Alternative Learning Experience Development Tool

This document is a tool for schools and districts thinking about offering Alternative Learning Experience (ALE) courses per WAC 392-121-182. The information included is specific to implementing ALE and does not take into account additional rules, requirements, or expectations of offering a basic education program through public school, or rules specifically related to online learning, WAC 392-502.

If you have further questions or would like support in implementation planning, please contact us by email at ALDInfo@k12.wa.us or visit the OSPI Alternative Learning Department website at http://www.k12.wa.us/ALD/.

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The Big Picture

ALE allows schools and districts the flexibility to claim apportionment for instruction that takes place in whole or in part outside the traditional classroom or school environment. This flexibility allows schools to personalize learning to student needs and develop focused intents or missions. What is the intent of building an ALE option in your school or district?

- Needs Assessment.
    o Review available data to identify needs.
    o What existing systems might be contributing to the identified problem?
    o Are there culture shifts that need to happen?

- o   Will student and community voice be incorporated into the development of the ALE option?
- o   What is the goal of the ALE option?
- Scope of the program option.
  - o   Have program policies, procedures, and systems been created with an equity lens?
  - o   What grade span(s) will be served and via which course types?
  - o   Will the ALE be a full-time option, a part-time option for certain courses, or both?
  - o   Will students have the option to take ALE courses long-term, or is this a short-term, take as needed, program option intended to support traditional courses?
  - o   Will the ALE require a separate facility or will be integrated into an existing school?
- District Systems.
  - o   How will the ALE option fit into the district network of schools and learning options?
  - o   What district level offices are supporting this program and who is the district leadership collaborating in the development?
- Continuous Improvement.
  - o   How will you know whether you have met the goal or intent of the program to determine success or areas for improvement?

Section 1: Program Design

This section may assist a school or program in designing their program model, including a plan for instruction, understanding of funding mechanisms, student populations, program specific policies and systems, and leadership.

Instructional Model

Reviewed	Items	References
☐	How will learning opportunities be designed to meet the individual needs of students?	Section 1(a) WAC 392-121-182
☐	ALE is a delivery model for providing basic education, not an exception to basic education. How will the requirements of basic education be met through this flexible model?	Section 3(a)(i) WAC 392-121-182
☐	What curriculum will be used? Has it been appropriately adopted per district policy?	
☐	Is there a calendar designating the program's instructional hours?	WAC 180-16-200
☐	ALE courses are those provided in whole or in part independent of the regular classroom setting or schedule. What will the time on/off site look like?	Section 3(a)(i)(A) WAC 392-121-182
☐	Will students be taking ALE as a full-time instructional model or will students access a mix of ALE and traditional courses?	
☐	All instruction must be provided in accordance with a written student learning plan (WSLP) that includes a syllabus. Is staff familiar with how to write a syllabus and an instructional plan?	Section 3(i)(C) WAC 392-121-182
☐	Programs offering full-day kindergarten must have at least a one thousand annual hour instructional program in addition to multiple weekly, in-person, and on-site observations of students by certificated	Section 4(d) WAC 392-121-182 7/11/18 Bulletin

Reviewed	Items	References
	teachers each week during the eight-week WaKIDS assessment window in order to ensure fidelity to the assessment. What schedule will be followed to ensure WaKIDS is implemented with fidelity?	
☐	Will the program/district contract for any instruction? If so, the district is responsible for compliance with WAC 392-121-188, Instruction provided under contract, and/or WAC 392-502, Online Learning. Review these rules the online learning guide.	Section 6(b) WAC 392-121-182 WAC 392-121-188 WAC 392-502 Online Learning Guide
☐	If in-person instruction, organized and paid for by the school district, is not provided by a certificated teacher, the district needs to ensure the instruction is appropriately supervised with sight and sound proximity to a certificated teacher or assigned school district employee. If instructional activities, organized and paid for by the school district, are provided off-site, the district needs to ensure the location is safe, is appropriate for public education, and is supervised by a district contractor per WAC 392-121-188 who has completed required background checks.	WAC 181-87-070 WAC 181-87-060 WAC 392-121-188
☐	Will school-based support staff be used, in addition to the district or contracted teacher, for supporting online courses?	Section 3(k) WAC 392-121-182
☐	What course types will the program use?	Section 3(a)(ii) WAC 392-121-182
☐	Do all learning experience satisfy the requirements for courses of study and equivalences outlined in 392-410 WAC?	Section 6(p) WAC 392-121-182 WAC 392-410
☐	All high school ALE courses will be offered for credit.	Section 6(q) WAC 392-121-182
☐	Work-based learning, if used as a component of an ALE course, is subject to additional rules outlined in WAC 392-410-315 and WAC 392-121-124.	Section 6(l) WAC 392-121-182 WAC 392-410-315 WAC 392-121-124

Funding

Reviewed	Items	References
☐	ALE is funded based on the nonvocational running start rate. Has a cost analysis been conducted that takes into account projected enrollment trends?	
☐	If the nonvocational running start rate is not enough to cover staffing, facilities, and other related costs, how will the program budget be supplemented?	
☐	How will funds be allocated once they are received by the district?	
☐	If the district receives small schools and/or small high funding, be aware that nonresident enrollment is included in those calculations and could impact funding.	

Reviewed	Items	References
☐	ALE funding is reported and allocated with the expectation that full compliance with WAC 392-121-182 is met. These funds are subject to audit and may be questioned if adequate documentation is not in place.	See compliance section of this document (page 7).

Policies

Reviewed	Items	References
☐	Do you have a current school board policy approving the program operations?	Section 5 WAC 392-121-182
☐	Is staff familiar with the district curriculum adoption policy and procedures?	
☐	Is this an option school in the district? Where will students come from and when?	
☐	What communication will go out regarding ALE as an educational option?	
☐	How will you market the program in an equitable way while ensuring the program is not advertised, marketed, or providing unsolicited information about options such as online learning, part-time enrollment, or other alternative learning options to students and their parents who have filed a declaration of intent to home school.	Section 6(k) WAC 392-121-182
☐	Does the program have a handbook?	
☐	Does the program have an attendance and truancy policy?	
☐	Does the program have a behavior policy?	
☐	Are their policies and procedures around removal from the program?	
☐	How will policies be communicated to families?	
☐	Are there district policies/procedures that may impact enrollment and operation of your program.	
☐	Will students be using online learning? If so, is an Online Learning board policy in place?	WAC 392-502

Systems and Processes

Reviewed	Items	References
☐	Does the district Business Services office know about the program to ensure proper enrollment reporting and distribution of funds?	Section 7(a)-(g) WAC 392-121-182
☐	What will the enrollment process look like?	
☐	Does the district Education Data System (EDS) Administrator know about the program to ensure proper student data reporting?	
☐	What systems will ensure students are on-track towards district grade level standards and graduation requirements?	
☐	Are teachers appropriately endorsed, certificated, and assigned?	
☐	What does the system of alternative options in the district look like and how does this program fit into that larger system?	
☐	Will the ALE be at a separate location or a program within a school?	
☐	Does the program need to apply for a school code? If so, has that happened before the annual deadline?	Contact district data security manager

Reviewed	Items	References
☐	What is in place to support the truancy process for all students, particularly those attending on a choice transfer?	
☐	How will students participate in state assessments, particularly those attending on a choice transfer?	Section 8 (a)-(d) WAC 392-121-182
☐	Part-time students receiving home-based instruction or attending a private school have additional rules and exemptions.	Section 8(a)-(b) WAC 392-121-182 WAC 392-134
☐	Have standardized paperwork and forms been developed for program use?	
☐	Will instructional materials or equipment to be taken off-site and if so, what is the process for ensuring they are returned?	Section 6(h) WAC 392-121-182
☐	What safeguards are in place to ensure students are doing their own work when off-site?	Section 6(m) WAC 392-121-182
☐	How will the program ensure students have access to all material identified in written student learning plan?	Section 6(c) WAC 392-121-182
☐	Does the program or school have a multi-tiered system of student support and/or interventions for students impacted by academic, behavioral, or social barriers?	
☐	Will information systems and/or learning management systems be used within the program? If so, do they meet district standards and do staff have the necessary access?	
☐	If individuals other than the teacher provide direct instruction or supervision of activities included in the written student learning plan, what are the established information sharing systems, documentation processes, and coordination of supervision?	Also see substantially similar section of this document (page 9).

Leadership

Reviewed	Items	References
☐	Who, within the district, has been involved in the program development? Does that team involve representation from district leadership?	
☐	Is district leadership familiar with the program and ALE rules?	
☐	Who will you go to with questions, or to advocate for additional support?	
☐	Does the program have community partners and/or a plan for family or community engagement?	
☐	What is the program mission and vision? Was a team of stakeholders involved in the development and are systems/policies/procedures set up in alignment with that mission?	
☐	Who will provide the daily oversight and leadership of the program?	
☐	Who is the district administrator overseeing the program? What does their involvement look like and do they have an understanding of ALE rules?	
☐	Who will oversee TPEP?	OSPI TPEP website

Student Populations

Reviewed	Items	References
☐	How will the program support students with disabilities?	Section 6(a) WAC 392-121-182
☐	Have special education staff been assigned to the program (e.g. case manager, school psychologist, etc.)?	
☐	How will the IEP team be involved in the decision making of students taking ALE courses?	
☐	Who is responsible for managing 504 plans?	
☐	Will the program serve out of district students? How will the district ensure that the program is providing equitable public education and not incentivizing non-resident enrollment.	Section 6(e) WAC 392-121-182
☐	Are there specific student groups or demographics the program plans to serve and are adequate resources in place to do so?	
☐	Will the program be implementing full-day kindergarten? If so, is staff familiar with those requirements, including the WaKIDS assessment?	Section 3(p) Section 4(d) Section 8(d) Section 9(c) WAC 392-121-182
☐	What will options look like for students receiving part-time home-based instruction?	

Section 2: Data and Reporting

This section will cover reporting requirements specific to ALE in addition to other promising practices related to data use.

Reviewed	Items	References
☐	Are staff familiar with ALE reporting requirements? - Enrollment Reporting - CEDARS Reporting - Annual End of Year Report	Section 9(a)-(d) WAC 392-121-182
☐	Is staff member familiar with the count day process? Are systems for reporting enrollment via P223 and SAFS ALE set up?	Section 9(a) WAC 392-121-182
☐	Is the program submitting each required element to CEDARS?	Section 9(d) WAC 392-121-182
☐	Do the information systems used by the local program submit data to the district student information system?	
☐	Are staff familiar with documentation and record retention requirements? What systems are in place to meet these requirements?	Section 10(a)-(h) WAC 392-121-182
☐	What systems will be used for daily, monthly, or annual recordkeeping/data tracking? Sample documents are located on the Alternative Learning Department website.	Alternative Learning Department website
☐	How will both staff and leadership use data to inform practice?	
☐	Is the program prepared to annually report to OSPI on: - Cost and purpose of expenditures and substantially similar services - Number of certificated instructional staff FTE	Section 9(b)-(c) WAC 392-121-182

Reviewed	Items	References
	- Instruction provided under contract - Headcount of students enrolled as full-day kindergarten - Headcount of students enrolled as full-day kindergarten who participate in WaKIDS	
☐	Is the program prepared to provide an annual report to the school board covering: - ALE student headcount and full-time equivalency claimed - Ratio of certificated instructional staff to full-time equivalent students in each program - Description of how the program supports the district's goals and objectives for student achievement - Results of any self-evaluations conducted related to section 10 of WAC 392-121-182	Section 5(a)-(d) WAC 392-121-182

Section 3: Compliance

This section will provide an overview of the compliance components include in WAC 392-121-182.

Written Student Learning Plan (WSLP)

Reviewed	Items	References
☐	Will all instruction be supervised, developed, monitored, assessed, documented by certificated teacher?	Section 3(a)(i)(B) WAC 392-121-182

☐	All written student learning plans include the following components:
	- Beginning/end date
	- Estimate of average hours per week student will engage in learning activities to meet requirements of written student learning plan
	- Syllabus/description of each courses (learning goals, performance objectives, learning activities, course code)
	- Course type
	- Identification of cert teacher responsible for each course
	- Identification of instructional materials
	- Description of timelines and method for evaluating progress
	- How contact will be made
	- For kindergarten students claimed at greater than 0.5 monthly full-time equivalency, the following must also be addressed in the written student learning plan
	    ▪ Developing initial skills in academic areas of reading, math, and writing
	    ▪ Developing a variety of communication skills
	    ▪ Experiences in science, social studies, arts, health, physical education, and world language
	    ▪ Acquiring small and large motor skills
	    ▪ Acquiring social and emotional skills
	    ▪ Learning through hands-on experiences
		Section 4(a)
		WAC 392-121-182

Reviewed	Items	References
	▪ A description of learning environments that are developmentally appropriate and promote creativity	
☐	All curriculum and materials included in the written student learning plan are approved by the district.	
☐	How will the program ensure curriculum and content standards are consistent with non-ALE settings?	Section 6(f) & 6(h) WAC 392-121-182
☐	If a program includes significant collaboration with students, parents, and/or community members, how input from stakeholders be incorporated while ensuring that all instructional and curriculum decisions are made by the certificated teacher?	
☐	If the program is using an online provider or online courseware, has it approved by OSPI?	WAC 392-502

Student Contact

Reviewed	Items	References
☐	How will the program meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately?	Section 4(b) WAC 392-121-182

Monthly Progress Review

Reviewed	Items	References
☐	How will monthly progress be evaluated and when?	Section 4(c)(i)-(vi) WAC 392-121-182
☐	A policy for evaluating satisfactory/unsatisfactory progress is clearly identified and communicated, and is aligned with the district policy.	Section 4(c)(i)-(vi) WAC 392-121-182
☐	Are program staff aware of the enrollment reporting implications if a monthly progress review has not taken place within 5 days of the end of the month?	Section 4(c)(i)-(vi) WAC 392-121-182
☐	How will monthly progress reviews be communicated to parents (grades K-8) and students (grades 9-12)? Note: The initial monthly progress review and reviews during months where progress was determined to be unsatisfactory must be communicated through direct personal contact.	Section 4(c)(i)-(vi) WAC 392-121-182
☐	Intervention plans will be designed and implemented when a student is determined to have made unsatisfactory progress. Intervention plans will be developed and monitored by a certificated teacher and include one of the following: - Increase frequency or duration of contact - Modify manner in which contact is accomplished - Modify learning goals - Modify number/scope of courses or content in WSLP	Section 4(c)(vii) WAC 392-121-182
☐	A course of study better designed to meet the student needs will be developed after three months of unsatisfactory progress.	Section 4(c)(viii) WAC 392-121-182

Substantially Similar

Reviewed	Items	References
☐	Will the program be purchasing or contracting for instruction, experiences, services, or activities? If so, all purchased or contracted expenditures including lessons, trips, services, or other activities are substantially similar. This means they have an identical or similar experience for students in the district's non-ALE school(s): - At same grade - At same frequency, intensity, duration - Similar cost to student - In accordance with district policy - Supervised, monitored, assessed by a certificated teacher	Section 6(i) WAC 392-121-182
☐	Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements?	Section 6(i) WAC 392-121-182
☐	The program does not issue stipends to families to purchase educational materials. This includes providing parents with a budget that they can direct toward different activities or curriculum.	Section 6(d) WAC 392-121-182

Statement of Understanding

Reviewed	Items	References
☐	Parents sign and attest to the difference between home-based instruction and ALE each year.	Section 6(j) WAC 392-121-182

Other

Reviewed	Items	References
☐	Is the program aligned with the purpose and general requirements of ALE, which are outlined in section 1 and 2 of the WAC?	Section 1-2 WAC 392-121-182
☐	Are the individuals assigned to the program familiar with the terminology and definitions associated with ALE?	Section 3 WAC 392-121-182
☐	Choice transfers are in place for any student residing outside of district boundaries prior to the 1st count day?	Section 6(n) WAC 392-121-182
☐	The resident district will be informed when a student on a choice transfers drops out or is otherwise no longer enrolled.	Section 6(o) WAC 392-121-182
☐	A board policy is in place allowing for your ALE program. The policy designates by title one or more district staff responsible for oversight of ALE program, including compliance monitoring and reporting annually to school board on the program. Do you have a copy of this policy?	Section 5 WAC 392-121-182
☐	All curriculum approved by the school board? Do you have a copy of the approval?	Section 6(g)-(h) WAC 392-121-182
☐	Staff are familiar with the WAC exclusions for claiming enrollment.	Section 7(b)-(d) WAC 392-121-182
☐	The program has an assessment plan to ensure state testing opportunities are provided. The program has an opt-out procedure and a process for ensuring the benefits of testing are shared with families.	Section 8(a)-(d) WAC 392-121-182

Reviewed	Items	References
☐	Staff are familiar with how to determine full-time and part-time equivalent status for students.	Section 7(a) WAC 392-121-182

Section 4: Professional Development & Continuous Improvement

This section focuses on the long-term success and development of the program.

Reviewed	Items	References
☐	What will initial training and/or onboarding for new staff look like?	
☐	What ongoing staff training will be available related to ALE compliance?	
☐	How will program staff be incorporated into larger district initiatives and efforts?	
☐	What staff professional development options will be available?	
☐	Is the program connected to professional organizations?	
☐	Do program staff subscribe to OSPI Bulletins and the Alternative Learning Department newsletter?	ALD Newsletter OSPI Bulletins
☐	How will a plan of continuous improvement be implemented? How will staff know what they are doing is successful?	
☐	What data or metrics will be routinely reviewed to identify areas of success or improvement?	
☐	Staff know where to find the Alternative Learning Department website?	Website

Related WACs/RCWs

This section provides a list of rules and legislation that may overlap with ALE.

Basic Education
RCW 28A.150.220: http://app.leg.wa.gov/rcw/default.aspx?cite=28A.150.220

Alternative Learning Experience (ALE)
WAC 392-121-182: http://apps.leg.wa.gov/WAC/default.aspx?cite=392-121-182
RCW 28A.232: http://app.leg.wa.gov/rcw/default.aspx?cite=28A.232&full=true

Online Learning
WAC 392-502: http://apps.leg.wa.gov/WAC/default.aspx?cite=392-502
RCW 28A.250: http://app.leg.wa.gov/rcw/default.aspx?cite=28A.250

Instruction Provided Under Contract
WAC 392-121-188: http://apps.leg.wa.gov/wac/default.aspx?cite=392-121-188

Student Residency
WAC 392-137-115: https://app.leg.wa.gov/wac/default.aspx?cite=392-137-115

Enrollment Exclusions
WAC 392-121-108: http://apps.leg.wa.gov/wac/default.aspx?cite=392-121-108

Instructional Hours
WAC 180-16-200: http://apps.leg.wa.gov/wac/default.aspx?cite=180-16-200

Special Education
RCW 28A.155: http://apps.leg.wa.gov/Rcw/default.aspx?Cite=28A.155
WAC 392-172A: http://apps.leg.wa.gov/WAC/default.aspx?cite=392-172A

504
RCW 28A.642: http://app.leg.wa.gov/rcw/default.aspx?cite=28A.642
WAC 392-190: http://apps.leg.wa.gov/wac/default.aspx?cite=392-190
Section 504 Regulations: https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html

Transitional Bilingual
WAC 392-160: http://apps.leg.wa.gov/WAC/default.aspx?cite=392-160

McKinney Vento Act
OSPI website: http://www.k12.wa.us/HomelessEd/default.aspx

Attendance/Truancy
RCW 28A.255: http://app.leg.wa.gov/rcw/default.aspx?cite=28a.225

Behavior/Discipline
RCW 28A.600: http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.600
WAC 392-400: http://apps.leg.wa.gov/wac/default.aspx?cite=392-400

Definition – Full-time Equivalent Student
WAC 392-121-122: http://apps.leg.wa.gov/WAC/default.aspx?cite=392-121-122

Home-Based Instruction
RCW 28A.200: https://app.leg.wa.gov/rcw/default.aspx?cite=28A.200
WA Laws: http://www.k12.wa.us/PrivateEd/HomeBasedEd/PinkBook/pinkbook.pdf

Full-day Kindergarten
RCW 28A.150.315: http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.150.315
WAC 392-122-420 through 392-122-426: http://apps.leg.wa.gov/wac/default.aspx?cite=392-122-420

Work-based Learning
WAC 392-121-124: http://apps.leg.wa.gov/WAC/default.aspx?cite=392-121-124

Course of Study
WAC 392-121-107: http://app.leg.wa.gov/wac/default.aspx?cite=392-121-107