

100% Remote Learning Option (K-12) for the 2021-22 School Year as a Result of COVID-19: Frequently Asked Questions

Q: Can the district enroll more than 100 students in the 100% remote learning option that is provided as a response to COVID-19?

A: Yes. There is no limit to the number of students in a remote learning option provided in response to COVID-19. Students using this option are considered to be enrolled in the brick-and-mortar school where they are originally enrolled.

Q: What is the difference between the 100% remote learning option provided as a result of COVID-19 health concerns and an online program that has been approved by CDE?

A: The 100% remote learning option provided as a result of COVID-19 health concerns does not require an application but does require that the district submit assurances related to instruction, instructional hours, as well as the submission of the district policy and calendar. For an approved online program, the district would submit an application for approval. Single district online programs are limited to enrolling 100 students total and cannot enroll more than 10 out-of-district students.

Q: Can a district or school utilize an outside course provider to provide the 100% remote learning option as a response to COVID-19?

A: Yes. A district or school may use an outside course provider but should be aware of the requirements related to synchronous instruction. The district will ensure that for each course, students are provided with at least 20% weekly synchronous instruction for each course that the district is offering that is not provided by an existing, online school or program.

Q: What are the district's or school's responsibilities when using an outside course provider?

A: When a district or school is using an outside course provider to deliver remote learning, the district or school is responsible for ensuring that instructional delivery meets the assurances and requirements of the "[100% Remote Learning Option \(K-12\) for the 2021-2022 School Year as a Result of COVID-19 Health Concerns](#)" guidance. It is not the course provider's responsibility to ensure alignment, but rather the district's or school's.

Q: When using an existing, approved online program or school to provide a 100% temporary remote option for students in my district, can students who have choiced into the district use this option?

A: Yes. The student is considered to be enrolled in the brick-and-mortar school and not in the existing, approved online program or school.

Q: Do we need to provide a proof of Colorado residency for brick-and-mortar students who are enrolled in the district's 100% remote learning option offered through an existing, approved online school or program?

A: Yes.

Q: If students are participating in the 100% remote learning option in which courses are being offered through an existing, approved online school or program, do they have to adhere to the same documentation requirements as students who are enrolled in the online school or program?

A: Yes. Students who are participating in a 100% remote learning option through an existing, approved online program will be required to provide proof of Colorado residency, attendance, and scheduled hours requirements for the student will be evaluated based on the funding requirements for the existing online school or program as described in the "Online Schools and Programs" section of the [Student October Count Audit Resource Guide](#).



Q: If the existing, approved online school in my district is an Alternative Education Campus (AEC), can I still use it to provide a remote learning option for non-AEC eligible students?

A: AECs must certify that they serve a high-risk student body and that their methods of instruction are tailored to meet the needs of those high-risk students. Thus, enrolling traditional students in an online AEC is generally not appropriate, and other options for traditional students needing online instruction should be explored. If an online AEC enrolls or serves traditional district students, it may jeopardize the online school's eligibility to seek an Alternative Education Campus designation. Districts that only authorize an online program attached to an AEC should carefully consider their ability to provide appropriate instruction to both high-risk and traditional student populations and the potential implications for their on-going AEC designation.

Q: If we are on a block schedule for remote learning, does the 20% synchronous learning requirement still apply in a remote learning option?

A: Yes. The district must ensure that a minimum of 20% of synchronous instruction is being provided per course, per week, regardless of the type of schedule format.

Q: Will the district need to seek local board approval of the remote learning instructional assurances?

A: The local board will need to define its educational process to include remote learning as a result of COVID-19 health concerns. The district will then describe how instruction will be delivered and attendance will be taken within its governance documentation. A copy of the board policy and relevant governance documentation will need to be submitted when completing the [Assurances form](#).

Q: Will I be able to provide a hybrid model as a response to COVID-19?

A: If the district is seeking to provide a hybrid model as a response to COVID-19 in which students attend in-person and remotely, please see the [Best Practices for Temporary Remote Learning Options for the 2021-22 School Year](#) Guidance.

Q: Does this guidance apply to Charter Schools?

A: Yes. All references to "district" or "school district" includes the Charter School Institute (CSI), charter schools, charter school collaboratives, charter school networks, and BOCES. Each organization is encouraged to review all relevant sections of the Student October Count Audit Resource Guide, state statute, and administrative rules. Charter schools and their authorizers may implement learning plans in various ways that best meet their schools' needs. As a result, the level of responsibility for a charter school to carry out the responsibilities in the guidance will increase when they are choosing a path or approach that is different from their authorizer. As authorizers and charter school leaders remain focused on how to serve all students effectively and safely, all stakeholders are encouraged to work together, with transparency, respect, and a problem-solving orientation to navigate challenges.

To proactively address any challenges, regular communication between charter schools and their authorizers during planning for the fall and during implementation will be important. Regardless of the level of autonomy a charter has, charter schools will want to understand how the following apply to their school:

- Current executive orders (always apply)
- State public health orders (always apply)
- Local public health regulations and orders (always apply)
- Un-waived state statutes (always apply)
- Un-waived district policies (likely apply if the school is district authorized. Charter schools should maintain regular communication with your authorizer to address possible questions on whether a district policy applies to the charter school)
- Terms of charter contract (always apply)



Q: Would a charter school submit its own assurances, or would the authorizer submit for the charter school?

A: If a charter school is doing something on its own, the school should maintain regular communication with its authorizer but must also sign its own assurances, provide copies of policies, etc. to CDE. If the school is collaborating with its authorizer, the authorizer can submit everything for the school, but the authorizer would then be viewed as the responsible entity and therefore would have authority to direct actions related to the program.

Q: What are the data reporting requirements that are involved with the 100% remote learning option?

A: There are some new data reporting questions that will be a part of Student October, End of Year, and Report Card March. Those will apply to all schools—including charter schools. Reporting will happen through established channels.

Q: Due to staffing limitations, some districts might not be able to provide a licensed teacher to meet the requirements outlined in the assurances. Is there flexibility for a licensed school counselor or paraprofessional to supervise the remote learning class?

A: Each local board shall define “supervision of a certificated or licensed teacher” and provide supervision in accordance with this definition.

Q: Is my district or school required to provide a 100% remote learning option?

A: No. Districts and schools are not required to offer a 100% remote learning option to students enrolled at traditional, brick-and-mortar schools as a result of COVID-19 health concerns.

Q: Can CDLS courses be used to provide the 100% remote learning option due to COVID-19?

A: Yes. Districts and schools can use CDLS to offer a fully remote learning option for students next year so long as it is due to COVID-19. This option requires the district or school to ensure for the delivery of a 20% synchronous learning component as described in the assurances.