

## **CURRICULUM/INSTRUCTION**

### **Alternative Learning Experience Programs**

#### **Purpose**

The Board of Directors takes seriously their responsibility to provide appropriate and challenging learning opportunities for students with diverse learning needs, funded and organized within the Alternative Learning Experience rules set forth by WAC 392-121-182.

“Alternative Learning Experience” (ALE) means a course or grade-level course work, that is a delivery method for the program of basic education and is:

1. Provided in whole or in part independently from a regular classroom setting or schedule, but may include some components of direct instruction;
2. Supervised, monitored, assessed, evaluated, and documented by a certificated teacher employed by the District or under contract as permitted by applicable rules; and
3. Provided in accordance with a written student learning plan that is implemented pursuant to this policy and WAC 392-121-182.

ALE programs may include the following types of courses as defined in RCW 285A.232.010:

1. Online courses;
2. Remote courses; and
3. Site-based courses

#### **Program Requirements**

Snohomish School District Alternative Learning programs are funded and operated under the requirements of WAC 392-121-182. The Director of Alternative Education is responsible for overseeing the District’s Alternative Learning Experience courses or programs, monitoring compliance with WAC 392-121-182, and reporting at least annually to the school district Board of Directors regarding these programs.

The Alternative Learning Experience must satisfy the Office of the Superintendent of Public Instruction’s requirements for courses of student and equivalencies as provided in Chapter 392-410 WAC. All high school ALE courses offering credit or ALE programs issuing a high school diploma must satisfy the state Board of Education’s high school credit and graduation as provided in Chapter 180-51 WAC.

All students participating in an Alternative Learning Experience must have a written student learning plan that is developed and approved by a certificated teacher that is designed to meet the student’s individual 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.

A written student learning plan must include at least the following elements:

1. A beginning and ending date for the Alternative Learning Experience courses;
2. The certificated teacher's estimate of the average number of hours per school week the student will engage in learning activities;
3. For online courses and remote courses, a description of how weekly contact requirements will be fulfilled;
4. A description of each ALE course or coursework, including specific learning goals, performance objectives, and learning activities for each course, written in a manner that facilitates monthly evaluation of student progress;
5. The certificated teacher responsible for each course or course work in the learning plan;
6. The instructional materials that will be used to complete the learning plan;
7. The timelines and methods for evaluating student progress toward the learning goals and performance objectives in the learning plan;
8. Whether each ALE course or course work meets one or more of the state essential academic learning requirements or grade-level expectations and any other academic goals, objectives, and learning requirements; and
9. For students enrolled in full-day kindergarten, additional information as specified in WAC 392-121-182(3)(p)(ix).

Each student enrolled in an Alternative Learning Experience must have one of the following methods of contact with a certificated teacher at least once in a school week until the student completes all course objectives or otherwise meets the requirements of the learning plan:

1. Direct personal contact; or
2. In-person instructional contact; or
3. Synchronous digital instructional contact

Progress of students 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. The results of each evaluation must be communicated to the student or, if the student is in grades K-8, both the student and parents. For a student whose written student learning plan includes only online courses, a school-based support staff may communicate the progress evaluation to the student.

Educational progress will be evaluated according to the following requirements:

1. Progress evaluations must be based on the learning goals and performance objectives in the written student learning plan;
2. The evaluation must be consistent with the District's student evaluation or grading procedures and be based on the certificated teacher's professional judgement;
3. If 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;
4. The certificated teacher's evaluation must include direct personal contact with the student, unless an exception in WAC 392-181-182(6) applies;
5. Based on the progress evaluation, the certificated teacher must determine and document

whether the student is making satisfactory progress toward meeting the learning goals and performance objectives in the written student learning day;

6. For students whose written student learning plan includes only online courses, school-based support staff may use the student's progress grades in the online course or courses to be determined whether a student's progress is satisfactory;
7. If a student failed to make satisfactory progress or failed to follow the written student learning plan, an intervention plan must be developed for the student, unless the evaluation is delivered within the last five school days of the school year; and
8. If student is not making satisfactory progress after three consecutive calendar months, 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 for the Alternative Learning Experience and enrollment of the student in another educational program offered by the District.

Prior to enrollment, the student's parent must sign documentation (Declaration of Understanding) attesting to their understanding the difference between home-based instruction and the Snohomish School District alternative education option selected by the student.

### **Reporting Requirements**

- 1. Annual Report to the Board of Directors.** The Director of Alternative Education will report at least annually to the Board of Directors. This annual report will include at least the following:

- Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
- Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE program;
- A description of how the program supports the District's overall goals and objectives for student academic achievement; and
- Results of any self-evaluations conducted.

- 2. Monthly Report to the Superintendent of Public Instruction**

The District must report monthly to the Superintendent of Public Instruction:

- Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
- Information about the resident and serving districts of such students.

- 3. Annual Report to the Superintendent of Public Instruction**

The District must submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or

services made available to students enrolled in the District's regular instructional program. The District must report annually to the Superintendent of Public Instruction the following:

- The number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program;
- Enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188;
- The number of students enrolled in full-day kindergarten at any time during the school year; and
- The number of students enrolled in full day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline.

### **Assessment Requirements**

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 must also be assessed at least annually. 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.

Any student whose Alternative Learning Experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the District in any required accountability of rules and procedures.

### **Continuum of Options**

**AIM High School** is designed to meet the needs of high school students who benefit from working at their own pace with individual and small group assistance. Students apply and are interviewed to assure that this is an appropriate placement. Work outside of class is required to be successful. Students may also attend classes at other district high schools, at Sno-Isle Technical High School, or Running Start. AIM offers a high school diploma when students have completed state and school district graduation requirements.

**Online Learning** is an alternative program designed primarily for students in grades eight through twelve. It is designed to allow students to meet state standards and/or make progress toward graduation outside of a traditional setting, and/or earn credits they have previously failed. Students may work from home or a school site. Courses are available as part of the student's school day, or families may purchase additional courses beyond the school day.

**Parent Partnership Program** is for parents who have chosen to combine home instruction with the educational resources of the school district. Students must participate in direct instruction at

least once per week, as indicated in their student learning plan. The program serves students in grades K-10 but does not offer a diploma. Students can, however, earn high school credit in many of the courses and this credit can be transferred to any diploma awarding institution. Parent involvement is required. Parents must assist their child at home, volunteer and participate in program course selection.

**Re-Entry Program** is designed for students who want another chance to earn credit for classes they have failed or are currently failing. The program goal is to return students to their regular high school after one semester. Students must withdraw from their regular high school to register at Re-Entry for one semester. Work outside of class is required to be successful.

Cross References: 2020 – Course Design, Selection and Adoption of Instructional Materials  
2024 – On-line Learning

Legal References:	RCW 28A.150.305	Alternative educational service providers – Student Eligibility.
	RCW 28A.232.010	Alternative learning experience courses – Generally - Rules – Reports.
	RCW 28A.250.050	Student access to online courses and online learning Program – Policies and procedures – Course credit – Dissemination of information – Development of local Or regional online learning programs.
	WAC 392-121-107	Definition – Course of study
	WAC 392-121-182	Alternative learning experience requirements
	WAC 392-121-188	Instruction provided under contract

Classification: Essential

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