

Alternative Learning Experience Core-Compliance Self-Check

Background

This core-compliance self-check is meant to be used as an internal tool to improve program practices. Office of Superintendent of Public Instruction (OSPI) will not collect it.

[Washington Administrative Code \(WAC\) 392-550-005](#) states that the purpose of Alternative Learning Experience (ALE) program is:

- a. To ensure that students enrolled in an alternative learning experience offered by a school district or public charter school have available to them educational opportunities designed to meet their individual needs; and
- b. To provide general program requirements for alternative learning experiences offered by or through school districts and charter schools.

For further information on ALE requirements, please refer to the *Guide to Offering Alternative Learning Experiences* on the [Alternative Learning Experience website](#).

Legal Citations

- Funding Eligibility: [WAC 392-121-182](#)
- ALE Program Requirements: [Chapter 392-550 WAC](#)

ALE Program Information

School Year: _____

School District: _____

School/Program: _____

Completed by: _____ Title: _____

Telephone: _____ Email: _____



1. [WAC 392-550-005](#) states that ALE programs agree to ensure that students enrolled in ALEs offered by a school district have available to them educational opportunities designed to meet their individual needs.

Areas to address per [WAC 392-550-020](#), [WAC 392-550-025](#) and [WAC 392-550-030](#):

- A brief statement of how the program will fulfill this requirement.
- A brief statement of how the certificated teacher will set course and individual student curricular goals.
- A brief statement of how the certificated teacher will provide direct instruction and monitor progress, particularly for site-based courses.
- What specific activities will take place off-site (remote and online courses) and how is the certificated teacher monitoring these activities?
- What specific methods will be used for determining monthly progress?
- What specific methods will be used if the student is not “substantially successful?”
- A brief description of training of support staff in state standards and district procedures (i.e., parents/guardians, district support staff, and contracted instructors).
- A description of evidence that requirement has been met.

Component/Indicator	Meeting Expectation (Y or N)	If yes, describe practice and/or evidence.	If no, describe action plan to implement.
Setting of course and measurable curricular goals			
Weekly contact and monthly progress reviews			
Site-based instruction and monitoring progress			
Certificated teacher oversight for site-based, remote, and/or online coursework			
Approvals as needed for online learning (See online learning definition in Appendix A: Program Core Considerations)			

Component/Indicator	Meeting Expectation (Y or N)	If yes, describe practice and/or evidence.	If no, describe action plan to implement.
Determining satisfactory progress and providing intervention if not available			
Training of certificated and support staff, contracted instructors, and parents/guardians			

2. [WAC 392-550-005](#) states that ALE programs agree to follow general program requirements for ALEs offered by or through school districts.

Areas to address per [WAC 392-550-025](#) and [WAC 392-550-065](#):

- A brief statement of how the program will fulfill this requirement.
- What specific methods will take place to verify that all required elements of Written Student Learning Plans (WSLPs) are in place? (See [Appendix B](#).)
- A brief statement of how the program will ensure that curricula, course content, instructional materials, learning activities and learning resources are consistent with those offered by the rest of the school district, and per district policy.
- An explanation of district supports for the curricular and staffing needs of district alternative learning experience programs.
- An explanation of how services will be provided for students requiring special education, 504, or TBIP services.
- A brief description of how program staff will conduct summative and formative assessment of student learning and verify products as the student’s own work.
- What methods will be used to ensure that required documentation will be retained for audit?
- A description of evidence that requirement has been met.

Component/Indicator	Meeting Expectation (Y or N)	If yes, describe practice and/or evidence.	If no, describe action plan to implement.
All elements of the WSLP per WAC 392-550-025 . See Appendix B – WSLP Core Requirements			

Component/Indicator	Meeting Expectation (Y or N)	If yes, describe practice and/or evidence.	If no, describe action plan to implement.
Selection and approval of course curricula, materials, and activities per school board policy			
For mastery-based learning, competencies are aligned to state learning standards and are translated into courses for student schedule and/or grade history			
Provisions are in place for special education, 504, and TBIP services			
Summative and formative assessments of student learning			
Document retention per WAC 392-550-060			

3. [WAC 392-121-182](#) states the requirements that ALE programs and their school district must meet the requirements of this section and [Chapter 392-550 WAC](#) to count an ALE as a course of study.

Areas to address per [WAC 392-121-182](#), [WAC 392-550-045](#), and [WAC 392-550-030](#):

- A brief statement of how the program will fulfill this requirement in order to claim funds for ALE courses of study.
- A brief statement of how program staff will follow enrollment reporting procedures as listed in section (7) of the [Enrollment Reporting Handbook](#), ([WAC 392-121-106.4](#)), ([RCW 28A.150.350](#), [RCW 28A.225.200-250](#)).
- An explanation of how the district’s school board policy and procedures reflect state reporting requirements and truancy requirements for alternative learning experience programs.
- A brief statement describing how the district disperses funds for alternative learning experience programs.
- A description of evidence that requirement has been met.

Component/Indicator	Meeting Expectation (Y or N)	If yes, describe practice and/or evidence.	If no, describe action plan to implement.
Enrollment reporting procedures			
Student information system inclusion of student schedule and grade reporting			
Standardized state transcript for students enrolled in high school coursework			
State reporting requirements			
School board policies and procedures, including truancy requirements			
District supports and funding per FTE			

4. [WAC 181-87-060](#) addresses any lack of attention to the generally recognized professional standards, including practices for assessment, treatment, instruction, or supervision of students; evaluation of personnel; management of moneys and property.

Areas to address per ALE [WAC 392-550-020](#), [WAC 392-550-030](#), [WAC 392-550-045](#); and teacher assignment WACs and RCWs as noted:

- A brief statement of how the program will fulfill this requirement.
- A brief statement of how certificated teachers are assigned and endorsed or approved by the school board ([WAC 181-82-105](#) and [WAC 181-82-110](#))
- A brief description of training, professional development and evaluation of certificated teachers in alternative learning experience programs ([Chapter 392-191 WAC](#)), ([Chapter 392-192 WAC](#)).
- What specific methods will take place to verify that certificated teachers have the responsibility and accountability for each course specified in the written student learning plan, including supervision, instruction, monitoring, evaluation, and documenting progress?
- What specific methods will take place to verify that all CTE requirements are met for CTE courses, work-based learning, and

worksite learning ([RCW 28A.700.010](#))([WAC 392-410-315](#))?

- What specific methods will take place to verify that contracted instructors have been approved by the district’s school board and state agencies ([RCW 28A.250.020](#))([WAC 392-121-188](#))?
- An explanation of how the district’s school board policy and procedures reflect state reporting requirements for alternative learning experience programs.
- A brief statement describing how the district disperses funds and provides curricular support for alternative learning experience programs.
- A description of evidence that requirement has been met.
- Specifically, [WAC 181-86](#) set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct.

Component/Indicator	Meeting Expectation (Y or N)	If yes, describe practice and/or evidence.	If no, describe action plan to implement.
Teacher assignments per endorsement*, including CTE specialty areas			
*If not endorsed in the subject area, teachers have been approved by the school board for out-of-field assignments and have a learning plan on file. Note: Out-of-field approvals are not permitted for contracted online course provider teachers.			
Teacher supervision, monitoring, evaluation, documentation of courses in WSLP			
Approval of contracted instructors or entities			

Component/Indicator	Meeting Expectation (Y or N)	If yes, describe practice and/or evidence.	If no, describe action plan to implement.
School board policies and procedures for ALE and online learning are current and reviewed annually (policies may be reviewed as part of the annual ALE school board report).			
Annual district funding of alternative learning experience programs, including Substantially Similar report on file with OSPI for justification of non-certificated instructors			

Appendix A: Program Core Considerations

Website/Handbook Language: Does the website state that this is an ALE per [WAC 392-121-182/WAC 392-550](#)? Does it meet the requirements for substantially similar in its offerings? Does the program avoid promising funds/allotments to families?

School Board Policies: Are school board policies in place, up to date, and reviewed annually per [WAC 392-550-045](#)? Specifically: 2255 Alternative Learning Experiences, 2110 Instructional Materials, 2024 Online Learning, 2410 High School Graduation Requirements, 2402-2409/2413 for mastery-based crediting (optional)

School Board Report: Has the program's representative presented to the school board at least annually and addressed all areas in [WAC 392-550-060](#)? This report may include a review of the school board policy per [WAC 392-550-045\(1\)](#).

Teacher Certification: Are all certificated teachers endorsed in the subjects they teach, or have there been school board approvals and learning plans developed for those teaching out-of-endorsement area courses?

CEDARS Reporting: Are courses scheduled into the student information system to include sections with ALE Course Types? Are students scheduled into those courses and ALE course types that match their WSLP? Do WSLPs and/or syllabi include CEDARS course codes?

Substantially Similar: Has the program assessed activities and opportunities to verify that it meets substantially similar requirements? Are community-based instructors contracted through [WAC 392-121-188](#) or hired as support staff? Does the program avoid public/parent references to allotments?

Mastery-based Learning: Does the program have syllabi or learning plans demonstrating that state learning standards are met through project-based or blended learning? Are there school board policies in place for awarding credit for competencies?

Online Approval: Does any single student have more than 50% of their WSLP in online courses, coursework, or online platforms (not including digital textbooks)? If so, does the program have the requisite approvals for offering online courses? Is the program using online courses from approved providers?

Affiliate Approval: All online courses are provided through an OSPI-approved online course provider. No limit to non-resident students.

Single-District Approval: Online courses and coursework are provided through either/both district teachers or OSPI-approved online course providers. Limit 10% of program enrollment for non-resident students.

Multi-district Approval: Online courses and coursework are provided through either/both district teachers or OSPI-approved online course providers. No limit to non-resident students.

Online Course Provider: If using an approved online course provider, do all district online school program websites and course provider advertisements, publicity, or public statements state that the program is being offered by the school district under contract per [WAC 392-121-188\(19\)](#)?

Special Education/504/TBIP: How are these services being provided? Do students have on-site opportunities? Who is providing these services?

Truancy: What practices or procedures does the district have in place for meeting the requirements of [WAC 392-550-040](#)?

Appendix B: WSLP Core Requirements (WAC 392-550-025)

Y= Compliant

N= Not compliant

Required Element	Examples of Data	Y or N
Beginning and ending date of plan	Student start date and exit date	
Minimum average hours per week	27.75 full-time (28-30 ok) % of 27.75 for part-time	
For each named course: Course name & timeline	Course title, beginning & ending dates if different from overall WSLP	
Course codes	CEDARS codes (state course codes) District course code (optional)	
Course type	Site-based T (weekly)/U (not weekly) Remote R - Online O	
Course syllabus – embedded, or may refer to weblink or separate syllabus	See Appendix C: Course Syllabus Requirements	
Weekly Direct Student Contact method(s) (must be two-way)	Face-to-face, email, phone, synchronous/asynchronous digital, video conferencing, etc.	
Evaluation timeline and levels	Monthly progress; what “successful” means; what happens if not met	
Identification of certificated teacher	Certificated & endorsed teacher per course (may be a published list of the online course provider’s teacher certifications)	
Dated approval (may be digital)	Cert Teacher (required); parent/guardian (K-8), student (9-12) (optional)	
Statement of Understanding	No signature required Must be communicated to families	
Choice Transfer (if applicable)	Date approved must be before initial count	
Evidence of participation in learning before first claim	Date of in-person or digital interaction at WSLP conference, orientation, or classes must be before initial count	
Evidence of weekly interactive contact with student	Date, plus Method/Type of contact should be noted (in person, phone, email, synch); Plus: purpose of contact (instruction, assessment, progress review, etc.)	

Required Element	Examples of Data	Y or N
Evidence of monthly progress with measurable gains	Measurable gains noted. Progress reviews within five school days of last day of month; Name & date of Cert Teacher completing the review (support staff allowed for satisfactory reviews for online-only students); Evidence of communication to student/parent/guardian (first month and any month after an unsatisfactory review must be via direct personal contact).	
Intervention plan within five days in the event of lack of satisfactory progress	Dated approval by certificated teacher within five days of unsatisfactory mark; evidence of student and/or parent/guardian (K-8) involvement in developing the plan.	
Full-Day Kindergarten	FDK elements in WSLP, 1000-hr program WaKIDS Assessment dates WaKIDS teacher training	

Appendix C: Course Syllabus Requirements

These criteria are required if they are not noted already in the WSLP. There should be an X in each row in *either or both* WSLP or syllabus columns.

Syllabus Element Detail	WSLP	Syllabus	Optional/If Applicable
Course Title			
Hours required to meet course requirements/length of course			
CEDARS code (state course code)			
ALE Course Type			
Name of certificated teacher responsible for the course			
Course description			
Learning goals, performance objectives, learning activities, course requirements			
List of instructional materials			
Whether the course meets state/district/graduation requirements			
Assessment/Performance evaluation method(s)			
Required additional items and who will provide them			X
Fees, supplies			X
Identification of purchased or contracted activities or lessons			X
OSPI-approved Online Course Provider			X

Appendix D: Basic Education Course of Study in ALE

ALE means a course, or for grades K-8 coursework, that is a delivery method for the program of basic education ([RCW 28A.232.010\(1\)\(a\)](#)).

A program of basic education is described in [RCW 28A.150.210](#) and includes opportunities for students to develop knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

This translates into a comprehensive course of study that includes the content areas in the table below for grades K-8, and one that meets Washington State [Graduation Requirements](#) per the State Board of Education at the high school level. Some districts may have additional requirements, and local school districts determine details including items such as a term length, scheduling options, interdisciplinary options, curriculum, and instructional framework for implementing this basic education program.

Comprehensive Course Load for Full-time WSLP, Grades K–8

Core List	Embedded in core list (required):
English/Language Arts (ELA)	World Languages (Full-day Kindergarten)
Social Studies	Civics
Math	Financial Education
Science	Environment & Sustainability Computer Science/Educational Technology
Arts – may include music, visual arts, dramatic arts	John McCoy (Iulilaš) Since Time Immemorial curriculum or other tribally-developed curriculum
Health/Physical Education (PE) K–8 PE requirement includes 100 min/wk	Sexual Health Education Social-Emotional Learning

Additional Required Services, as Applicable

- MTSS
- Hi-Cap education
- Special education
- Title I/LAP
- ML / TBIP services

Learning Standards & Year of Adoption

- [The Arts \(2017\)](#)
- [Computer Science \(2018\)](#)
- [Early Learning \(birth through 3rd grade\) \(N/A\)](#)
- [Educational Technology \(2018\)](#)
- [English Language Arts \(2011\)](#)
- [English Language Proficiency \(2021\)](#)
- [Environment and Sustainability \(2009\)](#)
- [Financial Education \(2016\)](#)
- [Health and Physical Education \(2016\)](#)
- [Mathematics \(2011\)](#)
- [Science \(2013\)](#)
- [Social Emotional Learning Standards and Benchmarks \(2020\)](#)
- [Social Studies \(2018\)](#)
- [World Languages \(2015\)](#)