

Statewide Online Education Program

2026-27 SOEP 101 Online Provider Training

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Statewide Online
Education Program

Introduction & Goals



Welcome!

Please turn camera on
(for virtual meetings)



Learning Intentions

Become familiar with SOEP processes
and procedures



Why this Matters

To support understanding of program
requirements and compliance

The content in this training is taken directly from the **Online Provider Manual**, which is available in the [Online Provider Portal](#) under the *Key Resources* section. For ease of reference, each slide title corresponds to the matching section title in the Online Provider Manual.

Meet the Statewide Online Education Program Team



Tami Gear
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Meet the Online Provider's Team



If this is a virtual or in-person training session,
please introduce your Team!

Purpose of the SOEP

The Statewide Online Education Program expands:



Access to Courses



Supports Flexibility



College & Career Readiness

All LEAs are required to offer the program to ensure equitable access.

SOEP Statute, Rule, and Policy

Reference Materials

- [Title 53F Chapter 4 Part 5](#)
- [R277-726: Statewide Online Education Program \(SOEP\)](#)
(Board approved June 2026; website publication is forthcoming)
- [SOEP Policy and Procedure Online Provider Manual](#)
- [SOEP Website](#)
 - [Online Provider Portal](#)



Compliance & Impact

R277-726-6(2) (Board approved June 2026; website publication is forthcoming):

"An Online Provider shall adhere to all program policies and procedures established by the Superintendent."

Why this matters:

Online Providers must adhere to SOEP program **policies and procedures outlined in the Online Provider Manual** per R277-726-6(2) (Board approved June 2026; website publication is forthcoming).

SOEP Online Providers



Mountain Heights Academy
LEADERS IN DIGITAL EDUCATION



Utah Online School 6-12



Offers Concurrent Enrollment



Open Enrollment

Original Credit & Credit Limits



Original Credit Guidelines

- **Course Design:** The Online Provider may only offer a course through the SOEP designed for original credit.
- **Competency-Based Credit:** The Online Provider cannot award competency-based credit without the student first engaging in a course of digital, teacher-led instruction.



SOEP Credit Limits

- **Annual Limit:** Students may only take **six** SOEP credits per academic year.
- **Exception:** The student may **exceed six** SOEP credits if the Primary School agrees that more credits better meet the academic goals of the student.

Family Educational Rights and Privacy Act (FERPA)

FERPA & PII

Disclosure Restrictions

Online Providers must comply with FERPA, which restricts the disclosure of student PII without written consent from parents or eligible students.

PII Includes:

- Student or parent names
- Student address
- Personal identifiers (SSN or SSID)
- Date or place of birth

Secure Communication Protocol

To maintain data security, never send student PII via unsecured email. Use these approved secure methods:

- **Virtru:** Encrypted email (log in via Google)
- **Google Docs:** Restricted access (requires sign-in)

Email Communication Standard

When requesting assistance from the USBE, student PII must be redacted. Use this specific format:

- **Student Name:** First 2 letters of first name + full last name
- **Email:** The student's associated email address(es)

Student Enrollment and Tracking System (SEATS)

SOEP Platform & Roles

SEATS serves as a centralized system to manage SOEP course requests and enrollment. It serves as a unified platform for:

- **Students & Parents:** To submit, track online course requests, and monitor student progress in the course
- **LEAs & Counselors:** To review course requests, and monitor student progress in the course
- **Online Providers:** To review course requests, track enrollments, and update student progress in the course via status changes
- **USBE:** To oversee system compliance and administer funding

Access & Account Registration

Individuals needing access must register for a [SEATS account](#). Online Provider-specific access requires administrator approval.

SEATS 'Provider View Only' Accounts

The 'Provider View Only' account is intended for Online Provider staff who need limited access to student data for viewing purposes only. This account should be utilized by Teachers and Student Mentors. Once the request has been submitted, the USBE will review it and send an email when it has been approved.

Online Provider Completion Rate

Online Providers must: **Maintain a course completion rate of at least 80%**

The following SEATS statuses **will** adversely impact the Online Provider's completion rate:

- *Administrative Withdrawal No credit earned after initial activity*
- *Administrative Withdrawal .25 earned*
- *Completed Course Grade too low to earn credit (F)*
- *Failed to Complete Course No credit earned (I, NG)*
- *Student Withdrawal After the 20 school day period no credit earned*
- *Student Withdrawal .25 earned*
- *.25 Earned Not Passing Remainder Grade too low to earn full credit*

The following SEATS statuses **will not** adversely impact the Online Provider's completion rate:

- *Disciplinary Withdrawal No credit earned*
- *Disciplinary Withdrawal .25 earned*
- *Late Pass Course Extension*
- *Late Pass Course Reinstatement*
- *Loss of Eligibility After the 20 school day period no credit earned*
- *Loss of Eligibility Within the first 20 school days of course start date*
- *Loss of Eligibility .25 earned*
- *Student Withdrawal Within the first 20 school days of course start date*
- *Not Confirmed Closed*

Online Provider Accountability



An Online Provider must:

- Ensure that discrepancies between UTREx, local Student Information Systems (SIS), and SEATS remain at 5% or less throughout the entire school year, following confirmation
- Comply with timelines specified in law and rule regarding course acceptance, updating of data systems, and transcript submissions



Non-Compliance Action

If the USBE finds that an Online Provider is out of compliance, the USBE must provide the Online Provider with a list of violations and a reasonable timeline for the Online Provider to correct the non-compliance.

If an Online Provider fails to correct a violation identified within the time provided, the USBE may put them on a **Corrective Action Plan (CAP)** and/or remove them from participation in the program.

Student Eligibility

Public School Students

Students in grades 6-12 enrolled in a Utah public school are eligible for participation.

Students in Group Care Settings

Students in grades 6-12 residing in temporary care through a state-licensed group care facility may enroll through the school district where the facility is physically located.

Home-based Students

Under SOEP policy, students who are home-based remain eligible for the program until they turn 19 or their graduating class finishes high school, provided the Primary LEA receives a homeschool notification before the student reaches age 18.

Online Providers can continue to serve these students unless they move to a different school district or enroll in a private or public school. Online Providers are required to retain a copy of the Primary LEA's homeschool acknowledgment on file.

Out-of-School Youth

An out-of-school youth is an individual under the age of 19 who is not enrolled in Adult Education and has not received a secondary diploma or the equivalent.

Out-of-school youth qualify for SOEP participation if the student enrolls in a public school or has a homeschool acknowledgement before their cohort graduation date.

A student enrolled in Adult Education must exit and re-enroll in public school to participate.

Ineligible Students

The following are **not eligible** to participate in the SOEP:

Current UFA Recipients

Students currently benefiting from a Utah Fits All (UFA) scholarship program.

In-District Online Students

Students whose school of record is the Online Provider (or the district school housing it).

Exception: These students may enroll in SOEP courses with a different Online Provider.

Future UFA Recipients

Students who have been officially notified that they will receive a UFA scholarship award in the upcoming school year.

Private & Boarding School Students

Students attending private or boarding schools.

Note: Course Choice Empowerment is the dedicated program that serves these students.

Definitions and Functionality (1 of 14)

Absence - Excused

The Online Provider must approve absences lasting more than 10 consecutive days if the parent has submitted a written statement at least one school day before the scheduled absence and the absence will not interfere with the student completing the course. Additionally, the Online Provider is not permitted to require medical documentation to justify absences related to mental or physical illness.

Absence - Unexcused

If the student fails to meet participation requirements and does not respond to outreach efforts, the absence will be considered unexcused and may lead to Administrative Withdrawal from the course.

Active Participation

For purposes of an initial funding distribution that during the 20 school-day withdrawal period at the beginning of a course, a student has logged into the course one or more times; submitted one or more graded assignments; and not requested to withdraw. Active participation is used during the 20 school-day withdrawal period.

At Risk of Administrative Withdrawal After five school days

If an Online Provider intends to administratively withdraw a student as a result of the student being inactive in the course for more than 10 consecutive school days, the Online Provider will move the Course Credit Acknowledgement (CCA) status from *Confirmed* to *At Risk of Administrative Withdrawal After five school days*.

Definitions and Functionality (2 of 14)

CE Use Only .50 earned Additional credit in progress

The student has completed .50 of the 1.0 credit CE course.

Confirmed

The Online Provider has verified and certifies that a student has met the criteria for active participation.

Definitions and Functionality (3 of 14)

Course Credit Acknowledgement (CCA): A CCA is a bilateral contract between the Online Provider and a Primary LEA, formalizing the outsourcing of instructional services for the student.

Primary LEA Responsibilities

Under a CCA, the Primary LEA:

- Acknowledges grades and credits from the Online Provider
- Accepts financial responsibility for the services
- Maintains overall responsibility for the student, except for direct instruction, accommodations, services, and materials specific to the online course

Important Considerations

- The Online Provider is not authorized to certify graduation requirements or issue diplomas; this authority remains solely with the Primary School and Primary LEA
 - Home-based students can use SOEP courses to fulfill graduation requirements, but they must enroll in a public or private school to receive a diploma
- Students participating in the SOEP continue their primary enrollment with their Primary LEA, retaining full access to its facilities, activities, and services
- SOEP courses are considered equivalent to traditional courses offered directly by the Primary LEA
- Primary LEAs are responsible for facilitating SOEP participation and tracking student progress

Definitions and Functionality (4 of 13)

Course Extension

A request to continue instruction after the original course end date. The request must be submitted by the Online Provider's established deadline. A new CCA is not requested in SEATS. Excluding official school breaks, the extension period extends nine school weeks (approximately one quarter) after the original course end date.

If the request is submitted **during** the nine school week extension period, the student will have the remaining portion of that period, after the course end date, to complete the course.

If the request is submitted **before** the original course end date, the student may be granted the full nine school week extension period to complete the course.

Course Reinstatement

The formal procedure for reopening a course, where a request to reopen the course is received **more than nine school weeks** immediately following the original course end date (excluding official school breaks), and after the nine school week extension window has closed.

A student may request a course reinstatement anytime before the student graduates from high school ([53F-4-505](#)). A new CCA is not requested in SEATS. If approved, the student will be allowed nine school weeks to complete the course.

Definitions and Functionality (5 of 14)

Course Request Approved

The CCA has been accepted, and a Notice of Enrollment has been issued. The Online Provider may release the course to the student on the course start date.

Course Request Pending

The CCA has been submitted and is waiting for approval by the Primary LEA and/or acceptance by the Online Provider.

Definitions and Functionality (6 of 14)

Data Consistency

Consistent data maintenance across all systems (Learning Management System (LMS), SEATS, SIS, and UTREx) is crucial, as UTREx is the USBE official repository for grades and credit. Ensuring alignment between SEATS and SIS will guarantee accurate reporting in UTREx.

To simplify reporting and maintain consistency, the Online Provider should only enter course enrollments into their local SIS immediately following confirmation of active participation, ideally right after the Day of Census, at the time a CCA is moved to *Confirmed*.

The USBE uses SEATS to calculate course completion rates for Online Providers. UTREx must mirror SEATS, with a 5% discrepancy allowance.

Day of Census

The day after the 20 school-day withdrawal period.

Definitions and Functionality (7 of 14)

Learner Validated Enrollment Measures

Learner Validated Enrollment Measures are measures for establishing attendance and participation in online coursework every 10 school days, which must include: logging into a course one or more times; and submitting one or more graded assignments.

Standard of Active Participation (SAP)

A written policy that includes the learner-validated enrollment measures used to monitor program outcomes and program financial compliance. The Online Provider will apply their SAP to track student engagement and attendance at least once every 10 school days.

An SAP must establish progress requirements that maintain student engagement, verify attendance, and ensure timely course completion. An SAP is used after the 20 school-day withdrawal period.

Definitions and Functionality (8 of 14)

SSID and SEATS

Statewide Student Identification (SSID) and SEATS: The Online Provider must enter the student's SSID to update the CCA status to *Confirmed*. The Online Provider can enter SSIDs for Home-based students in SEATS. For public school students, the USBE and the Online Provider will collaborate on obtaining the SSID. Payment will only be distributed for CCAs with an SSID assigned for identification purposes.

Transcripts

The Online Provider must securely send the student's transcript including the course title, code, grade, credit, and term in which the course was taken to the USBE, the Primary School, and the parent. This transmission must occur within 30 days of the student's satisfactory course completion or by June 30th, whichever date is earlier, utilizing secure methods like the SEATS Communication Dashboard, LMS, password protected link or email, or transcript relay service.

Graduating Student Transcripts:

- The Primary School's counselor will select from two options in SEATS for transcript due dates
- The Online Provider must notify the student to meet the transcript due date in SEATS

Withdrawal Period

20 School-Day Withdrawal Period: A statutory period during which the student may withdraw.

Definitions and Functionality (9 of 14)

One of the following SEATS statuses must be selected by the June 30 closeout:

Administrative Withdrawal No credit earned after initial activity:

The Online Provider uses this status to indicate that the student has not met the SAP. Applying this status automatically sends an email to the parent, student, and counselor, notifying them of withdrawal due to inactivity.

This status will adversely impact the Online Provider's completion rate

Administrative Withdrawal .25 earned:

The Online Provider uses this status to indicate that the student does not meet the SAP but has completed .25 of a .50 credit course. Applying this status automatically sends an email to the parents, the student, and the counselor, notifying them of the withdrawal due to inactivity.

This status will adversely impact the Online Provider's completion rate

Course Extension:

The Online Provider uses this status to indicate that the student is actively working in the course. This is a temporary status that must be finalized by August 3 and moved to one of the following:

- ***Late Pass Course Extension*** - Online Providers are eligible for the remaining 50% of the course fee upon completion
- Another appropriate closeout status

Course Reinstatement:

The Online Provider uses this status to indicate that the student is actively working in the course. This is a temporary status that must be finalized by August 3 and moved to one of the following:

- ***Late Pass Course Reinstatement*** - Online Providers are eligible for the remaining 30% of the course fee upon completion
- Another appropriate closeout status

Completed Course Grade too low to earn credit (F):

The Online Provider uses this status to indicate that the student completed the course but did not earn a passing grade.

This status will adversely impact the Online Provider's completion rate

Definitions and Functionality (10 of 14)

One of the following SEATS statuses must be selected by the June 30 closeout:

Disciplinary Withdrawal No credit earned:

The Online Provider uses this status to indicate that a student has violated a school's code of conduct. The Online Provider must retain documentation of the discipline issue and record it in the SIS.

Disciplinary Withdrawal .25 earned:

The Online Provider uses this status to indicate that the student has violated a school's code of conduct but has completed .25 of a .50 credit course. The Online Provider must retain documentation of the discipline issue and record it in the SIS.

Failed to Complete Course No credit earned (I, NG):

The Online Provider uses this status to indicate that the student actively participated throughout the course but did not complete the course.

This status will adversely impact the Online Provider's completion rate

Definitions and Functionality (11 of 14)

One of the following SEATS statuses must be selected by the June 30 closeout:

Late Pass Course Extension:

This status is used when an Online Provider grants a course extension and the student subsequently completes the course with a passing grade. The CCA status is updated from *Course Extension* to *Late Pass Course Extension*.

Online Providers are eligible to receive the remaining 50% of the course fee when a student successfully completes a course under a *Late Pass Course Extension*.

Late Pass Course Reinstatement:

This status is used when an Online Provider grants a course reinstatement and the student subsequently completes the course with a passing grade. The CCA status is updated from *Course Reinstatement* to *Late Pass Course Reinstatement*.

Online Providers are eligible to receive 30% of the course fee when a student successfully completes a course under a *Late Pass Course Reinstatement*.

Definitions and Functionality (12 of 14)

One of the following SEATS statuses must be selected by the June 30 closeout:

Loss of Eligibility After the 20 school day period no credit earned:

The Online Provider uses this status to indicate that the student is unable to continue in the course due to the student exiting their Primary LEA after the first 20 school days following the start of the course.

Loss of Eligibility Within the first 20 school days of course start date:

The Online Provider uses this status to indicate that the student is unable to participate in the course due to the student exiting their Primary LEA within the first 20 school-day withdrawal period following the start of the course.

Loss of Eligibility .25 earned:

The Online Provider uses this status to indicate that the student is unable to continue in the course due to the student exiting their Primary LEA after the first 20 school days following the start of the course, when the student has earned .25 credit.

Definitions and Functionality (13 of 14)

One of the following SEATS statuses must be selected by the June 30 closeout:

Not Confirmed Closed:

The Online Provider uses this status to indicate that the student did not meet the definition of active participation within the 20 school-day withdrawal period.

Pass All Complete With passing grade by June 30:

The Online Provider uses this status to indicate that the student has completed a course with a passing grade by June 30.

Rejected Provider:

The Online Provider uses this status to indicate that they were unable to accept a CCA.

Definitions and Functionality (14 of 14)

One of the following SEATS statuses must be selected by the June 30 closeout:

Student Withdrawal After the 20 school day period no credit earned:

The Online Provider uses this status to indicate that the student requests to withdraw from a course after the first 20 school days following the start of the course. The student/parent must contact the Online Provider in writing to request withdrawal. The Online Provider must retain the student/parent's written request, which includes the course name and reason for withdrawal.

This status will adversely impact the Online Provider's completion rate

Student Withdrawal Within the first 20 school days of course start date:

The Online Provider uses this status to indicate that a student requests to be withdrawn from an online course within the first 20 school days following the start of the course. The Online Provider must retain the student/parent's written request, which includes the course name and reason for withdrawal.

Student Withdrawal .25 credit earned:

The Online Provider uses this status to indicate that the student requests to withdraw from a course after the first 20 school days following the start of a .50 credit course after completing .25 credit. The student/parent must contact the Online Provider in writing to request withdrawal. The Online Provider must retain the student/parent's written request, which includes the course name and reason for withdrawal.

This status will adversely impact the Online Provider's completion rate

.25 Earned Not Passing Remainder Grade too low to earn full credit:

The Online Provider uses this status to indicate that the student actively participated throughout the course but only completed .25 of a .50 credit course.

This status will adversely impact the Online Provider's completion rate

Primary LEA and School Responsibilities (1 of 2)

If the course aligns with the student's college and career plan, the student has met prerequisites, and the course is open for enrollment, the Primary LEA:

Scheduling & Access

Must assist with scheduling if requested and cannot restrict course selection.

Must allow student access to necessary technology in a computer lab or other space within the school building during a school period or during the regular school day for the student to participate in an online course.

Neutrality & Decisions

May not give preference to a specific Online Provider or in-district online program/school.

Must follow the SOEP Course Request Decision Tree on the [LEA Counselors Webpage](#) when deciding to accept or reject a CCA.

Approvals & Rejections

May rescind prior approval if a CCA is inconsistent with graduation planning or the number of SOEP course credits exceeds 6 per academic year. A Primary approver or Counselor may contact the USBE within 72 business hours (9 business days) of USBE's issuance of a Notice of Enrollment, requesting that the USBE rescind an earlier acceptance of the CCA

May rescind rejection at any time. The course may or may not, at the discretion of the Online Provider, be opened to the student.

Primary LEA and School Responsibilities (2 of 2)

If the course aligns with the student's college and career plan, the student has met prerequisites, and the course is open for enrollment, the Primary LEA:



May not require a student or parent to meet with a Counselor to receive approval of a course request



Is required to treat a request to enroll in an online course, that aligns with the student's graduation plan, as an intent to drop the in-person version of that course, provided the request occurs within the school's set deadline for adding and dropping classes



May allow enrollment after the Primary School's add/drop deadline only if the course is **not** replacing an existing in-person class



Must work with the student to request that an online course be dropped during the withdrawal period, if requested



Should add the SOEP course to the student's schedule

Online Provider Responsibilities

The Online Provider must:

Online Provider Website

Prominently post the following SOEP information online:

 **Program Description:** Clear description of the SOEP

 **Eligibility & Enrollment:** Who is eligible to enroll and the enrollment process

 **Course Catalog:** A catalog of available online courses

 **Pupil-Teacher Ratio:** The overall pupil-teacher ratio for the Online Provider

 **Student Performance:** Completion timelines, and statewide assessment scores

 **Contact:** Online Provider contact information

Records & Course Rejections

 **CACTUS Assignments:** Enter teaching assignments in CACTUS by October 13 annually

 **Local SIS:** Enter teaching assignments in local SIS during student enrollment

 **Teacher of Record (TOR):** Enter the TOR at the time the CCA is accepted

 **CCA Rejections:** Reject a CCA if the student does not meet course prerequisites, the course is not open for enrollment, or for their own regularly enrolled students who filed a request in error

Participation & Status

 **Active Participation:** Verify within 20 day school-day withdraw period, that the student has logged into the course one or more times, submitted one or more graded assignments, and did not submit a written request to withdraw

 **Correction Window:**

- Notify the USBE and request a correction via the Online Provider Changes Spreadsheet within 3 business days of the initial error, if a SEATS status is mistakenly moved
 - May allow the student to complete the course and issue credit outside the SOEP, without claiming membership, if the correction window has closed
- Report to the USBE status changes that cause incorrect LEA payments. These are exempt from the 3 business day correction window

Notify Stakeholders of the Intent to Administratively Withdraw

Intent to Administratively Withdraw

If an Online Provider intends to administratively withdraw a student as a result of the student being inactive in the course for more than 10 consecutive school days, the Online Provider will move the CCA status from *Confirmed* to *At Risk of Administrative Withdrawal After five school days*.

Moving the CCA to this status will automatically notify the student, parent, and counselor of the intent to administratively withdraw the student after five school days.

Avoiding Administrative Withdrawal

To avoid withdrawal, the student must log in to the course, one or more times, and submit at least one graded assignment within five school days of receiving the notice.

If the student does not complete both actions within five school days, the Online Provider must formally withdraw the student on the sixth school day by changing the CCA status to *Administrative Withdrawal*.

This status change automatically notifies the student, parent, and counselor of the withdrawal; therefore, no additional notification from the Online Provider is required.

If the student does complete both actions within five school days, the Online Provider must change the CCA status from *At Risk of Administrative Withdrawal After five school days* back to *Confirmed*.

This status change automatically notifies the student, parent, and counselor that the student is actively participating in the course again.

Premature Closeout

If an Online Provider changes a CCA status to *Administrative Withdrawal* before the sixth school day and the student later requests that the course be reopened after the sixth school day, the CCA may **not** be returned to *Confirmed* status.

The CCA is considered closed due to the Online Provider prematurely moving it to *Administrative Withdrawal*.

Procedure for CCA Change Requests

Detailed instructions for processing CCA change requests are available on the *CCA Changes for Online Providers Guidance Document* on the SOEP website, located in the [Online Provider Portal](#) under *Guidance Documents*.

Pending or Approved Status

Changes to a CCA with a status of *Course Request Pending* or *Course Requested Approved* require:

- Review by the USBE
- Notification to all relevant stakeholders

How to Initiate Requests

- **Submit:** Online Providers submit proposed modifications via the Online Provider's Changes Spreadsheet
- **Review:** USBE facilitates the review by notifying stakeholders via email
- **Implement:** USBE implements the change unless any stakeholder raises a concern

Confirmed Status Rules

Once a CCA reaches *Confirmed* status, the following applies:

- **Locked:** No further modifications can be made
- **Cost:** The approving LEA is responsible for the course cost
- **Updates:** Online Providers may update the status to reflect the student's current situation

The USBE Responsibilities

The USBE issues a Notice of Enrollment once a CCA has been accepted by the Online Provider, and either the Primary LEA has approved the CCA, or the 3 business day period has expired.

Notice of Enrollment

A Notice of Enrollment indicates that the student:

- Completed registration procedures
- Was accepted to participate by the Online Provider
- Received approval from a Primary LEA or the USBE for Home-based students

Initiating Instruction

A Notice of Enrollment enables the Online Provider to initiate instruction given that:

- The Primary LEA accepted the CCA and financial responsibility for a public-school student
- The USBE accepted the CCA and financial responsibility for a Home-based student

Rejection Criteria

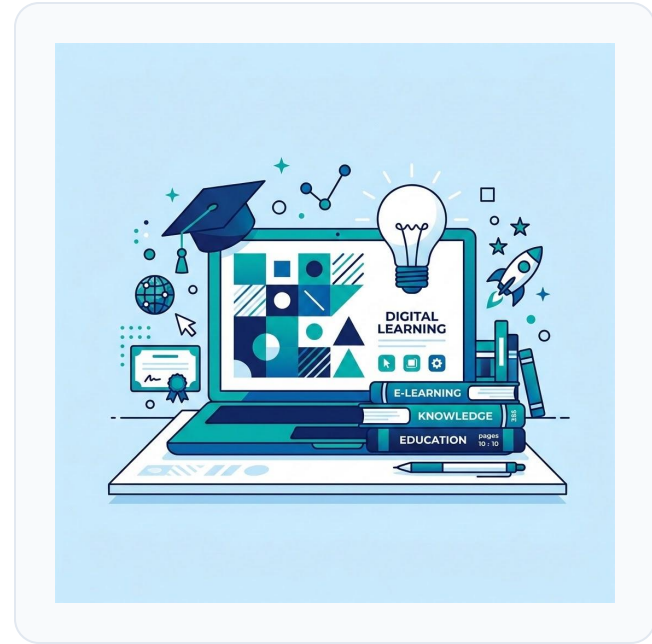
The USBE may reject a CCA if:

- The request is inconsistent with the student's graduation plan or if the student exceeds the limit of 6 online course credits per academic year, a Primary Approver or Counselor may contact the USBE within 72 business hours (9 business days) following the USBE's issuance of a Notice of Enrollment to request rescission of a previously accepted course request
- A parent asks for the request to be withdrawn prior to the issuance of a Notice of Enrollment
- In consultation with the Online Provider, parent, or student, the USBE determines that the course request is a duplicate

SOEP 101 Training

Section 1 Complete

This completes section 1 of the SOEP 101 Online Provider Training.



Enrollment Process Overview (1 of 7)

SEATS Status Flowchart

The Online Provider must follow the SEATS Status Flowchart found in the [Online Provider Portal](#) and select a status appropriate for the student's situation.

- **One-Way Progression:** CCAs must follow a one-way progression from origination to completion, ending in a closeout status
- **Confirmed Status:** CCAs must pass through a confirmed status to be eligible for payment

CCA Submission

Students must submit course requests through the USBE SEATS application, either independently or with help from a school counselor or Online Provider.

Enrollment Process Overview (2 of 7)

Course Request Pending (LEA responsibilities)

The CCA has been submitted and the Primary Approver has 3 business days to respond

Counselor Verification & Approval

- **Course Alignment:** The school counselor verifies course alignment with the graduation plan, ensures the credit load doesn't exceed full-time enrollment (July 1–June 30), and adds accommodations in SEATS, if applicable
 - Students intending to graduate early may exceed this limit; a student is not required to graduate early if their goals change
- **No Meeting Required:** The school counselor is not required to meet with the student or parent for approval or rejection of a course request
- **Grade Replacement:** A student seeking to replace the grade of a course that was taken previously (R277-717) must meet with a counselor or otherwise receive counselor approval that a course will meet requirements of the Primary School

Deadlines & Course Load

- **Intent to Drop:** If a course aligns with the student's graduation plan, a school counselor must treat a request to enroll in an online course as an intent to drop the in-person version of that course. The student will be limited by the Primary LEA's scheduled add/drop date applicable to the semester or quarter in which the course must be dropped
- **Late Enrollment:** The student may enroll in a course after the Primary School's add/drop deadline only if the course is **not** replacing an in-person class. The student will be limited by the Primary LEA's scheduled add/drop date applicable to the semester or quarter in which the course must be dropped
- **Course Load Exceptions:** The student may exceed a full course load between SOEP courses and in-person courses taken at their Primary School if:
 - The student has an Early Graduation Plan; *or*
 - It is approved under local board policy
- **Course Withdrawal:** A school counselor may assist a student in requesting to drop an online course, if the request is made within the 20 school-day withdrawal period

Enrollment Process Overview (3 of 7)

Course Request Pending (Online Provider Responsibilities)

The CCA has been submitted and the Online Provider has 3 business days to respond regardless of local registration status and the Primary Approver's decision

Local Registration

A student must complete local registration procedures. A local registration document must include the following:

- Gender
- Preferred name
- Home address
- School address
- Telephone (student, parent, or guardian)
- Preferred method of contact (text, email, etc.)
- Indication of an IEP or 504 Plan
- ML (Multilingual) status and [Home Language Survey](#)
- Fee waiver qualification
 - Public school students submit this form to their Primary LEA; the Online Provider evaluates eligibility of Home-based students and must supply a fee waiver application

Enrollment Process Overview (4 of 7)

Course Request Pending (Online Provider Responsibilities)

For Home-based students:



Birth certificate or acceptable alternative - Required



Home-based acknowledgement from an LEA - Required



Proof of Residence - Optional

If it is suspected that a custodial parent is not a Utah resident, the Online Provider should collect residency documentation consistent with LEA policy

Enrollment Process Overview (5 of 7)

Course Request Pending (Online Provider Responsibilities)

Compliance & Approvals

- To remain in compliance with Utah Code and Rule (53F-4-508) (R277-726-3(2)(b)), Online Providers must review and respond to every CCA course request within 3 business days by either accepting or rejecting the request, regardless of local registration status and the Primary Approver's decision
- The Primary Approver holds the final authority on the course request. The request will automatically be approved by the USBE on the 4th business day if the Primary Approver did not accept or reject it

Online Provider Decisions & Actions

- If the Online Provider rejects a CCA course request within 3 business days due to incomplete local registration, and the Primary Approver has not rejected it, the Online Provider:
 - Must use the Changes Spreadsheet to request USBE update status from *Rejected Provider* to *Course Request Approved*
- If accepting a CCA request within 3 business days, the Online Provider must:
 - Enter the Course Start Date and Teacher of Record (TOR)
 - Online Providers with open enrollment may enter these details closer to the actual start date
 - The start date in SEATS must match the LMS release date and cannot be altered as it initiates the 20 school-day withdrawal period

Enrollment Process Overview (6 of 7)

Course Request Approved (Online Provider Responsibilities)

The CCA has been accepted, and a Notice of Enrollment has been issued. **The Online Provider may now release the course to the student.**

Active Participation Requirements

- **Active Participation:** To qualify for the initial funding distribution, a student must log in to the course at least once, submit one or more graded assignments, and not request to withdraw during the 20 school-day withdrawal period

Day of Census

The day after the 20 school-day withdrawal period. Within 5 school days following this date, the Online Provider must assess LMS activity to determine if the student met the definition of active participation. Based on the determination, the CCA status will be moved to one of the following:

- **Confirmed:** Student met the definition of active participation during the 20 school-day withdrawal period
- **Not Confirmed Closed:** Student did not meet the definition of active participation during the the 20 school-day withdrawal period
- **Student Withdrawal within the first 20 school days of course start date:** Student requested withdrawal from the course

Enrollment Process Overview (7 of 7)

Learner Validated Measures, SAP, and Closeout Status



Learner Validated Enrollment Measures

Following confirmation, Online Providers must verify attendance and participation every 10 school days* using Learner Validated Enrollment Measures, which must include:

- Logging into a course one or more times, and
- Submitting one or more graded assignments

*Unless the parent has submitted a written request for an excused absence.



Standard of Active Participation (SAP)

A written policy describing the Learner Validated Enrollment Measures used to monitor program outcomes and financial compliance after confirmation.

While these measures represent the minimum requirements, an Online Provider's SAP may include additional criteria used to monitor attendance and participation.

An SAP is used after the 20 school-day withdrawal period.



Closeout Status

CCAs must reach a closeout status by June 30th.

Online Providers may refer to the SEATS Status Flowchart to determine the appropriate closeout status.

Grading and Course Completion (1 of 2)

The Online Provider is responsible for:

Record and Data Submission

- Updating SEATS, the Online Provider's SIS, and UTREx with the nearest credit value earned within 30 days of course completion or by June 30, whichever is earlier
- Maintaining a CCA as open after June 30th if the student remains actively engaged and meets the Online Provider's SAP
- Allowing additional time for a retained/super senior, when the Primary LEA has agreed to an extension before the graduation record deadline, reporting to the Primary LEA no later than September 30

Transcript Issuance

- A transcript must include the course title, course code, grade, credit, and term in which the course was taken
- Online Providers must issue a transcript with a grade of **NG** or **I** for students who do not complete a course
- Online Providers must issue a transcript with a grade of **F** when the student completed the course but did not earn a passing grade
- Transcripts must be transmitted by the earlier of 30 days of course completion or June 30th, utilizing secure methods: SEATS Dashboard, LMS, password protected link/email, or secure transcript relay

Grading and Course Completion (2 of 2)

The Online Provider is responsible for:



Transcript Deadlines

- Grades 6-11: sent to parent & Primary School by the earlier of 30 days of completion or June 30
- Grade 12: sent to parent & Primary School by 30 days of completion or the *TranscriptDue* date in SEATS. Primary School must inform students of deadlines
- Late Passing: grades & credit submitted to Primary School before Sept 1 for UTREx



Notification of Risk

- Notify the student's Primary LEA if the student is at risk of failing
- Before quarter 4 of the senior year, or as soon as possible, inform the school counselor at the student's Primary School that the senior student is at risk of failure

Course Extensions and Reinstatements (1 of 2)

Detailed instructions for processing course extensions and reinstatements are available on the SOEP website in the [Online Provider Portal](#), under *Guidance Documents*.

✕ Guidelines

A course extension or course reinstatement applies to students who actively met the Online Provider's SAP throughout the period in which they were enrolled, but failed to complete the course.

Ineligibility: If the CCA's status is at one of the following, the student is not eligible for a course extension or course reinstatement:

- **Administrative Withdrawal**
No credit earned after initial activity
- **Administrative Withdrawal**
.25 earned
- **Completed Course**
Grade too low to earn credit (F)
- **Disciplinary Withdrawal**
No credit earned
- **Disciplinary Withdrawal**
.25 earned
- **Loss of Eligibility**
After the 20 school day period No credit earned
- **Loss of Eligibility**
.25 earned
- **Student Withdrawal**
After the 20 school day period No credit earned
- **Student Withdrawal**
.25 earned

↗ Alternative Options

Students who did not complete the whole course of instruction are ineligible for credit recovery. However, these students have access to the following options:

Option 1: Extension or Reinstatement

The student may request a course extension or course reinstatement with the Online Provider.

Option 2: Primary School Enrollment

The school may allow the student to earn credit through their Primary School.

Option 3: Third Party (Private Educational Entity)

The student may pay to take the course through a third party to earn credit.

Course Extensions and Reinstatements (2 of 2)

Online Providers retain discretion to approve or deny course extension or reinstatement requests, recognizing that these decisions may affect both financial outcomes and LEA relationships. Technical considerations (e.g., the need to archive or close courses for audit purposes) may determine whether an Online Provider is *able or willing* to reopen a course.

Extensions

If a course is extended before the extension deadline, the status is updated from *Confirmed* to *Course Extension*.

If the course is at a closeout status, and a request to extend the course during the nine school week window is approved, the status is updated to *Course Extension*.

Reinstatements

If a request to reinstate the course is approved, after the nine school week window, the status is updated from a closeout status to *Course Reinstatement*.

Record Retention

Maintain the following for at least five years after the student's graduation or exit from K-12 education:



Test scores



Grades



Completion of credit



Other progress and
performance measures

UTREx Reporting

Data Verification

The Online Provider should collaborate with LEA UTREx specialists using the Examine File to monitor consistency between SEATS and UTREx data throughout the year. SIS data must be accurate and complete in UTREx on the following dates, which are ideal for verifying consistency:

- October 1
- December 1
- June 1

Submission Guidance

Below are links to documents that can assist with data submissions:

- [UTREx Data Submission: October Guidance](#)
- [UTREx Data Submission: December Guidance](#)
- [UTREx Data Submission: Year-End Guidance](#)

Quarterly Reports

To help ensure data consistency across systems, the USBE will download Online Providers' SEATS and UTREx data on the dates listed below and use that information to generate a courtesy Quarterly Data Report for distribution to Online Providers:

- November 1
- February 1
- April 1
- June 1

UTREx SOEP Record Identification (1 of 2)

For the USBE to identify an enrollment record as an SOEP course accurately, the following criteria must be met:

- **School of Record:** Marked as **N** (No) and not left blank (In some student information systems (SIS), this selection is coded as a Non-Attender)
 - **Instructional Setting:** Marked as **OP** (Online Public) for SOEP students
 - **SSID:** Matches with SEATS
 - **Core Code:** Matches with SEATS
 - **Course Title:** The USBE course title
 - **Course Entry and Exit dates:** Must fall within the Online Provider's school calendar
 - **Session Assignment:** The quarter or semester selected for the course falls within the Online Provider's school calendar, which runs from fall semester through spring semester
- **Credit Attempted:** Equal to the contract value of the SEATS course
 - **Credit Earned:** The amount of credit completed with a passing grade before June 30
 - Credit attempted, and credit earned must be recorded in the Online Provider's SIS course enrollment records for all participating students, including those in grades 6-8
 - **School Membership Days:** Marked as **0** (zero)
 - **Enrollment Validation Type:** Marked as **L** (100% Learner Validated)

UTREx SOEP Record Identification (2 of 2)

For the USBE to identify an enrollment record as an SOEP course accurately, the following criteria must be met:



Summer Courses: Specific information is necessary to report summer participation properly:

- Summer Courses must be reported within the Online Provider's upcoming school calendar, regardless of whether the student is given access to the course before July 1
- Students participating in summer courses must be enrolled in the course within the Online Provider's SIS
 - Grades and credit recorded without the student being properly enrolled, per instructions above, will not be included in the SOEP data

Program Administration (1 of 3)

Employees, contractors, or volunteers anticipated to have unsupervised access to students must complete a background check through the Utah Bureau of Criminal Investigation (BCI). Additionally, educators must complete ethics training and hold a current Utah license with the appropriate areas of concentration and endorsements.



Administrative Staff

Online Providers must be overseen by a licensed administrator.



Assessment Staff

The Online Provider administers the same assessments required for Utah public schools if the students are not assessed in a Primary LEA or Primary School. They must serve and accommodate students with disabilities or unique needs in compliance with state and federal law.

Online Providers must retain a trained Assessment Administrator responsible for ensuring that all statewide assessment policies and procedures are adhered to and implemented.



Special Education Coordinator

The Online Provider must retain a licensed Special Education Coordinator. The person holding this role must have a current educator license with a special education area of concentration.

Program Administration (2 of 3)

Third Party

Third party means a contractor that provides educational goods or services on behalf of the Online Provider. Online Providers using third parties should exercise due diligence, as liability rests with the Online Provider. The Online Provider is required to:

- Retain full access to all course components to ensure alignment with Utah Core Standards
- Control student access to the curriculum
- Develop a written monitoring plan to oversee third-party services and ensure compliance with Utah law, USBE rules, federal law, FERPA, and local board-approved curriculum
- Supervise instruction, retain documentation per LEA policy, and verify third-party adherence to data privacy standards
- Demonstrate compliance and address any violations under public education codes or rules
- Ensure the third-party understands they are under an obligation to provide appropriate services to students
- Guarantee third-party compliance with the Online Provider's administrative records retention schedule
- Establish contractual and procedural safeguards with any third party to open coursework to the student only upon issuance of a Notice of Enrollment

Program Administration (3 of 3)



Educators

Educators employed by the Online Provider must meet the standards applied to Utah public schools generally.



Educators in Utah public schools must hold a current educator license along with appropriate license area(s) of concentration and endorsement(s)



The Online Provider must ensure that instruction is regularly delivered or facilitated by an employee



The USBE may impose a pupil-to-teacher ratio

Teacher of Record (TOR)



A TOR is the educator assigned by the Online Provider for instruction, assessment, and/or oversight of learner activity, progression, interaction with course materials and peers, reporting, and data submissions.

The license area of concentration and endorsements must be consistent with the core code of the course to which they are assigned.

TORs:



Must have first-hand knowledge of student participation in and completion of instructional activities



Must have direct synchronous or asynchronous contact and communication with learners



Must have first-hand knowledge of assessment activities and records for learners assigned to a course



Support Online Provider submissions related to student participation in an online course

TOR Accountability Timeline

The following dates outline USBE's process for verifying TOR alignment and course compliance:

July 1: The USBE distributes the Proposed Course and TOR spreadsheet to Online Providers

- USBE Core Code and course title, educator name, and CACTUS ID are required
- For concurrent enrollment instructors without K-12 licenses, current background check documentation is required

July 15: Proposed Course and TOR spreadsheet completed by Online Providers

August 15: Notification of unaligned TORs

- The USBE validates that the TOR is matched to Utah Core Code and has a current background check
- Notifies Online Providers of misalignments
- Begins a 90-day accountability cycle

August 15 - October 15: Unalignment Correction

- The USBE works with the Online Provider to correct identified issues

October 15: Final Review

- The USBE completes the final review of CACTUS/USIMS records to verify educator assignment accuracy
- Notice to Online Provider of Non-Compliance issued for identified issues not corrected

On or after October 15: Corrective Action Notice

- USBE may issue a Notice of Corrective Action, detailing noncompliance, required conditions, corrective steps, and a reasonable timeframe

If there are any changes or additions to TOR assignments, the Online Provider must enter them on the next available line at the bottom of the Proposed Course & TOR Spreadsheet and then notify USBE so the TOR verification process can begin. Teachers assigned in CACTUS, UTREx, and SEATS must match the teachers listed on the TOR spreadsheets for each course. Reimbursements will not be provided for courses taught by misaligned TORs.

Course Design



Utah Core Standards

The Online Provider must verify that all courses align with **Utah Core Standards**.



Validated Enrollment

Courses must be designed to ensure that **Learner Validated Enrollment Measures** are met every 10 school days throughout the course.

Concurrent Enrollment (CE) Courses

How to Initiate the Process

High school students (grades 9–12) can earn both high school and college credit simultaneously through CE courses via the SOEP. Students should follow these steps to initiate the process:

1. **Request Courses in SEATS:** Log in to the SEATS portal and request your desired CE courses
2. **Register with the Online Provider:** Contact your chosen Online Provider directly to complete their specific registration and enrollment steps
3. **Complete the USHE Concurrent Enrollment Participation Form:** Be sure to indicate which Online Provider you are using for your CE courses

USHE General Education Navigator & Credits

The USHE General Education Navigator specifies the credit amount for each CE course as it fulfills high school graduation requirements.

- CE course credit values offered through the SOEP will align with the credit values listed on the USHE General Education Navigator document
- Credits in the Online Provider's SIS must align with the credits in SEATS

Below are the credit amounts for CE and the SOEP that align with the USHE General Education Navigator:

- ENGL 1010, 2010, 2200 - 1.0 credit
- MATH 1010, 1030, 1050 - 1.0 credit
- BIO 1010, CHEM 1010, PHYS 1010 - 1.0 credit (indicate if SEEd)
- Human Development / Financial Literacy / Electives - .5 credit
- HIST 1500, 1510, 1700 / PSYC 1010 - .5 credit (HIST 1700 year-long: 1.0 cr)
- ART 1010 - 1.0 credit
- All CTE courses - .5 credit (Min. two .5 credit courses required for graduation)

National Collegiate Athletics Association (NCAA) Requirements

Eligibility & Guidelines

Clear communication and disclosure in course notes are vital for students aspiring to college athletics, as they prevent misunderstandings and protect opportunities.

The NCAA determines post-secondary eligibility and scholarships. Since the NCAA typically only recognizes courses taken in grades 9–12, high school courses completed before 9th grade may not count toward eligibility.

Responsibilities & Resources

Although the Online Provider should be diligent in ensuring NCAA information is accurate, it remains the student's and parents' responsibility to confirm that courses are NCAA-approved and will meet all eligibility requirements.

Resources:

- [NCAA Course Approval](#)
- [NCAA link for students to verify courses](#)

Independent Studies & Recovery Credit

Independent Studies

If a student is engaged in external study with a private instructor, an Online Provider faculty member must directly oversee the student's development for the course to be offered through the SOEP. Courses lacking this oversight cannot be offered.

Recovery Credit

SOEP courses designed for credit recovery cannot be offered by Online Providers.

Health Courses & SEATS Spreadsheets

Health Courses for 6-8th Grade Students

Due to content in health education courses, the legislature has established the following grade band restrictions (53G-10-402):

- **Health I:** Open only to students in 7th and 8th grade
- **Health II:** Open only to students in 9th through 12th grade

SEATS Course Request Spreadsheet

At the beginning of January, Online Providers receive a SEATS Course Request spreadsheet via email. The email includes additional instructions for completing the spreadsheet, which is due by February 15.

For any course that includes mature subject matter, the Online Provider must include a disclaimer in the course description stating: *"This course may contain mature content and may not be suitable for students of all ages."*

Course Fees

The USBE sends a list of revised course fees annually to Online Providers, once established. Fees are divided into pricing tiers outlined in statute, based on content categories as shown below:

Tier I

- Digital Studies
- Driver Education
- Financial Literacy
- Health
- Physical Education

Tier II

- CTE
- Elective Credits
- Fine Arts

Tier III

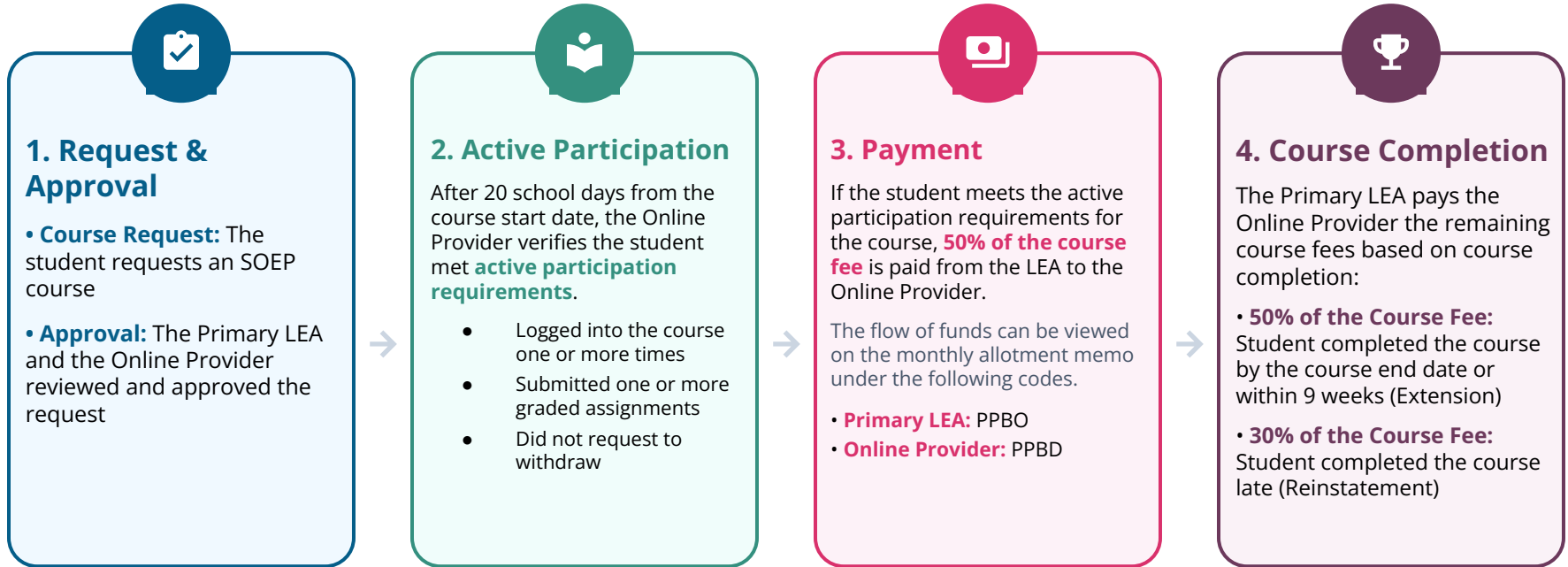
- Social Studies Core
- World Language

Tier IV

- Concurrent Enrollment
- Language Arts
- Math
- Science

These fees reflect the expense of course provision, scaling the cost according to content. If a course spans multiple content categories, it is assigned the lowest applicable course fee category. Fees are increased annually at the same rate as the regular education Weighted Pupil Unit (WPU), which is set by the Legislature every March for the upcoming school year.

SOEP Payment Overview



Small Schools Grant Recipients: LEAs may view reimbursements on their allotment memo under OCCA, while Online Providers may view corresponding payments under SOEF.

SOEP Payments



Payments

Payments are issued monthly in accordance with the Minimum School Program (MSP) schedule. To receive payment for a given month, statuses must be updated by the end of business on the 9th; otherwise, payment will be deferred to the following month.

- 50% of the funds are released when a CCA is marked as *Confirmed*
- Remaining funds are released after course completion, once a transcript is issued and grades/credits are submitted to UTREx
- Courses must be completed by June 30 to receive full payment, unless approved for a Course Extension or Course Reinstatement. All completions must be reported to USBE and the Primary School by August 3



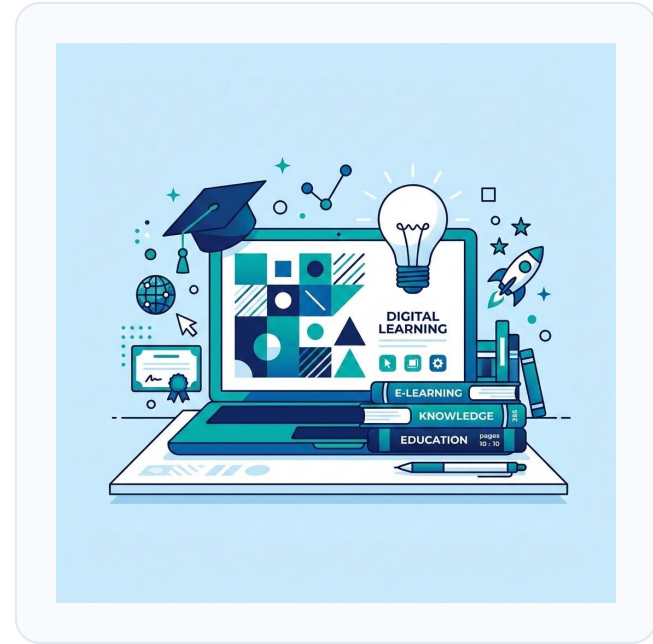
Payments for Home-based Students

Allocations are provided for Home-based students when their Primary LEA is marked HOME SCHOOL to ensure that Home-based students' funding accrues to the appropriate allocation.

SOEP 101 Training

Section 2 Complete

This completes section 2 of the SOEP 101 Online Provider Training.



Protections for Unique Learners

Special Education—Child Find



Child Find Mandate

Mandatory Process: Under the Individuals with Disabilities Education Act (IDEA), public schools must identify, locate, and evaluate all children with disabilities, regardless of the severity of their disability who may need special education and related services.

Guaranteed Support: This process ensures that children eligible for special education are identified and provided necessary support.



Online Provider Protocol

LEA Notification: If the Online Providers suspects a student has a disability, the Online Provider must notify the Primary LEA to allow them to meet Child Find obligations.

Direct Intervention for 504 Plans: If the student's 504 Plan request is initially directed to the Online Provider, and cooperative efforts with the Primary School fail, the Online Provider may independently determine eligibility and deliver services.

IEP Eligibility and Implementation (1 of 2)

LEA Responsibility

The **LEA** maintains the primary responsibility for meeting all IDEA requirements and ensuring the student receives special education and related services and accommodations.

MOU Exception

A **Memorandum of Understanding (MOU)** may be developed between the LEA and the Online Provider to provide the specialized instruction, services and progress monitoring for the IEP.

The MOU must outline:

- Financial terms and compensation for the Online Provider

IEP Eligibility and Implementation (2 of 2)

✓ Online Provider Requirements

If an eligible student has an IEP, the Online Provider must:

- **Review Enrollment:** Work with the student's IEP team to review course enrollment
- **LEA Coordination:** Coordinate with the Primary LEA for additional IEP reviews, ensuring digital environment needs and accommodations are met
- **Active Participation:** Participate in IEP development and review/revision meetings as requested

🔍 Procedures & Guidelines

For Home-based students: If the Online Provider suspects the student may have a disability, they may recommend that the student contact their boundary school for evaluation. If the student does not choose to be evaluated, they are not eligible for services or accommodations under the IDEA.

Recommended to develop:

- **A Procedure:** A written procedure for securely referring concerns to school counselors
- **A Process:** A process to implement if the student is suspected of having a disability
- **An Accommodation List:** A list of possible accommodations in an online environment that may support students when consulting with the IEP team

504 Eligibility and Implementation (1 of 2)

Primary LEA

Timeline

Within 3 school days of the Notice of Enrollment

The Primary LEA must:

- Add all relevant accommodations from the student's existing 504 Plan into SEATS
- Provide updates to the Online Provider whenever revisions are made

Online Provider

For students with current 504 Plans, the Online Provider must:

- Work with the student's 504 team to review course enrollment
- Collaborate with the Primary LEA on 504 Plan reviews. Share digital learning needs to ensure all required accommodations, related services, and services are implemented
- As requested, participate in 504 Plan development and review/revision meetings

504 Eligibility and Implementation (2 of 2)

If a student without an existing Section 504 plan wishes to receive services under Section 504 of the Rehabilitation Act of 1973, the student must make a request with either the student's Primary School or an Online Provider.

Primary School Role

The Primary School holds the primary responsibility for ensuring that 504 service requests are evaluated according to Utah Code, Board Rule, and federal law

Online Provider & Joint Process

If a student first directs a request for services to an Online Provider, that provider must promptly notify the 504 coordinator at the student's Primary School

- The Primary School and Online Provider will then work together under the Primary School's guidance to evaluate the request and establish eligibility for Section 504 accommodations, services, and related aids
- Once established, the Online Provider is responsible for the implementation of the Section 504 Plan
- The Online Provider may independently determine eligibility and deliver services if a good faith attempt to cooperate with the Primary School proves unsuccessful

Home-Based Students

For Home-based students, the Online Provider has the authority to evaluate eligibility, develop a 504 Plan, and provide necessary aids, services, and accommodations, upon request

IEP, 504 & MLL Responsibilities



LEA Responsibility: Provide accommodations

The LEA must add relevant IEP, 504 Plan, or MLL accommodations in SEATS.

Deadline: Within **3 school days** of the Notice of Enrollment.

For students with IEPs, adherence to this deadline is important to avoid legal and financial liability for Due Process complaints.



Online Provider Responsibility: Implementation

The Online Provider is responsible to implement the accommodations for the student in their online course.

Accessibility & Language Support



Accessibility

Section 508 of the Rehabilitation Act of 1973 requires agencies to ensure individuals with disabilities have equal access to electronic information and data within the same timeframe as their non-disabled peers, unless doing so would impose an undue burden.



English Language Learners

The purpose of providing timely support to English Language Learners (ELs)/Multilingual learning (MLLs) and their families is to ensure that they attain English proficiency and develop high levels of academic achievement in English. The Online Provider supports Primary LEAs to ensure students have appropriate services, supports, and accommodations that meet their needs.



Translation Capabilities

The Online Provider must identify and accommodate the language needs of students and their families, including those who are Limited English Proficient (LEP). The Online Provider should establish a process to assess LEP status and language needs.

Home Language Survey & Alternative Services



Home Language Survey

The Home Language Survey is a tool used to identify students who may need services as ELs/MLLs. The Online Provider must include a home language survey with student registration materials. If the Online Provider suspects that a public-school student may qualify as an EL/MLL:

- The Online Provider must contact the Title III Coordinator at the student's Primary LEA
- For Home-based students, the Online Provider may recommend that the student contact their boundary school for evaluation
- If the student chooses not to be evaluated or enroll in a public school, the student is not guaranteed services or accommodations under Federal or State law for ELs/MLLs



Alternative Language Services

For the student needing alternative language services:

- The Primary School will identify the need for alternative language services
- The Primary School will develop an Individual Learning Plan (ILP) with input from experts and the Online Provider, outlining the student's current ability, goals, progress, and exit criteria
- The Primary School will administer a language instruction program
- Coordinate with the Primary School, as necessary, to ensure appropriate services, supports, and accommodations are in place, and provide information regarding digital learning needs

Fee Waiver Recipients



Primary LEA or Primary School Responsibility

If a public school student qualifies for a fee waiver, the student's Primary School must provide access to an online course by providing the student with the technology and wi-fi needed for the student to participate outside of the school building.



Online Provider Responsibility

If a public or home-based student qualifies for a fee waiver, the Online Provider is responsible to:

- Provide all required course materials to the eligible student
- Ensure that home-based students have access to online courses by supplying the necessary technology and Wi-Fi connectivity to facilitate their participation

USBE Role (1 of 2)

The USBE plays a multifaceted role in supporting Online Providers. Key responsibilities include:



Oversight and Monitoring

The USBE ensures Online Providers adhere to all state and federal laws, rules, and policies. This includes:

- Monitoring Online Provider performance
- Reviewing course offerings and Teacher of Record qualifications
- Verifying data accuracy and consistency



Operational Support

The USBE facilitates the SOEP's day-to-day operations by:

- Managing SEATS
- Coordinating student enrollment and registration
- Providing guidance on program policies and procedures



Financial Management

The USBE oversees SOEP financial aspects, including:

- Calculating and communicating course fees
- Supervising payments to Online Providers (verifying alignment with participation and ensuring accurate distribution calculation)

USBE Role (2 of 2)

The USBE plays a multifaceted role in supporting Online Providers. Key responsibilities include:



Data Collection and Reporting

The USBE collects and analyzes data to:

- Monitor program effectiveness
- Identify areas for improvement
- Inform policy decisions



Resources and Training

The USBE develops and delivers resources and training materials for Online Providers through:

- In-person or virtual training sessions
- Online Provider newsletter
- [USBE SOEP webpage](#)
- [Online Provider Portal](#)

Monitoring

Online Provider Monitoring

The USBE monitors each Online Provider. A comprehensive rubric is distributed to Online Providers in advance of an annual site visit each spring to help them prepare. This systematic approach enables the USBE to:



Ensure compliance with laws and rules



Collaborate with Online Providers to identify areas of need



Enhance support based on identified priorities

Annual Report

Annual Report on Online Providers

An annual report on Online Providers offers a comprehensive overview of their performance within the SOEP. The USBE and Online Providers must post this report on their respective websites. This report is mandated to include the following key information:



Statewide Assessment Scores

Aggregated scores from statewide assessments taken by students completing online courses



Course Completion Rates (Timely)

Percentage of students completing courses within the specified time



Course Completion Rates (Extended)

Percentage of students completing courses after the standard time but before high school graduation



Pupil-Teacher Ratio

The combined pupil-teacher ratio for all online courses offered by the Online Provider



Student Grade Distributions

Grade distributions for each course offered



Student Completion Rates (per course)

Completion rates specifically for each course offered



Satisfaction Survey Results

Outcomes from student and parent satisfaction surveys



Improvement Plan Summary

If applicable, a summary of the Online Provider's Plan to enhance course quality and student outcomes



Audit Results

Results of any sample audits conducted by the state board on the Online Provider's courses

SEATS Status Flowchart 2026-27 Review

The SEATS Status Flowchart 2026-27 is available in the [Online Provider Portal](#) under the *Key Resources* section.

The flowchart has been updated to include:



Revised status names



New statuses



Closeout statuses that do **not** adversely impact completion rates



Closeout statuses that **do** adversely impact completion rates

SOEP Frequently Asked Questions (1 of 7)

The questions below represent only a portion of the updates made to this section. Because the entire section has been revised, please review all updated content carefully to ensure a thorough understanding.

What is a Counselor's role in determining whether to accept or reject a Course Credit Acknowledgment (CCA) course request?

(R277-726-4(4)(a); R277-726-5(5)) (53F-4-503(1); 53F-4-508))

The counselor must check that the course aligns with the student's graduation plan and ensure the credit load doesn't exceed full-time enrollment if an Early Graduation Plan is not in place. The credit load does not include release time. The counselor then submits a *recommendation* for enrollment or rejection in SEATS within 3 business days, following the [SOEP Course Request Decision Tree](#).

Who determines, at a Primary LEA, whether to accept or reject a CCA course request?

(R277-726-5(5)) (53F-4-508)

The Primary Approver (typically a Business Administrator or District Lead) holds final authority over CCA course requests. The Primary Approver must *approve or reject* a CCA course request based on the counselor's recommendation *within 3 business days*. If the request has been accepted by the Online Provider and the Primary Approver takes no action within 3 business days, the law requires that the course be approved by the Utah State Board of Education (USBE) on the 4th business day.

SOEP Frequently Asked Questions (2 of 7)

The questions below represent only a portion of the updates made to this section. Because the entire section has been revised, please review all updated content carefully to ensure a thorough understanding.

If a Primary LEA has rejected a CCA course request, must the Online Provider reject it as well? (53F-4-508)
(R277-726-3(2)(b))

Primary LEA and Online Provider decisions regarding CCA course requests are independent and governed by distinct statutes to protect student access.

Online Provider's acceptance of a CCA course request demonstrates the Online Provider's willingness to comply with the law. The Online Provider must review and respond to the CCA course request within 3 business days, regardless of the Primary LEA's decision.

If the Primary LEA rejects a CCA course request, the denial reason will remain transparent. When the Primary LEA rejects a CCA course request, it cannot proceed as an SOEP course, even if the Online Provider accepts it.

A Primary LEA or Counselor may contact the USBE to request that a CCA course request be changed from Rejected to Accepted. If this occurs and the Online Provider has accepted the CCA course request, the enrollment process will proceed, and a Notice of Enrollment will be issued. If the Online Provider has neither accepted nor rejected the CCA course request, it cannot move forward, and a Notice of Enrollment will not be issued.

SOEP Frequently Asked Questions (3 of 7)

The questions below represent only a portion of the updates made to this section. Because the entire section has been revised, please review all updated content carefully to ensure a thorough understanding.

Can a student enroll in an online course at any time during a calendar year? (R277-726-5(13))

(53F-4-503; 53F-4-508; 53F-4-513(2)(3))

Statute states that a student *should* enroll during the LEA-designated period for course registrations, but it is not required. If a course is aligned with the student's plan for college and career readiness, the following options apply:

- **An under-enrolled student** may add a course at any time during the school year (including a student whose schedule is considered full but includes release time)
- **If the student is not under-enrolled**, the student may alter their schedule by dropping a traditional classroom course and adding an online course consistent with:
 - Schedule alteration procedures adopted by the Primary LEA of enrollment
 - The Primary LEA's scheduled drop date applicable to the semester or quarter in which the course must be dropped
- **If a student seeks to alter an existing schedule** by adding an SOEP course to replace an **identical in-person course**:
 - The LEA must consider the CCA course request a simultaneous request to drop any identical in-person course, resulting in an automatic course substitution by the Primary School
 - The student will be limited by the Primary LEA's scheduled drop date applicable to the semester or quarter in which the course must be dropped

SOEP Frequently Asked Questions (4 of 7)

The questions below represent only a portion of the updates made to this section. Because the entire section has been revised, please review all updated content carefully to ensure a thorough understanding.

Can a Primary LEA restrict SOEP enrollment to a limited registration window?

(R277-726-5(5)) | (53F-4-503, 53F-4-508, 53F-4-513(2)(3))

While law allows a student to enroll in an online course at any time during a calendar year, if the student has a full schedule and must drop a traditional course to make room for the SOEP course, the student is limited by the Primary LEA's scheduled drop date applicable to the semester or quarter in which the course that must be dropped.

Can a CCA course request submitted during periods when counselors are on break be denied?

(R277-726-1, -2, -4(4)(a), -5(5), -5(13)) | (53F-4-513(2), -508(3)(c), -508(3)(e))

Students may submit CCA course requests at any time during the year if their total credit load does not exceed full-time enrollment. The credit load does not include release time.

Verification of alignment with student readiness plans does not require a counselor meeting. Primary LEAs must submit acceptance or rejection within 24 business hours, requiring arrangements for review during summer breaks.

SOEP Frequently Asked Questions (5 of 7)

The questions below represent only a portion of the updates made to this section. Because the entire section has been revised, please review all updated content carefully to ensure a thorough understanding.

Can a school require a student to drop an in-person course or reduce their schedule to take an SOEP course? (R277-726-4(5)) (53F-4-509(5))

Public school funding is capped at a full-time enrollment load. If a student requests an SOEP course in excess of a full schedule, the school has the right to reduce the student's school-year schedule so the total credit load stays within that cap. The credit load does not include release time.

Students may exceed full-time enrollment without reducing their regular schedule if they intend to graduate early and have an Early Graduation Plan established. This plan acts as a funding mechanism, allowing the district to generate additional membership days to fund the extra credits.

It is important to note that the student is not required to graduate early if their goals change. Students or parents interested in this option should contact their school counselor.

Does release-time count toward a student's full-time credit cap? (53F-4-509(3))

No. It takes up a *scheduled period* but does not count toward *earned credits*.

For example, if a school has an 8.0 full-time enrollment cap, a student with 7.0 credits and a 1.0 Release Time maintains a full schedule but only earns 7.0 credits. Since the student is 1.0 credit under the full-time enrollment cap, they may add up to an additional 1.0 SOEP credit.

SOEP Frequently Asked Questions (6 of 7)

The questions below represent only a portion of the updates made to this section. Because the entire section has been revised, please review all updated content carefully to ensure a thorough understanding.

If a student has a full schedule and requests an SOEP course that's already on their schedule, can the school reject it?

(R277-726-5(5); R277-726-4(1); R277-726-4(6)(a)) (53F-4-513(3); 53F-4-513(2)(3))

If a student requests an online course that duplicates a course they are enrolled in at their school, it must be treated as a request to drop the duplicate in-person course and replace it with the online course before the school's deadline for dropping and adding courses. The student will be limited by the Primary LEA's scheduled drop date applicable to the semester or quarter in which the course that must be dropped.

If a student has a full schedule and wants to drop an in-person course to make room for an SOEP course, is this allowed?

(R277-726-4(1); R277-726-4(6)(a)) (53F-4-513(3); 53F-4-513(2))

If a student requests an online course aligned with their graduation plan and already has a full schedule, the request must be treated as a request to drop an in-person course and replace it with an online course. The student must inform the counselor/Primary LEA of which in-person course they wish to drop. The student will be limited by the Primary LEA's scheduled drop date applicable to the semester or quarter in which the course that must be dropped.

SOEP Frequently Asked Questions (7 of 7)

The questions below represent only a portion of the updates made to this section. Because the entire section has been revised, please review all updated content carefully to ensure a thorough understanding.

Can a Primary LEA reject a CCA course request if a student has a full schedule and the student does not wish to drop any in-person courses? (R-277-726-4(6)(a)) (53F-4-513(3); 53F-4-513(2))

Yes. A student's total credit load cannot exceed full-time enrollment unless the student has an Early Graduation Plan. The credit load does not include release time. If a student with a full schedule does not wish to drop an in-person course and does not have an Early Graduation Plan in place, the Primary LEA may reject the CCA course request.

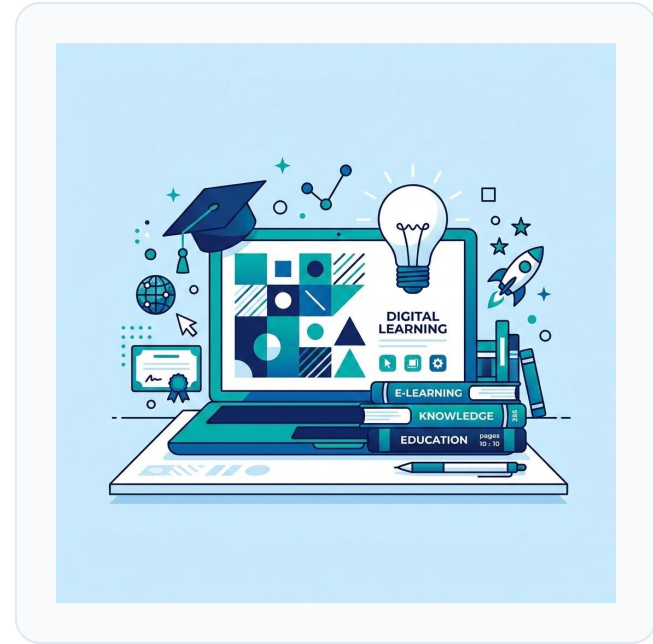
Is a student required to take online courses exclusively through their local school district's online program, or can they choose to enroll in an SOEP course? (53F-4-503(5)(b); 53F-4-502(3))

Students may take online courses through the SOEP and select any Online Provider that best meets their needs. While local school districts may offer and promote their own online programs, students are not required to enroll exclusively with their district and cannot be restricted from choosing an SOEP course or Online Provider.

SOEP 101 Training

Section 3 Complete

This completes section 3 of the SOEP 101 Online Provider Training.



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