



SCHOOL BOARD ACTION REPORT

DATE: April 23, 2019
FROM: Denise Juneau, Superintendent
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For Introduction: May 1, 2019
For Action: May 15, 2019

1. TITLE

Amendment to Board Policy No. 2024, Online Learning; Repeal of Board Policy No. C16.00, Acceptance of Correspondence or College Courses for High School Credit

2. PURPOSE

This Board Action Report makes edits to and renames Board Policy No. 2024, Online Learning. It also repeals Board Policy No. C16.00, Acceptance of Correspondence or College Courses for High School Credit. Relevant material from the repealed Board Policy No. C16.00 is incorporated into a revised 2024SP. The changes reflect recommendations from the High School Policy Work Group and Seattle Public Schools' Internal Auditors.

3. RECOMMENDED MOTION

I move that the School Board amend Board Policy No. 2024, Online Learning, as attached to the Board Action Report, and that the School Board repeal Board Policy No. C16.00, Acceptance of Correspondence or College Courses for High School Credit, also attached to the Board Action Report. If the motion is approved, the changes would be effective starting the summer term of the 2018-19 school year.

4. BACKGROUND INFORMATION

a. Background

Introduction

Superintendent Procedure 2024SP, Online Learning, outlines the manner in which Seattle Public Schools allows students to take courses for high school credit via online learning opportunities. During the 2017-18 School Year, Seattle Public Schools' Internal Auditors audited online learning at a selection of high schools across the district, and reviewed Superintendent Procedure 2024SP, and determined that the procedure should be clearer to promote consistency between schools. Specifically, they raised a concern that there was confusion about which forms and permissions were required for taking online courses for high school credit, and shared that concern with the Department of College and Career

Readiness (CCR). CCR acknowledged their concerns, and decided to bring the issue to the High School Policy Work Group.

The High School Policy Work Group, consisting of high school principals, counselors, and academic intervention specialists, as well as central office staff, examined the School Board Policy and Superintendent Procedure for Online Learning, and agreed that it was confusing, but also noted that it was out of date, and not in line with current practices at high schools. It was also inequitable in a number of ways. Work group members, with feedback from central staff and principals, discussed revisions at length, and made the following recommendations:

1. Rename Board Policy 2024 and Superintendent Procedure 2024SP from “Online Learning” to “Out-of-District Credits and Credit Recovery.”
2. Divide 2024SP into two sections:
 - a. Section 1: Out-of-District Credits for First Time Credit
 - b. Section 2: Credit Recovery.
3. Make all out-of-district credits for first time credit appear on high school transcripts as pass/no pass, rather than a letter grade.
4. Create a decision tree to determine when principals/school administrators should approve students’ requests to take out-of-district credits for first time credit.
5. Allow out-of-district credits for high school students only, not middle school students.
6. Limit students to four out-of-district online credits for first time credit, instead of eight.
7. Repeal Board Policy C16.00, Acceptance of Correspondence or College Courses for High School Credit, and incorporate all relevant information into section 1 of 2024SP.

After the High School Policy Work Group made its recommendations and College and Career Readiness staff drafted a revised Superintendent Procedure 2024SP and Board Policy No. 2024. Board Directors met with staff to discuss the revised documents. Using feedback from Directors, staff further revised both the policy and the procedure.

It is proposed that Board Policy No. C16.00 be repealed and that Board Policy No. 2024 be amended as attached to this Board Action Report. A revised version of Superintendent Procedure 2024SP is also provided for the Board’s reference. Note that approved changes to Board Policy No. 2024 and Superintendent Procedure 2024SP, and the repeal of Board Policy No. C16.00 will be effective July 1, 2019. Although the Board vote will take place on May 15, 2019, district staff will use the remainder of May and June to communicate approved changes to students, families, and school staff before those changes are enacted. Both Board Policy No. 2024 and Superintendent Procedure 2024SP will contain the following language: “This policy is effective July 1, 2019,” however, this language will be struck following that date.

Rationale for Revisions

1. The High School Policy Work Group determined that it was important to rename the policy and the procedure because “Online Learning” does not encompass all of the ways in which students currently access the out-of-district courses and credit recovery courses referred to in the procedure. While many students elect to take out-of-district

- courses for first time credit online, others choose to take those courses at colleges and universities, at private high schools, and at high schools in other nearby school districts. And, though many students do participate in online credit recovery, students are also able to access credit recovery through summer school offerings. The revised policy and procedure outline the state and district guidelines for taking online classes, but also include guidelines on all of the other manners in which students may take out-of-district and credit recovery classes.
2. In order to address the confusion the Internal Auditors identified around what permission is required to take these courses, the High School Policy Work Group advised that the best course of action was to divide the Superintendent Procedure into two sections. Section 1 applies to out-of-district courses for first time credit only, and students must always seek prior permission by filling out an Equivalency of Study Form. Section 2 applies to credit recovery only, and students do not need to fill out an Equivalency of Study Form in order to access credit recovery (except in rare cases when they are requesting permission to take out-of-district credit recovery).
 3. Currently, when a student takes an out-of-district course, the letter grade the student receives is included in the student's high school transcript and grade point average (GPA). The High School Policy Work Group was concerned that it was inequitable to allow these out-of-district courses to impact GPA, because students whose families can afford out-of-district courses can "shop around" for the easiest course in a particular subject, and use it to raise their GPA. Students whose families cannot afford to pay for out-of-district courses do not have the same option to raise their GPAs. Given that, the work group advised that it would be more equitable to make out-of-district courses appear on transcripts as pass/no pass, so that GPA will not be impacted.
 4. Under the current Superintendent Procedure, principals have wide discretion to determine whether or not to approve a student's request for out-of-district courses. In practice, some principals almost never give their approval, while other principals are much more accepting of out-of-district courses. This is inequitable, because it means that students in different high schools have different levels of access to out-of-district courses. In order to minimize this inequity, the High School Policy Work Group created a decision tree, incorporated into the revised Superintendent Procedure, to guide principals on when to approve out-of-district course requests. They should only approve the request if the student needs the course to graduate, and cannot take the course at his or her school, or if the student needs the course in order to get on track to access college preparatory courses during junior or senior year. Exceptions apply as outlined in procedure.
 5. The High School Policy Work Group determined that middle school students should not be allowed to take out-of-district courses for high school credit. The middle school student's principal is encouraged to avoid individually determining what out-of-district credits a student should be approved to take, when the credits will be applying to a high school of which the principal is not in charge. Furthermore, principals in the High School Policy Work Group flagged concerns that middle school students are currently taking out-of-district math classes so they can take more advanced math classes in high school. This is problematic given that out-of-district classes often do not prepare them adequately for the more advanced high school courses. Board Policy No. 2420 also addresses out-of-district high school credits for middle school students. College and Career Readiness is introducing a separate

Board Action Report to recommend revisions to that policy, to ensure that there is no discrepancy between the language in 2024SP and Board Policy No. 2420.

6. Currently, students are allowed to take up to eight online credits. Under the revised procedure, students will be limited to four out-of-district online credits, but will still be able to take up to eight online credits for credit recovery. High school principals who reviewed the revised procedure were concerned that eight out-of-district online credits was too many, but found four credits to be reasonable, as it allows a student to take a 0.5 credit course each semester. Exceptions will be considered for students facing extenuating circumstances.
7. C16.00 was last revised in 2007, and is out of date, but still contains relevant guidelines regarding which educational institutions Seattle Public Schools should accept as out-of-district providers of high school credits. Those guidelines have been incorporated into the revised Board Policy No. 2024 and 2024SP, so C16.00 can be repealed.
8. Board Policy No. 2024 is heavily revised to emphasize that students should have access to robust course offerings within the district, but that they should also have the flexibility to access rigorous out-of-district credits and credit recovery as needed. The policy directs the Superintendent to create processes for accessing out-of-district credits and credit recovery, and to create exceptions to those processes in certain circumstances. It is also revised to make clear there are multiple options for out-of-district credits, including online courses, in-person courses, and correspondence courses. And finally, it is revised to include information about costs and fees.

b. Alternatives

The main alternative is to respond, in a more limited way, to the internal audit by clarifying that students need to fill out the Equivalency of Study Form to take out-of-district credits, but not when they will be taking in-district credit recovery courses. This is not recommended because the High School Policy Work Group has carefully considered the recommended revisions, and the Department of College and Career Readiness has gathered feedback on the revisions from high school principals, Directors of Schools P-12, the Chief Academic Officer, the Department of Racial Equity and Advancement, and Board Directors. These revisions make 2024SP more equitable, more clear, and more in line with the realities of how students are accessing out-of-district courses for first time credit and credit recovery courses.

c. Research

Seattle Public Schools' internal auditors completed audits of online credit recovery at Franklin High School, Cleveland High School, Center School, and Rainier Beach High School during the 2017-18 school year. Their findings prompted the Department of College and Career Readiness to engage the High School Policy Work Group to look deeply into 2024SP. As part of the process of revisioning 2024SP, work group representatives researched out-of-district and credit retrieval procedures at other districts and used their research to inform the revisions recommended by the group.

The Department of College and Career Readiness has worked with the Department of Technology Services to collect and analyze available data on online course usage across the district, both for out-of-district first time credit and credit recovery. CCR has also visited Highline School District to learn about its centrally managed credit recovery

model. The ultimate goal is to refine and improve our district's model for online credit recovery, and to provide central guidance to schools and families on high quality online programs for students pursuing online credits for first time credit and credit recovery. Please note that this work is a major endeavor, with a two-three year timeline, and is subject to funding availability.

5. FISCAL IMPACT/REVENUE SOURCE

As part of Board Policy No. 2024 and Superintendent Procedure 2024SP, students/families may appeal to take particular courses with non-approved providers, to take more than 4 online credits for first time credit, and to take out-of-district courses that are available at their schools.

Reviewing these appeals will take staff time, estimated at approximately 5 hours per month, and this work will be staffed with current staffing levels.

With regards to limiting students to 4 out-of-district credits and no longer allowing middle school students to take out-of-district credits, the impact will be revenue neutral. With fewer out-of-district credits, students will likely take fewer Running Start courses as juniors and seniors, and will instead take more classes at their high schools. The need for teachers will increase, but the district will receive state funding to staff teachers for those students.

Expenditure: ☐ One-time ☐ Annual ☐ Multi-Year ☒ N/A

Revenue: ☐ One-time ☐ Annual ☐ Multi-Year ☒ N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☐ Tier 1: Inform

☐ Tier 2: Consult/Involve

☒ Tier 3: Collaborate

We determined that this action merited Tier 3 engagement with school level staff and Board Directors. In order to create the revised Superintendent Procedure 2024SP, the Department of College and Career Readiness collaborated with the High School Policy Work Group, comprised of a small group of high school principals, school counselors, academic intervention specialists, and central staff members. We also shared draft versions of the procedure with the entire cadre of high school principals, counselors, and academic intervention specialists, received feedback from some of those parties, and incorporated that feedback into the procedure. We also gathered feedback from the Board Directors on both the policy and the procedure.

7. EQUITY ANALYSIS

College and Career Readiness staff met with staff from the Department of Racial Equity and Advancement to share proposed changes and ask for support with analyzing the proposed changes using the Racial Equity Analysis tool. Following that meeting, CCR staff completed the racial equity analysis. The analysis confirmed that the High School Policy Work Group approached the revisions with an equity lens, and recommended revisions that would lead to more equitable outcomes for students.

Step 1 of SPS's Racial Equity Tool asks department leadership to define equitable outcomes and engage stakeholders. In the context of this work, equitable outcomes means every student in every high school having the same opportunity to take out-of-district courses. Through the process of engaging stakeholders, particularly principals, district staff learned that at some schools, permission to take out-of-district courses is widely granted, and at other schools, it is not. Student of color are concentrated in certain high schools, so that means that without a district-wide policy and procedure on when to approve out-of-district credits, there will be racial disparities. These revisions provide a district-wide policy and procedure, and thus will increase racially equitable outcomes.

Furthermore, under the current procedure, when a student takes an out-of-district course, the letter grade the student receives counts towards his or her GPA. The student can "shop around" for a course that is known to be easy, instead of taking the course through SPS. This is inequitable, because students who are at high schools where principals do not approve out-of-district credits, and students who cannot afford to pay for out-of-district courses, do not have this option for boosting their GPAs. In the revised procedure, out-of-district courses will not be used for GPA calculations, and this is more equitable.

Step 2 of the Racial Equity Tool asks stakeholders to engage in analyzing data. As part of this process, CCR staff collected and analyzed data on online course-taking for credit recovery and out-of-district credit. We will continue to track the data after the proposed changes go into effect, to ensure that the changes have the intended effect of giving students equitable access to out-of-district courses. We will also work with the Department of Technology Services to refine data collection processes so that we can do a more fine-tuned analysis going forward.

Step 3 of the Racial Equity Tool asks stakeholders to analyze how the proposed changes will increase or decrease educational and racial equity. CCR staff strongly believe that our proposed changes will increase educational and racial equity for the reasons described in Step 1 above. However, we acknowledge that out-of-district credits are not free, and that even if the procedure is implemented with fidelity and all students receive permission to take out-of-district courses in a uniform way, some students have families who can pay for these courses, and other do not. For that reason, we will continue to advocate for increased funding to high schools, so that every student can take a rigorous and robust selection of courses for free at their own public high schools.

Step 4 of the Racial Equity Tool asks stakeholders to identify ongoing measures of success or mitigation plans for negative impacts. As mentioned in Step 2 above, we plan to continue to monitor data on students accessing out-of-district credits and credit recovery. If we find large disparities across schools, we will work with principals to ensure that they understand how to

apply the new procedure. We will also revisit our appeals process if we find that students from particular socio-economic groups are more likely to appeal, and are thus using more district resources in the form of staff time to review the appeals.

8. STUDENT BENEFIT

The revisions we are recommending will benefit students in several ways. First, the revised procedure provides students with a clear understanding of the district guidelines for taking out-of-district credits and credit recovery courses. Second, this will benefit less wealthy students because, as described above, it will level the playing field. They will not have to compete for scholarships or college admissions with students who may have inflated their GPAs with out-of-district courses. And finally, it will benefit students because it will ensure that no matter which school they attend, their requests to take out-of-district courses will be evaluated using the same decision-making process.

9. WHY BOARD ACTION IS NECESSARY

- ☐ Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- ☐ Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- ☒ Adopting, amending, or repealing a Board policy
- ☐ Formally accepting the completion of a public works project and closing out the contract
- ☐ Legal requirement for the School Board to take action on this matter
- ☐ Board Policy No. _____, [TITLE], provides the Board shall approve this item
- ☐ Other: _____

10. POLICY IMPLICATION

- Board Policy No. 2024 and Superintendent Procedure 2024SP, Online Learning, will be revised.
- Board Policy No. C16.00, Acceptance of Correspondence or College Courses for High School Credit, will be repealed.
- Board Policy No. 2420, High School Grade and Credit Marking Policy, will need to be revised. There is a reference to middle school students taking out-of-district online classes for high school credit, and that will need to be removed. A BAR to revise Board Policy No. 2420 will be brought in alignment with this BAR.

11. BOARD COMMITTEE RECOMMENDATION


This motion was discussed at the C&I Committee meeting on April 23, 2019. The Committee reviewed the motion and moved the item forward with a recommendation for approval for the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, College and Career Readiness will work with the Department of Communications to provide a summary of all changes to school staff, families, and students. Middle and high school principals will be notified of changes through the School Leader Communicator, and directed to use the decision tree in Superintendent Procedure 2024SP when considering requests for out-of-district credits. School counselors will be notified by email. A summary of the changes will be posted to the district website, and a summary will also be emailed to all families of middle and high school students. The revised Board Policy No. 2024 and Superintendent Procedure 2024SP will be effective July 1 of the 2018-19 school year.

13. ATTACHMENTS

- Board Policy No. 2024, Out-of-District Credits and Credit Recovery – (clean - for approval)
- Board Policy No. 2024, Online Learning – (original - for reference)
 - Because this policy was completely rewritten, a redlined version is not provided.
- Superintendent Procedure No. 2024SP, Out-of-District Credits and Credit Recovery - (clean - for approval)
- Superintendent Procedure No. 2024SP, Online Learning – (original - for reference)
 - Because the procedure was reconfigured and substantially revised, a redlined version is not provided.
- Board Policy No. C16.00, Acceptance of Correspondence or College Courses for High School Credit – (original - for repeal)

	<p style="text-align: center;">OUT-OF-DISTRICT CREDITS AND CREDIT RECOVERY</p>	<p style="text-align: center;">Policy No. 2024</p> <p style="text-align: center;">[Date]</p> <p style="text-align: center;">Page 1 of 3</p>
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It is the policy of the Seattle School Board to provide robust course offerings taught by Seattle Public Schools’ teachers in high school. At the same time, the Board also supports a range of options for students to earn credits, including out-of-district courses and credit recovery courses.

One purpose of this policy is to offer students out-of-district options for earning credits while also ensuring that those options are rigorous and accessible to all students in the district. A second purpose of this policy is to offer students credit recovery options (which may be out-of-district in certain circumstances) and to ensure that these options are also rigorous and accessible to all students in the district.

This policy and the corresponding procedure only apply to students who are actively enrolled in Seattle Public Schools at the time the out-of-district credits and/or credit recovery are earned. The policy and procedure do not apply when students who transfer to Seattle Public Schools with high school credits from schools outside the district need to transfer their credits to their new high school.

Out-Of-District Credits

Students may need to take out-of-district high school courses for first time credit if particular courses are not available at their high school. Out-of-district credits are to be used primarily for first-time credit, but also may be available for credit recovery under certain circumstances.

For first-time credits, students are to access learning through their high school offerings. If students are not able to access particular courses at their schools, they may be permitted to add out-of-district courses to their high school transcripts, per the process outlined in Superintendent Procedure 2024SP. Out-of-district courses include courses that are offered online, via correspondence, and in-person outside of the district’s and school’s program and course offerings. State and/or district approved dual credit programs, such as Running Start and College in the High School, are not out-of-district courses.

Courses that will be considered for out-of-district credits are offerings from:

- The list of online providers approved by the Office of the Superintendent of Public Instruction (OSPI);

- Washington state school districts;
- Private schools in Washington; and
- Colleges and universities in Washington.

Seattle Public Schools will regularly review this list of out-of-district providers to ensure that only credits earned through currently approved/accredited providers will be considered for addition to student official transcripts. The district will offer students and their families the option of appealing for permission to take a course with a provider not included in this list under specific extenuating circumstances.

Credit Recovery

For students who need to recover previously attempted courses, the Board encourages students and school staff to work together to choose the appropriate credit recovery option offered by the school or district. In most cases, that means online credit recovery courses through providers approved by OSPI and supervised by school staff, or summer school.

Limits

The Superintendent may set limits on the number of online courses a student can take. The purpose for these limits is to encourage the in-person learning relationships that align with our foundational beliefs about teaching and learning. At the same time, the district will provide students and their families with the option of appealing the limit on online courses for first time credit if there are extenuating circumstances.

Cost

The district will pay for credit recovery courses offered by Seattle Public Schools when the district claims state education funding for those courses and/or the courses are part of the legally required minimum annual instructional hours. Students and their families must pay for out-of-district courses, whether those courses are for first-time credit or credit recovery.

Procedure

The Superintendent or designee is authorized to develop procedures to implement this policy and will provide information to parents, students, and staff regarding the conditions under which out-of-district credits and credit recovery will be accepted/offered. The procedure will include, but will not be limited to, a description of student access to out-of-district and credit recovery courses, student eligibility criteria, the types of courses available to students, methods the district will use to support student success, payment of course fees and other costs, granting of course credit, and appeals processes for extenuating circumstances.

This policy is effective starting on July 1, 2019.

Adopted: December 2011


Revised: [Date]

Cross Reference: Policy Nos. 2022; 2420; 2255

Related Superintendent Procedure: 2024SP

Previous Policies: C57.00; C16.00

Legal References: RCW 28A.225 Compulsory School Attendance and Admission; RCW 28A.250 Online Learning; RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies; RCW 28A.320.035 Contracting out – Board’s powers and duties – Goods and services; RCW 28A.150.220 Basic Education – Minimum instructional requirements – Program accessibility – Rules; WAC 180-51 High School Graduation Requirements; WAC 392-121-182 Alternative learning experience requirements; WAC 392-121-188 Instruction provided under contract; WAC 392-410-310 Equivalency course of study – Credit for correspondence courses, electronically mediated courses, and college courses; WAC 392-502 Online Learning; RCW 28A.150.305 Alternative educational service providers – Student eligibility; RCW 28A.232.010 Alternative learning experience courses—Generally—Definitions—Rules—Reports
Management Resources: *Policy News*, December 2009

	<p>ONLINE LEARNING</p>	<p>Policy No. 2024</p> <p>December 7, 2011</p> <p>Page 1 of 2</p>
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It is the policy of the Seattle School Board that a variety of learning options, including online courses and programs, are critical for 21st Century learners. The Board recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the Board believes that online learning provides broad opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.

Therefore, the Board supports a range of online learning opportunities that are equally accessible to all students in the school district. The Board directs the superintendent to provide information to parents, students and staff regarding online learning options and the guidelines for participation.

The Superintendent or designee will develop procedures to implement this policy. The procedures will include, but not be limited to, a description of student access to online learning courses/programs, student eligibility criteria, the types of online courses available to students, methods the district will use to support student success, payment of course fees and other costs, granting of course credit and conditions under which no credit will be awarded.

Adopted: December 2011

Revised:

Cross Reference: Policy Nos. 2022; 2255; 2410; D130.00

Related Superintendent Procedure: 2024SP

Previous Policies: C57.00

Legal References: RCW 28A.225 Compulsory School Attendance and Admission; RCW 28A.250 Online Learning; RCW 28A.230.090 High School graduation requirements or equivalencies – Reevaluation of graduation requirements – Review and authorization of proposed changes – Credit for courses taken before attending high school – Postsecondary credit equivalencies; RCW 28A.320.035 Contracting out – Board’s powers and duties – Goods and services; RCW 28A.150.262 Defining full-time equivalent student – Students receiving instruction through alternative learning experience online programs – Requirements – Rules; RCW 28A.150.220 Basic Education – Minimum instructional requirements – Program accessibility – Rules (Effective September 1, 2011); WAC 180-51 High School Graduation Requirements; WAC 392-121-182 Alternative learning experience requirements; WAC 392-121-188 Instruction provided under contract; WAC 392-410-310 Equivalency course of study – Credit for correspondence courses, electronically mediated courses, and college courses; WAC 392-502 Online Learning

Management Resources: *Policy News*, December 2009

Superintendent Procedure 2024SP

Out-of-District Credits and Credit Recovery

Approved by: _____ Date: _____

Denise Juneau, Superintendent



I. Out-of-District Credits for First Time Credit

A. Conditions

Section I of this procedure outlines the process by which first time credit to fulfill graduation requirements will be granted for student learning that occurs outside of Seattle Public Schools for students actively enrolled in Seattle Public Schools. Out-of-District courses include courses taken through public schools outside of the Seattle School District, private schools, OSPI approved online providers, postsecondary institutions, or other educational activities and opportunities. Credit toward high school graduation may be granted for learning experiences outside Seattle Public Schools for first time credit from an accredited institution under the following conditions:

- Approval for credit has been obtained from student's school administrator prior to enrollment and/or participation in the equivalency course of study.
- The learning experience meets OSPI standards:
(<http://www.k12.wa.us/CurriculumInstruct/default.aspx>).
- The letter grade earned will not be posted to the Seattle Public Schools transcript. Instead, student will receive a "P" for passing or an "N" for not passing, which will be posted to the Seattle Public Schools transcript.
- Families who wish to partially enroll their children in programs or courses offered through another school district must meet with enrollment services and complete the inter-district enrollment process. Students may not exceed the maximum FTE allowed by OSPI.
- Seattle Public Schools is not responsible for NCAA Clearinghouse information for courses taken outside of Seattle Public Schools' oversight. Not all courses meet NCAA standards. It is up to each family to determine whether or not a particular course meets NCAA standards.
- Seattle Public Schools does not guarantee that postsecondary institutions will recognize or accept out-of-district courses when evaluating student applications to those institutions. It is up to each family to determine whether or not any course meets the standards for postsecondary institutions of interest to the student.
- Seattle Public Schools is not responsible for costs or fees. In special circumstances, a school may pay for costs and fees if funding is available, pending approval by Curriculum, Assessment, and Instruction.

B. Process

- Families must complete the Equivalency of Study for First Time Credit Form and provide the form and course information to the student's school administrator prior to taking the course.
- Administrator will evaluate the course based on the Decision Tree for Out-of-District Credits, (per subsection D below).
- Administrator will inform the student/family of the decision in a timely manner.

- If the request is approved, the student will complete the course, then submit a sealed official transcript to his/her school for addition to the Seattle Public Schools transcript. Note that the credit will be recorded as pass/no pass, not as a letter grade.
- If the request is not approved, the student may still take the course, but credit for the course will not be issued on the Seattle Public Schools transcript. The student may choose to independently submit the out-of-district credit to colleges or programs.

C. Limitations

Students may take no more than four out-of-district online learning credits towards graduation purposes while enrolled in Seattle Public Schools high schools. If there are extenuating circumstances, schools may appeal to the Department of College and Career Readiness for permission to allow a student to apply additional online credits towards graduation.

D. Decision Tree for Out-of-District Credits

Principals must answer the following questions when deciding whether or not to allow students to take out-of-district courses for first time credit:

1. Is the student a middle school student or high school student?
 - Middle school students may not take out-of-district courses for high school credit. Students entering 9th grade are considered high school students when their academic records are transferred to their high school. If the student is in high school, proceed to the next question. If the student is not in high school, deny the request.
2. What institution is providing the course?
 - Generally, courses must be taught by one of the following approved providers (please see the exceptions section below for more information):
 - OSPI approved online course provider;
 - Accredited community college, technical college, or university in Washington State;
 - Approved private school in Washington State. All private schools in Washington must be approved in order to operate, so any private school where a student might take a course is approved;
 - High school or online school in a school district in Washington State.
 - If the course is provided by one of the above institutions, proceed to the next question. If not, deny the request.
3. Does the course meet a graduation requirement for the student?
 - If the course meets a graduation requirement, proceed to the next question. If the student cannot apply this course towards graduation, deny the request.
4. Does the student's school offer this course, and is there room in the class for the student to register (please see the exceptions section below for more information)?
 - If the course is not offered and/or there is no room in the class, approve the request. If the course is offered at the school and the student can register, proceed to the next question.

5. Would taking the requested course help the student get on track to access college preparatory classes such as AP, IB, or the equivalent during the student's junior or senior year of high school?
- If the course would help the student get on track to access college preparatory courses, approve the request. If not, deny the request.
 - Examples of how to answer this question:
 - Approve the request if the student failed Algebra 1A as a first semester freshman, and then subsequently passed it second semester, and wants to take Algebra 1B out-of-district over the summer, in order to take Geometry sophomore year, Algebra 2 junior year, and Precalculus or IB math senior year.
 - Deny the request if the student is already enrolled in grade level courses, and will be able to access AP, IB, and equivalent courses during junior or senior year without taking the requested out-of-district course.

E. Exceptions

- Participation in a district approved education program, e.g. Upward Bound or LEEP, does not require approval via the Equivalency of Study for First Time Credit Form. Students may participate in these programs beginning the summer between their 8th and 9th grade year, and will receive high school credit for successfully completing the programs.
- Per question 2 in the Decision Tree, students are to take out-of-district courses with approved providers. However, students/families may appeal to take a course with a non-approved provider if the course is not being offered by an approved provider. It is the responsibility of the student/family to provide course materials for district review. Principals are directed to provide the appealing student/family with a district waiver, collect the completed waiver, and forward it on to the Department of College and Career Readiness for review. Note that the appeal will only be considered by the district if all other conditions under the Decision Tree have been met, as determined by the student's high school, and the appeal is submitted at least 60 days prior to the start of the requested out-of-district course.
- Per question 4 in the Decision Tree, students are to take courses at their high school if those courses are offered and there is room for the students in those courses. However, a student/family may appeal to take a course out-of-district when the course is offered at the school and there is room in the course under the following circumstances:
 - a. Student is in the class of 2020-2023 and has already planned a high school course of study that does not leave room for the course in question, or;
 - b. Extenuating circumstances necessitate the student missing one or more periods of the school day throughout a marking period.

Principals are directed to provide the appealing student/family with a district waiver, collect the completed waiver, and forward it on to the Department of College and Career Readiness for review. Note that the appeal will only be considered by the district if all other conditions under the Decision Tree have been met, as determined by the student's high school, and the appeal is submitted at least 60 days prior to the start date of the requested out-of-district course.

- Exceptions to this section of the procedure may apply to students with individual education plans and/or 504 supports. Please see procedures 2161SP and 2162SP for more information.

II – Credit Recovery

Credit recovery is a course-specific, skill-based, extended learning opportunity for students who have previously been unsuccessful in mastering the content or skills required to receive course credit or earn promotion. The primary purpose of this procedure is to address the needs of students who have failed courses needed for their graduation. The Superintendent is authorized to develop a program through which students may recover credits, in compliance with Washington State regulations.

Students should enroll in credit recovery courses supervised by Seattle Public Schools. If there are extenuating circumstances preventing students from accessing credit recovery through Seattle Public Schools, they may be granted permission to enroll in out-of-district credit recovery, per subsection II(I) of this procedure.

A. Student Eligibility

Students may be eligible for credit recovery if they meet the following criteria:

- The student's parent or legal guardian gives written consent for the student to enroll in the proposed credit recovery course. Parents/guardians should be informed that not all postsecondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept some credit recovery courses for credit.
- The student has previously taken an initial, regular section of the proposed course and received an E or no credit.
- If the credit recovery course is an online course, the student has earned fewer than eight online credit recovery credits. Students may take no more than eight online credit recovery credits towards graduation purposes while enrolled in Seattle Public Schools high schools.

B. Credit Recovery Options

Seattle Public Schools will offer a variety of credit recovery options. Credit recovery will be delivered by a certified teacher.

Credit recovery may be delivered as follows:

- Credit recovery may be delivered through summer school offerings.
- Credit recovery may be delivered by an OSPI approved computer based program facilitated and sponsored by a Seattle Public Schools staff member.
- Credit recovery may be delivered through district created and taught courses.
- Credit recovery may be delivered by an OSPI approved computer based program and taught by state certified teachers.
- Credit recovery may be delivered through district approved assistive instructional technology under the supervision of trained staff after approval by appropriate budget and departmental review (such as 504 or Special Education).

C. Supporting Student Success

The school will provide the following supports to students to help ensure a successful recovery learning experience:

- The counselor, principal, or other school staff member will advise students in selecting and registering for credit recovery learning options to which the school facilitates access.
- Students registered for online credit recovery will be assigned to a school staff member who will serve as a local advisor. The local advisor will check on student attendance and course progress, communicate with parents about student progress, and submit the course grade to student's counselor.
- Students registered for online credit recovery will be given access to a computer. The school may offer a dedicated class period during the school day in which students may connect to their online course and to their local advisor.

D. Costs/Fees

- Courses offered to students for which the district claims state education funding or that are included as part of the legally required annual minimum instructional hour offering will be paid for by the district. These are courses that are considered part of a school's master schedule or are otherwise courses offered by the district or by the individual school. Students/families may be responsible for fees as specified by School Board Policy 3520, Board Procedure 3520BP, and Superintendent Procedure 3520SP.
- Courses offered to students for which the district claims no state education funding and that are not included as part of the legally-required annual minimum instructional hour offering will be paid for by students/families, including any course fees.

E. Student Responsibilities

- Adhere to the Basic Rules of Seattle Public Schools and all rules outlined in the Student Rights & Responsibilities Handbook.
- Comply with course participation and completion requirements.
- Notify the district if participation in an online course ceases or changes.
- Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the course.
- Participate in an online course orientation if available.

F. Parent or Guardian Responsibilities

- Ensuring that students are making progress towards credit recovery completion.
- Communicating with local advisors or online program team.

G. School Responsibilities

- Inform staff, parents/guardians, and students of the online courses that are available to them.
- Inform staff, parents/guardians, and students of the online course prerequisites, technology requirements, course outlines, syllabi and possible fees.

- Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day.
- Ensure communication between the student's local advisor and parent/guardian. The school will inform students and their parent/guardian of rescheduling options or grade impacts in the event a student withdraws from a credit recovery course prior to completion.
- Seattle Public Schools shall track and designate students enrolled in credit recovery courses in compliance with state guidelines.

H. Awarding Credit

- The grade assigned by the teacher of record for the credit recovery course will be added to the official Seattle Public Schools transcript, but the previous grade will remain on the transcript. Grades and credit will not be added to transcripts until an official transcript/grade score has been received.
- The school counselor will determine how much credit will be awarded, based on instructions in the Counseling Manual.

I. Exception for Out-of-District Credit Recovery

- In some circumstances, Seattle Public Schools may not be able to provide credit recovery courses that students need in order to graduate. If this happens, students may be permitted to enroll in out-of-district credit recovery and have any credits earned added to their Seattle Public Schools transcripts, based on the following conditions:
 - Family must request permission by completing and submitting the Equivalency of Study for Out-of-District Credit Recovery Form to the student's school administrator prior to taking the course. Note that students taking credit recovery through Seattle Public Schools do not need to fill out this form.
 - Principal/school administrator will only approve the request if credit recovery needed is not available through Seattle Public Schools.
 - Course must be provided by:
 - OSPI approved online provider;
 - or accredited community college, technical college or university in Washington State;
 - or approved private school in Washington State;
 - or high school or online school in a school district in Washington State.
 - Upon completion of course, student must submit a sealed official transcript to his/her school. The grade earned through the credit recovery course will be added to the official Seattle Public Schools transcript, but the previous grade will remain on the transcript.
 - Student/family is responsible for all costs and fees associated with the course.

This procedure is effective July 1, 2019.

Approved: December 2011

Revised:

Cross Reference: Policy No. 2024, Policy No. 2420

Superintendent Procedure 2024SP

Online Learning

Approved by: s/S. Enfield Date: 12/14/11

Dr. Susan Enfield, Interim Superintendent



This procedure outlines the manner in which Seattle Public Schools will allow students to take courses via online learning opportunities. This procedure applies to students taking approved online courses or participating in approved online programs for which the district is counting the student's time for enrollment reporting purposes or for which the student will be seeking high school credit. Courses for which no credit is sought and no state funding is requested are taken at the discretion of the student and family and are unrelated to Seattle Public Schools.

A. Definitions

Online Courses:	An "online course" is one in which more than half of the content is delivered online and more than half of the instruction is delivered online by a teacher from a different location than that of the student.
Online School Program:	An "online school program" is delivered by a school district or cooperative of school districts, and provides an online, comprehensive and sequential program of courses or grade-level coursework and instruction in which more than half of the program is delivered online and more than half of the instruction is delivered online by a teacher from a different location than that of the student.
Online Learning Support Team:	The "online learning support team" is district/school staff who will provide assistance to the student in accessing courses, understanding coursework and maintaining successful progress in the course.

B. Student Access to Online Courses and Online School Programs

The district will facilitate access to the following types of online learning opportunities, to the extent they are available and meet Seattle Public Schools standards for college-ready courses:

1. Online courses:
 - a. OSPI-approved online courses created and taught by third-party course providers;

- b. District-taught online courses created by a third-party contracted provider; and
 - c. District-created and taught online courses
- 2. Online school programs:
 - a. District-created and -taught online school programs;
 - b. District-sponsored programs created and taught by third-party course providers;
 - c. District-sponsored programs created by third-party course providers and taught by district teachers; and
 - d. Out-of-district online school programs accessed through an interdistrict transfer

C. Types of Online Courses Available¹

- 1. Credit recovery courses allowing students to make up failed credits needed for graduation;
- 2. Courses which may already be offered in the student's school but are inaccessible to the student due to scheduling issues or similar factors;
- 3. Courses not available at the student's school that meet four-year college entrance requirements;
- 4. Remedial, standard-level or advanced level courses meeting high school graduation requirements; and
- 5. Remedial, grade level and advanced level coursework for K-8 students

D. Student Eligibility Criteria

The district will facilitate access to online learning courses and programs for students enrolled in grades 6—12; students below grade 6 may be permitted to enroll in online learning courses with the permission of the family, teacher, and school principal. Students taking an online course or participating in a district-created online school program must adhere to the following criteria:

- 1. Have completed any required prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the academic level needed to function effectively in an online learning environment;
- 2. Comply with existing district policies for registering/enrolling in an online course or district program, including completing the grade-appropriate equivalency course of study form, found in each school's main office or the counseling office;

¹ Remedial courses may be appropriate for some students to bring them up to grade-level skills. The decision to enroll a student in a remedial course should be made jointly between the student's family, teacher and/or counselor, with approval by the Principal or designee.

3. Students interested in attending an online school program in another district must follow dual enrollment protocol prior to entering that program. Only high school students are eligible for dual enrollment. Students who enroll in online school programs in another district are not considered Seattle Public School students for the coursework taken via the online school program; and
4. The online course or program must not conflict with or disrupt the student's schedule. At the middle school level this includes the first and last class periods of the day; at high school a student may have late arrival or early dismissal, and therefore online work could include those class periods.

E. Supporting Student Success

The district will provide the following support to students to help ensure a successful online learning experience:

1. All online students will receive assistance from the local online learning support team—assistance may be provided online, rather than in-person;
2. The counselor, principal, or other district staff may advise students in selecting and registering for online learning options to which the district facilitates access;
3. The local advisor or online learning support team will meet regularly with online students to ensure they are connecting to the online coursework and online teacher and are making satisfactory progress in their online coursework;
4. The district may offer a dedicated class period during the school day in which the student may connect to an online course and to their local advisor and may offer access to online computers during the school day for outside courses taught or facilitated by the district, or for courses developed and taught/facilitated by the district; it is the student's/family's responsibility to identify out-of-school time and computer access for courses that do not fall under this definition.

F. Costs/Fees

1. Courses offered to students for which the district claims state education funding or that are included as part of the legally-required annual minimum instructional hour offering will be paid for by the school district. Students/families may be responsible for fees as specified by School Board Policy D85.00 and procedure D85.01. These are courses that are considered part of a school's master schedule or are otherwise courses offered by the district or by the individual school.
2. Courses offered to students for which the district claims no state education funding and that are not included as part of the legally-required annual minimum instructional hour offering will be paid for by students/families, including any course fees.
3. As permitted by financial limitations, courses that are taken at a high school for credit recovery purposes may be funded by the school.

G. Granting of High School Credit for Online Courses

1. Credit for online courses will be granted in the same manner as other course offerings in the district. This includes granting high school credit for certain courses taken online at the middle school level, per Board Policy D15.00.
2. Currently enrolled students must seek approval and complete the equivalency course of study form prior to enrolling in an online course provided outside of the district. Approval of the equivalency course of study form by the school will identify the terms under which the student may receive credit for the course.
3. For students transferring credit from online courses or programs taken while enrolled outside of the district, credit will be granted according to the district transfer credit requirements.
4. For eligible courses, if course credit is earned, the course will be recorded on the transcript using the standardized identifier for online courses provided in the Comprehensive Education Data Research System (CEDARS).
5. No more than eight (8) online learning credits can be obtained for high school graduation purposes.
6. Grades or credit will not be added to transcripts until an official transcript has been received from the online institution.

H. Information to Students and Parents or Guardians

The district will use a variety of methods to provide information to parents/guardians and students regarding online learning opportunities.

Information may be provided through the district Web page, counseling office brochures, newsletters, the student handbook and other appropriate district communication resources.

Information provided will include descriptions of online courses or online school programs, enrollment information, potential fees, a description of credit awarded for courses, student eligibility requirements, methods the district will use to support student success and the fact that no more than eight (8) online credits can count towards high school graduation.

I. Student Responsibilities

1. Must seek approval and complete the equivalency course of study form prior to enrolling in an online course.
2. Adhere to the district's code of conduct for academic integrity and all rules outlined in the Student Rights & Responsibilities Handbook.
3. Comply with course/program participation and completion requirements.

4. Notify the district if participation in an online course/program ceases or changes.
5. Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the online course.
6. Participate in an online course/program orientation if available.

J. Parent or Guardian Responsibilities

1. Parents or guardians are responsible for costs/fees as outlined in Section F.
2. Parents or guardians are responsible for providing appropriate technology for participation in any coursework for which the district does not provide technology.


K. District Responsibilities

1. Inform parents/guardians prior to student enrollment in any online course or program.
2. Inform staff, parents/guardians and students of the online courses and programs that are available to them.
3. Inform staff, parents/guardians and students of the online course/online school program prerequisites, technology requirements, course outlines, syllabi and possible fees.
4. Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day.
5. Provide online students with an online learning support team.
6. Ensure communication between the student's local advisor and parent/guardian.
7. Ensure online courses are appropriately identified with CEDARS coding.
8. The district will inform students and their parent/guardian of rescheduling options or grade impacts in the event a student withdraws from an online course or online school program prior to completion.

Approved: December 2011

Revised:

Cross Reference: Policy No. 2024; C15.00; D15.00; D85.00; D85.01

	<p>ACCEPTANCE OF CORRESPONDENCE OR COLLEGE COURSES FOR HIGH SCHOOL CREDIT</p>	<p>Policy C16.00 October 17, 2007 Page 1 of 1</p>
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Policy

The Seattle School District, in compliance with WAC 392-410-310, will only grant credit, including high school graduation credit, for correspondence or college courses obtained from:

- A. Schools that are members of the National University Continuing Education Association or accredited by the Distance Education and Training Council;
- B. Community colleges, technical colleges, four-year colleges and universities (either private or public), and approved private schools high schools in Washington state; and
- C. Other schools or institutions, including electronically mediated schools or programs, which are approved, after evaluation of a particular course offering, by the Superintendent or the Superintendent's designee.

The superintendent or the superintendent's designee shall establish procedures that implement this policy and set forth the criteria necessary for granting credit for correspondence or college courses.

Adopted: October 17, 2007

Revised:

Cross Reference:

Related Superintendent Procedure:

Previous Policies:

Legal References: WAC 392-410-310

Management Resources: