



Statewide Online
Education Program

The Statewide Online
Education Program (SOEP)
Policy and Procedure
Online Provider Manual
SY 2026-27

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Introduction

This manual provides guidance for all Online Providers of Utah's Statewide Online Education Program (SOEP).

Purpose of the SOEP

The Statewide Online Education Program (SOEP) expands access to courses, supports flexibility, and promotes college and career readiness for Utah students. All local education agencies (LEAs) are required to offer the program to ensure equitable access. SOEP combines state oversight, funding for small schools, experienced Online Providers aligned with Utah Core Standards, and instruction by licensed educators to ensure high-quality online learning statewide.

Governing Statute and Rule

- [Title 53F Chapter 4 Part 5](#)
- [R277-726: Statewide Online Education Program \(SOEP\)](#)

Online Provider General Information

Course Completion means:

- The student has completed a course with a passing grade, and the Online Provider has transmitted the course title, course code, grade, credit, and the term in which the student was enrolled to the Primary LEA and the USBE

Home-based means:

- A student who is homeschooled and not enrolled in an LEA, and has a current homeschool acknowledgment issued prior to reaching age 18, in accordance with Section 53G-6-204

LEA means:

- A school district or charter school

Primary LEA means:

- The LEA in which an eligible student is enrolled for courses other than online courses offered through the SOEP

Primary School means:

- The student's school of record within a Primary LEA
- The school that maintains the student's cumulative file, enrollment information, Individualized Education Program (IEP), and transcript for purposes of high school graduation
- The school that is responsible for providing the student with access to facilities, technology, internet, and other non-instructional amenities required by membership-related funding derived from the Minimum School Program (MSP), and other local, state, and federal funding streams

Provider categories include:

- **Online Provider** is a public school or program created exclusively to serve students online
- **Institution of Higher Education (IHE) Online Provider** is a program of a Utah public IHE that offers secondary school-level courses and was created exclusively to serve students online
- **Certified Online Provider** is an entity that is not associated with a Utah K-12 school or a Utah IHE, is accredited for K-12 education by Cognia, and meets additional requirements included in law and rule

Original Credit

- The Online Provider may only offer a course through the SOEP designed for original 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

Students may only take six SOEP credits per academic year unless:

- The Primary School agrees that more credits better meet the academic goals of the student

Student Withdrawal

- The Online Provider may not encourage a student to withdraw from an online course

Online Provider Application Period

The application period is structured around the USBE's ability to complete the application review and approval process in time for an Online Provider to receive Board approval and begin services on July 1 of the following year. To support this timeline, USBE accepts applications on a rolling basis each year from July 1 through April 1.

Online Provider Agreement Renewal

Online Providers are required to complete the Online Provider Renewal Application annually. The USBE distributes the application link via email, along with the submission deadline.

Certified Online Provider Fee

At the conclusion of each school year, the USBE evaluates the dedicated credits that each Certified Online Provider must submit. In Utah law, dedicated credits are revenue collections generated by state agencies that are used to directly fund their own operations. Instead of going into the general state fund, these self-generated funds are earmarked for the specific programs that collected them, helping agencies pay for their daily services.

Dedicated credits are calculated using a formula developed by the USBE to ensure coverage of costs to the state board of reviewing a Certified Online Provider's initial application, integrating the Online Provider into the USBE's data systems, and supporting ongoing compliance with standards in statute and rule. The formula developed by the USBE totals, annually, \$10,000 (or 5% of the first \$200,000 in revenue earned by the Online Provider in that academic year), plus 1% of all earnings above that initial \$200,000 "base."

Data Security

Online Providers must follow state and federal laws regarding the security of Personally Identifiable Information (PII). A Certified Online Provider will be required to meet additional data security protocols.

Family Educational Rights and Privacy Act (FERPA)

Online Providers must comply with FERPA, which restricts the disclosure of PII from student education records without written consent from parents or eligible students. FERPA rights transfer to the student at age 18 or upon enrollment in postsecondary education.

PII is any information that could reasonably identify a student, including but not limited to:

- Student or parent names
- Student address
- Personal identifiers (e.g., SSN, SSID)
- Date or place of birth
- Any information that, alone or combined, identifies a student

Online Providers may adopt a limited directory information policy allowing disclosure to specific parties for specific purposes, as outlined in a public notice.

Secure Communication Protocol

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

- Virtru: Encrypted email (log in via Google)
- Google Docs: Access must be restricted to specific users (requires sign-in)

Standard for Email Correspondence

If email is necessary for requesting assistance from the USBE, you must redact student PII. Use only the following format:

- Student Name: First two letters of the first name and the full last name
- Email Address: The student's associated email address(es)

State Student Identifier (SSID) Merge Process

The process Online Providers must follow when multiple SSID numbers have been assigned to a single student.

Online Provider Responsibilities

The Online Provider:

- Identifies a potential duplicate SSID
- Submits an SSID merge request to the Statewide Online Education Program (SOEP) through the Online Provider Changes Spreadsheet using the SSID Merge Request tab

SOEP Responsibilities

Upon receiving an SSID merge request, the SOEP:

- Notifies all Local Education Agencies (LEAs), including the Online Provider, associated with the student's educational record (from Pre-Kindergarten/Kindergarten to the present) of the potential duplicate SSID
 - Provides the following information in the notification:
 - Both SSID numbers
 - The SSID number that will be retained (the oldest SSID)
 - Identification of the LEA responsible for creating the duplicate SSID and notification that they must submit a request to the USBE to complete the merge if all stakeholders agree that a merge is appropriate
- Updates the student's SSID in SEATS after the SSID merge has been completed
- Marks the SSID Merge Request as complete on the Online Provider Changes Spreadsheet using the SSID Merge Request tab

Student Enrollment and Tracking System (SEATS)

SEATS is the centralized system used 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 & School 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

An individual needing access to SEATS must register for a [SEATS account](#). Online Provider-specific access can be extended to any person approved by an administrator for the Online Provider.

SEATS 'Provider View Only' User Account

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 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 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
- Not Confirmed Closed
- Student Withdrawal Within the first 20 school days of course start date

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

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.

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.

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.

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's 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:

- Students currently benefiting from a Utah Fits All (UFA) scholarship
- Students who have been notified that they will receive a UFA scholarship award in the upcoming school year
- Students currently benefiting from a Carson Smith Scholarship
- Students enrolled in Private Schools
- Students whose school of record is the Online Provider or another school within the district that houses the Online Provider (School of Record = Y or blank) ; however, students whose school of record is an Online Provider may enroll in SOEP courses with another Online Provider
- Students attending private or boarding schools (Course Choice Empowerment serves these students)

Definitions and Functionality

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, 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*.

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.

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

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

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

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.

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 at any time 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.

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.

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

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.

Learner Validated Enrollment Measures: Learner Validated Enrollment Measures are measures for establishing attendance and participation in online coursework every 10 school days, which shall 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.

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 one of the following secure methods: SEATS Communication Dashboard via transcript upload, LMS, password-protected link, or document within an email, or transcript relay service with password protection enabled

Graduating Student Transcripts:

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

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

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*
- *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*
- *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
- *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*
- *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*
- *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
- *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
- *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

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:

- Must assist with scheduling if requested, and cannot restrict course selection
- 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, Registrars, and Staff webpage](#) when deciding whether to reject or accept a CCA
- May rescind a 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 USBE rescind an earlier acceptance of the CCA
- May rescind a prior rejection at any time. The course may or may not, at the discretion of the Online Provider, be opened to the student
- Must allow the 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
- 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 *prominently* post required SOEP information on the Online Provider's website
 - Program Description: A clear description of the Statewide Online Education Program
 - Eligibility and Enrollment: Clear information is readily available regarding who is eligible to enroll in the program and the enrollment process
 - Course Catalog: A catalog of available online courses is accessible and easy to navigate

- Student Performance: (Included in the SOEP Annual Report)
 - Statewide assessment scores are summarized by test for students completing online courses
 - The percentage of students who complete courses within the applicable time period
 - The percentage of students who complete courses after the deadline but before graduation is clearly displayed
- Pupil-Teacher Ratio: The overall pupil-teacher ratio for the Online Provider's online courses is stated
- Online Provider Contact Information
- Must enter teaching assignments in the Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) by October 13 annually
- Must enter teaching assignments in a local SIS when enrolling a student in a course listed in the SIS
- Must enter a Teacher of Record (TOR) at the time the CCA is accepted
- May reject a CCA
 - If the student does not meet course prerequisites, or the course is not open for enrollment
 - For their own regularly enrolled student who filed a request in error
- Must verify Active Participation
 - During the 20 school-day withdrawal period, the Online Provider must verify that the student has met the following criteria:
 - The student logged into the course one or more times
 - The student submitted one or more graded assignments, and
 - The student did not submit a written request to withdraw
 - Students who do not meet the USBE criteria for active participation within the 20 school-day withdrawal period and are moved to *Not Confirmed Closed* will not be moved back to *Course Request Approved*. Students will need to request the course for another quarter/semester
 - If a SEATS status is mistakenly moved, the Online Provider must notify the USBE and request a correction via the Online Provider Changes Spreadsheet within 3 business days of the initial error
 - If the correction window has closed, the Online Provider may allow the student to complete the course and issue credit

outside the SOEP framework, without claiming membership for the student

- SEATS status changes resulting in an incorrect payment from the LEA are exempt from the 3 business day correction window. These must be reported to the USBE immediately upon discovery. Resolving these errors is critical for ensuring accurate funding and facilitating LEA reimbursement
- Must notify stakeholders of the 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
 - 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
 - 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*

Must follow the procedure outlined below for CCA Change Requests:

- Changes to a CCA with a status of *Course Request Pending* or *Course Requested Approved* require review by the USBE and notification and approval from all relevant stakeholders
- To initiate a change request, Online Providers must submit the proposed modification via the Online Provider's Changes Spreadsheet. Upon receipt, the USBE will facilitate a review process by notifying all relevant stakeholders via email. The USBE will implement the requested change unless any stakeholder raises a concern
- Once a CCA has reached a *Confirmed* status, no modification can be made, and the approving LEA is responsible for the course cost. However, Online Providers may update the CCA status to accurately reflect the student's current situation

Detailed instructions for processing CCA change requests are available in the "CCA Changes for Online Providers Guidance Document" on the SOEP website, located in the Online Provider Portal under Guidance Documents.

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.

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

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

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

Enrollment Process Overview

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. CCAs must follow a one-way progression from origination to completion, ending in a closeout status. CCAs must pass through a confirmed status to be eligible for payment.

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

- *Course Request Pending* (LEA responsibilities): The CCA has been submitted, and the Primary Approver has 3 business days to respond
 - 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
 - The school counselor is not required to meet with the student or parent for approval or rejection of a course request
 - 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 the requirements of the Primary School.
 - 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
- 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
 - 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
 - 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
- *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 the eligibility of Home-based students and must supply a fee waiver application)
 - For Home-based students:

- Birth certificate or acceptable alternative - Required
- Home-based acknowledgment 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
- 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.
- If the Online Provider rejects a CCA course request within the required 3 business days due to incomplete local registration, and the Primary Approver has not rejected the request, the Online Provider:
 - Must use the Online Provider's Changes Spreadsheet to request that the USBE update the CCA course request status from *Rejected Provider* to *Course Request Approved*
- If the Online Provider accepts a CCA course request within the required 3 business days, the Online Provider must:
 - Enter the Course Start Date
 - Enter the Teacher of Record (TOR)
 - Online Providers who allow open enrollment may enter the course start date and TOR at a date closer to the start of the course
 - The Course Start Date in SEATS must accurately match the course release date in the Online Provider's LMS and must not be modified after being established, as it initiates the 20 school-day withdrawal period
- *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
- 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 20 school-day withdrawal period
 - *Student Withdrawal within the first 20 school days of course start date*: Student requested withdrawal from the course
- 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.
- CCAs must reach a closeout status by June 30th. Online Providers may refer to the SOEP Flowchart to determine the appropriate closeout status.

Grading and Course Completion

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 the student's satisfactory course completion or June 30th, utilizing one of the following secure methods: SEATS Communication Dashboard via transcript upload, LMS, password protected link or document within an email, or transcript relay service with password protection enabled
- Transcript Deadlines:
 - Transcripts for grades 6-11 must be sent to both the parent and Primary School *by the earlier of*:
 - 30 days of each course completion, or
 - June 30
 - Transcripts for grade 12 (Seniors) must be sent to both the parent and Primary School by:
 - 30 days of each course completion, or
 - The *Transcript Due* date in SEATS or an alternative date as agreed upon with the Primary School
 - The Primary School is required to inform students taking SOEP courses about the necessary course completion deadlines required for graduation

- For Late Passing students, grades and credit must be submitted to the Primary School before September 1 to allow for UTREx record updates
- Notification of Risk:
 - Notify the student's Primary LEA if the student is at risk of failing
 - Before quarter 4 of the student's senior school 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

Detailed instructions for processing course extensions and reinstatements are available on the SOEP website in the Online Provider Portal, under Guidance Documents.

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.

The student is not eligible for a course extension or course reinstatement if the CCA's status is at:

- *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 20 school day period No credit earned*
- *Loss of Eligibility .25 earned*
- *Student Withdrawal After 20 school day period No credit earned*
- *Student Withdrawal .25 earned*

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

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*

Requesting a CCA status update in SEATS for approved course extensions or reinstatements:

- Online Providers must use the "Extension" or "Reinstatement" tabs located on their Changes Spreadsheet to request CCA status updates by the USBE

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

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

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](#)

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

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)
- **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

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.

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

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

The Online Provider must verify that all courses align with Utah Core Standards and are designed to ensure that Learner Validated Enrollment Measures are met every 10 school days throughout the course.

Concurrent Enrollment (CE) Courses

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 Utah System of Higher Education (USHE) Concurrent Enrollment Participation Form: Be sure to indicate which Online Provider you are using for your CE courses

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 a course is SEEd
- Human Development - .5 credit
- HIST 1500 - .5 credit
- HIST 1510 - .5 credit
- HIST 1700 - .5 credit
- HIST 1700 - year-long - 1.0 credit
- PSYC 1010 - .5 credit
- ART 1010 - 1.0 credit
- All CTE courses - .5 credit
 - To meet Utah graduation requirements, students must complete a minimum of two .5 credit CTE courses.
- Financial Literacy - .5 credit
- All Elective courses - .5 credit

National Collegiate Athletics Association (NCAA) Requirements

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.

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

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 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."

Funding

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	Tier II	Tier III	Tier IV
Digital Studies	CTE	Social Studies Core	Concurrent Enrollment

Tier I	Tier II	Tier III	Tier IV
Driver Education	Elective Credits	World Language	Language Arts
Financial Literacy	Fine Arts		Math
Health			Science
Physical Education			

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

1. Request and Approval

- Course Request: The student requests an SOEP course
- Approval: The Primary LEA and the Online Provider reviewed and approved the request

2. Active Participation

After 20 school days from the course start date, the Online Provider verifies the student met active participation requirements.

- Logged into the course one or more times
- Submitted one or more graded assignments
- Did not request to withdraw

3. Payment

If the student meets the active participation requirements for the course, 50% of the course fee is paid from the Primary LEA to the Online Provider.

The flow of funds can be viewed on the monthly allotment memo under the following codes.

- Primary LEA: PPBO
- Online Provider: PPBD

4. Course Completion

The Primary LEA pays the Online Provider the remaining course fees based on course completion:

- 50% of the Course Fee: Student completed the course by the course end date or within 9 weeks (Extension)
- 30% of the Course Fee: Student completed the course late (Reinstatement)

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 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.

Protections for Unique Learners

Special Education—Child Find

Child Find is a mandatory process under the Individuals with Disabilities Education Act (IDEA) in which a public school must identify, locate, and evaluate all students with disabilities, regardless of the severity of their disability, who may need special education and related services. This process ensures that students who may be eligible for special education are identified, and when determined eligible, provided

with the necessary support. If the Online Provider suspects that the student may have a disability, the Online Provider must notify the Primary LEA, to allow the Primary LEA to meet its Child Find obligations as outlined in the IDEA. If the student's 504 plan request is initially directed to the Online Provider and a good-faith effort at cooperation with the student's Primary School is unsuccessful, the Online Provider may determine student eligibility and provide services.

IEP Eligibility and Implementation

The Primary LEA is responsible for meeting all IDEA requirements and ensuring the student receives special education and related services, and accommodations required for the student to receive a free and appropriate public education (FAPE).

The LEA may fulfill this by delivering the services directly or by establishing a Memorandum of Understanding (MOU) with the Online Provider. If an MOU is established, the Online Provider assumes responsibility for:

- Service Delivery: Executing the specific, specialized instruction, services, and supports outlined in the IEP
- Progress Monitoring: Tracking and reporting the student's advancement toward their specific IEP goals

The MOU must clearly outline the financial terms and compensation the Online Provider will receive for delivering these services.

Within 3 school days of receiving the Notice of Enrollment, the primary LEA must facilitate the student's enrollment by entering all relevant accommodations from the student's IEP, 504, or MLL plan into SEATS.

To avoid legal and financial liability from Due Process complaints, the LEA must:

- Input Accommodations: Add all relevant accommodations from the student's existing IEP into SEAT within 3 business days from receiving the Notice of Enrollment
- Updates: Provide updates to the Online Provider whenever revisions are made

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

- Work with the student's IEP team to review course enrollment
- Coordinate with the Primary LEA for additional IEP team reviews, as necessary, providing information regarding digital learning needs in an online environment, ensuring appropriate services, supports, and accommodations are in place
- Participate in IEP development and review/revision meetings as requested

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.

The Online Provider may wish to develop:

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

504 Eligibility and Implementation

Within 3 school days of the Notice of Enrollment, the Primary LEA must facilitate enrollment in the SOEP course. The 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

If an eligible student has a 504 Plan, the Online Provider must:

- Work with the student's 504 team to review course enrollment
- Collaborate with the Primary LEA for any necessary additional 504 Plan reviews, sharing information about digital learning needs in an online setting to guarantee appropriate services, related aids, and accommodations are implemented.
- Participate in 504 Plan development and review/revision meetings as requested

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 to either the student's Primary School or an Online Provider.

- The Primary School holds the primary responsibility for ensuring that 504 service requests are evaluated according to Utah Code, Board Rule, and federal law
- If a student first directs a request for services to an Online Provider, that Online 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
- 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

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)/Multi-lingual 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

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

USB E Role

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

- Oversight and Monitoring: The USB E 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 USB E 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 USB E oversees SOEP financial aspects, including:
 - Calculating and communicating course fees
 - Supervising payments to Online Providers (verifying alignment with participation and ensuring accurate distribution calculation)
- Data Collection and Reporting: The USB E 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 and Annual Report

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 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

SOEP Frequently Asked Questions

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.

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.

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

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

Students may submit a CCA course request 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 between an online course with a student's plan for college and career readiness does not require a meeting with the student, and the student cannot be required to meet with the counselor. A Primary LEA must submit an acceptance or rejection of a CCA course request to the state board within 24 business hours of the receipt of a CCA course request, and is therefore responsible for making arrangements to review CCA course requests over the summer months.

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 1.0 seminary credit 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.

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.

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.

What is dual enrollment? How does that differ from split enrollment, and is SOEP enrollment considered a form of split enrollment?

(R277-100-2(11); R277-100-2(33); R277-100-2(16))

Dual Enrollment means a student is enrolled simultaneously in a public school and a regularly established private school or is Home-based. Prior to approving a home-based student, an Online Provider must verify the student's enrollment status in UTREx/USIMS.

Split enrollment refers to a student being enrolled simultaneously in two public schools. Enrollment in SOEP courses does not constitute dual enrollment or split enrollment. The student remains regularly enrolled in their Primary School, and the Online Provider is contracted with the Primary LEA to provide instruction to the student.

Who is the school of record for a Home-based student?

(R277-100-2(16); R277-705-2 (5)) (53G-6-204(2); 53E-4-204)

The parent(s) are responsible for the education of Home-based students; there is no school of record assigned. The student must enroll in an LEA to receive a diploma.

Can the Online Provider be the school of record for students?

(R277-100-2(16)); R277-726-2(23)) (53G-6-204(2))

No, the home school that the student attends is the student's School of Record. A Home-based student is a student who attends a home school pursuant to Section 53G-6-204 and

a parent or legal guardian is then solely responsible for all aspects of the student's education.

What action should the Online Provider take if the student is still working in a course after June 30?

(R277-726-6(9); R277-726-6(2); R277-726-2(7)) (53F-4-505-5)

Extensions: The status remains at *Confirmed*. If the student subsequently completes the course with a passing grade within 9 weeks from the course end date, the CCA status will be updated from *Course Extension* to *Late Pass Course Extension*. If the student does not complete the course with a passing grade within 9 weeks from the course end date, the CCA status will be updated from *Course Extension* to an appropriate closeout status.

Reinstatements: The status remains at *Course Reinstatement*. If the student subsequently completes the course with a passing grade, the CCA status will be updated from *Course Reinstatement* to *Late Pass Course Reinstatement*. If the student does not complete the course with a passing grade, the CCA status will be updated from *Course Reinstatement* to an appropriate closeout status.

Can the Online Provider grade on a pass/fail basis?

(R277-726-6(4); R277-726-2(7))

No, the Online Provider may not grade the student on a pass/fail basis for an SOEP course unless it is an accommodation in the student's IEP.

What happens when a Primary School receives a transcript from an Online Provider?

(R277-726-5(10); R277-726-5(23))

Upon receiving the transcript, the Primary School must include the final online course grades and credits on the student's permanent record, ensuring the record uses the correct course title and core code, and includes any high school coursework completed before the 9th grade.

Is the Online Provider required to issue a transcript for incomplete or failed courses?

(R277-726-2(7); R277-726-6(2))

Yes, for all courses, moved to *Confirmed*. If the student completes all coursework but fails to earn credit due to a grade too low to earn credit, the Online Provider is required to submit a transcript with an **F**. If the student fails to complete coursework, resulting in no credit being earned, the Online Provider is required to submit a transcript with an **I** or **NG**

Can the student use an SOEP course for grade replacement?

(R277-726-6(2)); R277-717)

It depends. For a student to use an SOEP course for grade replacement, the student must obtain separate approval from a school counselor *before* enrolling. This is necessary to ensure the counselor verifies that the new course is a direct replacement for the course the student has on file.

Can the student use an SOEP course for credit recovery?

(R277-726-5(4)) (53F-4-508(3))

It depends. SOEP is not intended for credit recovery, and Online Providers may not offer courses designed for that purpose. A Primary LEA may reject course applications submitted for credit recovery. However, if the Primary LEA does not reject the request and a Notice of Enrollment is issued, the Online Provider will release the course, and the Primary LEA is responsible for payment. In such cases, credit is awarded as original credit.

Can a Primary School restrict student participation because they are taking SOEP courses?

(R277-726-2(23); R277-726-2(9))

No, the Primary School may not restrict an SOEP student from leadership opportunities, sports, extracurricular activities, co-curricular activities, counseling, graduation, honors, amenities, and other non-instructional services offered to students generally.

Does the student have to leave campus to participate in an SOEP course?

(R277-726-2(23); R277-726-2(7))

No, the Primary School must give students access to facilities to participate in an online course, if requested.