The Alternative Learning Department,
Office of Superintendent of Public Instruction

Guide to Offering Alternative Learning Experiences

2018-19

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How to Use This Guide

This document provides guidance and considerations for offering Alternative Learning Experiences (ALE) within a public school district or charter school. It is not a step-by-step guidebook, but it is a tool when starting or expanding ALE options, onboarding new staff, evaluating current practice, or looking for answers to specific questions that may arise. Many decisions regarding systems, processes, staff roles and responsibilities, and policies may need to be decided at the local district level and this guide may be useful in making those decisions. If you are a new staff member to a school or program offering ALE courses, it will be important to know your role within the context of each of these considerations. Please discuss that role with your school and district leadership.

Definitions

Throughout this document, references are made to ALE and non-ALE courses or settings. A definition of ALE and non-ALE is included below.

Alternative Learning Experience (ALE)
Courses or grade-level coursework where some or all of the instruction for the course takes place independent from the regular classroom or school setting.

Non-ALE
Any course or grade-level coursework where student FTE is based on daily classroom attendance.

The Basics

Overview

ALE is a funding and instructional model for providing basic education. It is available to all public school districts and public charter schools in Washington state. The intent of ALE is to ensure that students have educational opportunities designed to meet their individualized needs. WAC 392-121-182 outlines the rules for ALE implementation. It provides guidelines and program requirements for offering ALEs in addition to a standard method of determining full-time equivalent enrollment and a statewide reporting process for claiming funding for ALEs.

ALE options can be provided on a continuum through any public school district or charter school from something as simple as offering a student a single ALE course, to planning an entire instructional model around ALE that offers hundreds of students full-time ALE courses through a designated school site. Depending on the model and scale of the offerings, different considerations should be evaluated. Offering a course or two via an ALE model at a non-ALE school may be simpler than planning a large-scale implementation of

an ALE model across a district. For additional guidance on developing new ALE models, review the New Program Development Tool found in Appendix E and contact the Alternative Learning Department if you would like additional support.

Overlapping Rules

Regardless of the scope and scale, each school and school district offering ALE courses is responsible for meeting all basic education expectations in addition to ensuring compliance with potential overlapping rules including but not limited to ALE, Online Learning, and Instruction Provided under Contract.
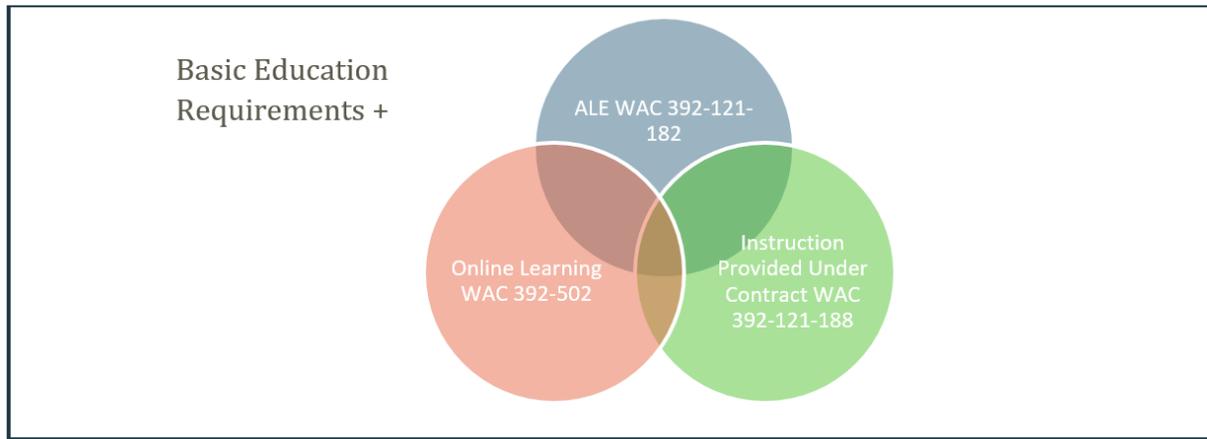
ALE Rules

ALE allows school districts to claim apportionment for a course or grade level coursework where some or all of the instruction for the course takes place outside of a regular classroom or schedule. Instead of daily classroom attendance, compliance with WAC 392-121-182 is expected.

Online Learning Rules

If a school is offering courses or grade level coursework and the course meets the definition of an online course, per RCW 28A.250.010, then additional online learning rules outlined in WAC 392-502 and approval from OSPI may be required.

Instruction Provided Under Contract

If a school district is interested in contracting for instructional services, they are subject to WAC 392-121-188. Regardless of the contractor, the district maintains full responsibility for the education of all students in addition to meeting state and federal education requirements. Instruction provided under contract remains a school or program of the district.

Additional information and considerations regarding instruction provided under contract can be found in Appendix B.

Understanding WAC 392-121-182

WAC 392-121-182 provides the rules and expectations when claiming apportionment for ALE courses or grade level coursework. Below is an outline of the WAC sections, along with a description of what is included in each section.

1) Purpose – This section outlines the intent of the WAC.
2) General Requirements – This section outlines the general requirements of counting an alternative learning experience as a course of study.
3) Definitions – This section defines a variety of terms used throughout the WAC.
4) ALE Program Requirements – This section includes an outline of each programmatic component required of a school or program offering ALE courses.
5) Required School District or Charter School Board Policies for ALEs – This section outlines the board policy requirements in order for a district or charter school to offer ALE.
6) ALE Implementation Requirements – This section outlines a variety of basic elements required of all schools or programs offering ALEs.
7) Enrollment Reporting Procedures – This section provides instructions on how and when monthly enrollment for an ALE course is claimed for funding.
8) Assessment Requirements – This section outlines the assessment and accountability requirements for schools and programs offering ALE courses.
9) Reporting Requirements – This section outlines reporting requirements for offering ALE courses including: enrollment reporting, CEDARS reporting, and additional annual reporting.
10) Documentation and Record Retention Requirements – This section outlines what documentation is required and should be retained for record keeping and historical purposes.

Requirements to Claim ALE Enrollment

The items included in this section should be in place in order to claim ALE apportionment for students in grades K-12. Please note the specific requirements for claiming kindergarten students at greater than 0.5 monthly FTE.

Additional reporting, assessment, board policies, and documentation requirements for schools and districts offering ALE are located in WAC 392-121-182. Additional compliance elements may be required if a model uses overlapping rules. It is important to explore all rules and compliance related to an educational model prior to claiming state funding, as compliance requirements are subject to audit by the State Auditor's Office.

Enrolled Student
1. Student must meet the definition of an enrolled student:
   a) Be a resident of the reporting district, or attending pursuant to a choice transfer or interdistrict agreement.

b) Under 21 years of age on September 1 of the current school year.
c) Enrolled on or before the monthly count day.
d) Participated in the ALE program on or before the monthly count day.
e) Has not been withdrawn before the monthly count day.
f) Has not met the district's graduation requirements as of September 1 of the current school year.

Statement of Understanding

2. A Statement of Understanding, with a parent signature, is in place on the monthly count day.

Note: A Statement of Understanding is a document that describes the difference between home-based instruction and an ALE. The parent must sign this document attesting to his or her understanding of the difference between these educational options.

Written Student Learning Plan (WSLP)

3. A WSLP is in place on the monthly count day. The WSLP must have:
   a) Beginning and end dates.
   b) Estimate of the student's weekly hours by a certificated teacher.
   c) For online and remote courses, a description on how weekly contact will be met.
   d) Description of the ALE course work and course type.
   e) Responsible certificated teacher for each course.
   f) Required instructional materials for each course.
   g) Description on how and when the monthly evaluation will be provided.
   h) Syllabus outlining whether the ALE course meets state academic learning requirements and other goals and objectives, including a course name and course code.
   i) Signature of a certificated teacher.
   j) For kindergarten students claimed at greater than 0.5 monthly FTE, the following must also be addressed in the WSLP:
      - 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.
      - A description of learning environments that are developmentally appropriate and promote creativity.

Weekly Contact

4. Weekly contact between the student and certificated teacher.
    a) For the first month, an ALE student must have evidence of participation on or before the count day.
    b) For the subsequent months, an ALE student must have:
        - Two-way weekly contact with a certificated teacher related to the instructional goals outlined in the WSLP. Contact can be:
            - Direct personal contact, which is one-to-one contact with a teacher. Direct personal contact can be in person or by email, telephone, instant messaging, or interactive video.
            - In-person instructional contact, which is face-to-face contact with a teacher in a classroom. In-person instructional contact may be accomplished in a group setting between the certificated teacher and multiple students.
            - Synchronous digital instruction contact, which is real-time communication with a teacher using online, voice, or video communication technology.

Monthly Progress Review

5. Monthly evaluation to determine satisfactory or unsatisfactory progress. The evaluation must:
    a) Be conducted by a certificated teacher. An exception is allowed for students enrolled in online classes only, where school based support staff may conduct the evaluation and per district policy make a determination of progress based on progress grades in online courses and nonacademic factors or local school expectations.
    b) Be communicated to the student, and for grades K-8, also to the student's parent(s).
    c) Be based on the learning goals and performance objectives in the WSLP.
    d) Be consistent with the district student evaluation and grading procedures and based on teacher's judgment.
    e) Include direct personal contact unless the prior month's evaluation was satisfactory, or the evaluation is conducted in the final month of the year at which time it may be in the form of delivery of final grades.
    f) Include an intervention plan within 5 days if progress is determined to be unsatisfactory. An intervention plan must include:
        - Increased contact with a teacher or change in the method of contact,
        - Modification of the learning goals or performance objectives, or
        - Modification of the WSLP course or content.

    Note: Each school or program determines a local definition of satisfactory versus unsatisfactory progress in ALE courses, according to board policy. The definition of progress may vary between districts, but should include something measurable to

guide the evaluation of whether the student is making satisfactory progress toward the WSLP learning goals. The definition should be clear to the student and outlined in the WSLP or in the monthly progress review.

Full-day Kindergarten

6. Kindergarten students claimed at greater than 0.5 monthly FTE during the WaKIDS assessment window, must have multiple weekly, in-person, and on-site observations by certificated teacher(s) each week during the eight-week WaKIDs window. For more information, review the Full-day Kindergarten section and Appendix D of this document.

Funding

Full-time Equivalency (FTE)

Student FTE for classroom instruction is traditionally based on the number of hours per week a student is enrolled to attend a school. Student FTE for ALE is based on the estimated weekly hours of learning in the WSLP. A full 1.0 FTE equals 27 hours and 45 minutes or 1,665 minutes of instruction per week.

See Appendix F for a breakdown of apportionment calculations.

Claiming Student Hours for State Funding

1.0 FTE for all grades (K-12) is 27 hours and 45 minutes or 1,665 weekly minutes. In order for a student to be claimed for a 1.0 ALE FTE, the WSLP must show at least 27 weekly hours and 45 minutes or 1,665 weekly minutes. This is outlined in Section (1) (b) of WAC 392-121-122.

When reporting monthly enrollment on the P223 for students enrolled part-time in ALE courses, ensure that the portion of FTE claimed is based a calculation using 27 hours and 45 minutes (1,665 minutes) or 1.0 FTE regardless of whether the program requires full-time students to participate additional hours per week. This is to ensure that required enrollment reporting documentation aligns with the enrollment reported to the state.

When determining ALE hours, a school or program must consider instructional hour requirements, the definition of a full-time equivalent student, and an estimate by the certificated teacher overseeing the WSLP. This estimate should reflect the actual time a student is engaged in learning activities to complete the learning goals and performance objectives. The WSLP is a working document that can be edited and modified by the certificated teacher over the course of the year to be flexible to student needs and academic progression. Hours can be adjusted to align with the pace at which a student progresses and additional courses or coursework can be added as needed for full-time students to reach full FTE, or for students in grades 9-12 to meet graduation requirements.

For more information on WSLP requirements, see the Requirements to Claim Enrollment section of this document. For more information on the rules and definition of instructional hours, see the Instructional Hours section of this document.

Shared FTE

Students can take as many non-ALE courses or ALE courses as determined appropriate by the student, family, and school. However, the total monthly enrollment claimed cannot exceed 1.0 FTE. A student taking both ALE courses and non-ALE courses would have their FTE split as non-ALE FTE and ALE FTE. If the total FTE for non-ALE instruction and ALE instruction is more than 1.0, the district determines which FTE to claim first. For more information on determining which type of instruction to claim first, and how to report enrollment, see the sections below on Enrollment Reporting and Funding Rates.
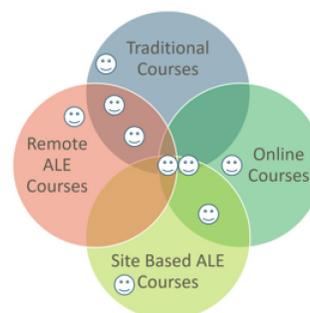
If FTE is shared between school districts, the interdistrict agreement should outline the FTE claimed by each school district.

Enrollment Reporting

ALE enrollment is reported to OSPI monthly through two Educational Data System (EDS) applications – NEW Enrollment (P-223) and SAFS ALE. The NEW Enrollment (P-223) application collects enrollment at the school level and is used for funding. The SAFS ALE application collects ALE enrollment by ALE program and student's Home District.

For the NEW Enrollment reporting and when a student has course(s) at more than one school, the student's FTE is reported at each school.

Examples:

- A student takes 3 non-ALE courses at School A and 3 ALE courses at School B. The district reports School A's FTE for School A and School B's FTE for School B to OSPI.
- A student takes 3 non-ALE courses at School A and also takes 3 ALE courses at School A. The district reports both the non-ALE and ALE enrollment for School A to OSPI.

Note: The NEW Enrollment and SAFS ALE reporting are different from CEDARS reporting. For more information on navigating these applications and reporting requirements, review the Reporting Guide in Appendix C of this document.

Funding Rates

ALE is funded based on the Running Start (RS) nonvocational rate. The RS nonvocational rate is the statewide average rate for students in grades 9-12. This funding rate is the same regardless of the ALE course type. For more information on course type definitions, review the Course Type section of this document.

Student enrollment can be claimed up to 1.0 FTE, which equates to 27 hours and 45 minutes or 1,665 minutes per week. If a student enrolls in courses equaling more than 1.0 FTE and that FTE includes any combination of ALE, non-ALE, and/or CTE enrollment, the district may wish to evaluate rate difference when deciding which enrollment to claim first.

1. The RS nonvocational rate may be more (or less) than the district's prototypical funding (for their non-ALE enrollment). Because of these rate differences, a district may find that claiming ALE enrollment first is more beneficial. In other cases, it may be less beneficial.
2. ALE courses are not eligible for enhanced CTE funds. Therefore, when reporting student FTE that is a combination of CTE, ALE, and non-ALE enrollment it would be most beneficial for a district to claim non-ALE CTE classes first, since these classes may generate the CTE enhanced funding. Then, based on the prototypical school funding rate, claim either the non-ALE enrollment or ALE enrollment second.

Example:

- A student attends non-ALE courses for 3 classes that meet 1 hour every day of the week for a total of 15 weekly hours. His classroom instruction would be a 0.54 FTE ((15 hours x 60 minutes) ÷ 1,665 minutes).
- The same student also enrolls in ALE courses with the WSLP stating 15 weekly hours of estimated learning. The ALE FTE would be 0.54 FTE ((15 hours x 60 minutes) ÷ 1,665 minutes).
- The students total FTE would be 1.08 (0.54 non-ALE + 0.54 ALE).
- The district can only claim up to 1.0 of the 1.08 FTE for this student. If the district determined that they would claim the ALE FTE first, they would report 0.54 ALE FTE and a 0.46 non-ALE FTE for the student. If instead, the district decided to claim the non-ALE enrollment first, they would report 0.46 ALE FTE and a 0.54 non-ALE FTE for the student.
- A district would make the decision regarding what enrollment to claim first based on the prototypical funding rate as compared to the RS nonvocational rate.

ALE Allocations

Allocation of the generated state funding is a local decision. There is no state requirement that the ALE funds go to the ALE program. Each district is responsible for deciding how to disburse ALE funds.

Small Schools Funding Impact

Enrollment of nonresident students may impact a district's non-ALE funding rate especially if the district qualifies for small high or small school funding.

School districts should have adopted policies that provide clear guidelines for the acceptance and denial of nonresident student transfer requests. Districts with new or expanding ALE programs should give added consideration to including policy language that

provides clear definitions of how enrollment capacity is determined at the school and district level.

For more information on small schools funding impacts, contact your district Business Services office or the School Apportionment and Financial Services (SAFS) Department at OSPI.

Instructional Hours

Relevant Rules:

- RCW 28A.150.220 Basic education – Minimum instructional requirements.
- RCW 28A.230.090 High school graduation requirements or equivalencies.
- RCW 28A.150.315 All-day kindergarten programs.

Full-day Kindergarten

Schools and programs offering full-day kindergarten under RCW 28A.150.315 must provide at least one thousand (1000) instructional hours.

Grades 1-12

ALE instructional hours are included in the district-wide annual average instructional offering requirements in RCW 28A.150.220. Districts have two options to meet the requirements:

- Districts must provide at least:

  - 1,080 instructional hours to students in grades 9-12 and
  - 1,000 instructional hours to students in grades 1-8.

- The instructional hours may be calculated by a school district using a district-wide annual average of instructional hours over grades 1-12 to reach 1,027 hours.

Course Types

ALE is a course level designation with three course type options defined in RCW 28A.232.

Online courses

ALE courses (for grades 9-12) or grade-level course work (for grades K-8) that fit the definition of online course per WAC 392-502 where:

- More than half of the course content is delivered electronically using the internet or other computer-based methods; and
- More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools.

A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to: direct instruction, review of assignments, assessment, testing, progress

monitoring, and educational facilitation; and student access to the teacher synchronously, asynchronously, or both.

Remote courses

ALE courses (for grades 9-12) or grade-level course work (for grades K-8) where the course:

- Is not an online course; and
- the written student learning plan for the course does not include a requirement for in-person instructional contact time.
- No minimum in-person instructional contact time is required.

Site-based courses

ALE courses (for grades 9-12) or grade-level course work (for grades K-8) where:

- The written student learning plan for the course includes a requirement for in-person instructional contact time.

How to Decide?

Step 1: Determine whether the course meets the definition of an online course. If so, the course should be designated as online. The definition of online supersedes remote and site-based.

Step 2: If a course does not meet the definition of online, determine whether it is remote or site-based. If the WSLP has an expectation for in-person instructional contact time that takes place on-site, regardless of how frequent, then the course qualifies as site-based. If there is no expectation indicated in the WSLP for in-person instructional contact time on-site, the course designation would be remote.

In-person instructional contact is defined by section 3(f) of WAC 392-121-182 as, face-to-face contact between a certificated teacher and the student in a classroom environment. In-person instructional contact may be accomplished in a group setting between the teacher and multiple students and must be:

- For the purpose of actual instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP; and
- Related to an ALE course identified in the WSLP.

Course Type Decision Tree

```
Is more than 50% of the        ──Yes──▶   Is more than 50% of the     ──Yes──▶   Course is online.
content for the course                     teaching conducted
delivered electronically?                  remotely from the                      CEDARS code O.
                                           student?
       │                                        │
       No                                       No
       │                                        │
       ▼                                        ▼
Does the WSLP for the          ──Yes──▶   Is the in-person contact    ──Yes──▶   Course is site-based.
course indicate an                         expected once or more
expectation for in-                        per week?                              CEDARS code is T
person contact?                                                                   (expects weekly in-
                                                                                  person contact)
       │                                        │
       No                                       No
       │                                        │
       ▼                                        ▼
Course is remote.                          Course is site-based.

CEDARS code is R.                          CEDARS code is U (less
                                           than weekly in-person
                                           contact)
```

This decision tree may assist in assigning a course type. A full page version of this visual is included in Appendix A of this document.

Additional considerations related to course types:

1. For CEDARS reporting purposes, site-based is broken down into two reporting categories. For additional information on how to report site-based courses, please review the Reporting Guide in Appendix C of this document.
2. Students can take any combination of course types and a school or program can offer any combination of course types, however if a school or program is offering Online courses, they should be familiar with the Online Learning rules and approval process.
3. Online courses are not always ALE courses. If all the instructional time for the course takes place within a classroom or school setting, the course is not an ALE course.

Programmatic Considerations

A variety of considerations should be made in the operation of an ALE model. This section outlines a number of them. Additional information and guidance on developing a new ALE option or reviewing practices in an existing ALE option can be found in the ALE Development Tool in Appendix E of this document.

Assessment & Accountability

Part-time Students

Part-time students enrolled at more than 0.8 FTE in any one month from September – January must be included by the school district in required state or federal accountability reporting for that school year. This includes participation in state assessments.

WaKIDS Assessment

Kindergarten students enrolled at greater than 0.5 FTE are required to participate in the WaKIDS assessment. In order to maintain fidelity to the state WaKIDS assessment protocol, programs must have multiple weekly, in-person, and on-site observations of students by certificated teacher during the eight-week WaKIDS assessment window.

Auditing

ALE funding claimed by a district is subject to audit by the Washington State Auditor's Office. Any district claiming ALE funds is responsible for establishing internal controls around ensuring compliance with WAC 392-121-182, in addition to ensuring appropriate record keeping and retention. This includes all funding claimed by a district and passed on to a contractor for students served through Instruction Provided under Contract, WAC 392-121-188.

For questions regarding compliance, enrollment reporting requirements, or to request a pre-audit site visit, contact us at ALDInfo@k12.wa.us.

Certification

Section 3(c) of the ALE WAC 392-121-182, defines a certificated teacher as an employee of a school district or charter school, of a school district contractor pursuant to WAC 392-121-188, or a charter school contractor pursuant to WAC 392-121-1885, who is assigned and endorsed according to the provisions of chapter 181-82 WAC. This means that teachers assigned to ALE schools or programs must meet the same certification and endorsement requirements as all teachers in the state of Washington. Teachers assigned to ALE programs are not exempt from state certification and endorsement requirements no matter the size of the program.

For additional information on teacher certification, please review the Certification and Endorsement guidance developed in collaboration with the Professional Educator Standards Board, Office of Professional Practices, Title II Part A, and the OSPI Certification Office.

Curriculum

A district or charter school may purchase curriculum, materials, equipment, or other supplies for student use in ALE courses as long as the purchase is consistent with the district's or charter school's approved instructional materials or curriculum, conforms to applicable laws and rules, and is made in the same manner as such purchases in the district's or charter school's non-ALE instructional programs. Purchased items remain the property of the school district or charter school upon program completion.

Schools and programs offering ALE courses should be familiar with the district policy on purchasing curriculum in order to maintain compliance with WAC 392-121-182.

If you are interested in learning more about content area standards or would like to connect with subject area experts on developing instructional materials, review the OSPI Learning & Teaching Department website and contact content area specialists directly.

General School Operations

The guidance included in this document covers considerations relevant to offering ALE courses and guidance on specific ALE requirements. However, many additional considerations should be taken into account related to general public school operations. As a public school option, schools offering ALE courses should keep these components in mind when planning a new program or site. Considerations include but are not limited to the following:

1. School mission and vision
2. Transportation
3. School-supplied meals
4. Discipline response
5. Transitional Bilingual Instructional Program (TBIP)
6. Teacher & Principal Evaluation Program (TPEP)
7. Federal programs
8. Accreditation
9. Special education services
10. Facilitates, including student access to technology, libraries, etc.
11. Continuous improvement
    a. Goal-setting
    b. Relevant performance indicators
12. Staff roles
    a. Counseling services
    b. Social-emotional learning
    c. Teacher role and teacher-to-student ratios
    d. Leadership responsibilities
    e. Support staff responsibilities

13. If the program is a school of choice, ensuring students have equitable access to the school or program
    a. Referral systems
    b. Applications
    c. Intake procedures
14. Instructional practices and master schedule
15. Data collection practices and use to inform decisions
16. Multi-tiered systems of student support
17. Awarding of credits
    a. Time based
    b. Competency based

Graduation Requirements

Graduation requirements for students taking ALE courses are the same as for students taking non-ALE courses and should align with district policies. Although ALE allows for instructional time away from the regular classroom setting or schedule, accountability protocols should be put in place to ensure students are making educational progress towards high school graduation. A high school student enrolled full-time in ALE courses over an academic year should have the opportunity to earn a full year's worth of high school credits towards graduation. See your district policies for more information on graduation requirements and expectations for students enrolled in your district.

Interdistrict Agreements

Interdistrict agreements provide a method for districts to share a student's enrollment. In contrast to a Choice Transfer, when an Interdistrict Agreement is in place, the resident district retains the responsibilities for the student's education. However, the provision of the student's basic education, special education, or transitional bilingual instruction program (TBIP) services are shared with another district within the state of Washington. The nonresident district sharing the student becomes a contractor of the resident district and has only those obligations so noted in the Interdistrict Agreement. The resident district maintains ultimate responsibility for the education being provided by the nonresident district.

For detailed information on Choice Transfer, Interdistrict Agreements, and the Standard Choice Transfer System (SCTS), please refer to OSPI Bulletin #B035-18 and the Examples of Choice Transfers and Interdistrict Agreements attachment.

Marketing

ALE programs cannot market directly to students and parents who have filed a declaration of intent to homeschool, per Section 6 (k) of WAC 392-121-182.

(k) The school district or school district contractor, or charter school or charter school contractor, is prohibited from advertising, marketing, and otherwise providing unsolicited information about learning programs offered by the school district or charter school including, but not limited to, digital learning programs, part-time enrollment opportunities, and other alternative learning programs, to students and their parents who have filed a declaration of intent to cause a child to receive home-based instruction under RCW 28A.200.010. School districts and charter schools may respond to requests for information that are initiated by a parent. This prohibition does not apply to general mailings, newsletters, or other general communication distributed by the school district, school district contractor, charter school, or charter school contractor to all households in the district.

Contracted instruction providers are required to state in their materials that the services are offered by the school district under contract, per section 19 of the Instruction Provided Under Contract WAC 392-121-188.

(19) The school district requires the contractor to clearly state in all of the contractor's advertising, publicity, or public statements regarding the contracted service that the service is being offered by the school district under contract.

Subsection 3 of RCW 28A.232.010, regarding ALE, identifies concerns and places limits on practices in ALE that appear to incentivize non-resident enrollment. This may impact decisions around how a program is marketed to students, families, and the community.

(3) School districts that offer alternative learning experience courses may not provide any compensation, reimbursement, gift, reward, or gratuity to any parents, guardians, or students for participation in the courses. School district employees are prohibited from receiving any compensation or payment as an incentive to increase student enrollment of out-of-district students in alternative learning experience courses. This prohibition includes, but is not limited to, providing funds to parents, guardians, or students for the purchase of educational materials, supplies, experiences, services, or technological equipment. A district may purchase educational materials, equipment, or other nonconsumable supplies for students' use in alternative learning experience courses if the purchase is consistent with the district's approved curriculum, conforms to applicable laws and rules, and is made in the same manner as such purchases are made for students in the district's regular instructional program. Items so purchased remain the property of the school district upon program completion. School districts may not purchase or contract for instructional or cocurricular experiences and services that are included in an alternative learning experience written student learning plan, including but not limited to lessons, trips, and other activities, unless substantially similar experiences and services are available to students enrolled in the district's regular instructional program. School districts that purchase or contract for such experiences and services for students enrolled in an alternative learning

experience course must submit an annual report to the office of the superintendent of public instruction detailing the costs and purposes of the expenditures. These requirements extend to contracted providers of alternative learning experience courses, and each district shall be responsible for monitoring the compliance of its providers with these requirements. However, nothing in this subsection shall prohibit school districts from contracting with school district employees to provide services or experiences to students, or from contracting with online providers approved by the office of the superintendent of public instruction pursuant to chapter 28A.250 RCW.

Online Learning

An approval process through OSPI is required prior to offering Online Learning. If a school or program is interested in offering online courses or contracting with a company to provide online courses or courseware, review the information provided in the Online Learning Guide and ensure compliance with the Online Learning WAC 392-502 and RCW 28A.250.

Out-of-District Students (Nonresident Enrollment)

All nonresident student transfer requests into ALE programs must be processed through the Choice Transfer System. For detailed information on Choice Transfer, Interdistrict Agreements, and the Standard Choice Transfer System (SCTS), please refer to OSPI Bulletin #B035-18 and the Examples of Choice Transfers and Interdistrict Agreements attachment.

Additional considerations regarding nonresident enrollment may include:

- Different online school and program approvals are required depending on the number of out of district students served. For more information and an overview of approval categories, please visit the Guide to Online Learning.
- Nonresident enrollment may impact small school funding. This funding is based on district headcount, which includes nonresident online and ALE students. Refer to the section on small schools funding of this document for more information.
- Subsection 3 of RCW 28A.232.010 specifically refers to incentivizing the enrollment of out-of-district students. Refer to Marketing section of this guide for more information about this rule.

Program vs. School

Due to a number of factors, some settings offering ALE courses choose to remain as a program within a preexisting school. Other settings, however, choose to be recognized as a standalone school and apply for a separate school entity code. Below you will find some considerations in making the decision between operating as a program or a school, in addition to information on the process for applying as a separate entity if desired.

Considerations for operating as a program or a school may include:

- State and federal accountability
- Student population served (K-12 or subset of grade levels)
- NCAA status
- Graduation or diploma granting capabilities
- Accreditation
- Staff access to student information systems
- Leadership support
- Shared enrollment for students who need to access other types of instruction such as such as special education services, non-ALE courses, or career and technical education.

Bulletin 042-18, provides an overview of the expectations and deadline for Opening, Closing, or Changing School Configurations. Please review this bulletin for additional information on how to open a new school.

School Board Approvals & Report

Prior to claiming state funding for ALE courses, the board of directors of a school district or charter school must adopt a policy authorizing ALEs claimed for state funding. This includes authorization for each ALE program, school, or program provider. The approved policy must designate, by title, one or more school district official(s) responsible for overseeing the program and reporting annually to the school board.

Once the board of directors approves an ALE program, school, or program provider, the indicated designee(s) is responsible for reporting to the board on an annual basis. The annual report should include the following components, per WAC 392-121-182:

- ALE student headcount and full-time equivalent enrollment claimed for basic education funding,
- Ratio of certificated instructional staff to full-time equivalent students in each school or program offering ALE courses,
- 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 related to section 10 of WAC 392-121-182.

Substantially Similar

The term substantially similar refers to rules regarding activities, trips, lessons, or other services purchased or contracted for through the school or program offering an ALE course. Section 6 (h) of WAC 329-121-182 specifically addresses that school districts may not purchase or contract for instructional or co-curricular experiences and services that are included in an ALE WSLP, unless substantially similar experiences and services are

available to students enrolled in the district's non-ALE instructional program. In addition, the substantially similar experiences in the non-ALE instructional program must be at the same grade level, frequency, intensity, duration, and at a similar cost to the student. This includes but is not limited to lessons, trips, and other activities.

An experience may be substantially similar if students in a similar grade level have a comparable experience at the same frequency, intensity, and duration. Do they have a similar group setting? Does the experience include similar content or activities? Does it occur at a similar rate each week? Is it supervised, monitored, assessed, evaluated, and documented by a certificated teacher?

Examples of experiences/expenditures that might not be considered substantially similar:

1. Contracting with non-certificated instructors with limited or no direct supervision by the school and certificated teacher.
2. Accessing specialized instruction when the cited similar instruction is a general instruction area – frequently PE, art, music, or theater courses, but also some science and foreign language courses. An elite swimming class does not look substantially similar to a general elementary PE class.
3. Expensive courses or activities that benefit few students such as professional sporting events or plays.
4. Items that appear to incentivize enrollment such as allowing parents to direct funds towards specific curriculum or activities, or purchases and contracts that directly benefit a family or family business.

Examples of experiences/expenditures that may be considered substantially similar:

1. Facility fee for a facility similar to the regular program for a PE class taught by a district employed certificated PE teacher.
2. Field trip costs for trips supervised by the certificated teacher and substantially similar to the field trips available in the non-ALE instructional program.
3. Tutoring if it is part of the WSLP and students in the non-ALE program receive substantially similar tutoring services.
4. Swimming instruction provided by non-certificated instructors where:
   a. The course is under the supervision/direction of the certificated teacher,
   b. A district staff person is on-site, and
   c. The students in the non-ALE program have access to a similar type activity at the same grade level, duration, frequency, and intensity.

ALE is intended to be a flexible learning model. However, it is public education and therefore must meet the expectations around the use of public funds. It is recommended that schools or program purchasing services or activities establish a process to evaluate expenditures. This process might include the use of the substantially similar checklist and staff from the non-ALE school setting to evaluate whether potential expenditures are substantially similar across environments. For assistance on evaluating whether an

experience is substantially similar, please review the [Substantially Similar Checklist](#) available on the Alternative Learning Department [website](#).

While evaluating whether experiences are substantially similar, it is also recommended to determine whether the lesson, trip, or activity results in an unauthorized professional practice. Per section (1) of [WAC 181-87-070](#), "the intentional employment of a person to serve as an employee in a position for which certification is required by rules of the professional educator standards board when such a person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed," may be considered an act of unprofessional practice. Evaluate the roles and responsibilities of various staff members within the ALE and non-ALE settings. Are there situations in the ALE setting where an individual without the appropriate credential is in a role where one is typically required? If so, this may be an unprofessional practice.

Substantially Similar Reporting

When a program or school does purchase or contract for services, those expenditures must be reported annually to OSPI. The purpose of the annual reporting is to demonstrate that expenditures are limited to things that are substantially similar to those available to students in non-ALE settings. This means that the substantially similar activity is regular part of the non-ALE instructional program, not that the students in the non-ALE instructional program can access these through the ALE program.

Supervision

Classroom Supervision

The physical supervision of a classroom may include activities such as taking attendance, assisting students in remaining on-task, ensuring student safety and accountability, and following school or program protocols when students need to access instructional support. The staff member assigned to this type of supervision is a district level decision and should be made in accordance with district policy and practices.

Supervision of Instruction

The supervision of instruction includes but is not limited to the following: development of a syllabus, development and implementation of instructional activities, monitoring student progress, and grading. The supervision of instruction may take place remotely from the student but must be the responsibility of an appropriately endorsed and certificated Washington state teacher.

Off-site Supervision

Off-site supervision refers to in-person instruction organized and paid for by the school district that takes place away from the school setting.

When learning or instructional activities take place off-site, there must be a supervision component by a school district staff member or contractor established that includes sight and sound proximity to the student. If supervision of these activities is not provided by a certificated teacher, the district needs to ensure the individual with sight and sound proximity to the student has had a formal fingerprint background check on file and is an approved contractor of the district, per Instruction Provided by Contract rules in WAC 392-121-188. It is also highly recommended that the district have policies and procedures in place to mitigate any risk associated with this type of supervision and ensure that off-site locations are safe and appropriate for public education.

Records Retention

It is important to retain records per established state and district record retention schedules at an official school building or storage site for the purposes of auditing and state monitoring. State retention schedules should be followed and can be found here. Consult with your district to determine whether a more stringent retention schedule is in place at the local level. Section (10) of WAC 392-121-182 outlines these requirements and includes retaining the following documents:

a) School board policy for alternative learning experiences;
b) Annual reports to the school district board of directors or charter school board;
c) Monthly and annual reports to OSPI;
d) Written student learning plans;
e) Evidence of weekly contact;
    (i) For students participating in regularly scheduled classes, including in-person instructional contact and synchronous digital instructional contact, evidence may include classroom attendance records
    (ii) For students who are not participating in regularly scheduled classes, evidence of contact must include the date of the contact, the method of communication by which the contact was accomplished, and documentation to support the subject of the communication
f) Student progress evaluations and intervention plans;
g) The results of any assessments;
h) Student enrollment detail substantiating full-time equivalent enrollment reported to the state; and
    (i) Signed parent enrollment disclosure documents including the statement of understanding.

ALE enrollment is subject to audit by the Washington State Auditor's Office (SAO). The SAO may request file reviews conducted from a remote location with information shared through secure electronic file transfers. Or, they may conduct on-site audits. Regardless of the method, the SAO will need access to the documentation required for claiming ALE

enrollment, per [WAC 392-121-182](#) and outlined in the Requirements to Claim ALE Enrollment section of this document, from previous school years. If a school or program does not have adequate documentation to support a monthly enrollment claim, it is recommended that monthly enrollment claims be revised to reflect the documentation that is available.

Reporting

Reporting data to the state is an essential component of all ALE schools and programs. Reporting is what draws student funding, tracks enrollment demographics, and documents outcomes. The state level reporting requirements for ALE programs can be broken down into three main categories: enrollment reporting for state funding, CEDARS reporting, and year-end reporting.

For additional information on reporting, please review the Reporting Guide found in Appendix C of this document, which was developed in collaboration with the OSPI Student Information Department and OSPI School Apportionment & Financial Services Office.

Washington State Residency

ALE course are available to students who are residents of Washington state. [WAC 392-137-115](#) establishes student residency as where the student sleeps at night and where they are expected to reside for twenty consecutive days or more. Once a student is expected to be sleeping outside of the state of Washington for twenty consecutive days, they are no longer considered a Washington state resident and therefore are ineligible for state basic education funding. This applies to any student whose family may be planning to leave the state for an extended trip. Students who are out of the state on extended trips are not eligible to receive basic education funding, including ALE funding for remote or online courses, until they return to the state of Washington.

Student Populations

Full-day Kindergarten (FDK)

Any program or school enrolling and claiming kindergarten students at greater than 0.5 ALE FTE in any month is subject to the full-day kindergarten sections of [WAC 392-121-182](#). These additional requirements include:

- The WSLP must address the following elements:
  o Developing initial skills in academic areas of reading, math, and writing
  o Developing a variety of communication skills
  o Experiences in science, social studies, arts, health, physical education, and world language
  o Acquiring small and large motor skills

- o Acquiring social and emotional skills
- o Learning through hands-on experiences
- o A description of learning environments that are developmentally appropriate and promote creativity
- 1,000 annual hour instructional program.
- Administration of the WaKIDS assessment. In order to maintain fidelity to the state WaKIDS assessment protocol, programs must have multiple weekly, in-person, and on-site observations of students by certificated teacher during the eight-week WaKIDS assessment window.
- Two additional annual reporting elements including the annual headcount of students claimed as full-day kindergarten during the year and the headcount of those students who participated in the WaKIDS assessment.

Additional resources and documents, developed in collaboration with the OSPI Early Learning Department, intended to assist in the implementation of FDK in an ALE setting can be found on the Alternative Learning Department website. Common questions regarding FDK in ALE is located in Appendix D.

Part-Time Home-based Instruction (HBI) and Private School

Part-time HBI and private school students are welcome in ALE programs. Families are encouraged to be a part of the learning process, as students benefit from having a collaborative learning environment that includes all the important adults in their lives.

Families should be aware that ALE is publically funded basic education and therefore is subject to all the requirements of basic education. The difference between ALE and HBI is that all ALEs are public education. This means they must meet district, state and federal expectations and all instruction must be developed and overseen by a certificated teacher. In HBI, the family is entirely responsible for providing the curriculum and instruction.

Private school students may enroll in a public schools offering ALE courses part-time for the purpose of taking a course or receiving an ancillary service not available in the private school.

For more information on apportionment rules for part-time attendance, review WAC 392-134.

Serving Students with Disabilities

State and federal laws prohibit discrimination in Washington public schools on the basis of disability, including in ALE courses (WAC 392-121-182(6)(a), chapter 28A.642 RCW, chapter 392-190 WAC, Section 504, 34 CFR Part 104). School districts that offer ALE courses must ensure that they are accessible to all students, including students with disabilities. (WAC 392-121-182(6)(a)).

For additional information on special education, please review the Serving Students with Disabilities guidance developed in collaboration with the OSPI Special Education Department.

For More Information

Communications & Newsletters

Rules and information is subject to change. Subscribe to the Alternative Learning Department newsletter for regular updates and information regarding Alternative Learning.

Website

Visit the Alternative Learning Department website for the most up-to-date rule guidance information, links to communications, and other resources for ALE and online learning.

Contact Us

Contact us with questions about ALE implementation or compliance.

Alternative Learning Department
ALDInfo@k12.wa.us
(360) 725-6229

Appendix

Appendix A - Course Type Decision Tree
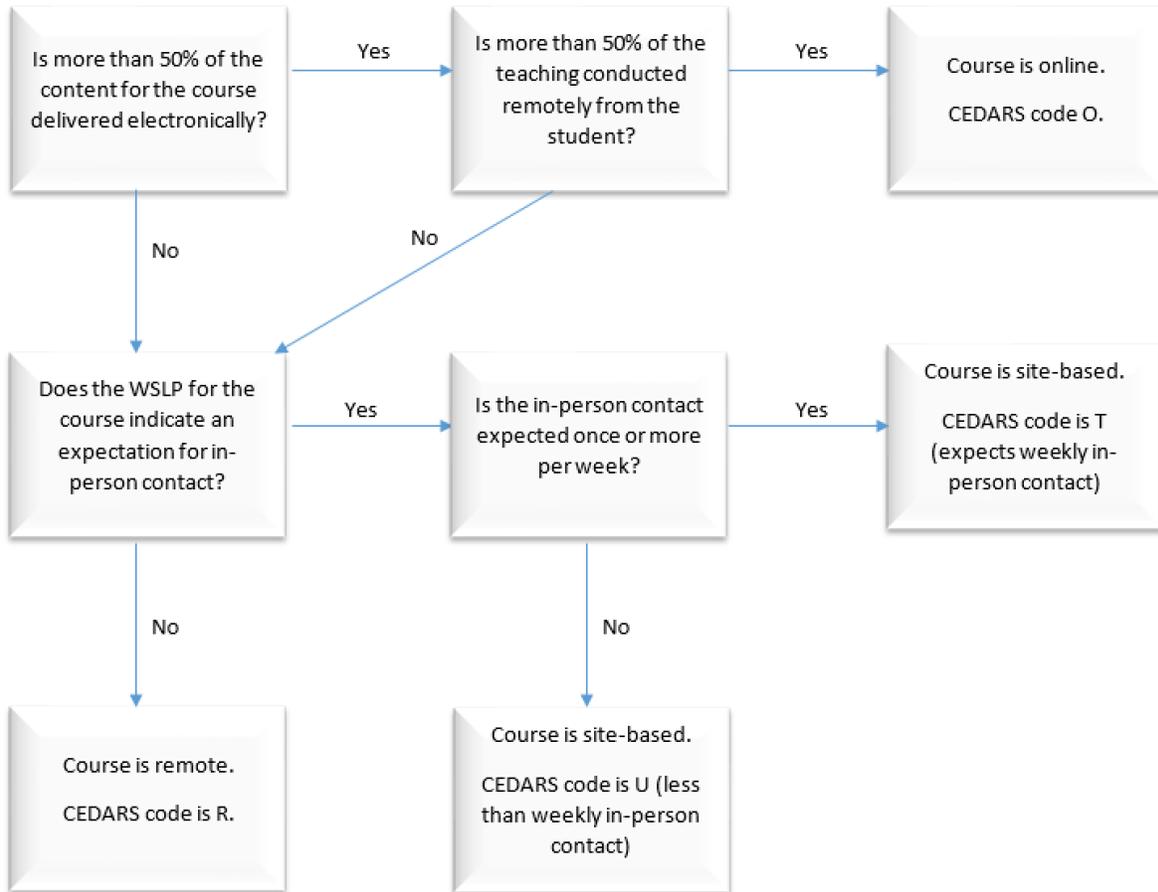
Note: Online courses are not necessarily ALE courses. If all the weekly instructional minutes for a course take place in a school classroom or setting, the course is not ALE.

Appendix B – Contracting for Instruction in ALE courses

School districts have general authority to contract for the services of individuals to provide instruction, subject to applicable state and federal laws and local collective bargaining agreements. However, when a school district contracts with an entity other than a school district and that entity employs staff to provide basic education instruction claimed by the school district for state basic education funding, additional requirements and considerations apply. This document may assist in the thoughtful evaluation of these elements.

Step 1

A first step in deciding to contract for instruction is to evaluate the reason and intended purpose of the contract. The following guiding questions may assist in this first step.

- Intent.
    - What is the intent of contracting with an outside entity to provide instruction for your district?
- Problem Identification and Exploration.
    - Has a problem or need been identified?
    - Review available data to identify needs or areas of concern.
    - What existing systems might be contributing to the identified problem?
    - Are there culture shifts that need to happen?
    - Will student and community voice be incorporated into the development of the ALE option?
- Scope of the program option.
    - What grade span(s) will be served and via which course types?
    - Will the ALE be a full-time option, a part-time option for certain courses, or both?
    - 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?
    - Will the ALE require a separate facility or will be integrated into an existing school?
- District Systems.
    - How will the ALE option fit into the district network of schools and learning options?
    - Is there district wide support for this program option?
- Continuous Improvement.
    - How will you know whether you have met the goal or intent of the program to determine success or areas for improvement?

Step 2

Once a purpose for the instruction provided under contract has been evaluated, ensure each of these considerations and related RCW's and WAC's have been reviewed and discussed with appropriate district leadership.
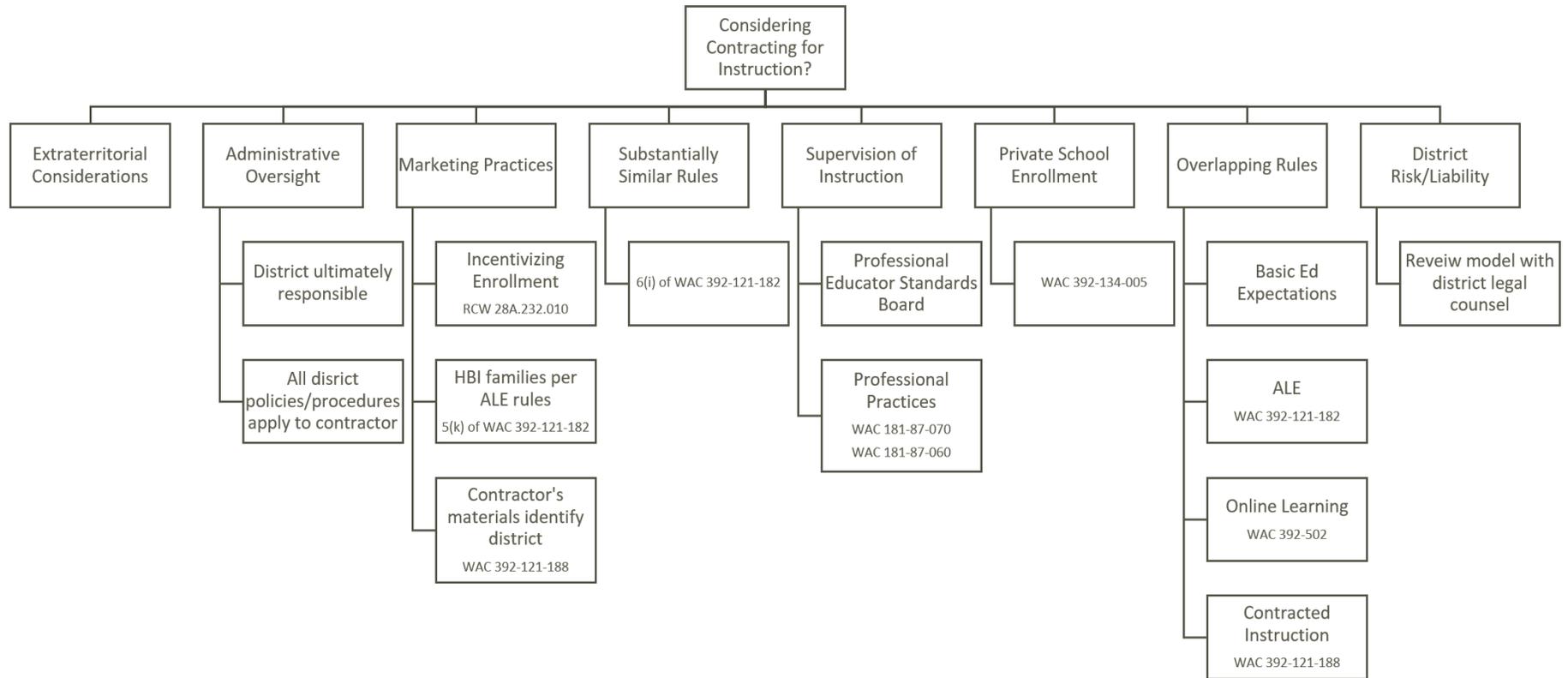
Step 3

Develop a contract that puts students first and is in the best interest of the district. Regardless of the instructional services offered through the contract, each enrolled student ultimately remains the responsibility of the local district. The district is accountable for student safety and educational progress, in addition to maintaining compliance with any overlapping rules such as WAC 392-121-188, Instruction provided under contract.

WAC 392-121-188 Instruction provided under contract

- A school board policy is in place that indicates rationale/need for contracted instruction.
- Practices that ensure school district retains full responsibility for, and contractor complies with, all state and federal laws.
- Contracted insturction is free of sectarian or religious influence or control.
- Enrollment is voluntary, free from disrimination, and no tuition is charged.
- Students are enrolled in the district reporting the enrollment and the contractor provides enrollment reports to the school district.
- All high school courses satisfy graduation requirements.
- No other entity is claiming student enrollment or receiving state support for the contracted instruction.
- The curriculum is approved by the district.
- The contractor maintains required documentation for audit or review by the school district, state, or federal authorities. (See section 12 of WAC 392-121-188 for list of required documentation)
- Personnel is reqorted appropriately to OSPI, when applicable. (See section 13 of WAC 392-121-188 for additional information)
- A written contract is in place between the school district and contractor that includes enough detail to ensure accountability.
- A process in place to allow for the school district to monitor the contractor's compliance with applicable rules and expectations.
- Contracts for services for students with disabilities comply with WAC 392-172A-04085 and 392-172A-04090.
- Reported FTE for students served under contract with a higher education institution is based on the number of hours of instruction per WAC 392-121-107.
- Contractor's advertising, publicity, or public statements regarding the contracted service, clearly identifies that the service is being offered under contract by the school district.

Appendix C – Reporting Guide

Introduction

Reporting data to the state is an essential component of all Alternative Learning Experience (ALE) schools and programs. Reporting is what draws student funding, tracks enrollment demographics, and documents outcomes. The state level reporting requirements for ALE programs can be broken down into three main categories: enrollment reporting for state funding, CEDARS reporting, and year end reporting. In this guide you will find an overview of these three categories in addition to information on the specific reporting requirements.

*Online programs may have additional reporting requirements not included here. Information for online programs can be found in the online learning guide under the data reporting section.

Reporting Quick Guide

Enrollment Reporting for State Funding – Monthly

CEDARS Reporting – Monthly

- All CEDARS data files
- CEDARS data elements unique to ALE
  1. Residency Information
  2. Teacher Information
  3. ALE course type
- CEDARS data elements unique to Online
  1. Online Course Designation

Year End Reporting – Annually by August 31

Enrollment Reporting for State Funding

The Basics

- ❖ Who: This data is typically entered by a registrar and/or district business office.
- ❖ Where: EDS New Enrollment P223 and EDS SAFS ALE applications.
- ❖ When: Monthly.
- ❖ Why: P223 is the method through which ALE programs are funded. SAFS ALE restates the P223 enrollment by ALE program and student's home district.
- ❖ What: Per section 9 (a) of WAC 392-121-182, school districts with courses that qualify as Alternative Learning Experience (ALE) are required to report their ALE enrollment headcount and full-time equivalent (FTE) enrollment to OSPI.

Details, instructions, and resources on enrollment reporting for state funding can be found in the annual enrollment reporting handbook. The handbook is a reference manual for

reporting enrollment to School Apportionment and Financial Services (SAFS) at the Office of Superintendent of Public Instruction (OSPI).

The current enrollment reporting handbook and user guide can be found on the SAFS website at http://www.k12.wa.us/SAFS/default.asp.

More Information
Contact
School Apportionment & Financial Services (SAFS)
Becky McLean, Enrollment Reporting Supervisor
Phone: (360) 725-6306
Email: Becky.Mclean@k12.wa.us

Comprehensive Education Data and Research System (CEDARS) Reporting
The Basics
   ❖ Who: This information is entered into a district student information system (SIS) by a registrar, office manager, or program specialist assigned to this task. This information, entered into a district SIS system is included in the district CEDARS submission. Each district has a data security manager who has knowledge of this transfer of information.
   ❖ Where: District student information system and CEDARS system.
   ❖ When: At a minimum, as required under WAC 392-117-038 and as described in the CEDARS data manual, districts are required to submit data for all their students to CEDARS at least once a month between October and June of each school year.
   ❖ Why: This reporting allows schools and programs to be in compliance with state law and allows Washington State to be in compliance with federal reporting requirements. Moreover, this data provides both the district and OSPI the opportunity to track students participating in ALE, identify successes and challenges in the ALE model, and make data-informed decisions on how to better support programs and students.
   ❖ What: All CEDARS data files are required for ALE students and teachers. In addition, there are required CEDARS elements unique to ALE students and teachers as described in Section 9 of WAC 392-121-182. These additional elements are outlined below.

Required CEDARS Elements Unique to ALE
The information below explains data that is unique to students served in ALE. This data is captured in a district SIS system and is then included in the district submission to CEDARS. Each section includes the CEDARS data file and specific elements for which data is submitted.

ALE Student Residency Information – Monthly
Per section 9(a) of WAC 392-121-182, schools and programs offering Alternative Learning Experience (ALE) courses or course work must gather and record information about the

resident and serving districts of all students in their SIS system. This data is submitted to CEDARS District Student File (B), Elements B02 – Serving County District Code and B03 – Home County District Code.

ALE Teacher Information Reporting – Monthly

Per section 9(c) of WAC 392-121-182, schools and programs offering Alternative Learning Experience (ALE) courses or coursework must gather and record teacher information in their SIS or human resource system. This data is submitted to CEDARS Staff File (F).

Contracted teacher information must also be entered according to the SAFS personnel reporting instructions for S-275. Information on personnel reporting via the S-275 can be found on the School Apportionment and Final Services (SAFS) website at http://www.k12.wa.us/safs/INS/PER/1718/ph.asp.

ALE Course Type – Monthly/As Needed

Per section 9(d) of WAC 392-121-182 and RCW 28A.300.500, every school or program offering Alternative Learning Experience (ALE) courses or coursework must record this information in their SIS system.

Student Schedule. All courses that qualify as Alternative Learning Experience (ALE) courses are required to be assigned and recorded in the district SIS. Courses that meet the definitions and compliance outlined in RCW 28A.232 and WAC 391-121-182 qualify as ALE.
- ALE Course Type O – Online
- ALE Course Type U – Site based course where the written student learning plan requires less than weekly in-person instructional contact time
- ALE Course Type T – Site based course where the written student learning plan requires regular weekly in-person instructional contact time
- ALE Course Type R – Remote

This data is submitted to CEDARS Student Schedule File (E), Element E09 – ALE Course Type.

Student Grade History. All courses that qualify as Alternative Learning Experience (ALE) courses are required to be assigned and recorded in the district SIS. Courses that meet the definitions and compliance outlined in RCW 28A.232 and WAC 391-121-182 qualify as ALE.
- ALE Course Type O – Online
- ALE Course Type U – Site based course where the written student learning plan requires less than weekly in-person instructional contact time
- ALE Course Type T – Site based course where the written student learning plan requires regular weekly in-person instructional contact time
- ALE Course Type R – Remote

This data is submitted to CEDARS Student Grade History File (H), Element H27 – ALE Course Type.

Required CEDARS Elements Unique to Online Courses

Online Course Designation – Monthly/As Needed

Online course designations are required whether or not a course is provided via ALE.

Course Catalog. If a program or school offers courses that meet the definition of online, per RCW 28A.250 and WAC 392-502, information designating a course as online must be recorded in the district SIS for each course. This data is submitted to CEDARS Course Catalog File (D), Element D07 – Course Designation Code.

Student Grade History. All courses, including those that meet the definition of an online course, must be recorded in the district SIS. This data is submitted to CEDARS Student Grade History File (H), Element H13 – Course Designation Code, with the "Online" Course Designation.

Common Questions

Transfer Credits

All district funded courses should be recorded into the district SIS for each course and submitted to CEDARS student schedule and student grade history. District funded courses should not be recorded as transfer credits. The only exception is a district funded course taken through Running Start. In this case, the course must be reported as a transfer credit with the Course Designation code of R – Running Start.

If a student enrolls in and pays for a course independent of their district, this could be listed as a transfer credit in accordance with the district policy and procedure for accepting private transfer credits.

Contracted Instruction

The district remains responsible for all contracted courses including those through approved online course providers. All course catalog and accompanying staff information should be recorded into the district SIS and submitted to CEDARS.

Data for Online Courses

Online courses funded by the school district should be recorded in the district SIS and submitted to CEDARS in the same manner as other district courses.

Online Course Types

Online courses are not necessarily also ALE courses. If all the weekly instructional minutes for a course take place in a school classroom or setting, the course is not ALE.

More Information

More information about the CEDARS Data Manual can be found at http://www.k12.wa.us/CEDARS/Manuals.aspx.

For assistance in determining accurate course types, review the flowchart in Appendix A.

Contact
Alternative Learning Department, OSPI
Phone: (360) 725-6058
Email: ALDInfo@k12.wa.us

Contact
CEDARS Customer Support, OSPI
Phone: 1–800–725–4311 or 360–725–6371
E–mail: customersupport@k12.wa.us

Year End Reporting

The Basics

- ❖ Who: Program level designee with access to the School Apportionment & Financial Services (SAFS) application in the Education Data System (EDS).
- ❖ Where: SAFS application in the Washington State EDS system and via email to the Alternative Learning Department.
- ❖ When: Annually, due August 31.
- ❖ Why: In addition to information on substantially similar expenditures or services, this annual report provides information related to compliance as well as program demographics over the course of the academic year.
- ❖ What: Per section 9(b) of WAC 392-121-182, each school or program offering Alternative Learning Experience (ALE) courses or coursework must submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures related to section 6(h)(i) of WAC 392-121-182 along with the substantially similar experiences or services made available to students enrolled in the district's or charter school's regular instructional program. OSPI will open this report annually with a due date of August 31.

Accessing the ALE Year End Report

The ALE Year End Report can be found on the SAFS ALE application which is located in the EDS system. For access to this report, the submitter must have the EDS "SAFS District ALE User" or "SAFS District ALE Submitter" roles. Contact your District EDS Security Manager to be assigned one of these roles. If you are unable to identify your District EDS Security Manager, please contact the OSPI Student Information Department for assistance.

To access the SAFS ALE application, log into EDS, select "SAFS" from your list of applications, and click on "ALE" found on the top light green bar. Next, click on "ALE Year End Reporting"' on the second light green bar. Select the magnifying glass next to the ALE program name.

You will be completing a separate report for each of your district's ALE programs. If you need to change the name of any of your schools or programs, you will have to update the information in the EDS system. For more information and assistance, contact OSPI Customer Support at customersupport@k12.wa.us.

Submitting the ALE Year End Report

Programs can save partial responses to their report. Once all the ALE programs in your district have entered and saved their responses for each section, submit your district's ALE Year End Report by hitting the 'Submit to OSPI' button. To see the "Submit to OSPI" button, you must have the EDS role of "SAFS District ALE Submitter". Contact your District Security Manager to obtain this role.

ALE Programs with No Enrollment

If your district has an ALE program(s) with no enrollment for the current school year, put zeros in the Sections I, II, III, and IV and answer "No" in Section V in order to submit your report.

Revisions

If you have submitted your report but need to revise it, please email Anissa Sharratt at Anissa.Sharratt@k12.wa.us.

Current Year End Report Questions & Guidance

1. Contracted Instruction. What percentage of the program's annual enrollment was taught by contracted instruction pursuant to RCW 28A.150.305 and/or WAC 392-121-188? (Enter whole numbers without a percentage mark, decimal point, or decimal number).
    - The intent of this question is to get information on the amount of instruction that is contracted to an entity other than the school district. Contracted instruction is outlined in **WAC 392-121-188**. Examples of contracted learning include (1) a district contracting with an online provider where the online provider hires the teacher for the course(s) or (2) a district contracting with a community-based organization (CBO) for instruction where the certificated teacher is hired by the CBO.
    - For this question, report the percentage of your student enrollment who took courses taught by the contracted certificated teacher. These are not regular district employed teachers, but teachers such as those employed by a contractor of the district. For example, if 75% of your students enrolled during the 2017-18 school year took courses taught by certificated teachers employed by an online course provider, not school district employees, you would report 75 for this question.
2. Course Types. What percentage of the ALE courses taken by your students were classified as "online", "remote", or "site based" on the dates provided? Totals for each date must equal 100% or 0%. Refer to the definition of classifications found below the table. (Enter whole numbers without percentage mark, decimal point, or decimal number.)

	First day of class for school year	February 1	Last day of class for school year
Online Courses			

33

	First day of class for school year	February 1	Last day of class for school year
Remote Courses			
Site-Based Courses			

- The intent of this question is to get information on the course types offered by a program during the school year.
- For this question, report the percentage of ALE courses by classification of "online", "remote", or "site-based" based on the active courses on program's first school day, February 1, and the program's last school day.
- Courses included in this calculation should be those taken by students over the course of the year, not all courses available in your course catalog or offerings.
- For assistance in determining course types, review the Course Type section of this document.

3. District Certificated Instruction. What is the total FTE of certificated teachers employed by the school district assigned to the ALE program? (Enter a number with two decimal places.)
   - The intent of this question is to get information on the amount of instruction provided by staff employed through the district.
   - For this question, report the FTE of certificated teaching staff employed by the local school district who provided ALE instruction. Refer to the S-275 Personnel Reporting Instructions for 2017-18 found at http://www.k12.wa.us/safs/INS/PER/1718/S-275,2017-18.pdf for more information.
   - This information may be used to calculate a student-to-teacher ratio for your program.
   - If you are unable to get FTE information on district certificated staff, you can calculate it using this method:
     o Add the total number of estimated weekly learning hours for courses on all students' Written Student Learning Plans where the teacher is identified as responsible for the course.
     o Divide by 750. The 750 represents 30 (typical classroom size) x 5 (# of classes per day) x 5 (# of days per week) = 750.
     o For example, if you had 30 students who all had WSLPs with 25 estimated weekly hours, the FTE would be 1.0 (30 students * 25 hours) / 750 = 1.0 FTE

4. Assessment Participation. What percentage of eligible students did not participate in required ELA and Math statewide testing? (Enter a whole number without percentage mark, decimal point, or decimal number.)
   - The intent of this question is to track assessment participation for alternative learning programs.

- For this question, report the percentage of enrolled students who were eligible to participate in the SBAC Math and ELA assessment, but did not participate for any reason.
- Eligible students are those students enrolled in grades K, 3-8, or 11.
- Statewide testing means the SBAC.
- Participation means a student has attempted each of the assessments (Math and ELA) they were eligible to take.

5. Full-day Kindergarten Enrollment. What is the annual headcount of students claimed as full-day kindergarten during the year?
    - The intent of this question is to determine the number of full-day kindergarten students enrolled during the school year.

6. Full-day Kindergarten Assessment Participation. What was the headcount of students claimed as full-day kindergarten who participated in the WaKIDS assessment.
    - The intent of this question is to determine how many of the full-day kindergarten students enrolled in the program participated in the required assessment.

7. Purchased Services. Yes or no, did the program purchase or contract for instructional or co-curricular services or activities included in ALE written student learning plans? (Online courses or online courseware are not considered a service or activity and do not need to be reported.) If yes, a 'Substantially Similar' report is required.
    - Per WAC 392-121-182, ALE programs are required to report, on an annual basis, any costs and purpose of purchased services or activities provided to their ALE students. Additionally, ALE programs must show how these purchases are substantially similar to those provided for students in the traditional classroom.
    - The intent of this question is to identify the type and amount of services purchased by an ALE program, in addition to ensuring any services are substantially similar to those offered in the regular or non-ALE environment.
    - Instructional or co-curricular services or activities can include but are not limited to lessons, trips, or other activities. Online courses or courseware are not considered a service or activity and do not need to be reported.
    - To meet these reporting requirements, ALE programs that answer "Yes" in Section V must complete the "Substantially Similar Spreadsheet". To do this:
    - Click on the 'Substantially Similar Spreadsheet' and download the Excel spreadsheet.
    - Complete the spreadsheet and save to your computer.
    - Attach your completed spreadsheet to an email and send to Anissa Sharratt at Anissa.Sharratt@k12.wa.us.

More Information

To assist programs in self-assessing compliance with substantially similar requirements, a self-check compliance tool can be found on the Alternative Learning Department website at http://www.k12.wa.us/ALD/AlternativeLearning/default.aspx.

To assist programs in preparing a substantially similar report, a copy of the template can be found on the Alternative Learning Department website at http://www.k12.wa.us/ALD/AlternativeLearning/default.aspx.

Contact
Alternative Learning Department, OSPI
Phone: (360) 725-6058
Email: ALDInfo@k12.wa.us

Questions

Please direct questions regarding reporting to one of the departments listed below.

Alternative Learning Department (ALD)
Phone: (360) 725-6058
Email: ALDInfo@k12.wa.us

School Apportionment & Financial Services (SAFS)
Becky McLean, Enrollment Reporting Supervisor
Phone: (360) 725-6306
Email: Becky.Mclean@k12.wa.us

CEDARS Customer Support, OSPI
Phone: 1–800–725–4311 or 360–725–6371
Email: Customersupport@k12.wa.us

Appendix D – Full-day Kindergarten (FDK) Frequent Questions

Is full-day kindergarten mandatory in Alternative Learning Experience classrooms?

"Full-day kindergarten" (FDK) means a program that is eligible for state-funded FDK, as provided for in RCW 28A.150.315, in which any student's alternative learning experience (ALE) enrollment is claimed at greater than 0.50 full-time equivalent (FTE).

ALE schools/programs do not have to offer FDK. Schools/programs choosing to remain as part-time can claim enrollment up to 0.50 FTE.

How many hours of instruction are required for full-day kindergarten?

ALE schools/programs providing FDK must provide at least a 1,000 annual hour instructional program. In order to reach the 1,000 annual hour requirement, a school/program offering FDK must provide at least 27 hours and 45 minutes or 1,665 minutes of instruction per week through the written student learning plan over the course of a 180 day school year. A program cannot begin mid-year.

What are the curriculum requirements of full-day kindergarten?

The Written Student Learning Plan (WSLP) for each student claimed at greater than 0.50 ALE FTE must include all of the following:

- Curriculum activities that assist students in developing initial skills in the academic areas of reading, mathematics, and writing;
- Experiences in science, social studies, arts, health, physical education, and a world language other than English;
- Instruction that assists students in acquiring communication skills, large and small motor skills, and social and emotional skills including successful participation in learning activities as an individual and as part of a group; and
- Learning through hands-on experiences in environments that are developmentally appropriate and promote creativity.

What are the other requirements of full-day kindergarten?

In addition to curricular and assessment requirements, schools/programs offering FDK must demonstrate strong connections and communication with early learning community providers and participate in kindergarten program readiness activities with early learning providers and parents.

Early learning providers may be defined as those involved in the growth and development of the young children and families in their community. This includes child care and preschool providers, as well as local early learning coalitions, libraries, play group

facilitators, parent educators and others who share a role in helping children and families prepare for success in kindergarten.

What about WaKIDS?

Schools/programs offering ALE courses or coursework to students enrolled in FDK must administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS), with fidelity. WaKIDS is intended to identify the skills, knowledge, and characteristics of kindergarten students at the beginning of the school year in order to inform instruction and support social-emotional, physical, and cognitive growth and development of individual children.

What does it mean to implement WaKIDS with fidelity?

To maintain fidelity to the state assessment protocol, WaKIDS requires multiple weekly, in-person, and on-site observations of students by certificated, WaKIDS-trained teachers each week during the eight-week assessment window. While families may help contribute evidence for assessment, the levels of development and learning must be established by a certificated, WaKIDS-trained teacher.

The school/program and the WaKIDS-trained teacher(s) should decide how much on-site time is needed to have multiple weekly observations. If you are attempting to determine whether your school/program is implementing with fidelity, ask yourself these questions:

- Are you providing multiple weekly, in-person, and on-site opportunities for observation by a certificated teacher?
- Does the student have the opportunity for prolonged engagement in an activity that the certificated teacher can observe?
- If a student does not demonstrate an indicator of development during the allotted time, will he/she have another opportunity? When?

If the answer to any of these questions is *no*, it is unlikely that your school/program is implementing with fidelity. If this is the case, you may need to increase the opportunity for on-site observation.

What if families opt out of WaKIDS?

Families may choose to opt out of the WaKIDS assessment, just as they may with other state-mandated assessments. However, they should be made aware of the assessment benefits including the developmental information provided by WaKIDS and how results can inform plans for growth and achievement based on their child's present level of development in the six areas assessed. Most families, especially those who plan to take such a direct role in their child's education, find the information provided by the WaKIDS assessment to be worthwhile.

ALE schools/programs should keep a written record if a family opts out of WaKIDS.

Students who opt out of WaKIDS must still attend the multiple weekly, in-person, and on-site observations of students by certificated teachers each week during the eight-week assessment window.

What are the reporting requirements for full-day kindergarten funding?

ALE schools/programs must report the number of students enrolled in FDK at any time during the school year and the number of students enrolled in FDK who participated in the WaKIDS assessment prior to the assessment deadline. This information should be included in the ALE year-end report.

What about late enrollments or if a kindergarten student starts mid-year?

Students who enroll in ALE schools/programs after October 15th are not required to participate in the WaKIDS assessment but must participate in all other elements of FDK.

Because the developmental information provided by the WaKIDS assessment provides such valuable developmental information, kindergarten teachers are encouraged to utilize the WaKIDS assessment tool beyond just the mandated fall assessment window. The WaKIDS assessment tool may be voluntarily used over the course of the year to guide instruction, track growth and report progress.

Who can administer WaKIDS?

There are two requirements to administer WaKIDS. The individual administering the WaKIDS assessment must:

- Be a Washington state certificated teacher, and
- Have successfully completed a WaKIDS 101 training.

WaKIDS 101 trainings occur between July and September each year. For a list of training dates and locations visit: http://www.k12.wa.us/WaKIDS/Events.

Is my school/program set up to conduct WaKIDS?

If your school/program has never participated in WaKIDS your district's Assessment Coordinator will need to contact Amber Havens, WaKIDS Coordinator, by August 1st at Amber.Havens@k12.was.us. Amber will work with your District Assessment Coordinator to create an account in the online assessment platform.

How are other programs using the enhanced full-day kindergarten funding?

The flexibility of ALE allows for unique implementation of FDK. ALE schools/programs receiving FDK funding have the opportunity to be creative in how they utilize those enhanced funds providing it meets substantially similar and acceptable expenditures per WAC 392-121-182. OSPI will be collaborating with schools/programs over the coming year to learn more about promising practices.

Questions

If you have additional questions, please contact the Early Learning Department at (360) 725-6161 or the Alternative Learning Department at (360) 725-6229.

Appendix E – New Program 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/.

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.
    - Review available data to identify needs.
    - What existing systems might be contributing to the identified problem?
    - Are there culture shifts that need to happen?
    - Will student and community voice be incorporated into the development of the ALE option?
    - What is the goal of the ALE option?
- Scope of the program option.
    - Have program policies, procedures, and systems been created with an equity lens?
    - What grade span(s) will be served and via which course types?
    - Will the ALE be a full-time option, a part-time option for certain courses, or both?
    - 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?
    - Will the ALE require a separate facility or will be integrated into an existing school?
- District Systems.
    - How will the ALE option fit into the district network of schools and learning options?
    - 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 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?	Section 4(d) WAC 392-121-182 7/11/18 Bulletin
☐	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

Reviewed	Items	References
☐	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.	
☐	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?	

Reviewed	Items	References
☐	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
☐	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?	

Reviewed	Items	References
☐	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

Reviewed	Items	References
☐	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 - Instruction provided under contract - Headcount of students enrolled as full-day kindergarten - Headcount of students enrolled as full-day kindergarten who participate in WaKIDS	Section 9(b)-(c) WAC 392-121-182
☐	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

Reviewed	Items	References

☐	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
	  7. 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
	      ▪ A description of learning environments that are developmentally appropriate and promote creativity
		Section 4(a)
		WAC 392-121-182

☐	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	

Reviewed	Items	References
	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,	Section 6(i) WAC 392-121-182

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Reviewed	Items	References
	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	
☐	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

Reviewed	Items	References
☐	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
☐	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

Part-time Public School Attendance
WAC 392-134: http://apps.leg.wa.gov/WAC/default.aspx?cite=392-134

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

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

Appendix F – Apportionment Calculations

Table 1 – Weekly ALE Hours to FTE

Weekly ALE Hours	FTE
1	0.04
2	0.07
3	0.11
4	0.14
5	0.18
6	0.22
7	0.25
8	0.29
9	0.32
10	0.36
11	0.40
12	0.43
13	0.47
14	0.50
15	0.54
16	0.58
17	0.61
18	0.65
19	0.68
20	0.72
21	0.76
22	0.79
23	0.83
24	0.86
25	0.90
26	0.94
27	0.97
28	1.00

Table 2 – FTE to Weekly ALE Hours & Minutes

FTE	Weekly ALE	
	Hours	Minutes
0.10	2	45
0.15	4	9
0.20	5	33
0.25	6	55
0.30	8	19
0.35	9	42
0.40	11	6
0.45	12	28
0.50	13	51
0.55	15	15
0.60	16	39
0.65	18	1
0.70	19	25
0.75	20	48
0.80	22	12
0.85	23	34
0.90	24	57
0.95	26	21
1.00	27	45