

## Educational Service District 112

## operated by

# Woodland

- ☒ G.E.D.  
☒ High School Diploma  
☐ College  
☐ Career

- The purpose of this Letter of Intent is to ensure that the District and Program:

- (c) At the time the student enrolls, is significantly behind in credits based on the student's cohort graduation date. The cohort graduation date is established as the end of the fourth school year after a student first enrolls in the ninth grade.
- (i) A student who is more than twenty-four months from their cohort graduation date and has earned less than sixty-five percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than sixty-five percent. A cohort is the group of students that enter the ninth grade in the same school year;
- (ii) A student who is between twelve and twenty-four months from their cohort graduation date and has earned less than seventy percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than seventy percent;
- (iii) A student who is less than twelve months from their cohort graduation date or who has passed their cohort graduation date by less than twelve months and has earned less than seventy-five percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than seventy-five percent;
- (iv) A student who is past their cohort graduation date by twelve months or more and has not met their district, tribal compact school, or charter school graduation requirements; or
- (v) A student who has never attended the ninth grade and has earned zero high school credits.
- d. If determined not to be credit deficient as outlined in WAC 392-700-035(c), has been recommended for enrollment by case managers from the Department of Social and Health Services (DSHS), the juvenile justice system, district approved school personnel, or staff from community agencies which provide educational advocacy services.

2. Additionally, prior to enrollment in the Program, an eligible student must:
- Have been withdrawn from their last high school, and
  - Have been released from their resident district and accepted by the District, if the District is not the student's resident district.
3. Once determined eligible for the Program, a student will retain eligibility, regardless of breaks in enrollment, until the student does one of the following:
- Earns a high school diploma. NOTE: A student who earns a high school equivalency certificate retains their eligibility and may continue to participate in the Program,
  - Earns an Associate Degree, or
  - Becomes ineligible because has turned age twenty-one (21) on or before September 1 of a new school year.

#### **D. Instruction.**

The District will be responsible for the provision and oversight of all instruction under this Letter of Intent pursuant to WAC 392-700-065 which includes the following:

1. Instruction for Program students must include:
- Academic skills instruction and high school equivalency certificate preparation coursework with curriculum, and instruction appropriate to each student's skills levels and academic goals.

- b. College readiness and work readiness preparation coursework.
2. Instruction for Program students may include:
- a. Competency-based academic and/or vocational training.
  - b. College preparation math or writing instruction.
  - c. Subject specific high school credit recovery instruction.
  - d. English language learner instruction (ELL)
  - e. Other coursework approved by the district, charter school or tribal compact school including cooperative work experience.
3. Instruction may not be limited to only those courses or subject areas in which students are deficient in high school credits.
4. All Program instruction will be designed to help students acquire high school credits, acquire at least high school skills, and be academically prepared for success in college and/or work. All instruction will be provided in accordance with the skill level and learning needs of individual students and not the student's chronological age or associated grade level. Therefore:
- a. All instruction that is at the ninth (9<sup>th</sup>) grade level or higher shall generate credits that can be applied to high school diploma, and;
  - b. All instruction that is below the ninth (9<sup>th</sup>) grade level shall not generate high school credits but will be counted as part of the Program's instructional programming for the purposes of calculating student enrollment, and will be designed to prepare students for coursework that is at the ninth (9<sup>th</sup>) grade level or higher. (Reference RCW 392.121.107)
5. Each area of coursework, as specified in Sections D.1. and D.2., will have a course outline that specifies:
- a. Identified instructional materials.
  - b. Specific intended learning outcomes.
  - c. Procedures and standards for determining attainment of learning outcomes.
  - d. Policy for grading and awarding of credit.
6. The Program may restrict or deny access into specific program elements if a student's academic performance or conduct does not meet established guidelines.
7. The Program will administer standardized tests within one (1) month of enrollment or secure test results from no more than six (6) months prior to enrollment in order to determine a student's initial math and reading level upon entering the Program. A commonly accepted standardized academic skills assessment tools will be used. All required assessments will be provided to the students free of charge.
8. The District will provide instruction, tuition, and required academic skills assessments at no cost to the students, but may collect mandatory fees as established by the Program.
- a. Consumable supplies, textbooks, and other materials that are retained by the student do not constitute tuition or a fee.
  - b. The Program will establish a waiver/scholarship process for qualifying students.

9. Instruction will be scheduled so that all enrolled students have the opportunity to attend and work with instructional staff during all the hours of the Program's standard instructional day.
10. All instructional staff will be assigned by the District and will have prior experience in working with at-risk youth and/or in providing individualized instruction.
11. The scheduled teaching hours of an instructional staff will equal or exceed the hours of the Program's standard instructional day plus one (1) additional hour per every five (5) teaching hours for planning, curriculum development, record-keeping, and required coordination of services with case management staff.
12. For any one instructional session, the Program will assign instructional staff as needed to maintain an instructional staff to student ratio that does not exceed 1:25.
13. If the noninstructional staff are part of the calculated instructional staff to student ratio, the following conditions must be met:
  - a. Noninstructional staff may not be a replacement for the instructional staff and must work under the guidance and direct supervision of the instructional staff.
  - b. The ratio of total instructional and noninstructional staff to students may not exceed 2:50.

#### **E. Case Management and Student Support.**

The Program will be responsible for the provision of case management services to enrolled students pursuant to WAC 392-700-085 which include the following:

1. Case management staff will be assigned to the Program to provide accessible, consistent support to students as well as, academic advising, career guidance information, employment assistance or referrals, and referrals to DSHS.
2. The Program will maintain a case management staff to student ratio not to exceed 1:75 (one case manager to seventy-five (75) enrolled students) on a full-time continuous basis throughout the school year.
3. Only the percent of each staff member's time that is allocated to fulfilling case management responsibilities will be included in the calculation of a Program's case management staff to student ratio.
4. Even though the provision of case management services will require case management staff to work in the community to meet client needs, case management staff will be primarily based at the Program's instructional site(s).
5. The Program will ensure that case management services and instruction are integrated and coordinated, and that procedures are established that facilitate timely relevant communication about student progress.
6. All case management staff will be employed by the Program and will have at least a Bachelor's degree in social work, counseling, education, or a related field, or at least two (2)

years of experience providing case management, counseling or related direct services to at-risk individuals or sixteen to twenty-one (16–21) year old youth.

#### **F. Awarding of Credit.**

In accordance with WAC 392-700-137, awarding of credit will include the following:

1. High school credit will be awarded for all coursework at or above the 9<sup>th</sup> grade level in which students are enrolled, including high school equivalency certificate preparation.
2. The District will ensure that the process for awarding high school credits is implemented as part of the District's policy regarding award of credits per WAC 180-51-050(5) and (6).
3. Program documentation related to the earned credits will be provided to the student and the District that will be responsible for awarding of credits.

#### **G. Statewide Student Assessment.**

Pursuant to WAC 392-700-152:

1. The District will ensure that all Program students have the opportunity to participate in the statewide student assessment and understand that this assessment, or an approved alternative, is a high school graduation requirement for students in some graduating cohorts, and is one of many ways to meet a graduation pathway for the class of 2020 onward.
2. The District will include Program students when calculating districtwide statistics in relation to the statewide assessments.

#### **H. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act Accommodations, and Transitional Bilingual Instructional program.**

1. The District will be responsible for the provision of special education services to any Program student who qualifies for special education in accordance with all state and federal law and pursuant to WAC chapter 392-172A.
2. The District will provide the same accommodations to any enrolled students under Section 504 of the 1973 Rehabilitation Act as it provides to all students of the district.
3. The resident district is responsible for the provision of services to students who are eligible for transitional bilingual services, and are otherwise qualified for participation in the program.

#### **I. Annual Reporting Calendar.**

The following requirements will be met in relation to the school calendar:

1. The school year begins on September 1<sup>st</sup> and ends on August 31<sup>st</sup>.

2. The Program will provide the District a calendar of school year prior to the beginning of the Program's start date.
3. The school year calendar must meet the following criteria:
  - a. The specific planned days of instruction will be identified, and
  - b. There must be a minimum of ten (10) continuous instructional months.
4. The number of hours of instruction must meet the following criteria:
  - a. A standard instructional day may not exceed six (6) instructional hours per day even if instruction is provided for more than six (6) hours per day.
  - b. A standard instructional day may not be less than two (2) hours per day.
5. The Program's total planned hours of instruction for the school year:
  - a. Is the sum of the hours of instruction for all instructional months of the Program's school year.
  - b. Must have a minimum of one thousand (1000) annual planned hours of instruction.

#### **J. Reporting of Student Enrollment.**

Programs will report to the District their Program enrollment using the Form P223-1418 each month on the monthly count day. Count day is defined in WAC 392-121-119. The Program will certify by signing the Form P223-1418 the accuracy of the enrollment reported. The Form P223-1418 is due to the District by the fifth (5<sup>th</sup>) business day of the month.

In accordance with WAC 392-700-160, the following criteria must be met for each student claimed by the Program for state funding on each monthly count day:

1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of Intent,
2. Is enrolled in a Program, as well as, the District,
3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),
4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),
5. Has not withdrawn or been dropped from the Program prior to the monthly count day,
6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly count day,
7. Whose Program enrollment is not being claimed by a college for postsecondary funding,
8. Is not currently enrolled in a high school program, including Alternative Learning Experience, College in the High School or another reengagement program excluding Jobs for Washington's Graduate (JWG) program,

9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,
10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior months' enrollment in a high school, at a state institution, or in a JWG program, and
11. After being claimed for three months, has made academic progress by either earning an indicator of academic progress identified in WAC 392-700-015(14) or a credential identified in WAC 392-700-015(11).

#### **K. Funding and Reimbursement.**

The District will receive state basic education apportionment funding through OSPI, pursuant to WAC 392-700-165 and according to the procedures set forth below:

1. Each eligible student that meets the requirements of Section J and is enrolled in a below 100 level class will be reported as a full 1.0 FTE on each monthly count day.
2. The Program standard reimbursement rate is the statewide average annual non-vocational as determined by OSPI pursuant to WAC 392-169-095.
3. The District will retain one hundred (100) percent of the basic education allocation.
4. The District may report and retain Special Education funding from OSPI for eligible students receiving special education services.
5. The Program may provide transportation for students but additional funds are not generated or provided.
6. Program students enrolled in a state-approved K-12 transitional bilingual instructional program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced funding.

#### **L. Required Documentation and Reporting**

The Program and District will maintain the following documentation and provide the following reporting pursuant to WAC 392-700-175.

1. Student Documentation:
  - a. The Program shall maintain student documentation to support eligibility as specified in Section C. and enrollment as specified in Section J.
  - b. The Program shall, on behalf of the District, request school records for each student from the last school they attended.
  - c. The Program shall maintain documentation of case management, student assessment, basic skills gains, attainments of credentials, earned indicator of academic progress, and award of credit.
  - d. The Program will comply with all state and federal laws related to the privacy, sharing, and retention of student records.

- e. Access to all student records will be provided in accordance with the Family Educational Rights and Privacy Act (FERPA).

## 2. Monthly Student Reporting:

- a. The District will ensure that all required Program student information is reported in the student information system; and in CEDARS in accordance with OSPI's standard procedures.
- b. The District will be responsible for performing required data entry in accordance with OSPI's standard procedures for all Open Doors [1418] programs.

## 3. Annual Reporting:

- a. The Program will prepare and submit an annual performance report to the District no later than October 1<sup>st</sup>.
- b. The District will review and submit the annual performance report to OSPI no later than November 1<sup>st</sup>.
- c. The annual report will include the following:
  - i. Program's total number of students by gender, age, and race/ethnicity who were enrolled, who were dismissed by program, and who voluntarily withdrew.
  - ii. Program's total number of students by gender, age, race/ethnicity, and credential type who earned a credential as defined in WAC 392-700-015(10).
  - iii. Program's total number of students by gender, age, race/ethnicity, and indicator of academic progress types who attained an indicator of academic progress as defined in WAC 392-700-015(14). For high school and college credit, detail the subject area.
  - iv. Total number of instructional staff assigned to the program.

## M. Longitudinal Performance Goals.

The Program and District will be required to report their longitudinal performance goals pursuant to WAC 392-700-195.

- 1. Longitudinal performance data for the Program and the statewide reengagement system as a whole will be reported through the Washington's P-20 (pre-school to post-secondary and workforce) longitudinal data system, the Education Research and Data Center (ERDC).
- 2. The District will work with the Program to collect and report student data requested by the ERDC in order to accomplish the longitudinal follow-up of Program students. Specifically, the following unique identifier data points will be collected, to the extent possible, by the Program, and verified by the District, for each enrolled Program student:
  - a. Full legal name,
  - b. Birth date,
  - c. State student identifier number (SSID),
  - d. Social security number, and



e. College student identification number (SID), if applicable.

3. While Program students will be encouraged to provide the data needed for longitudinal follow-up, the Program will ensure that a student's unwillingness or inability to provide the requested data will not be a barrier to enrollment.

#### **N. Records.**

All operations of, and accounting pertaining to this Letter of Intent shall be open to the inspection of OSPI.

#### **O. Applicable Law.**

This Letter of Intent is entered into pursuant to and under authority granted by the laws of the State of Washington and any applicable federal laws. The provisions of this Letter of Intent shall be construed to conform to those laws. In the event of any inconsistency in the terms of this Letter of Intent, or between its terms and any applicable statute or rule, the consistency shall be resolved by giving precedence in the following order:

1. Applicable state and federal statutes and rules.
2. Statement of work herein.
3. Any other provisions of the Letter of Intent, including materials incorporated by reference.

#### **P. No Separate Entity Created.**

No separate legal or administrative entity is intended by this document.

#### **Q. Amendment and Waiver.**

This approved Letter of Intent may be waived, changed, modified, or amended only by written agreement executed by both the District and OSPI. If any provision of the Letter of Intent shall be deemed in conflict with any statute or rule of law, such provision shall be modified to be in conformance with said statute or rule of law.

#### **R. Entire Agreement.**

This Letter of Intent constitutes the entire agreement of the District and OSPI, and supersedes any previous written or oral agreements. Any other agreement, representation, or understanding, verbal or otherwise, relating to the services of District or otherwise dealing in any manner with the subject matter of this Letter of Intent, is hereby deemed to be null and void and of no force and effect whatsoever.

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Letter of Intent for Open Doors [1418] Youth Reengagement Program

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District Superintendent

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Signature

Date

Approved by OSPI:

OSPI Open Doors [1418] Program Administrator

Signature

Date

OSPI Assistant Superintendent

Signature

Date

Qualification Codes (assigned by OSPI Program Administrator):

G.E.D. \_\_\_\_\_

HS Diploma \_\_\_\_\_

College \_\_\_\_\_

Career \_\_\_\_\_

1 **SCOPE OF WORK Agreement related to the operation of**  
2 **an Open Doors [1418] Youth Reengagement Program**  
3 **(include with Contract)**

4 Educational Service District 112

5 (hereinafter referred to as Consortium Lead Educational Agency-LEA)

6 AND

7 Woodland SCHOOL DISTRICT  
8 (hereinafter referred to as District)

9 **A. Purpose.**

10 It shall be the purpose of this Scope of Work to:

- 11 1. Support the statewide dropout reengagement system as defined in [RCW 28A.175.100](#)
- 12 2. Comply with requirements outlined in [WAC 392-700](#) to provide education opportunities for
- 13 eligible students enrolled in the [ESD 112 Reengagement Program](#) Open Doors [1418] Youth
- 14 Reengagement Program (hereinafter referred to as Program) operated by the Consortium
- 15 LEA.

16 *\* **NOTE:** The language in this Scope of Work is based on WAC and RCW as of September*

17 *2018. The College, District and Program will comply with any WAC or RCW modifications.*

18 **B. Duration of Scope of Work.**

19 This agreement will be in effect from September 1, 2024 through August 31, 2026.

20 **OR**

21 This Scope of Work will be in effect from September 1, 2024 and shall automatically renew

22 annually until either party notifies the other in writing of their intent to not renew. Notification shall

23 occur, at minimum, 60 days prior to termination of the agreement.

24 The Consortium LEA and District are responsible for **notifying OSPI** if they decide to

25 discontinue the Program or update/change program pathways or offerings.

26 The Office of Superintendent of Public Instruction (OSPI) will be responsible for notifying the

27 Consortium LEA, District, and Program when they are required to be reapproved and of the re-

28 approval process. OSPI will examine a minimum of two years of data in the re-approval

29 process

30 **C. Student Eligibility.**

- 31 1. Pursuant to WAC 392-700-035, youth are eligible for enrolling in an Open Doors [1418]
- 32 youth reengagement program when they meet the following criteria:
- 33 a. Under twenty-one (21) years of age but at least sixteen (16) years of age, as of
- 34 September 1,

- b. Has not yet met high school graduation requirements,
  - c. Has been found to be credit deficient pursuant to WAC 392-700-035(c)
    - :
    - (i) At the time the student enrolls, is significantly behind in credits based on the student's cohort graduation date. The cohort graduation date is established as the end of the fourth school year after a student first enrolls in the ninth grade.
    - (ii) A student who is more than twenty-four (24) months from their cohort graduation date and has earned less than sixty-five (65) percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than sixty-five (65) percent. A cohort is the group of students that enter the ninth grade in the same school year;
    - (iii) A student who is between twelve (12) and twenty-four (24) months from their cohort graduation date and has earned less than seventy (70) percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than seventy (70) percent;
    - (iv) A student who is less than twelve (12) months from their cohort graduation date or who has passed their cohort graduation date by less than twelve (12) months and has earned less than seventy-five (75) percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than seventy-five (75) percent;
    - (v) A student who is past their cohort graduation date by twelve (12) months or more and has not met their district, tribal compact school, or charter school graduation requirements; or
    - (vi) A student who has never attended the ninth grade and has earned zero high school credits.
  - d. If determined not to be credit deficient as outlined in WAC 392-700-035(c), has been recommended for enrollment by case managers from the Department of Social and Health Services (DSHS), the juvenile justice system, district approved school personnel, or staff from community agencies which provide educational advocacy services.
- 2. Additionally, prior to enrollment in the Program, all students must:
    - a. Have been withdrawn from their last high school, AND
    - b. Have been released from their resident district and accepted by the District, if the District is not the student's resident district.
  - 3. Once determined eligible for reengagement programming, a student will retain eligibility, regardless of breaks in enrollment, until the student does one of the following:
    - a. Earns a high school diploma. NOTE: Students who earn their General Educational Development (GED) retain their eligibility and may continue to participate in the Program.
    - b. Earns an Associate Degree.
    - c. Becomes ineligible because has turned age twenty-one (21) on or before September 1 of a new school year.

#### **D. Enrollment.**

- 1. A student will be considered enrolled when the student has:

- a. Met all eligibility criteria specified in Section C.
- b. Completed all steps of the application process established by the District and the Program.
- c. Been accepted for enrollment by the District.
- d. Been enrolled by the Program.

#### **E. Instruction.**

The Consortium LEA will be responsible for the provision and oversight of all instruction under this Scope of Work in accordance with the following:

1. Instruction for reengagement students must include:
  - a. Academic skills instruction and high school equivalency certificate preparation coursework with curriculum and instruction appropriate to each student's skills levels and academic goals.
  - b. College readiness and work readiness preparation coursework.
2. Instruction for reengagement students may include:
  - a. Competency-based academic and/or vocational training.
  - b. College preparation math or writing instruction.
  - c. Subject specific high school credit recovery instruction.
  - d. English language learner instruction (ELL).
  - e. Other coursework approved by the District, including cooperative work experience.
3. Instruction may not be limited to only those courses or subject areas in which students are deficient in high school credits.
4. All reengagement instruction will be designed to help students acquire high school credits, acquire at least high school skills, and be academically prepared for success in college and/or work. All instruction will be provided in accordance with the skill level and learning needs of individual students and not the student's chronological age or associated grade level. Therefore:
  - a. All instruction that is at the ninth (9th) grade level or higher shall generate credits that can be applied to high school diploma, and;
  - b. All instruction that is below the ninth (9th) grade level shall not generate high school credits but will be counted as part of the Program's instructional programming for the purposes of calculating student enrollment and will be designed to prepare students for coursework that is at the ninth (9th) grade level or higher (Reference RCW 392.121.107).
5. Each area of coursework, as specified in Sections E.1. and E.2., will have a course outline that specifies:
  - a. Identified instructional materials.
  - b. Specific intended learning outcomes.

- c. Procedures and standards for determining attainment of learning outcomes.
- d. Policy for grading and award of credit.

6. The Program may restrict or deny access into specific program elements if a student's academic performance or conduct does not meet established guidelines.
7. The Consortium LEA will administer standardized tests within one (1) month of enrollment or secure test results from no more than six (6) months prior to enrollment in order to determine a student's initial math and reading level upon entering the Program. A commonly accepted standardized academic skills assessment tool will be used. All required assessments will be provided to the students free of charge.
8. The Consortium LEA will provide instruction, tuition, and required academic skills assessments at no cost to the students but may collect mandatory fees as established by the Program.
  - a. Consumable supplies, textbooks, and other materials that are retained by the student do not constitute tuition or a fee.
  - b. The Program will establish a waiver/scholarship process for qualifying students.
9. Instruction will be scheduled so that all enrolled students have the opportunity to attend and work with instructional staff during all the hours of the Program's standard instructional day.
10. All instructional staff will be assigned by the Consortium LEA but must meet the certification criteria set forth for instruction in Washington state (or if instruction is provided from a college, meet the college hiring criteria) and will have prior experience in working with at-risk youth and/or in providing individualized instruction.

#### **F. Instructional Staff to Student Ratio.**

1. The scheduled teaching hours of an instructional staff FTE will equal or exceed the hours of the Program's standard instructional day plus one (1) additional hour per every five (5) teaching hours for planning, curriculum development, record-keeping, and required coordination of services with case management staff.
2. The Consortium LEA will assign instructional staff as needed to maintain an instructional staff FTE to student ratio that does not exceed 1:25.
3. If the noninstructional staff are part of the calculated instructional staff FTE to student ratio, the following conditions must be met:
  - a. Noninstructional staff may not be a replacement for the instructional staff and must work under the guidance and direct supervision of the instructional staff.
  - b. The ratio of total instructional and noninstructional staff FTE to students may not exceed 2:50.
4. Only staff time that is dedicated to providing instruction to reengagement students will be included in the calculation of a Program's instructional staff FTE to student ratio.

198 **G. Case Management and Student Support.**

199  
200 The Consortium LEA will be responsible for the provision of case management services to all  
201 enrolled students in accordance with the following:

- 202
- 203 1. Case management staff will be assigned to the Program to provide accessible, consistent  
204 support to students, as well as academic advising, career guidance information,  
205 employment assistance or referrals, and referrals to DSHS.  
206
  - 207 2. The Program will maintain a case management staff to student ratio not to exceed 1:75  
208 (one case manager FTE to seventy-five (75) enrolled students) on a full-time continuous  
209 basis throughout the school year.  
210
  - 211 3. Only the percent of each staff member's time that is allocated to fulfilling case management  
212 responsibilities will be included in the calculation of a Program's case management staff  
213 FTE to student ratio.  
214
  - 215 4. Even though the provision of case management services will require case management  
216 staff to work in the community to meet client needs, case management staff will be primarily  
217 based at the Program's instructional site(s).  
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  - 219 5. The Consortium LEA will ensure that case management services and instruction are  
220 integrated and coordinated and procedures are established that facilitate timely relevant  
221 communication about student progress.  
222
  - 223 6. All case management staff will be employed by the Consortium LEA and will have at least a  
224 Bachelor's degree in social work, counseling, education, or a related field; OR, at least two  
225 (2) years experience providing case management, counseling or related direct services to  
226 at-risk individuals or sixteen to twenty-one (16–21) year old youth.  
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228 **H. Awarding of Credit.**

229  
230 In accordance with RCW 28A.175.100, high school credit will be awarded for all Consortium  
231 LEA coursework in which reengagement students are enrolled, including high school  
232 equivalency certificate preparation, in accordance with the following:

- 233
- 234 1. High school credit will be awarded for the Program instruction provided by the Consortium  
235 LEA in accordance WAC 392-700-137.  
236
  - 237 2. The District will ensure that the process for awarding high school credits as described  
238 above is implemented as part of the District's policy regarding award of credits per WAC  
239 180-51-050(5) and (6).  
240
  - 241 3. Consortium LEA documentation related to the earned credits will be provided to the student  
242 and the District that will be responsible for awarding of credits.  
243

244 **I. Statewide Student Assessment.**

1. The District will work with the Consortium LEA to ensure that all reengagement students participate in the statewide student assessment and understand that this assessment, or an approved alternative, is a high school graduation requirement for students in some graduating cohorts and is one of many ways to meet a graduation pathway for the class of 2020 onward.
2. The District will include reengagement students when calculating districtwide statistics in relation to the statewide assessments.

**J. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act Accommodations and Transitional Bilingual Instructional program.**

1. The District is responsible for the provision of special education services to any Program student who qualifies for special education in accordance with all state and federal law and pursuant to WAC chapter 392-172A.
2. The District/Program will provide the same accommodations to any enrolled students under Section 504 of the 1973 Rehabilitation Act as it provides to all students of the district.
3. The resident district is responsible for the provision of services to students who are eligible for transitional bilingual services and are otherwise qualified for participation in the program. The Consortium LEA may provide these services, and the additional funds claimed by the district may be passed through to the Consortium LEA if the Consortium LEA is providing the ELL services.

**K. Annual School Calendar.**

The following requirements will be met in relation to the school calendar:

1. The school year begins on September 1st and ends on August 31st.
2. The Consortium LEA will provide the District with a calendar of the school year prior to the beginning of the Program's start date.
3. The school year calendar must meet the following criteria:
  - a. The specific planned days of instruction will be identified.
  - b. There must be a minimum of ten (10) instructional months.
4. The number of hours of instruction must meet the following criteria:
  - a. A standard instructional day may not exceed six (6) instructional hours per day even if instruction is provided for more than six (6) hours per day.
  - b. A standard instructional day may not be less than two (2) hours per day.
5. The Program's total planned hours of instruction for the school year:
  - a. Is the sum of the hours of instruction for all instructional months of the Program's school year.



- b. Must have a minimum of one thousand (1,000) annual planned hours of instruction.

#### **L. Reporting of Student Enrollment.**

Programs will report to the District their Program enrollment using the Form P223-1418 each month. The enrollment will be based on the monthly count day as defined in WAC 392-121-119. The Program will certify by signing the Form P223-1418 the accuracy of the enrollment reported. The Form is due to the District by the eighth (8th) calendar day of the months October through August and for the month of September, the date found on the back of the form.

In accordance with WAC 392-700-160, the following criteria must be met for each student claimed by the Program for state funding on each monthly count day:

1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of Intent;
2. Is enrolled in a Program, as well as the District;
3. Meets the attendance period requirement pursuant to WAC 392-700-015(3);
4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23);
5. Has not withdrawn or been dropped from the Program prior to the monthly count day;
6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly count day;
7. Whose Program enrollment is not being claimed by a college for postsecondary funding;
8. Is not currently enrolled in a high school program, including Alternative Learning Experience, College in the High School, or another reengagement program; excluding Jobs for Washington's Graduate (JWG) program;
9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136;
10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior months' enrollment in a high school, at a state institution, and in JWG program; and
11. After being claimed for three months, has made academic progress by either earning an indicator of academic progress identified in WAC 392-700-015(14) or a credential identified in WAC 392-700-015(11).

#### **M. Funding and Reimbursement**

The District and the LEA will receive state basic education apportionment funding through OSPI, pursuant to WAC 392-700-165 and according to the procedures set forth below:

1. Distribution of funding will be as follows:

- a. The District will retain five (5) percent of the basic education allocation.
  - b. The Consortium LEA will receive ninety-five (95) percent of the basic education allocation.
  - c. By October 1, the District shall provide a written schedule to the Consortium LEA, identifying the dates that the Consortium LEA shall submit invoices for reimbursement to the District. Invoices will correlate to the enrollment reported monthly on the P223-1418 form submitted by the Consortium LEA. to the District.
  - d. The District shall remit payment within thirty (30) days of the receipt of an invoice, except for the final payment for the year, which will be made by October 31. Payment will be contingent upon the Consortium LEA's submittal of all required reports as defined in Section P.3.
2. The District may report and retain Special Education funding from OSPI for eligible students receiving special education services.
  3. The Program may provide transportation for students, but additional funds are not generated or provided.
  4. Reengagement students enrolled in a state-approved K–12 transitional bilingual instructional program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced funding.

#### **N. Required Documentation and Reporting.**

The Program and District will maintain the following documentation and provide the following reporting pursuant to WAC 392-700-175.

1. Student Documentation:
  - a. The Consortium LEA shall maintain student documentation to support eligibility as specified in Section C and enrollment as specified in Section D.
  - b. The Consortium LEA shall, on behalf of the District, request school records for each student from the last school they attended.
  - c. The Consortium LEA shall maintain documentation of case management, student assessment, basic skills gains, attainments of credentials, earned measure of academic progress, and award of credit.
  - d. The Consortium LEA will comply with all state and federal laws related to the privacy, sharing, and retention of student records.
  - e. Access to all student records will be provided in accordance with the Family Educational Rights and Privacy Act (FERPA).
2. Monthly Student Reporting:
  - a. The District will ensure that all required Program student information is reported in the student information system and in CEDARS in accordance with OSPI's standard procedures.

- b. The Consortium LEA is also responsible for performing required data entry following OSPI's standard procedures for all Reengagement Programs as the owner of the R type school.

3. Annual Reporting:

- a. The Consortium LEA will prepare and submit an annual performance report to the District no later than October 1st.
- b. The District will review and submit the annual performance report to OSPI no later than November 1st.
- c. The annual report will include the following:
  - i. Program's total number of students by gender, age, and race/ethnicity who were enrolled, who were dismissed by the Program, and who voluntarily withdrew.
  - ii. Program's total number of students by gender, age, race/ethnicity, and credential type who earned a credential as defined in WAC 392-700-015(10).
  - iii. Program's total number of students by gender, age, race/ethnicity, and indicator of academic progress types who attained an indicator of academic progress as defined in WAC 392-700-015(14). For high school and college credit, detail the subject area.
  - iv. Total number of instructional staff assigned to the Program.

**O. District Administrative Responsibilities.**

- 1. Upon Office of Superintendent of Public Instruction's (OSPI) determination that this Scope of Work contains approved standard language that delineates responsibility for all the required elements of a Reengagement Program as outlined in RCW 28A.175.100 and WAC 392-700, OSPI will assign a school code to be used by the District, the Consortium LEA, and OSPI to exclusively identify the Program. The District will use this code in its student information system and in Comprehensive Education Data and Research System (CEDARS) to identify all students enrolled in the Program.
- 2. The District will work cooperatively with the Consortium LEA to implement this Scope of Work and to ensure that quality reengagement services are provided in accordance with WAC 392-700.
- 3. The District will designate a primary contact person to work with the Consortium LEA in implementing this Scope of Work and to provide oversight and technical assistance.

**P. Longitudinal Performance Goals.**

- 1. Longitudinal performance data for the Program and the statewide reengagement system as a whole will be reported through the Washington's P-20 (pre-school to post-secondary and workforce) longitudinal data system, the Education Research and Data Center (ERDC).
- 2. The District will work with the Consortium LEA to collect and report student data requested by the ERDC in order to accomplish the longitudinal follow-up of reengagement students. Specifically, the following unique identifier data points will be collected, to the extent possible, by the Program, reported by the Consortium LEA, and verified by the District for each enrolled reengagement student:

- a. Full legal name.
- b. Birth date.
- c. State student identifier number (SSID).
- d. Social security number.
- e. College student identification number (SID), if applicable.

3. While reengagement students will be encouraged to provide the data needed for longitudinal follow-up, the Program will ensure that a student's unwillingness or inability to provide the requested data will not be a barrier to enrollment.

#### **Q. Records.**

All operations of, and accounting by, either party pertaining to this Scope of Work shall be open to the inspection of either party.

#### **R. Indemnification.**

As part of the terms of this Scope of Work, each party shall each be responsible for the consequences of any act or failure to act on the part of itself, its directors, employees, and its agents. Each party shall be responsible for its own negligence, and neither party shall indemnify or hold the other party harmless; neither party assumes responsibility to the other party for its consequences of any act or omission of any person, firm, or corporation not party to this Scope of Work. In the event of fiscal recapture due to inconsistencies or misinterpretation of law, both parties agree to collaboratively address the issue or issues and seek a collaborative solution.

#### **S. Applicable Law.**

This Scope of Work is entered into pursuant to and under authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Scope of Work shall be construed to conform to those laws. In the event of any inconsistency in the terms of this Scope of Work, or between its terms and any applicable statute or rule, the consistency shall be resolved by giving precedence in the following order:

1. Applicable state and federal statutes and rules.
2. Statement of work herein.
3. Any other provisions of the Scope of Work, including materials incorporated by reference.

#### **T. No Separate Entity Created.**

No separate legal or administrative entity is intended by this Scope of Work.

#### **U. Amendment and Waiver.**

This approved Scope of Work may be waived, changed, modified, or amended only in writing by authorized individuals of both parties. If any provision of the Scope of Work shall be deemed in conflict with any statute or rule of law, such provision shall be modified to be in conformance with said statute or rule of law.

**V. Entire Agreement.**

This Scope of Work constitutes the entire agreement of the parties and supersedes any previous written or oral Scopes of Work. Any other Scope of Work, representation, or understanding, verbal or otherwise, relating to the services of Consortium LEA and the District, or otherwise dealing in any manner with the subject matter of this Scope of Work, is hereby deemed to be null and void and of no force and effect whatsoever.

\_\_\_\_\_  
District Program Administrator (print name)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Consortium LEA Program Administrator (print name)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Scope of Work for 1418 Reengagement Program Approved by OSPI:**

\_\_\_\_\_  
OSPI Reengagement Program Administrator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
OSPI Assistant Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

School Code assigned to this Program: \_\_\_\_\_ Qualification Code(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

