

INSTRUCTION

Alternative Learning Experiences

Definitions

1. **Alternative learning experience (ALE)** means a course or, for grades kindergarten through eight, grade-level course work, that is a delivery method of basic education and is:
 - a. Provided in whole or in part independently from a regular classroom setting or schedule, but may include components of direct instruction;
 - b. Supervised, monitored, assessed, evaluated, and documented by a certificated teacher employed or contracted by the school district.
 - c. Provided in accordance with a written student-learning plan that is implemented pursuant to the district's policy and Chapter 392-550, WAC.
2. **Online courses** are courses or grade-level coursework where:
 - a. More than half of the course content is delivered electronically using the internet or other computer-based methods;
 - b. 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;
 - c. A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
 - d. Students have access to the teacher synchronously, asynchronously, or both.
3. **Remote course** means an alternative learning experience course or course work that is not an online course where the written student-learning plan for the course does not include a requirement for in-person instructional contact time.
4. **Site-based course** means an alternative learning experience course or course work that is not an online course where the written student-learning plan for the course includes a requirement for in-person instructional contact time.

Student Eligibility and Enrollment

1. ALE courses will be available to all students, including students with disabilities.
2. All students in grades K-12 are eligible to participate in ALE programs.

3. Students who wish to enroll in an ALE program must satisfy the following additional eligibility criteria: enroll in the school or program offering the ALE experience and maintain good standing in that program.
4. Students enrolling in an ALE must have a Written Student Learning Plan (WSLP) as defined in WAC 392-550.
5. Families must be notified of difference between ALE and home-based instruction prior to enrollment.
6. Parent and student must sign Teacher/Family/Student Agreement.

Student Performance

1. Students participating in ALE will be evaluated monthly by a certificated instructional staff, or, for students whose written student learning plans include only online classes, school based support staff, to track student progress toward completion and to establish whether an intervention plan should be developed, in accordance with WAC 392-550.
2. The methods for determining satisfactory progress shall be outlined in the written student learning plan and may include:
 - a. Progress grades;
 - b. Assignment completion rates;
 - c. Non-academic factors such as attendance, attitude, and behavior; and
 - d. Local school expectations.

Student Responsibilities

Students enrolled in an ALE program must meet the contact requirements defined in WAC 392-550, in addition to specific program requirements.

Parent Responsibilities

Provide support at home to meet individual WSLP goals and district, state, and program requirements.

District Verification of Student Work

The district will use reliable methods to verify a student is doing their own work. These include, but are not limited to:

1. Proctored examinations;
2. Proctored projects;
3. In-person presentations; or

4. Real-time presentations using videoconference technology.

Alternative Learning Experience Program Requirements

1. Each student participating in an alternative learning experience must have a written student learning plan developed and approved 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. For students whose written student learning plan includes only online courses, the written student learning plan may be developed and approved by a certificated teacher or a school-based support staff.
2. Each student enrolled in an alternative learning experience must have one of the following methods of 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 learning plan:
 - a. Direct personal contact; or
 - b. In-person instructional contact; or
 - c. Synchronous digital instructional contact.
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 or, for students whose written student learning plans include only online classes, school-based support staff in accordance with this section. 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. For students whose written student learning plan includes only online courses, a school-based support staff may communicate the progress evaluation to the student. 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 evaluation of satisfactory progress must be conducted in a manner consistent with school district student evaluation or grading procedures and be based on the professional judgment of a certificated teacher.
 - c. In the event that the monthly evaluation is not completed within the calendar month being evaluated, the evaluation must be completed within five school days of the end of the month. Districts must not claim funding for the subsequent month for a student who was not evaluated within that time frame.
 - d. The progress evaluation conducted by a certificated teacher must include direct

personal contact with the student with the following exceptions:

- i. After an initial month of satisfactory progress, in subsequent months where progress continues to be satisfactory the evaluation may be communicated to the student without direct personal contact.
 - ii. 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.
- e. 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.
- f. For students whose written student learning plan includes only online courses, school-based support staff, according to school policy and procedures, may use the student's progress grades in the online course or courses to determine whether a student's progress is satisfactory. School-based support staff, following school policy and procedures, may take into account nonacademic factors or local school expectations to finalize the determination of satisfactory progress. The progress grades posted in the learning management system may serve as the documentation of determining satisfactory progress.
- g. 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. An intervention plan is not required if the evaluation is delivered within the last five school days of the school year.
- h. 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.

Alternative Learning Experience Implementation Requirements

1. It is the responsibility of the program to ensure that students have all curricula, course content, instructional materials and learning activities that are identified in the alternative learning experience written student learning plan.
2. Programs must ensure that no student or parent is provided any compensation, reimbursement, gift, reward, or gratuity related to the student's enrollment or participation in, or related to another student's recruitment or enrollment in, an alternative learning experience course or course work unless otherwise required by law. This prohibition includes, but is not limited to, funds provided to parents or students for the purchase of educational materials, supplies, experiences, services, or technological equipment.

3. School district employees are prohibited from receiving any compensation or payment as an incentive to increase student enrollment of out-of-district students in an alternative learning experience course or course work.
4. Curricula, course content, instructional materials, learning activities, and other learning resources for alternative learning experience courses or course work must be consistent in quality with those available to the district's overall student population.
5. Instructional materials used in alternative learning experience courses or course work must be approved pursuant to school board policies adopted in accordance with RCW28A.320.230.
6. Programs are prohibited from purchasing or contracting for instructional or co-curricular experiences and services that are included in an alternative learning experience written student learning plan including, but not limited to, lessons, trips, and other activities, unless substantially similar experiences or services are also made available to students enrolled in the district's regular instructional program.
7.
 - a. A school district that provides alternative learning experience courses or course work to a student must provide the parent(s) of the student, prior to the student's enrollment, with a description of the difference between home-based instruction pursuant to Chapter 28A.200 RCW and the enrollment option selected by the student.
 - b. In the event a school district cannot locate a student's parent within three days of a student's request for enrollment in an alternative learning experience, the school district may enroll the student for a conditional period of no longer than thirty calendar days. The student must be disenrolled from the alternative learning experience if the school district does not obtain the documentation required under this subsection before the end of the thirty-day conditional enrollment period.
8. Work-based learning as a component of an alternative learning experience course of study is subject to the provisions of WAC 392-410-315 and 392-121-124.
9. The programs must institute reliable methods to verify a student is doing his or her own work. The methods may include proctored examinations or projects, including the use of web cams or other technologies. "Proctored" means directly monitored by an adult authorized by the school district.
10. Programs enrolling a nonresident student must inform the resident school district if the student drops out of the alternative learning experience program or is otherwise no longer enrolled.
11. The alternative learning experience must satisfy the office of superintendent of public instruction's requirements for courses of study and equivalencies as provided in Chapter 392-410 WAC.
12. High school alternative learning experience courses must be offered for high school credit.

Courses offering credit or alternative learning experience programs issuing a high school diploma must satisfy the state board of education's high school credit and graduation requirements as provided in Chapter 180-51 WAC.

Assessment Requirements

1. 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 Chapter 28A.200, RCW or who are enrolled in an approved private school under Chapter 28A.195, RCW are not required to participate in the assessments required under Chapter 28A.655, RCW.
2. 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:
 - arranging for appropriate assessment materials;
 - notifying the student of assessment administration schedules;
 - arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
 - 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.

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