

INSTRUCTION

Alternative Learning Experience (ALE) Courses

Definitions

- A. “ALE” means a course or grade-level course work, for grades kindergarten through eight, which is a delivery method of basic education and is:
1. Provided in whole or in part independently from a regular classroom setting or schedule, but may include components of direct instruction;
 2. Supervised, monitored, assessed, evaluated and documented by a certificated teacher employed or contracted by the district; and
 3. Provided in accordance with a written student-learning plan that is implemented pursuant to board policy and [Chapter 392-121 WAC](#).
- B. “Online courses” are courses or grade-level coursework where:
1. More than half of the course content is delivered electronically using the internet or other computer-based methods;
 2. 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;
 3. 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
 4. Students have access to the teacher synchronously, asynchronously, or both.
- C. “Remote course” means an ALE course that is not an online course where the ~~student has in-person instructional contact time for less than twenty percent of the total weekly time for the course~~ written student-learning plan for the course does not include a requirement for in-person instructional contact time.
- D. “Site-based course” means an ALE course where the ~~student has in-person instructional contact time for at least twenty percent of the total weekly time for the course~~ written student-learning plan for the course includes a requirement for in-person instructional contact time.

Implementation Guidelines

- A. ALE courses shall be available to all students including students with disabilities.
- B. The district shall ensure students enrolled in ALE courses have access to curricula, course content, instructional materials, and learning activities required by the written student-learning plan. These materials shall be consistent in quality with those available to the overall student population. “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. Each written student-learning plan must:
1. Include a schedule of the duration of the course, including the beginning and ending dates;

2. Describe the specific learning goals, learning activities, and performance objectives of the ALE written in a manner that facilitates monthly evaluation of student progress. The description must clearly identify the requirements a student must meet to successfully complete the course or course work. (This requirement may be met through course syllabi or other detailed descriptions of learning requirements.);
 3. Identify the certificated teacher responsible for each course or course work included as part of the plan;
 4. Describe the average number of hours per week that the student will engage in learning activities to accomplish the objectives of the plan;
 5. Describe how weekly contact requirements will be fulfilled;
 6. Identify all instructional materials essential to successful completion of the learning plan;
 7. Include a timeline and method for evaluating student progress toward the learning goals and performance objectives specified in the learning plan; and
 8. Identify whether the ALE course or coursework meets one or more of the state essential academic learning requirements or grade-level expectations and any other academic goals, objectives, and learning requirements defined by the district. High school alternative learning plans must identify whether the experience meets state and district graduation requirements.
- C. Work-based learning shall comply with [WAC 392-121-124](#) and [WAC 392-410-315](#).
- D. Contracting for ALE courses shall be subject to [WAC 392-121-188](#) and [RCW 28A.150.305](#).
- E. Prior to enrollment, the district shall provide to the parent or guardian a description of the difference between home-based instruction and ALE courses. 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.
- In the event the district cannot locate the student's parent/guardian within three (3) days of a student's request for enrollment in an ALE, the district may enroll the student for a conditional period of no longer than thirty (30) calendar days. The student must be unenrolled from the ALE if the district does not obtain the documentation before the end of the thirty (30)-day conditional enrollment period.
- 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, including the use of web cams or other technologies. "Proctored" means directly monitored by an adult authorized by the district.
- G. The ALE must satisfy the requirements for courses of study and equivalencies provided in [Chapter 392-410 WAC](#).
- H. High school ALE courses must be offered for high school credit. Courses offering credit or ALE courses issuing a high school diploma must satisfy the high school credit and graduation requirements of [Chapter 180-51 WAC](#).

Course Requirements

- A. Each student enrolled in an ALE course shall have 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. A “school week” is defined as any seven (7)-day calendar period starting with Sunday and continuing through Saturday that includes at least three (3) days when a district’s schools are in session.
- B. “Contact” means direct personal contact between a certificated teacher and the student and, if appropriate, between the certificated teacher, the student, and the student's parent or guardian; in-person instructional contact; or synchronous digital instructional contact. “Synchronous digital instructional contact” means real-time communication between a certificated teacher and the student using interactive online, voice, or video communication technology. Synchronous digital instructional contact may be accomplished in a group setting between the teacher and multiple students. The synchronous digital contact must be:
 - (1) For the purposes of actual instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student-learning plan; and
 - (2) Related to an ALE course or course work identified in the written student-learning plan.

Parent or Guardian Responsibilities

- A. In grades kindergarten through eight, a parent or guardian is required to participate in the course on behalf of the student in at least the following ways, or the student(s) may be excluded or removed from the course:
 - 1. Approve their child’s plan;
 - 2. Provide or supervise those portions of their child’s plan for ALEs that are identified in the plan; and
 - 3. Meet with certificated instructional staff as prescribed in the student’s written student-learning plan for purposes of evaluating their child’s performance and/or receiving instructions on assisting with their child’s ALEs.
- B. If a student’s parent or guardian cannot or will not participate in the course, the supervisor of the course may accept another suitable adult who agrees to meet the policy and course requirements set out for a parent or guardian on behalf of the student.
- C. Students in grades nine through twelve are not required to have parent participation in their plans. However, parent participation is encouraged whenever possible.

Accountability for Student Performance

Student performance will be supervised, monitored, assessed, evaluated, and recorded by electronic and other means, by school staff. Students will participate in classroom-based district- and state-mandated assessments; data will be used to evaluate student work and to determine progress toward course objectives. A parent or guardian will be notified of student progress regularly and grades will be reported at the end of each term.

- A. Students participating in ALE courses shall be evaluated as follows:
1. Each student's progress shall be evaluated at least once each calendar month of enrollment, 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 or a contractor as defined in [WAC 392-121-188](#), and include direct personal contact (as defined above) 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 or guardian.
 3. Certificated instructional staff or a contractor as defined in [WAC 392-121-188](#) will determine whether the student has made satisfactory progress in completing the activities and meeting the goals and objectives of the written student-learning plan.
 4. If the student fails to make satisfactory progress or fails to follow the written student-learning plan, an intervention plan shall be developed and implemented. An intervention plan is not required if the evaluation is delivered within the last five (5) school days of the school year.
 5. If after three (3) consecutive evaluations, the student still is not making satisfactory progress despite documented intervention efforts, a course of study designed to more appropriately meet the student's educational needs shall be developed and implemented by a certificated teacher in conjunction with the student and, where possible, the student's parent or guardian. This may include removal of the student from the ALE course and enrollment in another educational course offered by the district.
- B. Students in ALE courses shall be assessed at least annually using the state assessment for the student's grade level and using other annual assessments required by the district. Part-time and home-based students are not required to participate in the statewide assessments required under [Chapter 28A.655 RCW](#).
- C. Students attending an ALE course outside their district shall have the opportunity to participate in any required annual state assessments at the district of residence. The enrolling district shall coordinate the test taking.

Course Evaluation and Reporting Requirements

The deputy superintendent will be responsible for overseeing the district's ALE courses or program, including evaluation of their effectiveness, monitoring compliance, and reporting annually to the board of directors. 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;
3. A description of how the course supports the district's overall goals and objectives for student academic achievement; and
4. Results of any self-evaluations.

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The board will annually review written policies authorizing ALEs, including each ALE course.

Documentation and Record Retention

The district will retain the appropriate records for audit purposes. Documents shall include [Policy 2214](#), annual reports submitted to the board, monthly and annual reports to OSPI, written student-learning plans, documentation of required weekly contact (evidence of direct personal contact must 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), student progress evaluations and intervention plans, results of assessments, student enrollment detail, signed parent or guardian enrollment forms.

Cross References: [Procedure 2114P](#) Online Learning
 [Board Policy 2214](#) Alternative Learning Experience (ALE) Courses

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