

Foreign exchange students enrolled in a Utah public or private school are eligible to participate in SOEP under ordinary program eligibility standards.

GRADE/CREDIT REPORTS:

R277-726-7(G) requires a student's credit and grade to be reported to the

USOE, parent(s), and the primary LEA within 30 days of the student achieving a passing grade per each .5 credit value (semester).

] Grades and credit are reported to the USOE through UTREx.

] Additional reporting requirements are satisfied by transcripts sent to the primary LEA and the student's parent/guardian.

GRADUATING SENIORS: R277-726-8 requires a primary school of enrollment to set reasonable timelines and standards, and requires providers to adhere to timelines and standards for student grades and enrollment in online courses, for purposes of:



1. School awards and honors.
2. Utah High School Activities Association participation.
3. High school graduation.

HOMESCHOOL STUDENTS:

Students who attend a home school must have a home school release that is current when coursework commences and extends through a standard date of course completion. A student is eligible who attends a private school outside the state of Utah, but has a custodial parent who is either permanently residing in the state of Utah or can demonstrate permanent residence during a period of temporary residence outside of the state. A provider LEA will be responsible for receipt and storage of proof of residency consistent with standards of that LEA as applied to all students of that LEA.

IDEA: The Individuals with Disabilities Education Act

IEP: Individualized Education Plan

INTENTION TO ENROLL: A student should enroll in an online course, or declare an intention to enroll in an online course, during the high school course registration period designated by the LEA. Notwithstanding this, a student may enroll in an online course at any time during a calendar year. A student may alter a course schedule at his/her primary LEA by dropping a traditional classroom course and adding an online course consistent with course schedule alteration procedures adopted by the student's primary LEA of enrollment or high school, by the school district's or high school's same deadline for dropping and adding a traditional classroom course.

LEA: A local education agency is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools. This includes school districts and charter schools that are considered to be their own LEA.

LEA SIS RECORDS AND UTREX:

Funding disbursement relies on enrollment reports received by the USOE through uploads of student records from an LEA's SIS by Utah Records Exchange (UTREx). Complete and updated LEA SIS records will allow funding to roughly coincide with credit completion.

MEMBERSHIP AND SCHOOL OF RECORD:

A primary LEA is the only LEA that will accrue membership-based funding for a child participating in the SOEP. This will include special education add-on funding, which is membership-based. The school within the primary LEA that the student attends is considered to be the student's "school of record" for graduation and counseling purposes, including IEP formation and management and dispute resolution.

NON-SECONDARY STUDENTS:

Public school students enrolling prior to the ninth grade are required to have a college and career ready plan (CCRP) that includes a plan for early graduation, and approval from the high school from which they intend to graduate for credit earned prior to the ninth grade to be accepted for purposes of high school graduation at that school. Students enrolling prior to the ninth grade must satisfy course prerequisites.

PREREQUISITES:

Students must meet course prerequisites for admission to a particular course. A provider determines prerequisites and a student's qualification as having met prerequisites.

PRIMARY SCHOOL DISTRICT RESPONSE DURING ENROLLMENT PROCESS:



A Course Credit Acknowledgement (CCA) is a contract for services between a cooperating provider and the student's primary LEA of enrollment. Primary school districts have 72 business hours to respond upon receipt of a USOE notice that an enrollment request is pending. Acceptance or rejection occurs through the entry of record changes made to the online CCA file, which is made available to the LEA through the district's access to the SEATS (Student Enrollment and Tracking System). It is USOE policy to execute a CCA 10 days from the date (taking the hour sent into account) that notice is sent to the Primary LEA, federal holidays being excluded. The USOE is required to consider an LEA's failure to respond as acceptance (53A-15-1208(3)(h)). This provision does not exclude requests for course credits exceeding statutory limits, as the LEA has discretion to allow a student to engage in excess credits, and non-rejection constitutes acceptance.

PROOF OF AGE:

Upon enrollment of a student for the first time in a particular school, a parent or legal guardian must provide either a certified copy of the student's birth certificate or other reliable proof of the student's identity and age, together with an affidavit explaining the inability to produce a copy of the birth certificate (53A-11-503).

PROVIDER ELIGIBILITY AND RESPONSIBILITIES:

Provider responsibilities are found in R277-726-7.

-] At a minimum, a program/school must be accredited for 9–12th grade education by AdvancEd (please note that a school/school system will ordinarily be in operation for at least two years before it may receive accreditation).
-] Programs/schools must have capacity to administer, upon course completion, state-designated assessments as directed by the Board, including proctoring, consistent with R277-473.
-] A program/school must retain an administrator who meets requirements of 53A-6-110 or 53A-1a-512(5).
-] Providers and third parties working with providers must satisfy all Utah State Board of Education requirements for documentation of student enrollment and participation.
-] Providers and third parties working with providers must satisfy all Utah State Board of Education requirements for and compliance with IDEA, Section 504 and Section 508 of the Rehabilitation Act, and requirements for English language learner (ELL) students for all eligible students.
-] Providers may offer only coursework aligned with the Utah Core standards, course requirements, and the provisions of R277-700, R277-404, and R277-473. Providers and third parties working with providers must satisfy all Utah State Board of Education requirements for consistency with course curricula.
-] Providers and third parties working with providers must also satisfy all Utah State Board of Education requirements for criminal background checks for provider employees. Providers must require all employees to meet requirements of Section 53A-3-410 and R277-516, requiring background checks for licensed and unlicensed employees, contract employees and volunteers, prior to the provider offering services to students.
-] Providers must only employ teachers who meet the requirements of R277-510, Educator Licensing—Highly Qualified Assignment.
-] R277-726-7(N) establishes providers as the parties “primarily responsible for complete and timely submissions of record changes to executed CCAs and submission of other reports and records required by USOE.”
-] A provider LEA will be responsible for receipt and storage of proof of residency for, and home school status consistent with, standards of that LEA as applied to all students of that LEA.

PUPIL-TEACHER RATIO: Computation of teacher-to-student ratio (pupil-teacher ratio for the combined online courses of the online course provider as per 53A-15-1211a92) (d)) will be performed by the USOE Data and Statistics section using UTREx and/or CACTUS data. Pupil-to-teacher ratios for LEAs offering online courses to in-district students will be similarly calculated.

RECORD KEEPING REQUIREMENTS (PROVIDERS):

The SOEP program diverts Minimum School Program funding between LEAs. Requirements for receipt of this funding are identical to the requirements for receipt of MSP funding as a whole; however, primary LEAs are relied upon to perform primary collection of enrollment records, including birth certificates and certificates of immunization.

RELEASE TIME:

Release time is not counted when computing the student's level of enrollment for purposes of this program.

REMEDiation:

A student marked "in remediation" will be expected to complete online courses after the applicable time period and before the student graduates from high school until and unless a student or provider has (a) requested closure of a CCA for health or other reasons approved by the student's counselor at the school of record, or (b) the student is withdrawn as per 53A-15-1206.5, or (c) graduated.

-] Remediation will be considered to have occurred, and funding diminished commensurately with a lack of timely completion as per §53A-15-1206(5), following expiration of the time period for completion specified in §53A-15-1206(4)(c), which is for a one (1) credit online course within 12 months or a .5 credit course within nine weeks following the end of a traditional semester.
-] A record will be marked as "in remediation" 30 days after the expiration of this period, so as to allow for report of grade as per R277-726-7(G).
-] To avoid the need for credit recovery, an online course provider will receive only 70 percent of the original course fee if the student completes the online course before the student graduates from high school, but after the period allowed to the student in statute.

REQUIREMENTS FOR HOME-SCHOOLED STUDENTS:

Students who attend a home school must have a **home school release** that is current when coursework commences and extends through a standard date of course completion. A home-schooled student may request courses only prior to his/her 18th birthday.



While home-schooled students whose parents are Utah residents have the opportunity to enroll in and complete courses toward fulfillment of high school graduation requirements, a home-schooled student will not receive a high school diploma unless or until he/she seeks regular enrollment at a public or private school that will recognize credit for purposes of high school graduation. Therefore, a home-schooled student may want to enroll in courses through his/her boundary school in order to have access to both graduation services and online coursework. A school will facilitate this enrollment without requiring physical attendance or enrollment in additional coursework in a brick-and-mortar environment.

RESIDENCY:



A model “Proof of Residency” policy is given at <http://www.schools.utah.gov/law/Policies-Procedures/ProofResidency.aspx>. This policy is indicative of the sort of documentation that can be requested to demonstrate continuing residence, such as when a student’s family is temporarily resident out of state or abroad, and a child wishes to remain enrolled in online courses, through the primary school of enrollment, using a SEOP provider. (See the model “Proof of Residency” policy on page 26.)

RESIDENCY DETERMINATION:

The “parent” of a K–12 student (53A-11-101(4)) is defined to include:

1. A custodial parent of the minor.
2. A legally appointed guardian of a minor.
3. Any other person purporting to exercise any authority over the minor under Utah statute. However, Statewide Online Education Program statutes (53A-15- 1202(2)) restrict eligibility to a student enrolled in a district school or charter school in Utah, or a student who attends a private school or home school and whose custodial parent or legal guardian is a resident of Utah. Therefore, unless the student undergoes a change in custodial parents, such that the Utah resident is the custodial parent, students residing with a non-resident custodial parent would not appear to be eligible for enrollment in the Statewide Online Education Program.

SEATS COMMUNICATION(S):

The e-mail edonline@schools.utah.gov is associated with the Administrator in the USOE’s Student Enrollment and Tracking System (SEATS) database. This account is checked daily for e-mails sent from SEATS (noreply@barracuda.schools.utah.gov).

SECONDARY COURSEWORK:

Providers may offer participating students only secondary credits offered under R277-700-6, or additional secondary elective course offerings established and offered at the discretion of an LEA board, and approved by the Utah the Board of Education for compliance with R277-700-6.

SIS INCLUSION:



R277-726(E) requires a student to be enrolled in an LEA to qualify for participation in online courses offered through this program. All registered courses of an enrolled student will be entered into the school’s **Student Information System (SIS)** at both the primary and provider LEAs.

1. At the provider LEA:
 - ¥ This should occur within ten business days of the USOE’s notice that an enrollment request has been accepted.
 - ¥ The student is not considered to be in regular membership, and must be marked appropriately in the school’s SIS system. At a provider, this will require that the providing school is not marked as a school of record, which may entail marking the child as a “Non-Attender,” or otherwise

ensuring that the provider has not been marked as a school of record for membership or other purposes.

2. At the primary LEA, membership should immediately be adjusted to include hours associated with courses provided online through an SOEP provider.

SPECIAL EDUCATION AND 504 PROCEDURES:

1. If a student requests services related to a **Section 504 accommodation** under the Americans with Disabilities Act:
 - ¥ A provider shall prepare a Section 504 plan for the student, if necessary, and provide the services or accommodation.
 - ¥ An LEA of enrollment shall provide a Section 504 plan to a provider within 72 business hours if the primary LEA of enrollment has a current Section 504 plan for the student.
2. If a student participating in the Statewide Online Education Program qualifies to receive **services under the IDEA**:
 - ¥ A primary LEA of enrollment shall prepare an IEP for the student in accordance with the timelines required by the IDEA and provide the IEP to the provider within 72 business hours of completion of the student's IEP.
 - ¥ A primary LEA of enrollment shall continue to claim the student in the primary LEA of enrollment's membership.
 - ¥ A provider shall provide special education services to the student in accordance with the student's IEP forwarded by the primary LEA.
3. If a **home or private school student** participating in the program qualifies to receive special education services under the IDEA:
 - ¥ The home or private school student may waive the student's right to receive the special education services; or
 - ¥ The home or private school student may enroll in the home or private school student's resident school for the purpose of receiving special education services.
 - ¥ If a home or private school student enrolls in the student's resident school for the purpose of receiving special education services and requests to receive special education services, then the home or private school student's resident school shall prepare an IEP for the student, provide the IEP to the provider within 72 business hours of completion of the student's IEP, and claim the student in the resident school's membership.
 - ¥ The provider shall provide special education services to the student.

STATUTORY ACCEPTANCE: A primary LEA's statutory acceptance of a Course Credit Acknowledgement (CCA), or the contract which underlays an agreement between an online provider and a primary LEA of enrollment in the instruction of a student online through the SOEP, is statutorily understood to have been obtained if the

designated approving officer of the primary LEA does not respond within the 72-business-hour approval window, and any subsequent decision is not required to receive recognition by the USOE or a provider.

STUDENTS IN RESIDENTIAL TREATMENT:



The treatment facility is charged in law with ensuring that the requirements of 53A-11-101.5(2) and 53A-11-101.7(1) are met through the provision of appropriate educational services for all children served in the state by the agency. Students in residential treatment facilities qualify for funding under this program if they are determined to be residents under 53A-2-201 for determination of responsibility for providing educational services. If the student is parentally-placed (with an in- or out-of-state parent) or agency-placed, the student will qualify for educational services by means of enrollment in the school district in which they are determined to be resident.

- ¥ If the educational services are to be provided through a public school and the custodial parent or legal guardian resides outside the state, then the child-placing agency shall pay all educational costs required under Sections 53A-2-205 and 53A-12-102.
- ¥ If the custodial parent or legal guardian resides within the state, then the child-placing agency shall pay all educational costs required under Section 53A-12-102.
- ¥ 62A-4a-606 provides that, where a child under 18 is under the supervision of a private or public agency, a child-placing agency shall ensure that the requirements of Subsections 53A-11-101.5(2) and 53A-11-101.7(1) are met through the provision of appropriate educational services for all children served in the state by the agency.
- ¥ While in the custody or under the supervision of a Utah state agency, or while under the supervision of a private or public agency licensed under Section 62A-2-108, a student may seek admission to the school district in which the treatment facility is located. If residence is acknowledged per 52A-2-201, then the school district is responsible for providing educational services for children of school age who are residents of the district and receiving services from a health care facility or human services program located in the school district's physical boundaries. In consequence, the student will then be eligible for funding under SOEP statutes, and may enroll in online coursework through SOEP.

THE UTAH STATE BOARD OF EDUCATION (USBE):

The Utah State Board of Education is required to maintain a website for the Statewide Online Education Program that shall include a description of the Statewide Online Education Program, including its purposes; information on who is eligible to enroll, and how an eligible student may enroll in an online course; a directory of online course providers; a link to a course catalog for each online course provider; and a report on the performance of online course providers as required by Section 53A-15-1211.

USOE: The Utah State Board of Education

UTREX: Utah eTranscript and Record Exchange. The UTREx/Data Clearing-house gathers and stores student data throughout the year for exchanging student records and for reporting at the local, state, and national levels.

WITHDRAWAL FROM AN ONLINE COURSE:

An online course provider shall establish a start date for an online course, including a start date for the second .5 credit of a one (1) credit online course. A student may withdraw from an online course:



-] Within 20 school calendar days of the start date, if the student enrolls in an online course on or before the start date.
-] Within 20 school calendar days of enrolling in the online course, if the student enrolls in an online course after the start date.
-] A student may also withdraw from a 1.0 credit online course within 20 school calendar days of the start date of the second .5 credit of the online course.

YEARLY REPORT ON PROVIDERS:

A report on providers will be prepared following October 1 of each year and disseminated prior to December 1 of that year, including replacement of the previous year’s report on the USOE’s SOEP website.

-] Providers will be sent a **copy of data** to be used in the report for verification purposes and for the purposes of suggesting formatting or other changes.
-] Providers will be sent a **copy of the completed report** when it is available, along with notice that the completed report will be available on the USOE’s SOEP website for review by parents and other individuals. The USOE’s completion of this annual report (§53A-15-1211) is required by law, and is based on UTREx, CACTUS submissions, and CCA data.
-] **A report on providers** is prepared yearly, by December 31 or sooner, and encompasses enrollments for courses beginning in the previous fiscal year, ending June 30. This report includes statutory assessments of all providers’ activities under the auspices of SOEP. The USOE is required to post this report on the performance of online course providers on the Statewide Online Education Program's website.
 - ¥ For purposes of comparison, results of online courses offered by LEAs to their own regular students are reported similarly.
 - ¥ In terms of its inclusions, this report is governed by 53A-15-1211, Report on Performance of Online Course Providers, which requires the State Board of Education, in collaboration with online course providers, to develop a report on the performance of online course providers, which may be used to evaluate the Statewide Online Education Program and assess the quality of an online course provider.

¥ This report must include:

1. Scores aggregated by test on statewide assessments administered under Chapter 1, Part 6, Achievement Tests, taken by students at the end of an online course offered through the Statewide Online Education Program.
2. The percentage of the online course provider's students who complete online courses within the applicable time period specified in Subsection 53A-15-1206(4)(c).
3. The percentage of the online course provider's students who complete online courses after the applicable time period specified in Subsection 53A-15-1206(4)(c) and before the student graduates from high school.
4. The pupil-teacher ratio for the combined online courses of the online course provider.

YOUTH OFFENDERS:



Youth offenders 12–21 years of age who are committed or admitted by the juvenile court to the custody, care, and jurisdiction of the division, for confinement in a secure facility or supervision in the community, following adjudication for a delinquent act which would constitute a felony or misdemeanor if committed by an adult (including youth offenders confined to a secure facility operated by or under contract with the division of Juvenile Justice Services, a shelter for the temporary care of children in physically unrestricted facilities pending court disposition or transfer to another jurisdiction, or in temporary custody of the Division of Juvenile Justice Services) are eligible if they are either enrolled in a district school or charter school in Utah, or attend a private school or home school and have a custodial parent or legal guardian who is a resident of Utah. Students in temporary custody of the Division of Juvenile Justice Services are not eligible otherwise.

**UTAH STATE BOARD OF EDUCATION
UTAH PUBLIC SCHOOLS PROOF OF RESIDENCY
MODEL PROCEDURES**

Before a student is enrolled in a Utah public school, the student’s parent(s) or legal guardian(s) must show proof of Utah residency in the school district in which the student desires to enroll.
(UC.A. 53A-2-201)

Below are examples of documentation a school may request to show residency:

Column A	Column B (DOCUMENT MUST SHOW CURRENT ADDRESS)
<p>Copy of deed AND/OR record of most recent mortgage payment; or</p> <p>Copy of Lease AND record of most recent rent payment; or</p> <p>Legal affidavit from landlord affirming tenancy AND record of most recent rent payment if available, or statement in body of affidavit that family is living there free of charge and for what period of time; or</p> <p>Other documentation acceptable to the school district/charter school that confirms Utah is the legal guardian’s primary residence; or</p> <p>If none of the above is available, a legal affidavit from the leader of a recognized established religious unit (ward, stake, parish, mosque, synagogue) affirming that the family lives at the address designated by the parent/legal guardian.</p>	<p>Dated within the past 60 days:</p> <ul style="list-style-type: none"> • Letter from approved government agency, such as assisted housing, food stamps, or unemployment payments • Payroll stub • Bank or credit card statement • Utility bill or work order such as: <ul style="list-style-type: none"> - Gas bill - Electric bill - Home telephone or cell phone bill - Cable bill - Change of address form for U.S. mail • Valid driver license • Current vehicle registration • Valid Utah photo identification card • Valid passport • Voter registration documentation • Church or religious records <p>Dated within the past year:</p> <ul style="list-style-type: none"> • W-2 form • Excise (vehicle) tax bill • Property tax bill
<p>Note: THIS IS A MODEL ONLY. School personnel should determine the forms of documentation necessary to satisfy residency requirements for public school enrollment. It is not necessary for school personnel to retain documentation provided by a student’s parent(s) or legal guardian(s) once residency has been confirmed.</p>	
<p>The following do not establish residency:</p>	
<ul style="list-style-type: none"> • Powers of attorney • Letters from friends or relatives 	<ul style="list-style-type: none"> • Property owned in Utah school district boundaries • P.O. box in school district boundaries

THIS PROOF OF RESIDENCY MODEL SHOULD NOT BE USED FOR HOMELESS STUDENTS

Utah State Board of Education
School Law and Legislation 250
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Sydnee Dickson,
State Superintendent of Public
Instruction

www.schools.utah.gov