

ALTERNATIVE LEARNING EXPERIENCE PROGRAMS

I. District Implementations

The Stevenson-Carson School District shall provide Alternative Learning Experiences to all students who qualify. Application will be made through the ALE program and students will be admitted based on merit, space available, and need. Preference will be made to resident students of the District. The District will ensure the following:

- A. Alternative learning experiences for special education students shall be provided in accordance with Chapter 392-172 WAC. The educational needs of a student with an IEP or 504 plan will be reviewed by appropriate District special education staff and coordinated with the program staff.
- B. Home-based students may enroll part-time in alternative learning experience programs. The school district maintains primary responsibility and accountability for the development, implementation, and evaluation of the alternative learning course of study.
- C. 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. No expenditures related to the written student learning plan will be reimbursed by the District.
- D. Work based learning shall comply with WAC 180-50-315 and 392-121-124.
- E. Contracting for alternative learning experiences shall be subject to WAC 392-121-188 and RCW 28A.150.305.
- F. The District shall provide to parents a description of the difference between home-based instruction and alternative learning programs. The parent/guardian/other interested party must sign the document indicating their understanding of the distinction. The District shall retain the statement of understanding and make it available for audit.
- G. Reliable methods to verify a student is doing his/her own work shall be instituted. These methods may include examinations or projects, including the use of web cam or other technologies, proctored by an adult authorized by the school district.
- H. Digital alternative learning programs, using digital or on-line learning will be accredited through the state accreditation program or through the regional accreditation program.

II. Accountability for Student Performance

Students participating in the ALE program shall be evaluated as follows:

- A. Each student's educational progress shall be reviewed monthly based on the learning goals and performance objectives defined in the written student learning plan. This will be completed prior to the last instructional day of the month.
- B. The progress review will be conducted by certificated staff and include personal contact with the student. The results of the review will be shared with the student and the student's parent.

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Stevenson-Carson School District #303

Page 1 of 4

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- C. Student performance will be reviewed by certificated staff through a variety of methods including but not limited to observations, daily work, tests and quizzes, projects, reports, participation, and/or performance-based assessments.
 - D. Certificated staff will determine whether the student is making satisfactory progress in meeting the goals describe in the written student learning plan. . At a minimum, satisfactory progress in an ALE program includes a passing grade (at least a “D”) in at least half of the classes. Student performance will be recorded using one or more of the following:
 - a. A record of performance on the learning activities described in the student learning plan and the assessments completed.
 - b. Sample of the student’s work.
 - c. A log of student contact with certificated staff.
 - d. A copy of the student’s signed written weekly statement of hours engaged in planned learning activities while not in the presence of district staff.
 - e. Observation of learning activity.
 - E. If the student fails to make satisfactory progress in any given month, 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.
 - G. Students enrolled 0.80 – 1.0 FTE in the ALE program shall be assess using the state assessment for the student’s grade level and any other district wide assessments required by the district. Part-time 0.0-0.79 and home based students are not required to participate in the state wide assessments required under 28A.655. Failure to participate in required assessments may result in loss of access to District ALE programs.

III. District Supervision

The District shall designate one or more persons responsible for approving specific alternative learning experience programs or courses, monitoring compliance with WAC 392-121-182, and reporting on the program to the Board of Directors at the end of each school year. An annual report shall also be made to the Superintendent of Public Instruction on the types of programs and course offerings subject to alternative learning experience requirements, including student head count and full-time equivalent enrollment claimed for basic education funding. The report shall identify the ratio of certificated

instruction staff to FTE students enrolled in alternative learning experience courses or programs. The report shall separately identify alternative learning experience enrollment of students provided under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.

IV. Enrollment Reporting

The full-time equivalency of students enrolled in alternative learning experience programs and overall ratio of certificated instructional staff to full-time equivalent students shall be determined as follows:

- A. The overall ratio of certificated instructional staff to full-time equivalent students enrolled in the alternative learning experience programs and courses, including those that rely primarily on digital curriculum, shall be explicitly identified and approved by the Stevenson-Carson School District.
- B. Using the definition of full-time equivalent student in WAC 392-121-122 and the number of hours the student is expected to engage in learning activities, enrollment reporting shall be determined as follows:
 - 1. On the first enrollment count date on or after the start date specified in the written student learning plan, the expected average weekly hours of learning activity described in the written student learning plan.
 - 2. On subsequent monthly count dates, if the student's progress review indicates satisfactory progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan (see program hour requirements).
 - 3. If the student's progress review indicates a lack of satisfactory progress, the student will be placed on an intervention plan within 5 school days. The intervention plan will be developed by the certificated teacher with input from the student and may include the reduction of learning activity hours.
 - 4. On subsequent monthly count dates, if the student's progress review indicates a lack of 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.

V. Documentation

In order to claim state funding for alternate learning experiences, the following written documentation shall be maintained and made available for audit:

- A. School Board policy for alternative learning experiences;
- B. Annual reports to the Board of Directors and Superintendent of Public Instruction as outlined in this document;
- C. A written student learning plan for each student, including documentation of required weekly direct personal contact;
- D. Student progress reviews, evaluations, and assessments as required;
- E. Student enrollment detail substantiating full-time equivalent enrollment reported to the state; and

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Stevenson-Carson School District #303

Page 3 of 4

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- F. Signed parent disclosure at enrollment, comparing home schooling and the alternative learning program.

VI. Program Hour Requirements

The alternative learning experience student is considered a full-time equivalent student if, during the enrollment count dates, the student completes at least the minimum number of hours required.

- A. Kindergarten (full-day): 20 hours each week or 4 hours (240 minutes) for 90 scheduled school days.
- B. Kindergarten (half-day): 10 hours each week or 2 hours (120 minutes) each scheduled school day.
- C. Primary Grades (1-3): 20 hours each week or 4 hours (240 minutes) each scheduled school day.
- D. Elementary grades (4-6): 25 hours each week or 5 hours (300 minutes) each scheduled school day.
- E. Secondary grades (7-12): 25 hours each week or 5 hours (300 minutes) each scheduled school day.
- F. Alternative learning students enrolled for less than the minimum hours shall be counted as a partial full-time equivalent student equal to the student's hours of enrollment, divided by the minimum hours for the student's grade level.