

# **School District Online Learning Policy and Procedures**

**Report to the Legislature**



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**December 2010**



# **School District Online Learning Policy and Procedures**

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## Executive Summary

With the 2009 passage of Substitute Senate Bill 5410 (codified as RCW 28A.250), the Legislature required school district boards of directors to develop online learning policies and procedures. This report summarizes the policy and procedures documents that districts submitted to the Office of Superintendent of Public Instruction (OSPI).

The findings in this report represent written district *policy and procedures*, and may or may not accurately reflect actual district *practice*. Although OSPI counseled districts to write procedures to accurately reflect current district practice, some districts may have crafted their policies to incorporate future plans rather than present practice. As a result, the findings may overstate the level of activity that presently exists in the state. OSPI's report on the *practice* of online learning will be delivered to the Legislature on January 15, 2011.

### Totals

Of the 295 school districts in the state, 243 (82 percent) submitted policy and/or procedures documents to OSPI. Twenty districts (7 percent) submitted a policy document, but not a procedures document. Of the 223 districts with procedures documents to analyze, 203 (91 percent) are offering some form of online learning—either online courses or online school programs—to their students.

Of the 223 reporting districts:

- 197 (88 percent) districts stated that individual online courses were available to students.
- 160 (72 percent) districts have policies allowing them to offer online school programs.

### Online Courses

Districts can obtain the online course curriculum from a variety of sources. Of the 197 districts offering online courses:

- 116 (59 percent) districts indicated they are creating their own course content.
- 194 (98 percent) districts indicated they are using third-party created course content.
- 112 (57 percent) districts indicated they are using *both* district-created and third-party created content.

Districts can either use district teachers or third-party teachers. Of the 197 districts offering courses:

- 157 (80 percent) districts indicated they are using district teachers to teach courses.
- 178 (90 percent) districts indicated they are using third-party teachers to teach courses.

- 136 (69 percent) districts indicated they are using *both* district teachers and third-party teachers to teach courses.

### **Online School Programs**

Districts can obtain the online course curriculum from a variety of sources. Of the 160 districts offering programs:

- 103 (64 percent) districts indicated they are creating programs within the district.
- 154 (96 percent) districts indicated they are using third-party created content.
- 97 (61 percent) districts indicated they are using *both* district-created and third-party created programs.

Districts can either use district teachers or third-party teachers. Of the 160 districts offering programs:

- 141 (88 percent) districts indicated they are using district teaching staff.
- 138 (86 percent) districts indicated they are using third-party teaching staff.
- 118 (74 percent) indicated they are using *both* district and third-party teaching staff.

### **Interdistrict “Choice” Transfers**

Sixty-one percent of districts included a statement indicating they would facilitate access to out-of-district online school programs via an interdistrict transfer. While very few districts explicitly said they would not allow choice transfers for the purposes of online learning, a large number (37 percent) did not address the issue, resulting in a lack of clarity for students and parents interested in pursuing an out-of-district online learning option.

### **Course Types**

Of the 197 districts offering individual online courses:

- 187 (95 percent) districts indicated they would offer credit recovery courses allowing students to make up failed credits needed for graduation.
- 174 (88 percent) districts indicated they would offer courses which may already be offered in the student’s school but are inaccessible to the student due to scheduling or other factors.
- 163 (83 percent) districts indicated they would offer Advanced Placement courses.
- 160 (81 percent) districts indicated they would offer foreign language courses.
- 158 (80 percent) districts indicated they would offer standard-level courses meeting high school graduation requirements.
- 153 (78 percent) districts indicated they would offer courses not available at the student’s school that meet four-year college entrance requirements.
- 152 (77 percent) districts indicated they would offer elective and career and technical (CTE) courses.
- 133 (68 percent) districts indicated they would offer elementary and middle-school grade-level coursework (e.g., 4th grade).

## **Grade Ranges**

Of the 203 districts offering online learning, 177 (88 percent) included a grade range. Of those:

- 52 (29 percent) indicated they served elementary students (Grades K–5).
- 104 (59 percent) indicated they served middle school students (Grades 6–8).
- 165 (93 percent) indicated they served high school students (Grades 9–12).

## **Fees**

For courses offered as a part of the student’s free basic education, or for courses which the district claims state basic education funding, nearly all of the districts (194 of the 203 districts offering online learning) indicated the district would pay for the course costs. Only one district explicitly designated that students must pay for the online course enrollment fees. The remaining eight districts wrote policies that lacked clarity around the payment issue. OSPI will follow up with each of those districts to help ensure that their policies are properly structured and can clearly communicate this information to parents and students.

Seven school districts, out of the 203 districts offering online learning options, offered to cover the costs of students taking online courses/programs outside of the free basic education context. In other words, they are using a non-state funding source to cover the costs of these students taking online courses outside of the regular school day. An additional 13 districts have created arrangements to share the cost of the course, or the funding source depends on context. In the majority of these cases, 76 percent, the student/family will pay for the course.

## **I. Introduction**

With the 2009 passage of Substitute Senate Bill 5410 (codified as RCW 28A.250), the Legislature required school district boards of directors to develop online learning policies and procedures. OSPI was also required to submit this report to the Legislature summarizing the policies and procedures.

### ***Statutory Requirements***

The relevant portions of RCW 28A.250.050 are:

(1) By August 31, 2010, all school district boards of directors shall develop policies and procedures regarding student access to online courses and online learning programs. The policies and procedures shall include but not be limited to: Student eligibility criteria; the types of online courses available to students through the school district; the methods districts will use to support student success, which may include a local advisor; when the school district will and will not pay course fees and other costs; the granting of high school credit; and a process for students and parents or guardians to formally acknowledge any course taken for which no credit is given. The policies and procedures shall take effect beginning with the 2010–11 school year. School districts shall submit their policies to the superintendent of public instruction by September 15, 2010. By December 1, 2010, the superintendent of public instruction shall summarize the school district policies regarding student access to online courses and submit a report to the legislature.

(2) School districts shall provide students with information regarding online courses that are available through the school district. The information shall include the types of information described in subsection (1) of this section.

### ***Acknowledgments***

Several individuals were instrumental in the process of creating model policy and procedures documents, providing technical assistance to school districts, and analyzing submitted documents. We thank the following for their work on this project:

- Marilee Scarbrough, Director, Policy and Legal Services, Washington State School Directors' Association (WSSDA).
- Members of the Working Group that provided input for the development of the model documents (see Appendix D).
- Staff at the nine Educational Service Districts (ESDs) Educational Technology Support Centers.
- From OSPI's Digital Learning Department: Maile Hadley, Irene Namkung, Leslie St. Pierre, and Susan Quattrocciochi. Judy Margrath-Huge and Tony Schmidt also provided assistance prior to leaving OSPI.

### ***Definitions***

This report refers to several key terms with specific definitions: “online course” and “online school program.” The definitions used by OSPI for these terms are:



An **online course** is one where:

- More than half of the course content is delivered electronically using the Internet or other computer-based methods.
- More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools.

Additionally:

- A course can be taught synchronously, asynchronously, or both.
- The role of the teacher is to ensure student learning and success. This role may be accomplished through a variety of teaching methods, including but not limited to: direct instruction; review of assignments; assessment, testing and other progress monitoring; and educational facilitation.
- A remote location is any location where there is no “face-to-face” student-teacher interaction.

An **online school program** is defined as a school or program that offers:

- Courses or grade-level coursework that are delivered primarily electronically using the Internet or other computer-based methods. The program must have a component that features online lessons and tools for student and data management.
- Courses or grade-level coursework that are taught by a teacher primarily from a remote location using online or other electronic tools. Note that access to the teacher may be synchronous or asynchronous.
- A sequential program—a set of courses or coursework that may be taken in a single school term or throughout the school year in a manner that could provide a full-time basic education program if so desired by the student. Students may enroll in the program as part-time or full-time students.

## **II. Process**

### ***Model Policy Development***

The Washington State School Directors’ Association (WSSDA) and the Office of Superintendent of Public Instruction (OSPI) collaborated to create a model online learning policy and procedures for districts to use in local policy development efforts. The model was developed with the assistance of education practitioners throughout the state. The Online Learning Advisory Committee, as directed by RCW 28A.250.020, also provided valuable feedback throughout the process.

OSPI and WSSDA released the model policy and procedures documents to school districts in January 2010.<sup>1</sup>

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<sup>1</sup> OSPI Bulletin B007-10: <http://www.k12.wa.us/BulletinsMemos/bulletins2010/B007-10.doc>.

WSSDA Policy News: [http://wssda.org/wssda/WebForms/En-U/WSSDAServices/PolicyAndLegal/onlinelearning\\_article.asp](http://wssda.org/wssda/WebForms/En-U/WSSDAServices/PolicyAndLegal/onlinelearning_article.asp).

The model procedures document was slightly updated on March 31, 2010, to incorporate feedback from districts.

The model policy and procedures documents are attached as Appendix A and Appendix B, respectively.

### ***Technical Assistance***

Through efforts of OSPI, WSSDA, and the ESDs, every district in the state was able to take advantage of technical assistance during the development of their policy and procedures documents. To ensure that districts were aware of the requirement and able to successfully develop policy and procedures, OSPI, WSSDA, and the ESDs conducted the following:

- Both OSPI and WSSDA publicized the model policy and procedures documents—as well as the requirements and timelines—through bulletins, newsletters, email distributions lists, and the respective organizations’ Web sites.
- OSPI and WSSDA collaborated on a Web-based workshop for WSSDA members. This session was recorded and made available on the DLD Web site.
- OSPI hosted several in-person workshops around the state and conducted a number of additional Web-based workshops.
- A number of ESDs hosted workshops focused on policy and procedures development. The Web session at ESD 112 was also recorded and made available on the DLD Web site for review.
- OSPI received many phone calls and emails on the subject, and OSPI staff worked with these districts to assist with the policy development process.
- The ESDs’ Educational Technology Support Center (ETSC) staff also provided focused technical assistance to school districts in their respective regions.

### ***Collection***

RCW 28A.250.050 required school districts to submit their policy and procedures documents to OSPI by September 15, 2010.

Districts that did not meet this deadline received follow-up phone calls from OSPI staff. In addition, the ETSCs, located at each ESD, were instrumental in working with districts to ensure documents were submitted in a timely fashion.

### ***Analysis***

OSPI staff read and analyzed each document submitted by the school districts. Policy choices were coded into a spreadsheet in order to generate the statistics found in this report.

### ***Caveats***

The findings in this report represent written district *policy and procedures*. **The findings may or may not accurately reflect actual district practice.** Although OSPI counseled

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<http://digitalllearning.k12.wa.us/about/districts/policies/>.

districts to write procedures to accurately reflect current district practice, some districts may have crafted their policies to incorporate future plans rather than present practice. **As a result, the findings may overstate the level of activity that is presently occurring in the state.**

For example, in their policy and procedures documents, 160 school districts indicated that they offered an online school program option. But, OSPI currently has information on approximately 40 online school programs. While there could easily be more than 40 active programs, as some may be new or operating with a very low profile, it is unlikely that 120 programs completely missed notice. In fact, 121 school districts have, as of November 1, 2010, submitted the required Alternative Learning Experience (ALE) enrollment reporting. As only a subset of those districts are offering online ALE programs, it appears that a good number of the districts that have policies supporting programs are not actually offering them yet.

The data presented in this report only covers those districts that submitted materials. So, percentages in the report are often given for just those districts (“reporting districts”) who have reported policy and procedures documents to OSPI or for just those districts that indicated they offer online learning.

### **III. Findings**

#### ***Totals***

Of the 295 school districts in the state, 243 (82 percent) submitted policy and/or procedures documents to OSPI. Twenty districts (7 percent) submitted a policy document, but not a procedures document. Because the policy document was a broad, high-level document, and the procedures contained all of the detail necessary for analysis, these districts were not included in the analysis. As a result, 223 (76 percent) districts submitted a complete set of policies and procedures suitable for analysis.

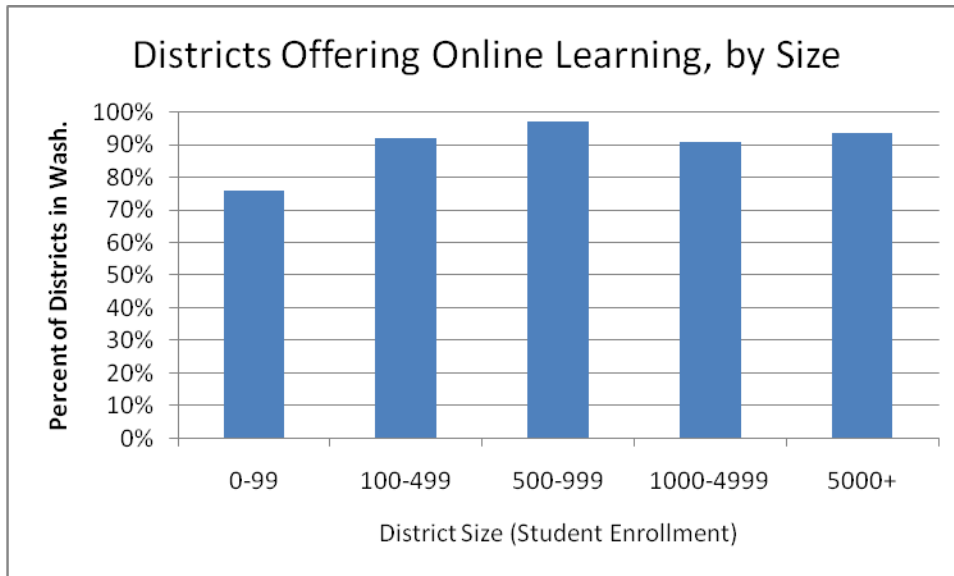
Very small districts (those with fewer than 100 students enrolled), as well as districts that do not have a high school, submitted documents at a lower rate than larger districts.

See Appendix C for a complete list of reporting districts.

#### **Districts Offering Online Learning**

Of the 223 reporting districts, 203 (91 percent) are offering some form of online learning—either online courses or online school programs—to their students. Note that these offerings could be developed and taught by district staff, purchased from a third-party, or some combination of the two. Twenty (9 percent) districts are not offering online learning.

As with the submission of documents, there appears to be a correlation between district size and the decision to offer online learning.



Size	No Online Learning	Offers Online Learning	Total
0-99	6	19 (76%)	25
100-499	4	47 (92%)	51
500-999	1	33 (97%)	34
1,000-4,999	6	60 (91%)	66
5,000+	3	44 (94%)	47
<b>Totals</b>	<b>20</b>	<b>203 (91%)</b>	<b>223</b>

Ninety-five percent of the reporting K-12 districts offered online learning, as compared to two-thirds of the non-high districts.

	No Online Learning	Offers Online Learning	Total
High School District	10 (5%)	184 (95%)	194
Non-High District	10 (33%)	19 (66%)	29
<b>Totals</b>	<b>20</b>	<b>203 (91%)</b>	<b>223</b>

### **Online Courses**

Online courses can be developed and delivered in various ways, allowing districts flexibility in the acquisition and instruction of online courses. RCW 28A.250.050 requires school districts' online learning policy and procedures to include "the types of online courses available to students through the school district." The WSSDA model procedures address this point by specifying the many common online offerings available:

The district will facilitate access to the following types of online learning opportunities: *(select the appropriate options for your district)*

1. Online courses:
  - a. District-created and taught online courses.

- b. District-taught online courses created by a third-party contracted provider.
- c. OSPI-approved online courses created and taught by third-party course providers.

Of the 223 reporting districts, 197 (88 percent) districts stated that individual online courses were available to students.

**Course Content**

Online courses can be developed by the local school district, or the district can purchase course content from a third-party course providers. The course provider can be another school district, a non-profit organization, or a for-profit company. Or, the district can use both approaches.

Of the 197 districts offering online courses:

- 116 (59 percent) districts indicated they are creating their own course content.
- 194 (98 percent) districts indicated they are using third-party created course content.
- 112 (57 percent) districts indicated they are using *both* district-created and third-party created content.

Source of Course Content	Districts	Percent of 223 Reporting Districts	Percent of 197 Districts Offering Online Courses
District-created course content	116	52%	59%
Third-party created course content	194	87%	98%
<i>Both</i> district-created and third-party created content	112	50%	57%

**Course Instruction**

Regardless of the source of the course content, a district can use its own teachers as online course instructors, or it can contract this duty out to a third-party course provider. Or, as with course content, it can make use of both approaches to sourcing instruction.

Of the 197 districts offering courses:

- 157 (80 percent) districts indicated they are using district teachers to teach courses.
- 178 (90 percent) districts indicated they are using third-party teachers to teach courses.
- 136 (69 percent) districts indicated they are using *both* district teachers and third-party teachers to teach courses.

Course Instruction	Districts	Percent of 223 Reporting districts	Percent of 197 Districts Offering Online Courses
Using district teachers to teach courses	157	70%	80%
Using third-party teachers to teach courses	178	80%	90%
Using <i>both</i> district and third-party teachers to teach courses	136	61%	69%

### Content and Instruction

Most (90 percent) of the 197 districts offering online courses have policies that allow for the use of both third-party content and teachers. In other words, these districts are contracting for the complete online course from an OSPI-approved course provider. Three-quarters of reporting districts indicated that they purchased online course content for use with their own teachers. Nearly 60 percent of districts wrote policies to allow for the use of courses created and taught by districts.

Content and Instruction Source	Districts	Percent of 223 Reporting Districts	Percent of 197 Districts Offering Online Courses
District created and taught	116	52%	59%
District taught, third-party created	148	66%	75%
Third-party created and taught	178	80%	90%

### Online School Programs

As with online courses, districts may use a number of methods to acquire and staff online school programs. The WSSDA model procedures include a number of these options:

1. 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.
  - d. Out-of-district online school programs accessed through an interdistrict transfer.

Of the 223 reporting districts, 160 (72 percent) districts have policies allowing them to offer online school programs.

### Program Content

As with individual online courses, a district can opt to develop its online school programs in-house, or it can contract with a third-party program provider. Some districts may take both approaches.

Of the 160 districts offering programs:

- 103 (64 percent) districts indicated they are creating programs within the district.
- 154 (96 percent) districts indicated they are using third-party created content.
- 97 (61 percent) districts indicated they are using *both* district-created and third-party created programs.

Source of Program Content	Districts	Percent of 223 Reporting Districts	Percent of 160 Districts Offering Online School Programs
District-created content	103	46%	64%
Third-party created content	154	69%	96%
<i>Both</i> district-created and third-party created content	97	43%	61%

### Program Instruction

A district can also opt to use district teachers to staff the online school program, or it can contract with a third-party program provider to supply teachers. Some districts may take both approaches.

Of the 160 districts offering programs:

- 141 (88 percent) districts indicated they are using district teaching staff.
- 138 (86 percent) districts indicated they are using third-party teaching staff.
- 118 (74 percent) indicated they are using *both* district and third-party teaching staff.

Program Instruction	Districts	Percent of 223 Reporting Districts	Percent of 160 Districts Offering Online School Programs
Using district teachers to teach courses	141	63%	88%
Using third-party teachers to teach courses	138	62%	86%
Using <i>both</i> district and third-party teachers to teach courses	118	53%	74%

According to the written policy and procedures, many districts are planning on using a combination of district staff and contracted staff to run online school programs.

### Program Content and Instruction

As reflected in the WSSDA model procedures document, there are three common ways districts can combine the content and instruction sourcing.

Of the 160 districts offering online school programs:

- 103 (64 percent) districts indicated they are offering district-created and taught programs.
- 134 (84 percent) districts indicated they are offering programs created by third-party course providers, but taught by district teachers.
- 138 (86 percent) districts indicated they are offering programs that are both created by and taught by third-party providers.

Content and Instruction Source	Districts	Percent of 223 Reporting Districts	Percent of 160 Districts Offering Online School Programs
District created and taught program	103	46%	64%
District taught, third-party created	134	60%	84%
Third-party created and taught	138	62%	86%

### **Interdistrict “Choice” Transfers**

RCW 28A.225.225 allows students, under certain circumstances, to transfer their enrollment from their resident school district to another Washington State school district. About two-thirds of the nearly 10,000 students enrolled in an online school program in 2009–10 made use of an interdistrict “choice” transfer to enroll in an online program.

The online learning policy and procedures document gave districts an opportunity to explicitly address the question of students transferring from their local district and into another district for the purpose of enrolling in an online school.

Sixty-one percent of districts included a statement indicating that they would facilitate access to out-of-district online school programs via an interdistrict transfer. While very few districts explicitly said they would not allow choice transfers for the purposes of online learning, a large number (37 percent) did not address the issue, resulting in a lack of clarity for students and parents interested in pursuing an out-of-district online learning option.

Does the district facilitate access to non-district online learning programs via interdistrict transfer?	Districts	Percent of 223 Reporting Districts
Yes	136	61%
No	5	2%
Not specified	82	37%

### ***Types of Courses Available***

RCW 28A.250.050 required districts to include in their policy and procedures the “types of courses available to students through the school district.”



The WSSDA model procedures identified the following possibilities:

1. Credit recovery courses allowing students to make up failed credits needed for graduation.
2. Advanced Placement courses.
3. Foreign language courses.
4. Courses which may already be offered in the student’s school but are inaccessible to the student due to scheduling or other factors.
5. Courses not available at the student’s school that meet four-year college entrance requirements.
6. Elective, Career, and Technical courses.
7. Standard-level courses meeting high school graduation requirements.
8. Grade level coursework for K–8.
9. A course that meets the criteria for district use of a non-approved course.

Course Type	Districts	Percent of the 197 Districts Offering Courses
Credit recovery courses allowing students to make up failed credits needed for graduation	187	95%
Courses which may already be offered in the student’s school but are inaccessible to the student due to scheduling or other factors	174	88%
Advanced Placement courses	163	83%
Foreign language courses	160	81%
Standard-level courses meeting high school graduation requirements	158	80%
Courses not available at the student’s school that meet four-year college entrance requirements	153	78%
Elective, Career, and Technical courses	152	77%
Elementary and middle-school grade-level coursework (e.g., 4th grade)	133	68%

Although the language on the model policy and procedures does not exactly mirror the survey questions asked when a student is registered for an individual course through the Digital Learning Department catalog, several of the top answers are rather similar. (Note that respondents to the DLD survey must choose a primary reason for enrollment, while districts may have included multiple types of courses in their procedures documents.)

According to the 2009–10 data collected by the DLD, courses that are otherwise unavailable made up 39 percent of DLD registrations. This same reason was cited by 78 percent of districts as a type of course available. Another similar reason, scheduling conflicts, was listed in 10 percent of DLD registrations.

Registrars listed “earning or making up credits” in 30 percent of DLD registrations, and 95 percent of districts included this as a type of allowed course. In short, the motivations

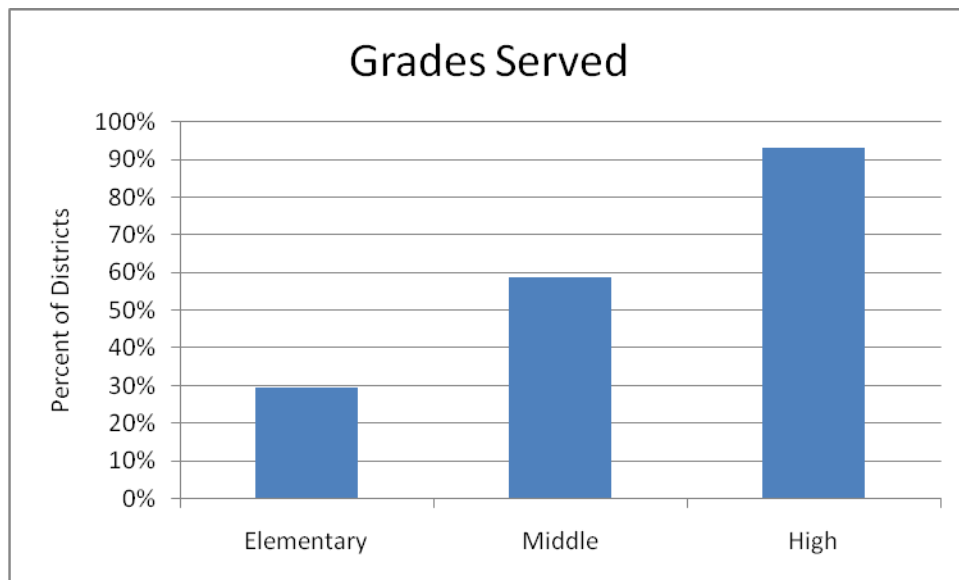
listed by districts for offering online courses were consistent with actual practice, as seen in the DLD course registration system.

Of the 133 districts that offer elementary and/or middle school grade-level coursework, 8 districts (6 percent) offered only middle school courses, not elementary courses.

### ***Grades Served***

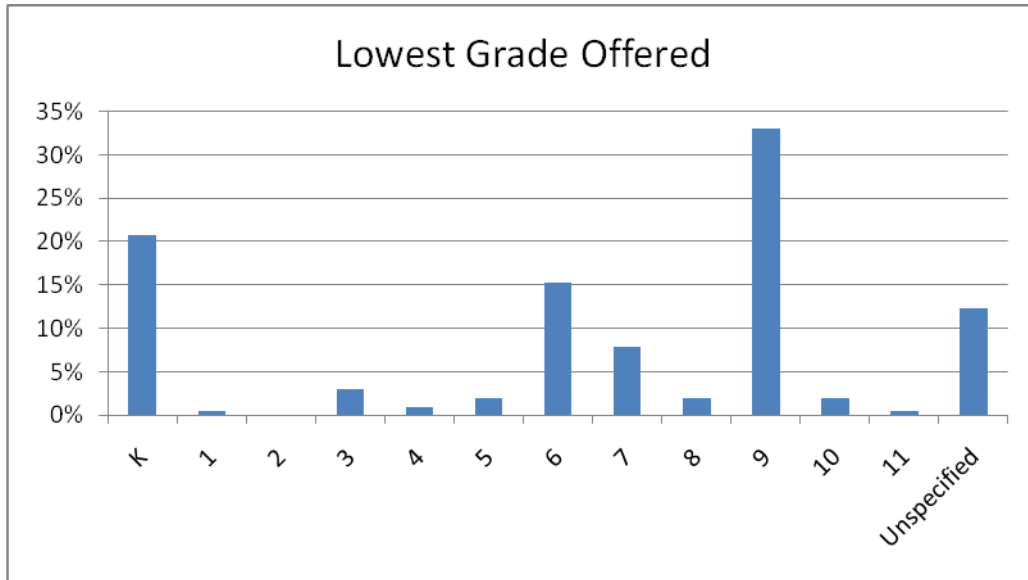
The model procedures document included an element that allowed districts to specify the grade range they planned to serve with online learning. By implication, students outside of the designated grade band would not be eligible to enroll in an online course or program. Of the 203 districts offering online learning, 177 (88 percent) included a grade range. Of those:

- 52 (29 percent) indicated they served elementary students (Grades K–5).
- 104 (59 percent) indicated they served middle school students (Grades 6–8).
- 165 (93 percent) indicated they served high school students (Grades 9–12).



Twenty percent of districts offering online learning specified they would offer online learning to students in kindergarten. Fifteen percent of districts started their online learning offerings in middle school with sixth graders. One-third of districts indicated ninth grade was the first grade they would support with their offerings.

The vast majority of districts offering online learning, 162 (81 percent), offered online learning to students through Grade 12. Fourteen districts (7 percent) stopped their program at Grades 6 or 8, as those were the highest grades served by those districts in general.



Lowest Grade	Districts	
K	42	21%
1	1	0%
2	0	0%
3	6	3%
4	2	1%
5	4	2%
6	31	15%
7	16	8%
8	4	2%
9	67	33%
10	4	2%
11	1	0%
Unspecified	25	12%
Total	203	

### ***Student Eligibility***

Districts are often confronted with the question of how to fairly and appropriately offer availability of online options to their students. RCW 28A.250.050 requires school district online learning policy and procedures to include “student eligibility criteria.”

The WSSDA model procedures addressed the question of eligibility on a basis of grade standing, prerequisites, and participation requirements:

The district will facilitate access to online learning courses and programs for students enrolled in (*insert grade levels*) grades. 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 a course or district program.
3. Students interested in attending an online school program in another district must follow the interdistrict transfer procedures in (*list district policy name and number*) prior to entering that program.

When determining student eligibility for online learning, districts generally followed the model documents. Of the 203 districts offering online learning, 193 (95 percent), required students to comply with course prerequisites. Nearly all the districts, 199 (98 percent), required students to comply with existing district enrollment policies as a part of the online course enrollment process.

Eighty-nine percent, 181 districts, referred students interested in transferring to another district's online program to the district's existing interdistrict transfer policy.

### ***Course Costs***

As many online courses are provided under contract by third-party companies, there are often tuition fees associated with the courses. RCW 28A.250.050 required districts to describe "when the school district will and will not pay course fees and other costs." Online courses and programs can be delivered in a variety of contexts, and districts needed to address those in their procedures. In short, if a course is offered as a part of the student's free basic education, the district should not pass course fees (if any) on to the student and his family. Districts have much more flexibility in structuring a cost sharing model when the student enrolls outside of the context of his basic education.

The WSSDA model addresses this by splitting the issue into two:

1. Courses offered to students for which the district claims state education funding or that are included as part of the legally-required annual average total instructional hour offering of one thousand (1,000) hours will be paid for by the school district. Students/families may be responsible for fees as specified by the district fee schedule.
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 average total instructional hour offering of one thousand (1,000) hours will be paid for (*Choose the appropriate option: by students/families or by the district*). Students/families may also be responsible for fees as specified by the district fee schedule.

For courses offered as a part of the student's free basic education, or for courses which the district claims state basic education funding, nearly all of the districts (194 of the 203 districts offering online learning) indicated that the district would pay for the course costs. Only one district explicitly designated that students must pay for the online course

enrollment fees. The remaining eight districts wrote policies that lacked clarity around the payment issue. OSPI will be following up with each of those districts to help ensure that their policies are properly structured and can clearly communicate this information to parents and students.

Seven school districts, out of the 203 districts offering online learning options, offered to cover the costs of students taking online courses/programs outside of the free basic education context. In other words, they are using a non-state funding source to cover the costs of these students taking online courses outside of the regular school day. An additional 13 districts have created arrangements to share the cost of the course, or the funding source depends on context. In the majority of cases, 76 percent, the student/family will pay for the course.

### ***Supporting Student Success***

Even when districts contract with a third party to offer online courses to students, the district continues to play an important role in supporting student success.

RCW 28A.250.050 requires districts to include policy and procedures describing “the methods districts will use to support student success.”

The WSSDA model procedures document offers a definition of an Online Learning Support team:

*District/school staff (list members of the team here: recommended participants include a local advisor, registrar, a school administrator, and the building technologist) who will provide assistance to the student in accessing courses, understanding coursework, and maintaining successful progress in the course.*

The model also suggests the following supports schools can actively offer to increase 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.
2. The registrar will advise students in selecting and registering for online learning options to which the district facilitates access.
3. The local advisor will meet regularly with online students to ensure they are connecting to the online coursework and the online teacher and are making satisfactory progress in their online coursework.
4. The district will offer a dedicated class period during the school day in which the student may connect to an online course and to their local advisor.
5. The district will offer access to online computers during the school day.  
*(Optional: include “outside” of the school day.)*

Of the 203 districts offering online learning:

- 196 (97 percent) districts will use a registrar, counselor, or some other school-based support person to advise students in selecting and registering for online learning options.
- 185 (91 percent) districts will provide students assistance from a local online learning support team. In nearly all of those districts 183 (90 percent), the local, school-based support person will meet regularly with online students to ensure they are connecting to the online coursework, connecting with the online teacher, and are making satisfactory progress in their online coursework.
- 134 (66 percent) districts will offer a dedicated class period during the school day. An additional 8 districts (4 percent) indicated that they *may* offer a dedicated class period for students. The remaining districts, 61 (30 percent), will not offer a dedicated class period.

Although many students enrolled in an online school program will access the program from their home, many students taking individual online courses will access their coursework from the school. In this context, districts must decide what computing resources to offer to students. Of the 201 districts offering online learning:

- 140 (70 percent) will offer access to computers during the school day.
- 13 (6 percent) will offer access to computers during, before, and/or after the school day.
- 3 (1 percent) will offer access to computers only before or after the school day.
- 36 (18 percent) will not offer any access to computers. The students will presumably need to provide their own computing resources.
- 9 (4 percent) indicated that they *may* provide access to computers.

### ***Granting Credit***

RCW 28A.250.050 requires district policy and procedures to address “the granting of high school credit; and a process for students and parents or guardians to formally acknowledge any course taken for which no credit is given.”

The WSSDA model procedures document attempts to illuminate the various factors to be considered when awarding credit:

1. Credit for online courses will be granted in the same manner as other course offerings in the district.
2. Currently enrolled students should notify the district prior to enrolling in an online course provided outside of the district. The student will be informed, in writing, whether or not the course is eligible for academic credit from the district.
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 policy.
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 and Research System (CEDARS).

5. Prior to enrollment, students and/or parents will be informed in writing whether a course is eligible for academic credit.

Most of the 203 districts offering online learning followed the model. All but 18 districts wrote procedures that indicated that credit would be granted in the same manner as other course offerings, and most of those 18 districts simply failed to address the issue.

All but 21 of the 203 districts asked students to either notify the district or seek approval from the district prior to enrolling in a non-district course. Most of those who didn't include such a requirement simply left it out.

All but 21 of the districts listed a procedure for the transfer of online credits taken out-of-district. As with the other items, those 21 districts didn't include language on this topic.

Twenty-three of the districts specified procedures for properly coding online courses into the district student information system and the state's Comprehensive Education Data and Research System (CEDARS).

### ***Communication with Students and Parents***

While the *existence* of an online learning policy is important to a district's ability to offer online learning options to its students, it's often a lack of communication of the policy to students and families that inadvertently creates barriers to access. RCW 28A.250.050 requires district online learning policy and procedures to "provide students with information regarding online courses that are available through the school district."

The WSSDA model procedures document offers a useful template which districts can use to communicate online options to students and families:

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

Information will 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 *(insert here any additional district graduation requirements related to online learning)*.

Of the 223 reporting districts, 210 (94 percent) of reporting districts listed a procedure for communicating information about online learning to students and parents.

Most of the districts kept the language included in the model procedures document. Fewer than 20 percent of reporting districts made major modifications. Most of the modifications removed details about exactly how the district would disseminate the information to students and parents.

### ***Criteria for District Use of Non-OSPI Approved Online Courses***

While most districts specify making available to their students OSPI-approved online courses, under certain circumstances a student may need to participate in an online course that is not offered by an approved online provider. WAC 392-502-080 mandates OSPI to establish criteria “to allow on-line courses that have not been approved by the superintendent of public instruction to be eligible for state funding if the course is in a subject matter in which no courses have been approved and, if it is a high school course, the course meets Washington high school graduation requirements.”

The WSSDA model procedures templates district use of non-approved courses as follows:

1. The district may offer courses to students from providers not on the OSPI approved list only after ensuring that they meet the criteria for district use of non-approved courses as posted on the OSPI Web site.
2. The district will ensure proper documentation when using non-approved online courses.

Of the 223 reporting districts, 171 (77 percent) included information about the procedure for use of non-approved courses.

## **IV. Recommendations**

The policy and procedures requirement was an important first step in providing students and parents with information regarding online learning. Because of the sheer number of options, the online learning landscape can be confusing for students and parents to navigate. With the goal of providing the best information and guidance possible to parents, we recommend the following:

- Districts that have not yet completed development of their policies and procedures should do so soon. Every student in the state should be able to easily learn what options their local district can make available to them.
- Districts that opted to not offer online learning should reconsider. Districts have several options for obtaining approved online courses, including OSPI’s catalog of courses from OSPI-approved course providers.
- Districts should clearly communicate to students and parents regarding the online learning policies and procedures.
- In order to prevent confusion among students and parents, districts should plan on regularly updating their procedures documents to reflect current district offerings and practices.

## **V. Conclusion**

Over two-thirds of school districts in the state indicated, via their policy and procedures documents, that they are offering online learning options to their students. Although this likely overstates the level of actual activity in the state, this process has laid the foundation for the majority of districts in the state to offer high-quality online learning options to their students.



From OSPI's work with districts, it appears that the policy and procedures requirement generated a good deal of energy on the topic. For many districts, this process prompted the first systematic discussions within the districts regarding online learning. While we won't be able to analyze the 2010–11 enrollment figures for some time now, we have seen increased interest in OSPI's course catalog and registration system. Although we are not yet at the half-way mark in the school year, the total number of registrations has nearly equaled the school year total from 2009–10.

With this foundation in place, districts in Washington are well positioned to offer a variety of high-quality online options to students.

## Appendix A: Model Policy

### **ONLINE LEARNING**

The \_\_\_\_\_ board of directors believes 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 tremendous 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.

Cross References:	Board Policy 2022	Electronic Resources
	2255	Alternative Learning Experience Programs
	2410	Graduation Requirements
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      Online Learning Policy Required

**Adoption Date:**  
**School District Name**  
**Revised: 12.09**  
**Classification: Essential**

## Appendix B: Model Procedures

### Online Learning

#### 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: “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: District/school staff (*list members of the team here: recommended participants include a local advisor, registrar, a school administrator and the building technologist*) 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: (*select the appropriate options for your district*)

1. Online courses:
  - a. District-created and taught online courses;
  - b. District-taught online courses created by a third-party contracted provider; and
  - c. OSPI-approved online courses created and taught by third-party course providers.
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 Available

The district will facilitate access to the following types of online courses: (*select appropriate options*)

1. Credit recovery courses allowing students to make up failed credits needed for graduation;
2. Advanced Placement courses;
3. Foreign language courses;
4. Courses which may already be offered in the student's school but are inaccessible to the student due to scheduling or other factors;
5. Courses not available at the student's school that meet four-year college entrance requirements;
6. Elective and Career and Technical courses;
7. Standard-level courses meeting high school graduation requirements;
8. Grade level coursework for K-8; and
9. A course that meets the criteria for district use of a non-approved course.

#### **D. Student Eligibility Criteria**

The district will facilitate access to online learning courses and programs for students enrolled in (*insert grade levels*) grades. 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 a course or district program; and
3. Students interested in attending an online school program in another district must follow the interdistrict transfer procedures in (*list district policy name and number*) prior to entering that program.

#### **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;
2. The registrar will advise students in selecting and registering for online learning options to which the district facilitates access;
3. The local advisor will meet regularly with online students to ensure they are connecting to the online coursework and the online teacher and are making satisfactory progress in their online coursework;
4. The district will 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
5. The district will offer access to online computers during the school day. (*Optional: include "outside" of the school day.*)

#### **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 average total

instructional hour offering of one thousand (1,000) hours will be paid for by the school district. Students/families may be responsible for fees as specified by the district fee schedule.

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 average total instructional hour offering of one thousand (1,000) hours will be paid for (*Choose the appropriate option: by students/families or by the district*). Students/families may also be responsible for fees as specified by the district fee schedule.

#### **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.
2. Currently enrolled students should notify the district prior to enrolling in an online course provided outside of the district. The student will be informed, in writing, whether or not the course is eligible for academic credit from the district.
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 policy (*insert name and number here*).
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 and Research System (CEDARS).
5. Prior to enrollment, students and/or parents will be informed in writing whether a course is eligible for academic credit.

#### **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 will 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 (*insert here any additional district graduation requirements related to online learning*).

#### **I. Criteria for District Use of Non-OSPI Approved Online Courses**

1. The district may offer courses to students from providers not on the OSPI approved list only after ensuring that they meet the criteria for district use of non-approved courses as posted on the OSPI Web site.
2. The district will ensure proper documentation when using non-approved online courses.

#### **J. Student Responsibilities**

1. Adhere to the district's code of conduct for academic integrity.

2. Comply with course/program participation and completion requirements.
3. Maintain high academic involvement.
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.

#### **K. 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 seeking appropriate technology – per district recommendations – for student participation in coursework outside of the school day or designated online learning period.

#### **L. 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. Provide online students who remain enrolled in the district and who participate in the online course or program during the school day, with computing hardware and connectivity required for participation in the online course or online school program.
5. Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day.
6. Provide online students with an online learning support team.
7. Ensure communication between the student's local advisor and parent/guardian.
8. Ensure online courses are appropriately identified with CEDARS coding.
9. 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.

**Date: 12.09; 04.10**

## Appendix C: School District List

<b>District Name</b>	<b>Submission</b>
Aberdeen School District	Policy and Procedures
Adna School District	Policy and Procedures
Almira School District	Policy and Procedures
Anacortes School District	Policy and Procedures
Arlington School District	Policy and Procedures
Asotin-Anatone School District	No Submission
Auburn School District	Policy and Procedures
Bainbridge Island School District	Policy and Procedures
Battle Ground School District	Policy and Procedures
Bellevue School District	No Submission
Bellingham School District	No Submission
Benge School District	No Submission
Bethel School District	Policy and Procedures
Bickleton School District	No Submission
Blaine School District	No Submission
Boistfort School District	Policy and Procedures
Bremerton School District	No Submission
Brewster School District	Policy and Procedures
Bridgeport School District	Policy and Procedures
Brinnon School District	Policy and Procedures
Burlington-Edison School District	Policy and Procedures
Camas School District	Policy and Procedures
Cape Flattery School District	Policy and Procedures
Carbonado School District	Policy and Procedures
Cascade School District	Policy
Cashmere School District	Policy and Procedures
Castle Rock School District	Policy and Procedures
Centerville School District	No Submission
Central Kitsap School District	Policy and Procedures
Central Valley School District	Policy and Procedures
Centralia School District	Policy and Procedures
Chehalis School District	Policy and Procedures
Cheney School District	Policy and Procedures
Chewelah School District	Policy and Procedures
Chimacum School District	Policy
Clarkston School District	Policy and Procedures
Cle Elum-Roslyn School District	Policy and Procedures
Clover Park School District	Policy
Colfax School District	Policy and Procedures



College Place School District	No Submission
Colton School District	No Submission
Columbia (Stevens) School District 206	Policy and Procedures
Columbia (Walla Walla) School District 400	Policy and Procedures
Colville School District	Policy and Procedures
Concrete School District	Policy and Procedures
Conway School District	No Submission
Cosmopolis School District	Policy and Procedures
Coulee-Hartline School District	Policy and Procedures
Coupeville School District	Policy and Procedures
Crescent School District	Policy and Procedures
Creston School District	Policy and Procedures
Curlew School District	Policy and Procedures
Cusick School District	Policy and Procedures
Damman School District	No Submission
Darrington School District	No Submission
Davenport School District	Policy and Procedures
Dayton School District	No Submission
Deer Park School District	No Submission
Dieringer School District	Policy and Procedures
Dixie School District	No Submission
East Valley School District (Spokane)	Policy and Procedures
East Valley School District (Yakima)	Policy and Procedures
Eastmont School District	Policy and Procedures
Easton School District	No Submission
Eatonville School District	Policy and Procedures
Edmonds School District	Policy and Procedures
Ellensburg School District	Policy and Procedures
Elma School District	Policy and Procedures
Endicott School District	Policy
Entiat School District	Policy and Procedures
Enumclaw School District	Policy and Procedures
Ephrata School District	Policy and Procedures
Evaline School District	Policy and Procedures
Everett School District	Policy and Procedures
Evergreen School District (Clark)	Policy and Procedures
Evergreen School District (Stevens)	No Submission
Federal Way School District	Policy and Procedures
Ferndale School District	Policy and Procedures
Fife School District	No Submission
Finley School District	No Submission
Franklin Pierce School District	Policy and Procedures

Freeman School District	Policy and Procedures
Garfield School District	Policy and Procedures
Glenwood School District	Policy and Procedures
Goldendale School District	Policy and Procedures
Grand Coulee Dam School District	Policy and Procedures
Grandview School District	Policy and Procedures
Granger School District	Policy and Procedures
Granite Falls School District	Policy and Procedures
Grapeview School District	No Submission
Great Northern School District	Policy and Procedures
Green Mountain School District	No Submission
Griffin School District	Policy
Harrington School District	Policy and Procedures
Highland School District	No Submission
Highline School District	Policy and Procedures
Hockinson School District	Policy
Hood Canal School District	Policy and Procedures
Hoquiam School District	Policy and Procedures
Inchelium School District	Policy and Procedures
Index School District	No Submission
Issaquah School District	Policy and Procedures
Kahlotus School District	Policy and Procedures
Kalama School District	Policy and Procedures
Keller School District	Policy
Kelso School District	No Submission
Kennewick School District	Policy and Procedures
Kent School District	Policy and Procedures
Kettle Falls School District	Policy and Procedures
Kiona-Benton City School District	Policy and Procedures
Kittitas School District	Policy and Procedures
Klickitat School District	Policy and Procedures
La Center School District	Policy and Procedures
La Conner School District	No Submission
LaCrosse School District	Policy and Procedures
Lake Chelan School District	Policy and Procedures
Lake Quinalt School District	Policy and Procedures
Lake Stevens School District	Policy and Procedures
Lake Washington School District	Policy and Procedures
Lakewood School District	Policy
Lamont School District	Policy and Procedures
Liberty School District	Policy and Procedures
Lind School District	Policy and Procedures

Longview School District	Policy and Procedures
Loon Lake School District	Policy and Procedures
Lopez Island School District	Policy and Procedures
Lyle School District	Policy and Procedures
Lynden School District	No Submission
Mabton School District	Policy and Procedures
Mansfield School District	Policy and Procedures
Manson School District	Policy and Procedures
Mary M Knight School District	Policy and Procedures
Mary Walker School District	Policy and Procedures
Marysville School District	Policy and Procedures
McCleary School District	Policy
Mead School District	Policy and Procedures
Medical Lake School District	No Submission
Mercer Island School District	Policy and Procedures
Meridian School District	Policy and Procedures
Methow Valley School District	Policy and Procedures
Mill A School District	No Submission
Monroe School District	No Submission
Montesano School District	Policy
Morton School District	Policy and Procedures
Moses Lake School District	Policy and Procedures
Mossyrock School District	Policy and Procedures
Mount Adams School District	Policy and Procedures
Mount Baker School District	No Submission
Mount Pleasant School District	Policy and Procedures
Mount Vernon School District	Policy and Procedures
Mukilteo School District	No Submission
Naches Valley School District	No Submission
Napavine School District	Policy and Procedures
Naselle-Grays River Valley School District	No Submission
Nespelem School District	Policy and Procedures
Newport School District	Policy and Procedures
Nine Mile Falls School District	Policy and Procedures
Nooksack School District	Policy and Procedures
North Beach School District	Policy and Procedures
North Franklin School District	No Submission
North Kitsap School District	No Submission
North Mason School District	No Submission
North River School District	Policy and Procedures
North Thurston Public Schools	Policy
Northport School District	Policy and Procedures

Northshore School District	Policy
Oak Harbor School District	Policy and Procedures
Oakesdale School District	No Submission
Oakville School District	No Submission
Ocean Beach School District	No Submission
Ocosta School District	Policy and Procedures
Odessa School District	Policy and Procedures
Okanogan School District	Policy and Procedures
Olympia School District	Policy and Procedures
Omak School District	Policy and Procedures
Onalaska School District	Policy and Procedures
Onion Creek School District	Policy and Procedures
Orcas Island School District	Policy and Procedures
Orchard Prairie School District	No Submission
Orient School District	Policy and Procedures
Orondo School District	Policy and Procedures
Oroville School District	Policy and Procedures
Orting School District	Policy and Procedures
Othello School District	No Submission
Palisades School District	Policy and Procedures
Palouse School District	Policy and Procedures
Pasco School District	No Submission
Pateros School District	Policy and Procedures
Paterson School District	Policy and Procedures
Pe Ell School District	Policy and Procedures
Peninsula School District	Policy and Procedures
Pioneer School District	Policy
Pomeroy School District	Policy and Procedures
Port Angeles School District	Policy and Procedures
Port Townsend School District	Policy and Procedures
Prescott School District	Policy and Procedures
Prosser School District	Policy
Pullman School District	Policy and Procedures
Puyallup School District	Policy and Procedures
Queets-Clearwater School District	Policy and Procedures
Quilcene School District	Policy and Procedures
Quillayute Valley School District	Policy and Procedures
Quincy School District	Policy and Procedures
Rainier School District	Policy and Procedures
Raymond School District	Policy and Procedures
Reardan-Edwall School District	Policy and Procedures
Renton School District	Policy and Procedures

Republic School District	Policy and Procedures
Richland School District	Policy and Procedures
Ridgefield School District	Policy and Procedures
Ritzville School District	Policy and Procedures
Riverside School District	Policy and Procedures
Riverview School District	Policy and Procedures
Rochester School District	Policy and Procedures
Roosevelt School District	Policy and Procedures
Rosalia School District	Policy and Procedures
Royal School District	No Submission
San Juan Island School District	Policy and Procedures
Satsop School District	Policy and Procedures
Seattle Public Schools	Policy and Procedures
Sedro-Woolley School District	Policy and Procedures
Selah School District	Policy and Procedures
Selkirk School District	Policy and Procedures
Sequim School District	Policy and Procedures
Shaw Island School District	Policy and Procedures
Shelton School District	Policy and Procedures
Shoreline School District	Policy and Procedures
Skamania School District	Policy and Procedures
Skykomish School District	Policy and Procedures
Snohomish School District	Policy and Procedures
Snoqualmie Valley School District	Policy and Procedures
Soap Lake School District	Policy and Procedures
South Bend School District	Policy and Procedures
South Kitsap School District	Policy
South Whidbey School District	Policy and Procedures
Southside School District	No Submission
Spokane School District	Policy and Procedures
Sprague School District	Policy and Procedures
St. John School District	Policy
Stanwood-Camano School District	Policy and Procedures
Star School District	Policy
Starbuck School District	Policy and Procedures
Stehekin School District	Policy and Procedures
Steilacoom Hist. School District	Policy and Procedures
Steptoe School District	No Submission
Stevenson-Carson School District	Policy and Procedures
Sultan School District	Policy and Procedures
Summit Valley School District	Policy and Procedures
Sumner School District	Policy and Procedures

Sunnyside School District	Policy and Procedures
Tacoma School District	Policy and Procedures
Taholah School District	No Submission
Tahoma School District	Policy and Procedures
Tekoa School District	Policy and Procedures
Tenino School District	Policy and Procedures
Thorp School District	Policy and Procedures
Toledo School District	Policy and Procedures
Tonasket School District	Policy and Procedures
Toppenish School District	Policy and Procedures
Touchet School District	No Submission
Toutle Lake School District	Policy and Procedures
Trout Lake School District	Policy and Procedures
Tukwila School District	No Submission
Tumwater School District	Policy
Union Gap School District	Policy and Procedures
University Place School District	Policy and Procedures
Valley School District	Policy and Procedures
Vancouver School District	Policy and Procedures
Vashon Island School District	Policy
Wahkiakum School District	Policy and Procedures
Wahluke School District	Policy
Waitsburg School District	Policy and Procedures
Walla Walla School District	Policy and Procedures
Wapato School District	Policy and Procedures
Warden School District	Policy and Procedures
Washougal School District	Policy and Procedures
Washtucna School District	Policy and Procedures
Waterville School District	Policy
Wellpinit School District	Policy and Procedures
Wenatchee School District	Policy and Procedures
West Valley School District (Yakima)	No Submission
West Valley School District 363 (Spokane)	Policy and Procedures
White Pass School District	Policy and Procedures
White River School District	Policy and Procedures
White Salmon Valley School District	Policy and Procedures
Wilbur School District	Policy and Procedures
Willapa Valley School District	Policy and Procedures
Wilson Creek School District	Policy and Procedures
Winlock School District	Policy and Procedures
Wishkah Valley School District	Policy and Procedures
Wishram School District	No Submission

Woodland School District  
Yakima School District  
Yelm School District  
Zillah School District

Policy and Procedures  
No Submission  
Policy and Procedures  
Policy and Procedures

## **Appendix D: WSSDA Online Learning Workgroup**

### **Superintendents**

Barbara Mertens  
Washington Association of School Administrators

Barbara Kline  
Orcas Island School District

### **Principals**

Jerry Bender  
Association of Washington School Principals

Susan Wistrand  
Kingston Middle School  
North Kitsap School District

Catherine Camp  
Commodore Options School  
Bainbridge Island School District

### **Online Program Coordinators**

Lori Dearmore  
Naselle-Grays River Valley High School

Wendy Nevin  
Federal Way Internet Academy

Bruce Becker  
Lake Washington School District

Toby Brenner  
Lake Washington School District

### **Online Program Directors**

Kevin Corbett  
Online High School  
Everett School District

### **Online Program Advisors**

Jack Morris  
Information Technology Administrator  
ESD 123



**OSPI Staff**

Judy Margrath-Huge, Director [*Former*]  
Digital Learning Department

Bob Butts, Assistant Superintendent  
Governmental Relations

Martin Mueller, Assistant Superintendent  
Student Support

Leslie St. Pierre, Manager Online Programs  
Digital Learning Department

Dennis Small, Director  
Educational Technology

**Alternative Learning**

Lile Holland, Executive Director  
Washington Association for Learning Alternatives (WALA) and Consulting Teacher for  
Central Kitsap Online Academy

**WSSDA Staff**

Dan Steele, Director  
Governmental Relations

Marilee Scarbrough, Director  
Policy & Legal Services

Cindy Sands, Paralegal  
Policy & Legal Services

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