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## ALTERNATIVE LEARNING EXPERIENCE PROGRAMS

The District may establish Alternative Learning Experience (ALE) programs

### I. Definitions

- A. “Alternative Learning Experiences” (ALE) means an individual course of study provided in accordance with a written student learning plan that is implemented in accordance with school district policy. It is the basis for determining part-time or full-time equivalency enrollment for the purpose of claiming state funding in accordance with the requirements of WAC 392-121-182.

ALE programs may include, but are not limited to:

- On-line programs as defined in RCW 28A.150.262
  - 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
  - Contract-based learning programs.
- B. “Home based” means instruction consisting of planned and supervised instructional and related educational activities, including a curriculum and instruction in the basic skills provided for a number of hours equivalent to the total annual program hours per grade level established for approved private schools under RCA 28A.195.010.
- C. “Certificated Teacher” means an employee of the school district, or of a school district contractor pursuant to WAC 292-121-188, who is assigned and enforced according to the provisions of chapter 181-82 WAC.

### II. Written Student Learning Plan

Every student enrolled in an Alternative Learning Experience program shall have an individual student learning plan (WSLP). The student’s certificated teacher, must approve the plan and has primary responsibility and accountability for the plan. The written plan, based on state and District academic learning standards, shall include, but not be limited to:

- A. A schedule of the duration of the program, including a beginning and ending date for the learning experience. An estimate of the minimum number of hours per week, based on the student’s grade level requirements as outlined by the state, that the student will engage in learning activities to meet the requirements of the student’s learning plan;
- B. A description of how weekly contact requirements will be met;
- C. A timeline and method for evaluating student progress toward the learning goals and performance objectives specified in the learning plan;

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- D. A description of the specific learning goals and performance objectives of the learning experience for each course, written in a manner that facilitates monthly evaluation of student progress. This may be detailed through the use of a course syllabi or other similarly detailed description of the learning requirements;
- E. Identification of the certificated teacher responsible for each course included as part of the plan;
- F. Identification of instructional materials essential for the successful completion of the learning plan, which may be detailed through the use of a course syllabi or other similarly detailed description of the learning environment;
- G. Identify whether the Alternative Learning Experience meets state and District graduation requirements. Courses awarded high school credit must comply with the State Board of Education WAC 180-50 and 180-51 for course equivalencies and graduation requirements.

### **III. Student Performance and Progress Review**

Student performance will be supervised, monitored, assessed, evaluated, and recorded by certificated teacher through a variety of methods including, but not limited to: testing, discussion, review of written work, projects, presentations, portfolio documentation, or other electronic indicators.

- A. Each student shall have weekly, direct personal contact with certificated staff. Contact may be face-to-face or via virtual/electronic media.
- B. Individual student progress will be evaluated weekly or at a minimum of once every 30 days. The progress review will be based on the learning goals and performance objectives as defined in the Written Student Learning Plan.
- C. The monthly progress review shall be conducted by the certificated teacher and shall include two way contact with the student. Based on the review, school staff may determine whether the student is making satisfactory progress toward academic success. The results in the reviews shall be shared with students/parents/guardians as required. At a minimum, satisfactory progress in an ALE program includes a passing grade (at least a “D”) in at least half of the classes and ongoing active participation as evidenced by at least 15 hours per week of logged time and turning in at least one assignment per course per week unless otherwise specified by the Student Learning Plan or pacing chart. Weeks designated as ‘flex weeks’ are exceptions to this exception.
- D. If the student is making satisfactory progress and has no other behavior or attendance problems, he/she may continue in the Alternative Learning Experience program.

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- E. If the student fails to make satisfactory progress in any given month, or if the student fails to follow the Written Student Learning Plan, an intervention plan designed to improve the student progress shall be developed and implemented within 5 school days. This intervention plan will be developed by the certificated teacher with input from the student, and for students in grades K-8, the student's parent/guardian/other interested parties.
- F. If after the second consecutive month of evaluation the student is still not making satisfactory progress, the District will either remove the student from the program or design a new plan to more appropriately meet the needs of the student.
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Legal Reference:	WAC 392-121-182	Alternative Learning Experience Requirements
	RCW 28A.320.230	Instructional Materials – Instructional Materials Committee
Cross References	Board Policy 2020	Curriculum Development and Adoption of Instructional Materials