Alternative Learning Experience Programs

The board authorizes the creation of an alternative learning experience (ALE) program. The district will make available to students enrolled in an ALE program educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include, but are not limited to:

A. On-line programs as defined in RCW 28A.150.262;
B. Parent partnership programs that include significant participation and partnership by parents and families in the design and implementation of a student's learning experience; and
C. Contract-based learning programs.

The board will adopt and annually review written policies authorizing ALE programs, including each ALE program and program provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the district's ALE courses or programs.

The district establishes the following alternative program(s) provided on site or over the internet or by other electronic means, as defined in WAC 392-121-182:

Excelsior High School

The school district official(s) responsible for this (these) program(s) is/are:

Curriculum Director

The school district official responsible for overseeing each ALE program will report at least annually to the board. This annual report will include at least the following:

A. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
B. The number of certificated instructional staff in each ALE program;
C. A description of how the program supports the district's overall goals and objectives for student academic achievement; and
D. Results of any self-evaluations.

The district will submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.

The superintendent is directed to develop procedures consistent with WAC 392-121-182 to govern the administration of the district’s ALE program.

Cross References:

Model Policy 2020
Model Policy 2024

Curriculum Development and Adoption of Instructional Materials
Online Learning

Legal References:

RCW 28A.150. 262

Defining full-time equivalent student — Students receiving instruction through alternative learning
experience online programs —
Requirements — Rules.

RCW 28A.150.305 Alternative educational service providers
— Student eligibility.

RCW 28A.150.325 Alternative learning experience
programs – Generally – Rules

RCW 28A.250.050 Student access to online courses and
online learning programs — Policies
and procedures — Dissemination of
information — Development of local
or regional online learning programs.

WAC 392-121-107 Definition-Course of study

WAC 392-121-182 Alternative Learning Experience

WAC 392-121-188 Instruction provided under contract

Management Resources:

Policy News, October 2011 Alternative Learning Experience
Policy News, October 2012 Alternative Learning Experience
**Alternative Learning Experience Programs**

**District Implementation Guidelines:**

A. Alternative Learning Experience programs (ALE) will be available to all students including students with disabilities;

B. The district will make available to students enrolled in ALE programs access to curricula, course content, instructional materials and other learning resources required by the written student learning plan. These materials will be consistent in quality with those available to the overall student population;

C. “Written student learning plan” means a written plan for learning that is developed and approved by certificated instructional staff and defines the requirements of an individual student’s ALE. The written student learning plan must include at least all of the requirements listed in WAC 392-121-182(3);

D. Work based learning will comply with WAC 180-50-315 and 392-121-124;

E. Contracting for ALE will be subject to WAC 392-121-188 and RCW 28A.150.305;

F. The district will provide to parents a description of the difference between home-based instruction and ALE programs. The parent or guardian must sign documentation indicating their understanding of the distinction. The district will retain the statement of understanding and make it available for audit;

G. The district will use reliable methods to insure a student is doing his or her own work, which may include proctoring examinations or projects; and

H. District ALE programs, using digital or on-line learning will be accredited through the state accreditation program or through the regional accreditation program.

**Program Requirements as defined in WAC 392-121-182:**

A. Students enrolled in an ALE must have **one** of the following methods of contact:

1. **Direct personal contact** with a certificated teacher at least once a school week, until the student completes all course objectives or otherwise meets the requirements of the written student learning plan.

2. **In-person instructional contact** must include:
   a. Fifteen minutes per school week for students whose learning plan includes an estimate of five hours per school week or less;
   b. Thirty minutes per school week for students whose learning plan includes an estimate of more than five but less than sixteen hours per school week; or
   c. One hour per school week for students whose learning plan includes an estimate of more than fifteen hours per school week.

3. **Synchronous digital instructional contact**, if the student learning plan includes only on-line courses (RCW 28A.250.010), must include:
   a. Fifteen minutes per school week for students whose learning plan includes an estimate of more than five hours per school week or less;
   b. Thirty minutes per school week for students whose learning plan includes an estimate of more than five hours per school week but less than sixteen hours per school week; or
   c. One hour per school week for students whose learning plan includes an estimate of more than fifteen hours per week.

The synchronous digital contact must be related to an ALE course identified in the written student learning plan and for purposes of actual instruction, review of
assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning program. Synchronous digital instructional contact may be accomplished in a group setting between the teacher and multiple students.

“School week” means any seven-day calendar period starting with Sunday and continuing through Saturday that includes at least three days when a district’s schools are in session.

**Accountability for Student Performance:**

A. Students participating in ALE will be evaluated as follows:
   1. Each student’s progress will be evaluated monthly based on the learning goals and performance objectives defined in the written student learning plan.
   2. The progress review will be conducted by certificated instructional staff and include direct personal contact (as defined by district policy) with the student. Direct personal contact is not required as a part of the evaluation conducted in the final month of the school year if the evaluation takes the form of the delivery of final grades to the student. The results of the review will be shared with the student and the student’s parent.
   3. Certificated instructional staff will determine whether the student is making satisfactory progress in meeting the written student learning plan.
   4. If the student fails to make satisfactory progress, an intervention plan will be developed and implemented. The intervention plan will be developed by certificated instructional staff in collaboration with the students and for students in K-8, the student’s parent or guardian. An intervention plan is not required if the evaluation is delivered within the last five school days of the school year.
   5. If after three consecutive evaluations, the student is not making progress, a new plan designed to meet the student’s needs will be developed and implemented.

B. Students in ALE programs will be assessed using the state assessment for the student’s grade level and using other annual assessments required by the district. Part-time and home school students are not required to participate in the statewide assessments required under 28A.655.

C. Students attending an ALE program outside their district, will participate in any required annual state assessments at the district of residence. The enrolling district will coordinate the test taking.

**Program Evaluation:**
The district will periodically evaluate its program in a manner designed to objectively measure its effectiveness.

**Annual Reporting:**
The district will report annually to the Office of the Superintendent of Public Instruction on the ALE programs and courses offered by the district. The report will include student headcount; full-time equivalent enrollment claimed for basic education funding; the number of certificated instructional staff in each ALE program; and identify ALE students receiving instruction under contract.

**Documentation:**
The district will retain the appropriate records for audit purposes. Documentation must include:
   A. The district’s ALE policy;
   B. Annual reports to the school board;
   C. Monthly and annual reports to OSPI;
   D. Written student learning plans;
E. Evidence of weekly contact;
F. Student progress evaluations, intervention plans, and results of assessments;
G. Student enrollment detail;
H. Signed parent enrollment forms; and
I. Evidence of contact time from a certified teacher.

Direct personal contact evidence of face-to-face, in-person instructional contact time or synchronous digital instructional contact time must be with a certificated instructor and include date, method of communication, and documentation to support the subject of the communication. Evidence of in-person instructional contact time or synchronous digital instructional contact time may include classroom attendance records.

Date: 04.23.13
Washougal School District