

Continuous Learning 2.0+

Consolidated Guidance

Purpose

Washington's K–12 public schools provide instructional opportunities in accordance with health and safety guidelines through the leadership and partnerships of educators, administrators, and school boards ensuring all health and safety requirements are met while meeting the needs of each and every student. This bulletin is intended to assist local education agencies (LEAs) by providing additional guidance with Continuous Learning 2.0+ (CL2.0+):

- Framework requirements and comparison to other models
- Access to instruction and services during disruption to in-person option
- Attendance
- Enrollment and Apportionment
- CEDARS reporting

This document consolidates guidance on the implementation of CL2.0+ from [Bulletin 034-21](#), [Bulletin 076-21](#) with additional guidance for CEDARS reporting and for the purposes of the 2022-2023 school year. These documents should be used to support local district development and implementation of CL2.0+, and continuity of operations plans for instructional delivery.

Instructional Delivery CL2.0+

Planning for access to instructional services through student or staff quarantine is critical for continuity of operations and support of educational opportunity. LEAs have past practice from the 2021–22 school year, as well as prior years, on methods to ensure students are not excluded from instructional opportunity and LEAs are encouraged to apply that expertise while students are in quarantine. This may include using simulcast or available technology to provide synchronous instruction, district learning management systems, and other developed resources during the regular school day to reduce instructional disruption for students.

Definitions

In-person Instructional Model Defined in RCW [28A.150.260](#), this model is the allocation of state funding that the Legislature deems necessary to support LEAs in offering the minimum instructional program of basic education. In addition, RCW 28A.150.220 establishes minimum instructional requirements and RCW [28A.150.205](#) defines instructional hours that form the basis of an in-person instructional model. The model assumes students are attending school in-person for these instructional hours and days, unique from ALE which specifically allows instruction independent of the physical classroom.



Continuous Learning 2.0+ This model rests on the statutory framework defining the in-person instructional model, but also provides LEAs flexibility to serve students and families with health and safety needs that may limit in-person instruction. It may include daily scheduled on-campus instructional activities or, where necessary due to student health and safety needs, synchronous online instructional activities off-campus. The role of asynchronous instructional time away from the physical school setting is greatly reduced from what many students experienced during the 2020–21 school year and must not exceed a maximum of 30% of daily scheduled instructional time.

[OSPI defines synchronous online and asynchronous instruction](#) for the purposes of determining absences from instruction; these definitions do not apply to ALE programs.

“Synchronous online instruction” means scheduled, real-time instruction between the student and a certified teacher or a district staff member that is supervised by a certified teacher and provides opportunities for live, two-way interactive communication online.

“Asynchronous instruction” means instruction that is prepared by a certificated teacher and occurs away from the physical school setting without two-way interactive communication.

Alternative Learning Experience (ALE) ALE, authorized by RCW [28A.232](#), is a delivery method and funding model for the program of basic education where courses or grade-level coursework are provided in-whole or in-part away from the regular classroom setting or schedule.

KEY DIFFERENCES BETWEEN THE MODELS

Each of the models, described in more detail in the table below, should provide a program of basic education in which students are engaged in full-time instruction with access to all available programs, supports, and services. LEAs can determine locally which model(s) will be used for claiming student FTE for the 2022–23 school year for each of their new or existing schools and programs. The table below describes the intent, simplified differences, and requirements to claim enrollment, and some local decision-making for these three models.

Intent

In-person Instructional Model	Continuous Learning 2.0+	Alternative Learning Experience (ALE)
Students access their instructional hours and education experience in an in-person school setting.	Intended to create some flexibility to serve students who are unable to return to full-time in-person instruction due to student health and safety needs. This model emphasizes in-person instructional model	Allows LEAs significant flexibility in where and when instructional hours are provided. No in-person or synchronous instructional time is required by state regulation.

	through increasing daily in-person seat time or synchronous online learning, and allows flexibility for online or hybrid instructional hours. Asynchronous learning is limited to no more than 30% of the daily instructional time.	
ALL: The provision of basic education is provided to all students, including access to all related programs, supports, and services.		

State Apportionment and Regulatory Framework

	In-person Instructional Model	Continuous Learning 2.0+	Alternative Learning Experience (ALE)
Absences	Daily attendance with documentation of excused and unexcused absences and truancy response when applicable.	Daily attendance with documentation of excused and unexcused absences and truancy response when applicable.	Documented two-way weekly contact with truancy response when applicable.
Schedule	Instructional schedule for each school that shows each modality for delivery of instructional hours and describes when and how students have access to in-person instructional time each school day.	Instructional schedule for each school that shows each modality for delivery of instructional hours and describes when and how students have access to in-person, synchronous, or asynchronous instructional time each school day.	Written student learning plan, monthly progress evaluation, and intervention plans.

Access to Programs	Students have access to all related programs, supports, and services at school. These services include but are not limited to counseling, nutrition services, tiered supports and interventions, Bilingual Education Program, Migrant Education Program, Special Education Services, assessments, and graduation pathway options.	Students, including remote learners, have access to all related programs, supports, and services available at school, communicated through a schedule. These services include but are not limited to counseling, nutrition services, tiered supports and interventions, Bilingual Education Program, Migrant Education Program, Special Education Services, assessments, and graduation pathway options.	Students have access to related programs, supports, and services based on individual needs and locally determined delivery systems. These services include but are not limited to counseling, nutritional services, tiered supports and interventions, Bilingual Education Program, Migrant Education Program, Special Education Services, assessments, and graduation pathway options.
Staff Ratios and Funding	Maximizing K–3 funding is dependent on K–3 class size compliance.	Maximizing K–3 funding is dependent on K–3 class size compliance.	No link between staff ratios and funding.
Funding Model	Funded via prototypical school model and related enhancements (e.g., special education, career and technical education [CTE]).	Funded via prototypical school model.	Funded via nonvocational Running Start rate and subject to all ALE FTE. documentation requirements per Chapter 392-550 WAC .
CEDARS reporting	Standard CEDARS reporting.	Standard CEDARS reporting plus students should be reported as participating in this program in the Student Attributes and Programs File (I).	Standard CEDARS reporting plus courses delivered through ALE should be designated by the appropriate ALE course type in Student Schedule and Student Grade History.
ALL: <ul style="list-style-type: none"> Funding exclusions for students who are absent for 20 consecutive school day apply. 			

- Additional guidance for online learning is attached. Online learning requirements (Chapter 392-502 WAC) apply to all models where:
 - More than half of the course content (including assignments, assessments, activities, etc.) is delivered electronically, and
 - More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools (this includes tools such as Zoom or Google Classroom).

Local Decision Making

In-person Instructional Model	Continuous Learning 2.0+	Alternative Learning Experience (ALE)
<ul style="list-style-type: none"> • Whether to define additional excused absences beyond those included in WAC 392-401. 	<ul style="list-style-type: none"> • Whether to offer this model. • Establishing specific eligibility requirements for students to participate in this model due to the health and safety needs of that student and family. • Whether to define additional excused absences beyond those included in WAC 392-401. • Daily in-person and/or synchronous online learning schedule. • Asynchronous online instruction schedule. • Supplemental supports schedule. 	<ul style="list-style-type: none"> • Whether to offer this model. • Definition of “valid justification” for missed weekly contact. • Whether in-person or synchronous instructional time is required. • If Nutritional and transportation services are provided. • What ALE course types and program models are available.
<p>ALL: Course schedule, teaching models, staffing assignments, scheduling of standardized assessments, which learning options are available at which schools, high school credit policies, how students enroll in each program.</p>		

REGULATORY FRAMEWORKS

The regulatory frameworks for the In-person Instructional Model and ALE are well established in statute and existing OSPI guidance. These have not changed. Links to laws, rules, and guidance on these frameworks are available at the end of this bulletin.

CL2.0+ enhances the requirements that were in place for the 2020–21 school year while allowing for some flexibility. It places a significant emphasis on full-time in-person or synchronous

learning, requires access to necessary supports and services, and limits the amount of daily asynchronous instructional time to no more than 30%. CL2.0+ allows LEAs flexibility to deliver instruction to students in nontraditional settings and at nontraditional times to better meet student learning needs. These enhancements and additional requirements are intended to ensure equity in student access, including language access and special education services, accountability to student learning, and accountability to public funding.

Continuous Learning 2.0+ Requires:

- **CEDARS reporting** of CL2.0+. CL2.0+ was added for the 2021-2022 school year to the list of reportable school programs. Students accessing learning through CL2.0+ should be reported as participating in this program in the Student Attributes and Programs File (I).
- **Instructional schedule** available to the public and posted on the website for each school or program that shows each modality for delivery of instructional hours and describes when and how students have access to in-person, synchronous, or asynchronous instructional time each school day. Asynchronous learning time is limited to no more than 30% of the daily instructional time.
- **Documentation of daily attendance and absence** is required based on Chapter 392-401 WAC.

This WAC defines absences from synchronous and asynchronous, reasons for excused absences, requirements regarding absences. LEAs are strongly encouraged to review [Bulletin 061-21](#) and the [Attendance & Truancy FAQ](#), which provides details on the updated absence rules for the 2021–22 school year and beyond as well as expectations on reporting absences while students are quarantined.

Note: Daily attendance practices characterized by documenting asynchronous communication such as email, text messages, short phone conversations or voicemails, or survey submissions are not acceptable in the CL2.0+ model. LEAs interested in the flexibility offered by more robust asynchronous learning models should utilize ALE.

- **Supplemental programs schedule**, documented and communicated to staff, students, families, and the public that reflects how students regularly access all programs, supports, and services provided as part of a basic education program each school day. The schedule should include at a minimum: days, times, locations, and a point of contact to answer questions or coordinate services. Supplemental programs and services include but are not limited to:
 - Guidance and counseling,
 - Nutrition services,
 - Tiered supports and interventions,
 - Bilingual Education Program,
 - Migrant Education Program,
 - Special education services,
 - Assessments, and
 - Graduation pathway options.

- **Integration of the Academic and Student Well-being Recovery Plan** developed with an equity analysis tool and submitted by June 1, 2021. This will include, at a minimum, the ongoing equity analysis, diagnostic assessments to evaluate and monitor student progress and effectiveness of strategies, and other continuous improvement practices as part of the three phases of LEA plans.

Increased flexibility is available through ALE. LEAs needing an instructional model that relies primarily on independent and asynchronous learning should utilize ALE. ALE exists to support learning that takes place independent from the regular classroom and schedule and will provide greater flexibility than CL2.0+.

ENROLLMENT AND APPORTIONMENT

Apportionment guidelines provide expectations for claiming students for state funding. Students who have not attended school by the fourth school day of September or within twenty consecutive school days prior to the other monthly count days cannot be claimed on Form P-223 for state basic education funding (WAC [392-121-108\(1\)](#)). This includes both excused and unexcused absences.

There is one exception to this funding rule, as outlined in WAC 392-121-108 (1)(a): If the student has attended at least once during the school year, an agreement can be put in place between the district and the student's parent/guardian that the student will continue their educational progress while temporarily absent from school, then the student can be counted for two months. However, the student must return to school by the end of the school year. There are no apportionment requirements that direct or require school districts to withdraw students from their classes or the school. Apportionment guidelines only require that the district cannot claim these students for state funding. The [OSPI Enrollment Reporting Handbook webpage](#) provides additional details.

A student who is eligible for special education services but has not received special education services in the month prior to the count day cannot be claimed on Form P-223H for special education funding. However, a district is not automatically relieved of its special education and Section 504 obligations if a student is not claimed for funding and is still enrolled. School districts may still have an obligation to offer FAPE to eligible students that reside within their district regardless of the student's current enrollment status.

CEDARS REPORTING

CL2.0+ was added for the 2021-2022 school year to the list of reportable school programs. Students accessing learning through CL2.0+ should be reported as participating in this program in the Student Attributes and Programs File (I).

Access to Instruction During Disruptions to In-person Instruction

In the event of a disruption to in-person instruction, the additional guidance below applies.

Individual Student, Groups of Students, or Classroom(s)

If a student or group of students need to quarantine but the rest of the class remains in-person, instructional supports must be provided for quarantining students. These supports may include synchronous online educational opportunities such as simulcasting live instruction, utilizing learning management systems to facilitate live, two-way interactive communication online, and transitioning to remote learning academies to the extent possible. LEAs may also provide asynchronous instruction that includes recording of lessons, videos, and other activities through the learning management system. If an LEA cannot make these options available to students, hard-copy packets may be used; however, LEAs are strongly encouraged to ensure plans minimize reliance on this approach. LEAs have expertise to draw on in providing the instructional supports individual students need while experiencing short- and medium-term absences. LEA plans should draw from prior practice and consider maximizing student access to high quality instruction, utilizing available technology platforms and supports to do so. LEA plans should continue to prioritize using all available strategies to return students to in-person instructional opportunities as quickly as possible in alignment with DOH guidance.

School or District

If a school or district needs to shut down for a quarantine period, then LEAs should transition all quarantined students to the CL2.0+ model, meeting daily synchronous online instruction requirements. Schools must adopt schedules aligned to the 70% synchronous daily instructional requirements for CL2.0+. Daily schedules should include a mix of live whole class, small group and individual instruction. When age-appropriate independent work is assigned, students should have access to supports through designated certificated staff. LEA planning and adopted school year calendars include non-school days, which can further support transitions to providing CL2.0+ following facility closures.

Access to Services

LEAs must ensure that students continue to have access to related programs, supports, and services available at school communicated through a schedule. These services include, but are not limited to, counseling, Bilingual Education Program, Migrant Education Program, special education services, graduation pathway options, tiered supports and interventions, and assessments. District's plans should include strategies to make available nutritional services in preparation of any school or district closure scenario.

LEAs that experience significant disruptions in instructional continuity at the district, school, or even classroom level due to large numbers of students and/or staff in quarantine or isolation must re-examine their deployment of COVID-19 prevention and mitigation measures as outlined

in [K–12 COVID-19 Requirements for Summer 2021 and the 2021–2022 School Year](#), and the recently released [Supplemental Considerations to Mitigate COVID-19 Transmission in K–12 Schools](#) by DOH, and identify opportunities for improvement. An ongoing program of COVID-19 screening and diagnostic testing is an essential strategy for reducing these disruptions. Additional updates to this DOH guidance are anticipated.

ATTENDANCE

Individual Student, Groups of Students, or Classroom

If a student or group of students need to quarantine, student absences should be determined in accordance with [Chapter 392-401 WAC](#). If a student or group of students are required to quarantine and are not able to participate in synchronous instruction due to the student’s lack of access to necessary instructional tools, including internet access or connectivity, they must be considered excused absent as outlined in WAC 392-401-020, and may not be considered present. If a student needs to quarantine and is experiencing symptoms or illness, they would also be considered excused absent.

School or District

If a school or district needs to shut down for a quarantine period, and CL2.0+ requirements are met through synchronous and asynchronous learning, then attendance should be taken and reported for each day instructional services are provided following Chapter [392-401](#) WAC. If the facility is closed and unable to transition to providing CL2.0+ to students, then the instructional day should be made up (similar to a “snow day”). On non-instructional days, school attendance is not required to be taken and student absence rules are no longer applicable.

RECOMMENDATIONS

- Middle and high schools using CL2.0+ are strongly encouraged to align this model with their regular in-person instructional schedule. For the 2021–22 school year and beyond, students in CL2.0+ should experience an instructional schedule outside the school building with at least 70% of each class period engaged in synchronous learning with their teacher(s).
- Choose an instructional delivery model(s) with full understanding of all the requirements to deliver instruction and supports and to claim enrollment under the chosen model.
- Commit to available instructional model(s) for the full school year.
- If an instructional model is developed to be asynchronous with minimal synchronous in-person or online learning instructional time, it is likely an ALE program and should follow ALE regulations and guidelines.
- If the LEA chooses not to offer CL2.0+ or ALE and only provides an in-person instructional model, they can expect and should plan for loss in enrollment due to:
 - Choice transfer to ALE and/or online programs offered by other LEAs
 - Private education
 - Home-based instruction

- CL2.0+ instructional models that rely on synchronous online instruction should be informed by Washington’s online learning approval criteria that identifies standards for serving students remotely and online. These standards can be found in OSPI’s published [approval criteria for online course providers and multi-district online school programs](#). Delivery of instruction through electronic means with students remote from the teacher synchronously or asynchronously typically falls under online learning requirements (RCW [28A.250](#), WAC [392-502](#)) no matter which funding model is applied. Examples include students working on digital assignments interacting with their teacher through Zoom. Please see our supplemental online learning guidance attached.

INFORMATION AND ASSISTANCE

For more information regarding ALE and CL2.0+, please contact Rhett Nelson at rhett.nelson@k12.wa.us. For information regarding attendance, please contact Krissy Johnson at krissy.johnson@k12.wa.us. For information regarding School Apportionment and Finance, please contact Michelle Matakas at michelle.matakas@k12.wa.us. The OSPI TTY number is 360-664-3631.