

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 alternative learning experience 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 the following types of courses as defined in RCW 28A.232.010:

1. On-line courses (See Policy 2024 Online Learning);
2. Remote courses, and
3. Site-based courses.

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

The district establishes the following alternative course(s) provided on site, remote, or online as defined in WAC 392-550-020:

1. ALE courses are offered using Imagine Learning courses or other state-approved online providers; and contract-based learning.

The school district officials responsible for these courses are the superintendents and their designees.

Reporting Requirements

A. Annual Report to the Board of Directors

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:

1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
2. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course; the number of certificated staff in each ALE course, and
3. A description of how the program supports the district's overall goals and objectives for student academic achievement.

B. Monthly Report to the Superintendent of Public Instruction

The district must report monthly to the Superintendent of Public Instruction:

1. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
2. Information about the resident and serving districts of such students.

C. Annual Report to the Superintendent of Public Instruction

The district must report annually to the Superintendent of Public Instruction:

1. The number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
2. Enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392121-188, and
3. 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.

D. Assessment Requirements

All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district.

Part-time students whose ALE enrollment is claimed as greater than 0.8 FTE in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year. However, part-time students who are either receiving home-based instruction under RCW 28A.200, or who are enrolled in an approved private school under RCW 28A.195 are not required to participate in the assessments required under RCW 28A.655.

Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:

- a. arranging for appropriate assessment materials;
- b. notifying the student of assessment administration schedules;

- c. arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
- d. arranging for any allowable testing accommodations, and other steps as may be necessary.

The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

E. Valid Justification for Missed Contact

Valid justifications why a student may miss the weekly contact requirements of ALE for the purpose of truancy included those outlined in Excused Absences WAC 392-401-020 and in Policy 3122.

F. Students Who Drop Out of ALE Courses

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student un-enrolls from the course or is otherwise no longer enrolled.

G. Procedures

The superintendent is directed to develop procedures consistent with WAC 392-550 to govern the administration of the district's ALE courses.

Cross Reference:	Board Policy 2020	Course Design, Selection and Adoption of Instructional Materials
	2024	Online Learning
	3122	Excused and Unexcused Absences
	3141	Nonresident Students
Legal Reference:	WAC 392-121-107	Definition – Course of study
	WAC 392-550	Alternative Learning Experience
	WAC 392-121-188	Instruction Provided Under Contract
	WAC 392-137-230	Length of Acceptance
	RCW 28A.150.305	Alternative educational service providers – Student eligibility

RCW 28A.232.010

Alternative learning experience courses –
Generally – Rules – Reports.

RCW 28A.225

Compulsory school attendance and
admission

Adoption date: 02/06/96
Revised: 07/23/96, 02/10/98, 12/06/05, 03/06/07
Replaced: 08/21/12
Revised: 02/04/25

Alternative Learning Experience Programs**District Implementation Guidelines:**

- A. Alternative Learning Experiences shall be available to all students including students with disabilities.
- B. The district shall make available to students enrolled in alternative learning programs access to curricula, course content instructional materials and other learning resources required by the written student learning plan. These materials shall be consistent in quality with those available to the overall student population.
- C. Work based learning shall comply with WAC 392-410-315 and 392-121-124;
- D. Contracting for alternative learning experiences shall be subject to WAC 392-121-188 and RCW 28A.150.305;
- E. The district shall provide to parents a description of the difference between home-based instruction and alternative learning programs. The parent or guardian must sign documentation indicating their understanding of the distinction. The district shall retain the statement of understanding and make it available for audit.
- F. The district shall use reliable methods to insure a student is doing his or her own work, which may include proctoring examinations or projects.
- G. District alternative learning programs, using digital or online learning will be accredited through the state accreditation program or through the regional accreditation program.

Accountability for Student Performance:

- A. Students participating in alternative learning experiences shall be evaluated as follows:
 - 1. Each student participating in an alternative learning experience must have a written student learning plan developed by a certificated teacher that is designed to meet the student's individual educational needs. A certificated teacher must have responsibility and accountability for each course specified in the plan, including supervision and monitoring, and evaluation and documentation of the student's progress. The written student learning plan may be developed with assistance from the student, the student's parents, or other interested parties.

2. Each student enrolled in an alternative learning experience must have direct personal contact with a certificated teacher at least once a week, until the student completes all course objectives or otherwise meets the requirements of the learning plan.
3. The educational progress of each student enrolled in an alternative learning experience must be evaluated at least once each calendar month of enrollment by a certificated teacher and the results of each evaluation must be communicated to the student or, if the student is in grades K-8, both the student and the student's parent. Educational progress must be evaluated according to the following requirements:
 - a. Each student's educational progress evaluation must be based on the learning goals and performance objectives defined in the written student learning plan.
 - b. The progress evaluation conducted by a certificated teacher must include direct personal contact with the student. Direct personal contact can be accomplished in person or through the use of telephone, e-mail, instant messaging, interactive video communication, or other means of digital communication.
 - c. Based on the progress evaluation, a certificated teacher must determine and document whether the student is making satisfactory progress reaching the learning goals and performance objectives defined in the written student learning plan.
 - d. If it is determined that the student failed to make satisfactory progress or that the student failed to follow the written student learning plan, an intervention plan must be developed for the student. The intervention plan must include at least one of the following interventions:
 - Increasing the frequency or duration of direct personal contact for the purposes of enhancing the ability of the certificated teacher to improve student learning;
 - Modifying the manner in which direct personal contact is accomplished;
 - Modifying the student's learning goals or performance objectives;
 - Modifying the number of or scope of courses or the content included in the learning plan.
 - e. If after no more than three consecutive calendar months in which it is determined the student is not making satisfactory progress despite documented intervention efforts, a course of study designed to more appropriately meet the student's educational needs must be developed and implemented by a certificated teacher in conjunction with the student and where possible, the student's parent. This may include removal of the student from the alternative learning experience and enrollment of the student in another educational program offered by the school district.

- B. Students in alternative learning programs shall 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 alternative learning program outside their district shall participate in any required annual state assessments at the district of residence. The enrolling district shall coordinate the test taking.

Program Evaluation:

The district will annually 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 alternative learning programs and courses offered by the district. The report shall include student headcount; full time equivalent enrollment claimed for basic education funding; the ratio of certificated instructional staff to full time equivalent alternative learning students; and identify alternative learning students receiving instruction under contract.

Documentation:

The district will retain the appropriate records for audit purposes. Documents shall include a school board policy, annual reports to the school board, and reports to OSPI, student learning plans, student progress reviews and evaluations, student enrollment detail and signed parent enrollment forms.