



## **SCHOOL BOARD ACTION REPORT**

**DATE:** September 24, 2018  
**FROM:** Denise Juneau, Superintendent  
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**For Introduction:** October 17, 2018  
**For Action:** October 30, 2018

### **1. TITLE**

Annual approval of programs or schools using the alternative learning experience model and review of Policy No. 2255, Alternative Learning Experience Schools or Programs

### **2. PURPOSE**

This Board Action Report details the alternative learning experience programs at Cascade Parent Partnership Program, Interagency Academy School, Nova High School, and Middle College School. In accordance with Board Policy No. 2255 and to meet the requirements of WAC 392-121-182, each school or program that is using the alternative learning experience model must be approved by the Board and must have their plan and annual report reviewed annually. School Boards must also review the district policy authorizing alternative learning experiences.

### **3. RECOMMENDED MOTION**

I move that the Board approve the Cascade Parent Partnership Program, Interagency Academy School, Nova High School, and Middle College School as the district's Alternative Learning Experiences programs and, having reviewed Policy No. 2255, Alternative Learning Experience Schools or Programs, approve continuation of the policy with no amendments at this time.

### **4. BACKGROUND INFORMATION**

**Background:** As indicated in School Board Policy No. 2255, Alternative Learning Experience Schools or Programs, an annual School Board review and approval of the programs or schools using the alternative learning experience model is a regulatory requirement of Washington Administrative Code Section 392-121-182. WAC 392-121-182 also requires the School Board to annually review these schools' plans and the written policies authorizing alternative learning experiences.

The regulation contains a number of requirements that the programs or schools must meet, including:

- A written student learning plan for each student
- Direct personal contact for each student with a certificated teacher each week
- Evaluation of the progress of each student at least once a month, with a determination that the student is making satisfactory progress, or development of an intervention plan for the student
- Documentation of the number of students enrolled
- Identification of the overall ratio of certificated staff to students
- A description of how the program supports the district's overall goals and objectives for student academic achievement
- Programs that are accessible to all students
- Providing students all curricula and course materials listed in the student learning plan
- Curricula and course materials must be consistent in quality to those available for the district's overall student population
- Providing parents with a description of the differences between home-based instruction and the program selected
- Instituting reliable methods to verify the student is doing his or her own work
- On-line programs that are accredited by the Northwest Accreditation Commission or other approved programs, if used
- Satisfying the requirements of Office of Superintendent of Public Instruction's (OSPI) requirements for courses of student learning.
- Satisfying the requirements of the State Board of Education for any classes offering credit
- Assessing each student at least annually using the state assessment
- Maintaining documentation of the policy, annual reports, the student learning plans, evidence of direct student contact and other requirements

The attached Plan for each ALE meets the requirements to satisfy these provisions.

Under WAC 392-121-107, an Alternative Learning Experience (ALE) may be counted as a course of study for the purpose of student enrollment counts. An ALE is an individualized course of study that is provided in accordance with a written ALE plan. All programs utilizing the ALE model must comply with procedures which are set forth in WAC 392-121-182. Any District school that is an ALE program or school provider must annually report their program to the School Board for review.

**Alternatives:** Do not approve the ALE programs in these schools. This is not recommended because of the negative fiscal impact to the District of failing to get state funding for these programs.

**Research:** Prior year approval of ALE programs was reviewed, as were the current plans and annual reports of each of the ALE programs.

## 5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of \$7,247,195 in state funds based on 2018-19 Budget Preparation values.

The revenue source for this motion is  N/A .

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

## **6. COMMUNITY ENGAGEMENT**

The District's Community Engagement tool was not used and Community Engagement deemed not applicable since this is an Annual Report required by the Board Policy No. 2255, Alternative Learning Experience Schools or Programs.

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Principals will continue to engage with their community regarding their programs and by providing the Alternative Learning Experience service described in their plans & reports. Upon approval of this motion, the District will report to OSPI the fact that the plans have been approved so that we can continue to receive funding for these programs.

## **7. EQUITY ANALYSIS**

The formal Race & Equity Tool was not used for the approval of the Alternative Learning Experience since this is an Annual Report. However, these programs do address equity by assuring their student population have access to an Alternative Learning Experience in accordance with School Board Policy No. 2200, Equitable Access to Programs & Services.

## **8. STUDENT BENEFIT**

High school students in Seattle Public Schools benefit from having access to programs that enable them to earn their high school diploma in a setting that differs from that of a comprehensive high school. These Alternative Learning Experiences in Seattle Public Schools provide a personalized approach to learning for participating students and enable these students to make progress towards graduation through a variety of credit-earning opportunities.

## **9. WHY BOARD ACTION IS NECESSARY**

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter (WAC 392-121-182)
- Board Policy No. 2255, Alternative Learning Experience Schools or Programs, provides the Board shall approve this item
- Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

This action is being proposed pursuant to School Board Policy No. 2255, Alternative Learning Experience Schools or Programs, which reflects the requirements of WAC 392-121-182. Staff is not recommending changes to the current Policy No. 2255, as no new alternative programs or schools are being proposed.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on October 5th, 2018. The Committee reviewed the motion and moved the item forward to the full Board with a recommendation for approval.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the District will report to OSPI the fact that the plans have been approved so that we can continue to receive funding for these programs.

**13. ATTACHMENTS**

- Alternative Learning Experience Requirements Reports (for reference)
  - Cascade Parent Partnership Program
  - Interagency Academy School
  - Nova High School
  - Middle College School
- Alternative Learning Experience Annual Reports to the School Board (for reference)
  - Cascade Parent Partnership Program
  - Interagency Academy School
  - Nova High School
  - Middle College School
- Seattle Public Schools ALE Program Statistics (for reference)
- Policy No. 2255, Alternative Learning Experience Schools or Programs (for reference)

**Alternative Learning Experience Requirements**  
WAC 392-121-182/School Board Policy 2255  
(Updated Sept 2018)  
Essential Questions  
2018/2019

**CASCADE PARENT PARTNERSHIP**

TOPIC	QUESTION	RESPONSE
<b>1. Introduction</b>		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes. Non-resident student enrollment paperwork is forwarded to and processed by the Enrollment Office. Our data registrar completes the enrollment and adjusts FTE as needed.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	Some of our Math students access ALEKS online and/or ixl.com curriculum with Cascade oversight as a supplement to onsite classes, used for computational fluency.
Stakeholder participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Parents and students meet weekly with a Highly Qualified Teacher. While the State has removed the HQT oversight requirement. In addition, each month, the HQT completes progress with each family and oversees monthly outcomes, academic goals and review progress towards grade level proficiency. Cascade finds value in pairing highly qualified teachers with parent educators when reviewing off-site progress.
<b>2. Compliance with Board Policy 2255</b>		
Written Policies	Has the program adopted written policies in accordance with Board Policy 2255?	Yes. All parents read and sign the "Statement of Understanding." This



	<ul style="list-style-type: none"> <li>○ A description of how weekly contact time will be fulfilled?</li> <li>○ A description of specific learning goals and performance objectives of the ALE? A description of instructional materials essential to successful completion of the learning plan?</li> <li>○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan</li> <li>● Does the student’s individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements?</li> <li>● If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements?</li> <li>○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences.</li> <li>○ A description of learning environments that are developmentally appropriate and promote creativity.</li> </ul>	<p>Yes</p> <p>Yes</p>
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	<ul style="list-style-type: none"> <li>• Does the ALE plan specify whether the experience meets state and district graduation requirements?</li> </ul> <p>The student learning plan requirement may be met through the use of course syllabi, so long as all elements required by Board Policy 2255 are listed including course type and CEDARS code for each course.</p>	N/A, we no longer have students enrolled pursuing a high school graduation.
Student Progress Reporting	<ul style="list-style-type: none"> <li>• Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff?</li> <li>• Is each student’s educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12?</li> </ul>	Yes  Yes
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Review of assignments</li> <li>• Testing</li> <li>• Reporting of student progress</li> <li>• Other learning activities</li> </ul> <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent, cannot be substituted for contact with the student.</p>	<p>Yes Yes Yes Yes Yes</p> <p>Monthly face to face meeting with all families</p>
Monthly Review of Student Progress	<ul style="list-style-type: none"> <li>• Is each student’s educational progress reviewed at least once per month?</li> <li>• Is the progress review based on the learning goals and performance</li> </ul>	Yes  Yes

	<p>objectives defined in the written student learning plan?</p> <ul style="list-style-type: none"> <li>• Is the progress review conducted by school staff and does it include direct personal contact with the student?</li> <li>• Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian?</li> </ul>	<p>Yes</p> <p>Yes</p>
Determination of Satisfactory Progress	<ul style="list-style-type: none"> <li>• Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan?</li> </ul>	<p>Yes</p>
Intervention Plan	<ul style="list-style-type: none"> <li>• If the student fails to make satisfactory progress for no more than <u>two consecutive evaluation periods</u>, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress?</li> <li>• Is the plan developed by school staff in conjunction with the student?</li> </ul>	<p>Yes</p> <p>Yes</p>
Continued Lack of Progress	<p>If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a plan designed to more appropriately meet the student's educational need developed and implemented by school staff in conjunction with the student?</p>	<p>Yes and if the plan still fails to administer to the student's needs and adequate progress is not made, students and their families meet with administration and counseling staff to determine appropriateness of placement.</p>
Annual Student Assessment	<ul style="list-style-type: none"> <li>• Is the educational progress of <u>full-time ALE</u> students assessed at least annually, using the state's assessment for the student's grade level and using any other assessments required by the district? <ul style="list-style-type: none"> <li>○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year?</li> </ul> </li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p>

	<ul style="list-style-type: none"> <li>○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training?</li> <li>• Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs)</li> <li>• Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district’s assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment?</li> </ul> <p>If so,</p> <ul style="list-style-type: none"> <li>○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement?</li> <li>○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district’s accountability measurements and not in the district of residence’s accountability measurements?</li> </ul>	<p>All students enrolled at 80% FTE or more are required to participate in the MSP/State testing. Students &lt;80% FTE are required to be assessed in core areas overseen by Cascade through in class, state or alternate assessment</p> <p>Yes</p> <p>Yes, we administer tests on-site.</p> <p>No. Cascade’s out-of-district students are tested and the results appear within Seattle’s data.</p>
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> <li>• Documentation of ALE student headcount and FTE enrollment claimed for basic education funding</li> <li>• Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students</li> </ul>	<p>Yes, we complete the annual report online to OSPI.</p> <p>Yes</p> <p>Yes</p>

	<ul style="list-style-type: none"> <li>• Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff</li> <li>• Description of how the ALE program supports the district’s overall goals and objectives for student academic achievement</li> <li>• Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model.</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p>
<b>3. ALE Implementation Standards</b>		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Cascade primarily serves K-8 students, but for this final year, enrolls 12th grade students from the Home-Based Instruction (HBI) community to access Running Start at the local community colleges. All students, including those with IEPs have access to Cascade. Beginning in SY20, all HBI high school students will access Running Start through their neighborhood high school.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> <li>• If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District?</li> <li>• Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program?</li> </ul>	<p>Yes and we are the Superintendent Designee for matters pertaining to Home-Based Instruction (HBI) so Declarations are maintained annually on-site for the district.</p> <p>Yes, then they sign and receive a copy of this document.</p>

	<ul style="list-style-type: none"> <li>Do parents sign and attest to the difference between home-based instruction and ALE each year?</li> </ul>	
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes, the certificated teachers and learning plan counselors work closely with these students to ensure the work is original.
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> <li>If so, is this program accredited through the state or regional accreditation program?</li> <li>Is the program an OSPI-approved learning provider?</li> </ul>	No, Cascade only uses online course as a supplement to the comprehensive academic package.
Substantially Similar	<ul style="list-style-type: none"> <li>If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar?</li> <li>Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements?</li> <li>The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum.</li> </ul>	<p>Yes, all are substantially similar and reported annually to the State.</p> <p>Yes, we have Building Leadership Team oversight and final approval by the staff, as detailed in our school's Decision Making Matrix.</p> <p>No stipends are issued to families for any purpose. All curriculum used by parents and approved by the Curriculum Adoption Committee is purchased through District Purchasing, and tracked as individual Family Allocation.</p>
Full-Day Kindergarten	<ul style="list-style-type: none"> <li>If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> <li>Multiple, weekly, in-person and on-site observations of students by a</li> </ul> </li> </ul>	Yes

	<p>certificated teacher each week during the eight-week WaKIDS assessment window?</p> <ul style="list-style-type: none"> <li>○ At least a one thousand annual hour instructional program?</li> </ul> <p>Yes</p> <ul style="list-style-type: none"> <li>• Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> <li>• The number of students enrolled in full-day kindergarten at any time during the school year?</li> </ul> </li> </ul> <p>Yes</p> <ul style="list-style-type: none"> <li>• The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline?</li> </ul> <p>Yes</p>	
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and have their courses been listed by course type in the CEDARS-linked student information system?	Yes
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> <li>• If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done?</li> <li>• If the student's progress review indicates <u>a lack of satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the</li> </ul>	<p>Yes</p> <p>Yes, if a student is not making satisfactory progress, we implement a probationary period as described above.</p>

	student's written student learning plan. Is this being done?	
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> <li>• Classroom instruction provided by school staff?</li> <li>• The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated by the written plan?</li> <li>• Other learning activities?</li> </ul> <p>On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?</p>	<p>Yes, at a minimum of one class taught by certificated teacher per week.</p> <p>Yes</p> <p>Yes</p> <p>We require students to keep hourly logs when not making satisfactory progress. This progress is overseen through the intervention plan and related team meetings.</p>
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Part-time students taking one class generate a .2 FTE; those taking two classes generate a .4 FTE; those taking 3 classes generate a .6 FTE; etc.
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	Yes, Cascade drops students after 20 consecutive days of no contact. The family is consulted and a new plan with new school placement is created.
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes
5. ALE Audit Documentation		
Required Documentation	<p>Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit:</p> <ol style="list-style-type: none"> <li>1. School board policy for alternative learning experiences</li> <li>2. Annual ALE reports to the school district board of directors</li> </ol>	<p>Yes, as of October 17, 2007</p> <p>Yes</p>

	<p>3. Annual reports to the superintendent of public instruction</p> <p>4. Written student learning plans, including documentation of required weekly direct personal contact</p> <p>5. Student progress reviews, evaluations, and assessments</p> <p>6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress</p> <p>7. Signed parent enrollment disclosure documents.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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**Alternative Learning Experience Requirements**  
WAC 392-121-182/School Board Policy 2255  
(Updated Sept 2018)

Essential Questions  
2018/2019

**Interagency Academy**

TOPIC	QUESTION	RESPONSE
<b>1. Introduction</b>		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes, all students have been properly enrolled.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	We make use of it as part of our program, but our teachers are the teachers of record. Digital curricula gives us flexibility in helping students retrieve credit.
Stakeholder participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Yes, we engage families in the development of the Student Learning Plan during the intake week. We continue to engage them every time we revise
<b>2. Compliance with Board Policy 2255</b>		
Written Policies	Has the program adopted written policies in accordance with Board Policy 2255?	No, we use the district policy.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	Inside the classroom
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved by the school district board of directors in a public meeting?	Yes
Student Learning Plans	<ul style="list-style-type: none"> <li>• Does each student have a written student learning plan that meets the following requirements?               <ul style="list-style-type: none"> <li>○ Meets the student's individual educational needs?</li> <li>○ Is developed in partnership with the student, the student's parents, and other interested parties?</li> <li>○ Recognizes that school staff has the primary responsibility and</li> </ul> </li> </ul>	Yes

	<p>accountability for the plan?</p> <ul style="list-style-type: none"> <li>○ Is supervised and monitored, with evaluation and assessment of student progress?</li> <li>● Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> <li>○ A beginning and ending date for the learning experience?</li> <li>○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan?</li> <li>○ A description of how weekly contact time will be fulfilled?</li> <li>○ A description of specific learning goals and performance objectives of the ALE? A description of instructional materials essential to successful completion of the learning plan?</li> <li>○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan</li> </ul> </li> <li>● Does the student's individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements?</li> <li>● If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? <ul style="list-style-type: none"> <li>○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation</li> </ul> </li> </ul>	<p>Yes</p> <p>Yes</p> <p>N/A</p>
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	<p>in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences.</p> <ul style="list-style-type: none"> <li>○ A description of learning environments that are developmentally appropriate and promote creativity.</li> <li>• Does the ALE plan specify whether the experience meets state and district graduation requirements?</li> </ul> <p>The student learning plan requirement may be met through the use of course syllabi, so long as all elements required by Board Policy 2255 are listed including course type and CEDARS code for each course.</p>	
Student Progress Reporting	<ul style="list-style-type: none"> <li>• Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff?</li> <li>• Is each student's educational progress reviewed at least monthly, with the results being communicated to parents for grades K-8 or to the student for grades 9-12?</li> </ul>	<p>Yes</p> <p>Yes</p>
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Review of assignments</li> <li>• Testing</li> <li>• Reporting of student progress</li> <li>• Other learning activities</li> </ul> <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent, cannot be substituted for contact with the student.</p>	<p>Yes</p>



	<p>administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training?</p> <ul style="list-style-type: none"> <li>• Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs)</li> <li>• Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district's assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment?</li> </ul> <p>If so,</p> <ul style="list-style-type: none"> <li>○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement?</li> <li>○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district's accountability measurements and not in the district of residence's accountability measurements?</li> </ul>	<p>Yes</p> <p>Yes</p>
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> <li>• Documentation of ALE student headcount and FTE enrollment claimed for basic education funding</li> <li>• Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students</li> <li>• Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff</li> <li>• Description of how the ALE program supports the district's overall goals and objectives for student academic achievement</li> </ul>	<p>Yes. Reports will be filed annually with the SPS School Board and with OSPI.</p>

	<ul style="list-style-type: none"> <li>• Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model.</li> </ul>	
<b>3. ALE Implementation Standards</b>		
Open to E-Learning Academy	Is the program accessible to all students, including those with disabilities? Explain.	Yes
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> <li>• If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District?</li> <li>• Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program?</li> <li>• Do parents sign and attest to the difference between home-based instruction and ALE each year?</li> </ul>	No home school students, full or part time only.
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> <li>• If so, is this program accredited through the state or regional accreditation program?</li> <li>• Is the program an OSPI-approved learning provider?</li> </ul>	No

Substantially Similar	<ul style="list-style-type: none"> <li>• If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar?</li> <li>• Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements?</li> <li>• The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum.</li> </ul>	Yes
Full-Day Kindergarten	<ul style="list-style-type: none"> <li>• If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> <li>◦ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window?</li> <li>◦ At least a one thousand annual hour instructional program?</li> </ul> </li> <li>• Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> <li>• The number of students enrolled in full-day kindergarten at any time during the school year?</li> <li>• The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline?</li> </ul> </li> </ul>	N/A
<b>4. Enrollment Reporting</b>		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and have their courses been listed by course type in the CEDARS-linked student information system?	Yes

Subsequent Monthly Count Dates	<ul style="list-style-type: none"> <li>• If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done?</li> <li>• If the student's progress review indicates <u>a lack of satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done?</li> </ul>	Yes
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> <li>• Classroom instruction provided by school staff?</li> <li>• The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated buy the written plan?</li> <li>• Other learning activities?</li> </ul> <p>On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?</p>	Yes
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Yes
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	Yes
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes
5. ALE Audit Documentation		
Required Documentation	Districts which receive state funding for alternative learning experiences shE-Learning Academy maintain the following	

	<p>written documentation available for audit:</p> <ol style="list-style-type: none"> <li>1. School board policy for alternative learning experiences</li> <li>2. Annual ALE reports to the school district board of directors</li> <li>3. Annual reports to the superintendent of public instruction</li> <li>4. Written student learning plans, including documentation of required weekly direct personal contact</li> <li>5. Student progress reviews, evaluations, and assessments</li> <li>6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress</li> <li>7. Signed parent enrollment disclosure documents.</li> </ol>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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**Alternative Learning Experience Requirements**

WAC 392-121-182/School Board Policy 2255

(Updated Sept 2018)

Essential Questions

2018/2019

**Nova High School**

TOPIC	QUESTION	RESPONSE
<b>1. Introduction</b>		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes. All students are enrolled in PowerSchool and in our internal ALE database.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	No digital or on-line curricula are utilized.
Stakeholder participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Yes. Students work with their teacher/advisor to develop their Written Student Learning Plan (WSLP). The WSLP is shared and reviewed at a meeting with the student, family, and advisor. The WSLP is updated monthly.
<b>2. Compliance with Board Policy 2255</b>		
Written Policies	Has the program adopted written policies in accordance with Board Policy 2255?	Yes.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	All of our ALE program is provided in classroom settings. Students may also create independent contracts for additional and/or supplemental learning in conjunction with their advisor. Students are responsible for developing curricula, competencies, objectives, learning outcomes, timelines for completion, final products, and assessment in consultation with their teacher/advisor.
Staffing Ratio	Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum,	Yes.

	<p>identified and approved by the school district board of directors in a public meeting?</p>	
<p>Student Learning Plans</p>	<ul style="list-style-type: none"> <li>• Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> <li>○ Meets the student’s individual educational needs?</li> <li>○ Is developed in partnership with the student, the student’s parents, and other interested parties?</li> <li>○ Recognizes that school staff has the primary responsibility and accountability for the plan?</li> <li>○ Is supervised and monitored, with evaluation and assessment of student progress?</li> </ul> </li> <li>• Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> <li>○ A beginning and ending date for the learning experience?</li> <li>○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan?</li> <li>○ A description of how weekly contact time will be fulfilled?</li> <li>○ A description of specific learning goals and performance objectives of the ALE? A description of instructional materials essential to successful completion of the learning plan?</li> <li>○ A description of timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan</li> </ul> </li> <li>• Does the student’s individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements?</li> </ul>	<p>Yes. All 4 criteria are met with the Written Student Learning Plan (WSLP).</p> <p>Yes. Our internal ALE database includes all of the required information for all student learning activities.</p> <p>Yes. All information related to state and national standards as well as course syllabi, objectives, and learning requirements are listed in the ALE database.</p>

	<ul style="list-style-type: none"> <li>• If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? <ul style="list-style-type: none"> <li>○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences.</li> <li>○ A description of learning environments that are developmentally appropriate and promote creativity.</li> </ul> </li> <li>• Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of course syllabi, so long as all elements required by Board Policy 2255 are listed including course type and CEDARS code for each course.</li> </ul>	<p>N/A</p> <p>Yes.</p>
<p>Student Progress Reporting</p>	<ul style="list-style-type: none"> <li>• Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff?</li> <li>• Is each student’s educational progress reviewed at least monthly, with the results being communicated to parents for grades</li> </ul>	<p>Yes.</p> <p>The Written Student Learning Plan is updated monthly. All students meet monthly with their teacher/advisor to review</p>

	K-8 or to the student for grades 9-12?	and adjust, when necessary, their WSLPs.
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Review of assignments</li> <li>• Testing</li> <li>• Reporting of student progress</li> <li>• Other learning activities</li> </ul> <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent, cannot be substituted for contact with the student.</p>	<p>Yes. Weekly contact is provided in advisory groups, courses, one-on-one meetings, student/staff committees, as well as the monthly teacher/advisor meetings.</p> <p>Yes. (See above)</p>
Monthly Review of Student Progress	<ul style="list-style-type: none"> <li>• Is each student’s educational progress reviewed at least once per month?</li> <li>• Is the progress review based on the learning goals and performance objectives defined in the written student learning plan?</li> <li>• Is the progress review conducted by school staff and does it include direct personal contact with the student?</li> <li>• Are the results of the review communicated to the student and, where possible, to the student’s parent(s) or guardian?</li> </ul>	<p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes. Every student has a teacher/advisor who is responsible for this communication. The average student/advisor ratio is 24:1.</p>
Determination of Satisfactory Progress	<ul style="list-style-type: none"> <li>• Is the progress review’s determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan?</li> </ul>	<p>Yes</p>
Intervention Plan	<ul style="list-style-type: none"> <li>• If the student fails to make satisfactory progress for no more than <u>two</u></li> </ul>	<p>Yes. A written three step ALE intervention support</p>

	<p>consecutive <u>evaluation periods</u>, or if the student fails to follow the written student learning plan, is an intervention plan developed and implemented within 5 days of the first determination of unsatisfactory progress?</p> <ul style="list-style-type: none"> <li>• Is the plan developed by school staff in conjunction with the student?</li> </ul>	<p>process was developed with student and staff input. It is a progressive support process set up for students that begins with weekly meetings and parent contact, tracking of learning hours, the formation of a support committee for the student, the creation of interventions and accountabilities, parent/family meetings, and support for transfer to another program if all the interventions are unsuccessful.</p> <p>The implementation of the intervention plan starts with a meeting between the student and the advisor who jointly initiate, develop, and implement the plan according to the guidelines.</p>
Continued Lack of Progress	<p>If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a plan designed to more appropriately meet the student’s educational need developed and implemented by school staff in conjunction with the student?</p>	Yes.
Annual Student Assessment	<ul style="list-style-type: none"> <li>• Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state’s assessment for the student’s grade level and using any other assessments required by the district? <ul style="list-style-type: none"> <li>○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year?</li> <li>○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has</li> </ul> </li> </ul>	<p>Yes</p> <p>N/A</p>

	<p>successfully completed the WaKIDS 101 training?</p> <ul style="list-style-type: none"> <li>• Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs)</li> <li>• Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district's assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment?</li> </ul> <p>If so,</p> <ul style="list-style-type: none"> <li>○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement?</li> <li>○ Does the ALE receive completed test booklets from the residency district, in order to be able to include them in the enrolling district's accountability measurements and not in the district of residence's accountability measurements?</li> </ul>	<p>N/A. All of our students are full-time.</p> <p>N/A</p>
<p>Annual School Board Review</p>	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> <li>• Documentation of ALE student headcount and FTE enrollment claimed for basic education funding</li> <li>• Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students</li> <li>• Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff</li> </ul>	<p>Yes. Reports are filed annually with the SPS School Board and with OSPI.</p>

	<ul style="list-style-type: none"> <li>• Description of how the ALE program supports the district’s overall goals and objectives for student academic achievement</li> <li>• Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model.</li> </ul>	
<b>3. ALE Implementation Standards</b>		
Open to All	Is the program accessible to all students, including those with disabilities? Explain.	Yes. All students enrolled at Nova participate in ALE. Nova is also located in a fully accessible building.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> <li>• If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District?</li> <li>• Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program?</li> <li>• Do parents sign and attest to the difference between home-based instruction and ALE each year?</li> </ul>	<p>N/A.</p> <p>Yes.</p> <p>Yes.</p>
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes.
On-Line Learning	<p>Is the primary purpose of the program to provide learning experiences using digital or on-line means?</p> <ul style="list-style-type: none"> <li>• If so, is this program accredited through the state or regional accreditation program?</li> <li>• Is the program an OSPI-approved learning provider?</li> </ul>	<p>No.</p> <p>N/A</p>

Substantially Similar	<ul style="list-style-type: none"> <li>• If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar?</li> <li>• Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements?</li> <li>• The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum.</li> </ul>	N/A
Full-Day Kindergarten	<ul style="list-style-type: none"> <li>• If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> <li>○ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window?</li> <li>○ At least a one thousand annual hour instructional program?</li> </ul> </li> <li>• Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> <li>• The number of students enrolled in full-day kindergarten at any time during the school year?</li> <li>• The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline?</li> </ul> </li> </ul>	N/A
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the	Yes. This is recorded in the ALE database and monthly in PowerSchool.

	written student learning plan. Is this being done?	
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and have their courses been listed by course type in the CEDARS-linked student information system?	Yes.
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> <li>• If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done?</li> <li>• If the student's progress review indicates a <u>lack of</u> <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done?</li> </ul>	Yes.  Yes.
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> <li>• Classroom instruction provided by school staff?</li> <li>• The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated buy the written plan?</li> <li>• Other learning activities?</li> </ul> <p>On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and signed, the student's full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?</p>	Yes.  Yes.  Yes.  Yes.
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	N/A
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another	Yes.

	school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes
<b>5. ALE Audit Documentation</b>		
Required Documentation	<p>Districts which receive state funding for alternative learning experiences shall maintain the following written documentation available for audit:</p> <ol style="list-style-type: none"> <li>1. School board policy for alternative learning experiences</li> <li>2. Annual ALE reports to the school district board of directors</li> <li>3. Annual reports to the superintendent of public instruction</li> <li>4. Written student learning plans, including documentation of required weekly direct personal contact</li> <li>5. Student progress reviews, evaluations, and assessments</li> <li>6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress</li> <li>7. Signed parent enrollment disclosure documents.</li> </ol>	<p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes.</p>

**Alternative Learning Experience Requirements**  
WAC 392-121-182/School Board Policy 2255  
(Updated Sept 2018)

Essential Questions  
2018/2019

**MIDDLE COLLEGE HIGH SCHOOL FOR SOCIAL JUSTICE**

TOPIC	QUESTION	RESPONSE
<b>1. Introduction</b>		
Students	Have your students been properly enrolled? For example, have all non-resident students been properly enrolled via central enrollment? Are part-time students properly enrolled?	Yes. E-Learning Academy students are enrolled in PowerSchool and will be enrolled in our internal ALE database.
Curriculum	Does the ALE make use of digital and/or on-line curricula? Explain	Yes, we use ALEKS digital math Curriculum for math intervention and Edgenuity digital curriculum for other subjects, in addition to blended and direct instruction classes, for a few students, focused on credit retrieval. Middle College teachers are the teachers of record for the digital courses and they provide instruction and support to students. In addition, a small number of students do on-line classes via Running Start.
Stakeholder participation	Does the ALE include participation by students and families in the design and implementation of a student's learning experience? Explain.	Yes. Students work with their teacher/advisor to develop their Written Student Learning Plan (WSLP). The WSLP is shared and reviewed at a meeting with the student, family, and advisor. The WSLP is updated monthly. The WSLP is housed in our WINGS software and has the functionality to share with parents and students.
<b>2. Compliance with Board Policy 2255</b>		
Written Policies	Has the program adopted written policies in accordance with Board Policy 2255?	Yes. All parents read and sign the "Statement of Understanding." This document is kept on file and updated yearly.
Setting	Is the ALE provided in whole or part, outside the regular classroom setting?	Most of our ALE program will be provided in classroom settings at school. A few students will take some of their classes in the regular classroom

		<p>setting and complete some digital classes, mostly at home, with weekly support from teachers at school as needed (minimum of weekly check-ins at school.) A few students will do most of their digital work at home and attend school to consult with teachers at least once per week.</p>
Staffing Ratio	<p>Is the overall ratio of certificated instructional staff to full-time equivalent students enrolled in ALE courses and programs, including those that rely primarily on digital curriculum, identified and approved by the school district board of directors in a public meeting?</p>	<p>Yes</p>
Student Learning Plans	<ul style="list-style-type: none"> <li>• Does each student have a written student learning plan that meets the following requirements? <ul style="list-style-type: none"> <li>○ Meets the student’s individual educational needs?</li> <li>○ Is developed in partnership with the student, the student’s parents, and other interested parties?</li> <li>○ Recognizes that school staff has the primary responsibility and accountability for the plan?</li> <li>○ Is supervised and monitored, with evaluation and assessment of student progress?</li> </ul> </li> <li>• Does the individual student plan include at minimum the following information: <ul style="list-style-type: none"> <li>○ A beginning and ending date for the learning experience?</li> <li>○ An estimate of the average number of hours per week that the student will engage in learning activities to meet the requirements of the student-learning plan?</li> <li>○ A description of how weekly contact time will be fulfilled?</li> <li>○ A description of specific learning goals and performance objectives of the ALE? A description of instructional materials essential to successful completion of the learning plan?</li> <li>○ A description of timelines and methods for evaluating student progress toward the learning goals and</li> </ul> </li> </ul>	<p>Yes. E-Learning Academy students will have Written Student Learning Plan that meet all 4 of the criteria.</p> <p>Yes. Our internal ALE database will include all of the required information for E-Learning Academy student learning activities.</p> <p>Yes. All information related to EALRs and state standards as well as course syllabi, objectives, and learning requirements will be listed in the ALE database.</p>

	<p>performance objectives specified in the learning plan</p> <ul style="list-style-type: none"> <li>• Does the student’s individual ALE plan identify whether the ALE meets one or more of the EALRs or any other academic goals, objectives, and learning requirements by the district and state graduation requirements?</li> <li>• If the student is a kindergartner and enrolled for more than 0.5 FTE, does the WSLP meet all the WaKids requirements? <ul style="list-style-type: none"> <li>○ A description of curriculum activities that assist students in: (I) Developing initial skills in the academic areas of reading, mathematics, and writing; (II) Developing a variety of communication skills; Providing experiences in science, social studies, arts, health, physical education, and a world language other than English; (IV) Acquiring large and small motor skills; (V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and (VI) Learning through hands-on experiences.</li> <li>○ A description of learning environments that are developmentally appropriate and promote creativity.</li> </ul> </li> <li>• Does the ALE plan specify whether the experience meets state and district graduation requirements? The student learning plan requirement may be met through the use of course syllabi, so long as all elements required by Board Policy 2255 are listed including course type and CEDARS code for each course.</li> </ul>	<p>Yes. E-Learning Academy students will have a graduation checklist that lists state and district graduation requirements. The checklist will be updated each semester.</p> <p>N/A</p>
Student Progress Reporting	<ul style="list-style-type: none"> <li>• Does the ALE describe how student performance will be supervised, monitored, assessed, evaluated, and recorded by school staff?</li> <li>• Is each student’s educational progress reviewed at least monthly, with the results being communicated to parents</li> </ul>	<p>Yes. The Written Students Learning Plan will be updated monthly. E-Learning Academy students will meet monthly with their teacher/advisors to review and adjust, when necessary, their Written Student Learning Plans via a progress report.</p>

	for grades K-8 or to the student for grades 9-12?	Parents have access to view it at any time and progress available online.
Direct Personal Contact with Instructor	<p>Does the ALE require each student to have direct personal contact with instructional staff at least weekly, until the student completes the course objectives or the requirements of the learning plan?</p> <p>Purposes:</p> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Review of assignments</li> <li>• Testing</li> <li>• Reporting of student progress</li> <li>• Other learning activities</li> </ul> <p>Contact shall meet two-way weekly contact requirements of either direct personal contact, in-person instructional contact, or synchronous digital instructional contact, and document appropriately. Contact with a parent, cannot be substituted for contact with the student.</p>	Yes. E-Learning Academy students will have face-to face contact with instructional staff, at least weekly, to support them in completion of the learning plan.
Monthly Review of Student Progress	<ul style="list-style-type: none"> <li>• Is each student's educational progress reviewed at least once per month?</li> <li>• Is the progress review based on the learning goals and performance objectives defined in the written student learning plan?</li> <li>• Is the progress review conducted by school staff and does it include direct personal contact with the student?</li> <li>• Are the results of the review communicated to the student and, where possible, to the student's parent(s) or guardian?</li> </ul>	<p>Yes.</p> <p>Yes.</p> <p>Yes.</p> <p>Yes. Every E-Learning Academy student will have a teacher/advisor who is responsible for reviewing student progress with all of the students' instructors and communicating this to students and guardians.</p>
Determination of Satisfactory Progress	Is the progress review's determination of whether the student is making satisfactory progress based on completing the learning activities and reaching the learning goals and objectives defined in the written plan?	Yes
Intervention Plan	• If the student fails to make satisfactory progress for no more than <u>two consecutive evaluation periods</u> , or if the student fails to follow the written student learning plan, is an intervention plan developed and	Yes. A written ALE intervention plan will be developed by the student and advisor. The plan will include a written contract with the student, weekly monitoring of the plan by school staff,

	<p>implemented within 5 days of the first determination of unsatisfactory progress?</p> <ul style="list-style-type: none"> <li>• Is the plan developed by school staff in conjunction with the student?</li> </ul>	<p>parent contact, tracking learning hours, interventions, parent/family meetings, and support for transfer to another program if all of the interventions are unsuccessful.</p>
Continued Lack of Progress	<p>If the student, after no more than <u>three subsequent evaluation periods</u>, is still not making satisfactory progress, is a plan designed to more appropriately meet the student's educational need developed and implemented by school staff in conjunction with the student?</p>	Yes
Annual Student Assessment	<ul style="list-style-type: none"> <li>• Is the educational progress of <u>full-time</u> ALE students assessed at least annually, using the state's assessment for the student's grade level and using any other assessments required by the district? <ul style="list-style-type: none"> <li>○ For schools offering full-day kindergarten, is the WaKIDS administered to each student at the beginning of the school year?</li> <li>○ Is the WaKIDS assessment administered by a Washington State certificated teacher who has successfully completed the WaKIDS 101 training?</li> </ul> </li> <li>• Is the educational progress of <u>part-time</u> ALE students assessed at least annually, as above? (except for private school or home-schooled students enrolled less than 0.8 FTE as per appropriate WACs)</li> <li>• Is the educational progress of <u>out-of-district</u> ALE students assessed at the district of residence, subject to that district's assessment schedule and has the nonresident enrolling district established a written agreement for conducting the state assessment?</li> </ul> <p>If so,</p> <ul style="list-style-type: none"> <li>○ Does the ALE of the enrolling district assume the responsibility for all necessary coordination with the district of residence and with the student to fulfill this requirement?</li> <li>○ Does the ALE receive completed test booklets from the residency district, in</li> </ul>	<p>Yes.</p> <p>Yes.</p> <p>Middle College does not enroll out-of-district students, unless the SPS enrollment office accepts an out-of-district waiver. At that point they become full-time SPS students.</p> <p>N/A</p>

	order to be able to include them in the enrolling district's accountability measurements and not in the district of residence's accountability measurements?	
Annual School Board Review	<p>Has the principal or program manager completed the annual report to the Board?</p> <ul style="list-style-type: none"> <li>• Documentation of ALE student headcount and FTE enrollment claimed for basic education funding</li> <li>• Description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning, including the ratio of certificated staff to FTE students</li> <li>• Description of how written student learning plans are developed and student performance supervised and evaluated, by certificated staff</li> <li>• Description of how the ALE program supports the district's overall goals and objectives for student academic achievement</li> <li>• Results of any self-evaluation of these learning experiences in a manner designed to objectively measure their effectiveness, including the impact of the experiences on student learning and achievement. The self-evaluation shall follow a continuous improvement model.</li> </ul>	Yes. Reports will be filed annually with the SPS School Board and with OSPI.
3. ALE Implementation Standards		
Open to E-Learning Academy	Is the program accessible to all students, including those with disabilities? Explain.	Yes. E-Learning Academy students enrolled at Middle College will participate in ALE. Middle College sites are located in accessible buildings.
Difference between ALE and Home-Based Instruction	<ul style="list-style-type: none"> <li>• If a student is a part-time home-schooled student, has the parent completed a Declaration of Intent to Provide Homebased Instruction and filed that with the District?</li> <li>• Prior to enrolling a student, has the program provided the parent/guardian a description of the difference between home-based instruction and participation in an ALE program?</li> <li>• Do parents sign and attest to the</li> </ul>	<p>N/A. No home-based instruction is provided.</p> <p>Yes. This will be provided to E-Learning Academy students and families prior to the start of the school year.</p>

	difference between home-based instruction and ALE each year?	Yes
Fidelity of Implementation	Does the program institute reliable methods to verify that a student is doing his or her own work? For example, proctored exams or projects, web cams or other technologies.	Yes
On-Line Learning	Is the primary purpose of the program to provide learning experiences using digital or on-line means? <ul style="list-style-type: none"> <li>• If so, is this program accredited through the state or regional accreditation program?</li> <li>• Is the program an OSPI-approved learning provider?</li> </ul>	No
Substantially Similar	<ul style="list-style-type: none"> <li>• If the program is purchasing or contracting for instruction, experiences, services, or activities, are all purchased or contracted expenditures including lessons, trips, services, or other activities substantially similar?</li> <li>• Does the program have a process for reviewing any expenditures to ensure they meet substantially similar requirements?</li> <li>• The program does not issue stipends to families to purchase educational materials including providing parents with a budget that they can direct toward different activities or curriculum.</li> </ul>	N/A
Full-Day Kindergarten	<ul style="list-style-type: none"> <li>• If the ALE is providing full-day kindergarten, does it meet the following requirements: <ul style="list-style-type: none"> <li>◦ Multiple, weekly, in-person and on-site observations of students by a certificated teacher each week during the eight-week WaKIDS assessment window?</li> <li>◦ At least a one thousand annual hour instructional program?</li> </ul> </li> <li>• Does the ALE report the following annually to the superintendent of public instruction: <ul style="list-style-type: none"> <li>• The number of students enrolled in full-day kindergarten at any time during the school year?</li> <li>• The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to</li> </ul> </li> </ul>	N/A

	the assessment deadline?	
4. Enrollment Reporting		
First Enrollment Count Date	On the first enrollment count date on or after the start date specified in the written student learning plan, the program is to note the estimated average weekly hours of learning activity in the written student learning plan. Is this being done?	Yes. This will be recorded in the ALE Database (WINGS) and monthly in PowerSchool.
CEDARS reporting	Have the students been reported in CEDARS, designated as ALE enrollment, and have their courses been listed by course type in the CEDARS-linked student information system?	
Subsequent Monthly Count Dates	<ul style="list-style-type: none"> <li>• If the student's progress review indicates <u>satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity identified in the written student learning plan. Is this being done?</li> <li>• If the student's progress review indicates <u>a lack of satisfactory</u> progress, the student's full-time equivalent shall be based on the estimated average weekly hours of learning activity described in the student's written student learning plan. Is this being done?</li> </ul>	<p>Yes</p> <p>Yes</p>
Documented Hours	<p>Do the documented hours of ALE students include:</p> <ul style="list-style-type: none"> <li>• Classroom instruction provided by school staff?</li> <li>• The hours of learning activity that are conducted and supervised by the parent/guardian, or other person, as designated buy the written plan?</li> <li>• Other learning activities?</li> </ul> <p>On subsequent monthly count dates, if a student's progress review indicates a lack of satisfactory progress, and an Intervention Plan has been developed and</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

	signed, the student's full-time equivalent is the student FTE based on the estimated average weekly hours of learning activity identified in the written student learning plan?	
Part-Time Students	Does part-time ALE students' enrollment generate the pro-rata share of full-time funding?	Yes
Students Absent for 20 Consecutive School Days	Does the program's enrollment count exclude students who have formally dropped out, transferred to another school, been expelled or students who have not had direct personal contact with school staff for 20 consecutive school days?	Yes
Out-of-District Students	Have all non-resident students gone through enrollment services to insure proper non-resident enrollment?	Yes
<b>5. ALE Audit Documentation</b>		
Required Documentation	<p>Districts which receive state funding for alternative learning experiences shE-Learning Academy maintain the following written documentation available for audit:</p> <ol style="list-style-type: none"> <li>1. School board policy for alternative learning experiences</li> <li>2. Annual ALE reports to the school district board of directors</li> <li>3. Annual reports to the superintendent of public instruction</li> <li>4. Written student learning plans, including documentation of required weekly direct personal contact</li> <li>5. Student progress reviews, evaluations, and assessments</li> <li>6. Student enrollment detail substantiating FTE enrollment reported to the state, including estimated hours of participation in educational activities, and any actual documentation of hours of learning for those students failing to make satisfactory progress</li> <li>7. Signed parent enrollment disclosure documents.</li> </ol>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>



## Alternative Learning Experience Schools or Programs

Annual Report per  
Policy No. 2255

### **Annual Report to the School Board 2018-2019**

#### **School Name: Cascade Parent Partnership Program**

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

**1. The alternative learning experience student headcount:**

The student headcount for the Cascade Parent Partnership Program on June 1, 2018 was 161, including 18 Running Start students. However, we have 176 currently registered for Fall 2018.

**2. Full-time equivalent enrollment claimed for basic education funding:**

The full-time equivalent enrollment claimed for basic education funding for the Cascade Parent Partnership Program is predicted at 175 on August 15, 2018. Accurate FTE will be available after the start of school.

**3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:**

The overall ratio of certificated instructional staff to full-time equivalent students enrolled in the Cascade Parent Partnership Program is 1 teacher to 50 students (Teacher FTE 3.4).

**4. A description of how the program supports the District's overall goals and objectives for student academic achievement:**

Cascade K-12 program works to close the achievement gap daily and serves many students with needs that the traditional model has difficulty addressing. Cascade students represent a very high proportion of students with learning differences that include: Anxiety related issues; autism; sensory integration issues; and other health differences that make learning in a traditional model challenging. Cascade also reaches non-traditional students, preparing them academically before their integration into the school system, typically at 9<sup>th</sup> grade. Seventy percent of Cascade families report that they

would not return to the Seattle School District if the Cascade ALE model was not available.

## **5. The results of the annual school improvement plan:**

### **Academic Outcomes:**

- 1. Slight increase in Student Outcomes in English Language Arts for Grades 4-5.** 75% (12 total) of 4-5 students participating in Smarter Balanced Assessment testing met standard, moving up slightly from 72% proficient in 2016-17. We note the slight increase in test scores, citing a change in curriculum and instructional approach, supported with tutors and an reading interventionist, and look forward to SY19 SBA performance. An actual decrease was initially predicted as a result of new curriculum, etc. so this was a positive surprise.
- 2. Decrease in Student Outcomes in Student Math.** 59% (37 total) of 3-8<sup>th</sup> grade students participating in the SBA met standard, marking a 8% decrease from 2016-17. It is noted that we made an instructional shift to a once/week Math Lab experience for middle schoolers in 2017-18 and middle school students demonstrated the lowest percentage of proficiency on SBA that year. As a result, we are retooling the class offerings and have hired a Highly Qualified Middle School Math Teacher. Also, significantly more students served with IEPs were tested in 2017-18 and we are revisiting how we are supporting our most impacted learners through multiple tiered supports.

### **School Climate:**

#### **Intentional Social Emotional Learning and Race and Equity Agenda in 2016-17**

Through student check-ins, discussion of expected and unexpected behaviors, as well as staff development on trauma-based learning, students and their families report an 93% approval rating in Welcoming and culturally-responsive school climate (marking a 7% increase). Parents feel that their children are safe (96%), treated with respect (100%) and that the school has successfully overcome cultural barriers between staff and families (82%).

## **6. Other report as designated by the Board:**

See attached "Essential Questions" document.



## Alternative Learning Experience Schools or Programs

Annual Report per  
Policy No. 2255

### **Annual Report to the School Board 2018-2019 School Name:**

#### **Interagency Academy**

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

##### **1. The alternative learning experience student head count:**

The student headcount for Interagency Academy on Monday, October 2, 2017 was 420 (see below for details):

Alder 33

Casa-3

Columbia School-3

Intake-11

KCJ-30

OppSkyway-43

SE-59

SeaMar-2

SW-49

UDYC-37

Beacon-29

YEP-34

Queen Anne-14

1418 Program-73

##### **2. Full-time equivalent enrollment claimed for basic education funding:**

The full-time equivalent enrollment claimed for basic education funding for the Interagency program was 340.74 on June 1, 2018.

##### **3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:**

The overall ratio of certificated instructional staff to full-time equivalent students enrolled in the Interagency Academy program is 1 teacher to 11 students (Teacher FTE 37) on Oct 2, 2017, however, the ratio changes quickly as we add new students every week. Over the course of the 2017-18 school year, Interagency served 776 students.

#### **4. A description of how the program supports the District's overall goals and objectives for student academic achievement:**

Interagency Academy serves students who have not found success in other high schools, including many students who face complex trauma and daunting barriers to success – poverty, domestic violence, homelessness, early parenthood, substance abuse, mental health issues, and other challenges.

Our twelve small, personal learning environments focus on:

- targeted instruction in math, reading and writing,
- a variety of online credit retrieval options (supported by certificated teachers on site) that enable students to make up pieces of needed courses,
- ALE courses to meet individual needs and interests, and
- job readiness training programs that meet students where they are.

By creating these unique campuses with intensive social emotional supports, we are able to empower students to accelerate progress toward graduation and preparation for college, career, and life.

#### **5. The results of the annual school improvement plan:**

During the 2017-18 school year, Interagency made progress on CSIP by:

- Weekly PLC time for planning and professional development in math, literacy, online learning, student support and intervention, truancy, and health/wellness.
- Targeted intervention classes in reading and math at all sites for students achieving significantly below grade level.
- We increased our number of extended graduates (graduating in 4-6 years).

Student supports we have in place targeted at the unique needs of our students:

- o Truancy reduction and planning
- o REACH course for all students – Focus of class is building self-regulation skills; understanding brain development and how the brain works; understanding the impact of Adverse Childhood Experiences (ACEs), toxic stress, and trauma on health and wellness; and learning to build resilience skills.
- o Drug/Alcohol intervention, education, and recovery,
- o Counseling and mental health support, o Health care through our Teen Health Center, o Probation transition support, o Career readiness, and specific training programs through partnerships with FareStart, YouthCare, SawHorse Revolution, UPower, BikeWorks, and Tilth,
- o Case Management for basic needs barriers – homelessness, food, child care, etc.,
- o A daily advisory program for all students, with separate advisories for students with fewer than 5 credits (9th graders), students within range of graduation this year, and students in 10th and 11th grade. Advisory focuses on supporting students in monitoring progress toward goals and developing non-cognitive skills necessary for success (Chain of 8 – William Sedlacek). We continue to focus on excellent instruction, providing behavior supports so all students can attend and participate, and developing and maintaining small, safe, personal learning communities.

**6. Other report as designated by the Board:**

See attached "Essential Questions" document.



## Alternative Learning Experience Schools or Programs

Annual Report per Policy No. 2255

### Annual Report to the School Board 2018-2019

#### School Name: Nova High School

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

**1. The alternative learning experience student headcount:**

The student headcount for Nova High School program on October 1, 2018 is projected to be 308 students. On October 1, 2017, Nova's headcount was 312.

**2. Full-time equivalent enrollment claimed for basic education funding:** The full-time equivalent enrollment claimed for basic education funding for Nova High School's program was 305.24 on October 1, 2017.

**3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:**

The overall ratio of certificated instructional staff to full-time equivalent students enrolled Nova High School is 1 teacher to 18 students (general education and special education teacher FTE) on Oct 1, 2017 and is projected to be the same on October 1, 2018.

**4. A description of how the program supports the District's overall goals and objectives for student academic achievement:**

Nova serves students who choose to come to Nova as 9<sup>th</sup> grade students and it serves transfer students. Approximately 70% of our new students transfer in from SPS comprehensive high schools. Their primary reasons for transferring are that the large comprehensive high schools did not work for them. Their reasons include safety, lack of flexibility in scheduling, curriculum and classes they view as not challenging or relevant, lack of individualization, and other reasons. 9<sup>th</sup> grade students come for similar reasons as manifested in middle school and they want a different school experience. Our overall goal is that students are ready for life, career, and vocational choices when they graduate Nova. As an ALE school we are able to create individual written student learning plans for every student which are updated monthly. Our teaching and learning system is competency, inquiry, project, and problem-based and works to engage all students. Nova is rooted in a philosophy of social and racial justice that fully supports our District's overall goals of success for all students.

## **5. The results of the annual school improvement plan:**

As identified in our CSIP, our “student learning problem” in 2017-18 was a continued focus on building tenacity and resilience. Our last three years of student surveys rate Nova high in regard to safety, belonging and identity, healthy community, positive and supportive learning environment, creativity, and critical thinking compared to other high schools. Nova students reported responses in regards to grit, perseverance, and completion of work that were at district average. Overall, students report they feel supported and challenged by teachers and staff and enjoy their classes, yet they also report they don’t always finish their work. Our "student learning problem" for 2017-18 was focused on continuing support rooted in our 2016-19 three-year focus components and deepening our work in inquiry with students with added professional development and collaboration among staff, including a ramped-up focus on racial justice and our ethnic studies program.

Additionally, Nova has implemented the following, which support our work with students and our focus on curriculum and instruction:

- An advisory system whereby every student is involved with an advisory group with a student/teacher ratio of 25:1. The group meets weekly and the student and their advisor meet one-on-one regularly and with their families at least once per year.
- PLC and staff professional development time is built into our schedule every Tuesday and Thursday afternoons. This includes SIT meetings and curricular group meetings, as well as teacher work groups on issues such as racial justice, curricular design, and academic supports.

Nova has a strong support system aligned with MTSS. Nova is a trauma informed school with a growth mindset toward academics, discipline, social emotional development, democratic participation and community engagement.

Our universal model of supports includes the following:

- A teacher advisor who creates a learning plan with personal and academic goals and modifies the plan as needed throughout the year, a weekly meeting with that teacher in a group advisory, at least one monthly individual meeting with their teacher advisor, and at least one yearly family meeting with their teacher advisor and facilitated by the student.
- Teachers provide a monthly status report on all classes, teacher advisors share this information about class status and increase interventions and supports if needed, and students have a graduation worksheet that charts their progress toward graduation as they finish credits. Additionally, students with IEPs have at least two support adults, students have choice over their schedule, what committees to participate in, how they will meet their service requirements and how they will demonstrate competencies.
- The student’s teacher advisor is their advocate and social emotional educator when conflicts with other students or staff members occur and if any school norms or district rules are broken. Our discipline policy is based on transformative and redemptive justice principles and embraces a needs assessment and growth mindset when enacted; mediation is always available to resolve conflict between any of our students and members our community and the greater community.
- Nova students have access to basic needs support like clothing, food, school supplies etc. in our building and we connect students to necessary resources in

and out of the building for mental health supports, medical necessities, gender health, drug and alcohol evaluations and counseling.

**6. Other report as designated by the Board:**

See attached "Essential Questions" document.



## Alternative Learning Experience Schools or Programs

Annual Report per Policy No. 2255

### **School Name: Middle College High School of Social Justice**

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program.

**1. The alternative learning experience student headcount:**

The student headcount for Middle College High School program on October 1, 2018 is projected to be 70 students. Now no students are currently enrolled in the E-Learning academy within Middle College.

**2. Full-time equivalent enrollment claimed for basic education funding:**

The full-time equivalent enrollment claimed for basic education funding for Middle College High School's program was 110 students.

**3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program:**

The overall ratio of certificated instructional staff to full-time equivalent students enrolled Middle College High School is 1 teacher to 10 students (general education, LAP support, CTE and special education teacher FTE ). Our staffing allocation is continued at 8.2 FTE. The ratio will increase up to 15:1 as enrollment grows through our service model.

**4. A description of how the program supports the District's overall goals and objectives for student academic achievement:**

Middle College High School of Social Justice directly aligns with the Elimination of the Opportunity Gap and our commitment to racial equity. We provide dual enrollment opportunity for students, who come from our large comprehensive schools, are resilient and typically underrepresented in college. We focus on core academic support, social justice education, social emotional learning in a small nurturing environment and supporting transferrable college credits through running start. We create pathways for students to successfully transition into 2 year, four year, Technical Schools and/or Certification programs. We focus on SPS performance indicators, 4 (we honor 5 year) graduation rates, college courses and exams, and post secondary enrollment.

**5. The results of the annual school improvement plan:**

- We graduated 34 students last year. This represented 87% of our prospective graduates who were identified at the beginning of the school year.
- We developed systems that included, Written Student Learning Plans for each student, 1:1 teacher mentorship weekly, monthly progress reports and intervention plans for students who were not making adequate monthly progress.
- We were given permission to have early release Wednesdays to increase teacher collaboration, improve staff climate and to create the time to have monthly MTSS meetings to discuss data and plan student interventions at each MCHS site.
- Building Leadership Team spent time creating systems to support professional development, decision making matrix, budgeting and monitoring the CSIP. This work included revising our Mission and Vision to support the re-envisioning of Middle College High School of Social Justice to align with the National Model of Middle and Early Colleges.
  - Mission
    - We are a diverse community whose mission is to empower resilient and promising learners to reach their highest potential and become critically conscious leaders of change through a transformative and liberatory education.
  - Vision
    - Middle College High School of Social Justice will create equitable opportunities for a successful post-secondary education by empowering students through social justice practices and transforming educational systems.

**6. Other report as designated by the Board:**

See attached “Essential Questions” document.

## Seattle Public Schools ALE Program Statistics

<b>Fall 2018 SPS ALE Program Statistics</b>			
<b>School</b>	<b>Student Headcount</b>	<b>FTE Enrollment</b>	<b>Ratio Staff to Student</b>
Middle College High School	70	110	1:10
Nova High School	308	305.24	1:18
Interagency Academy	420	340.74	1:11
Cascade Parent Partnership Program	176	175	1:50
<i>Total</i>	<i>974</i>	<i>930.98</i>	
See comprehensive 2018-19 ALE Annual Reports for detailed data.			

	<p style="text-align: center;">ALTERNATIVE LEARNING EXPERIENCE SCHOOLS OR PROGRAMS</p>	<p style="text-align: center;">Policy No. 2255 August 24, 2016 Page 1 of 2</p>
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It is the policy of the Seattle School Board to allow schools or programs to operate as Alternative Learning Experience (ALE) programs, provided the schools or programs are annually approved by the School Board and that the school or program comply with all relevant ALE laws and regulations. Policy No. 2255 is distinct from C54.00, Alternative Education Program, because Policy No. 2255 is a unique funding governed by legal statutes. This policy is distinct from policies covering Alternative Education because ALEs have a unique funding model and are governed by a legal statute.

The district has established the following schools or programs as alternative learning experience programs as defined in Washington Administrative Code (WAC) 392-121-182:

1. Interagency Academy
2. Cascade Parent Partnership Program
3. Nova Alternative School
4. Middle College

### **District Supervision**

The district designates the principal or program manager for each school or program to approve specific alternative learning experience programs or courses, monitor compliance with WAC 392-121-182, and report at the end of each school year to the school district Board of Directors.

### **Annual Report to the School Board**

The Assistant Superintendent for Teaching & Learning shall report annually to the district Board of Directors at a regularly scheduled Board meeting the following information for each alternative learning experience school or program listed above:

1. The alternative learning experience student headcount;
2. Full-time equivalent enrollment claimed for basic education funding;
3. Overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program;
4. A description of how the program supports the District's overall goals and objectives for student academic achievement;

5. The results of the annual school improvement plan; and
6. Other reports as designated by the Board.

This policy will be annually reviewed by the Board.

The Superintendent is granted the authority to develop procedures to implement this policy.

Adopted: December 2011

Revised: August 2016; August 2013; February 2013; June 2012

Cross Reference: Policy No. 2020; 2024

Related Superintendent Procedure: 2255SP

Previous Policies: C04.00; C54.00

Legal References: RCW 28A.320.230 Instructional Materials – Instructional Materials Committee; RCW 28A.150.262 Defining full-time equivalent student – Students receiving instruction through alternative learning experience online programs – Requirements – Rules; RCW 28A.150.305 Alternative educational service providers – Student eligibility; RCW 28A.150.325 Alternative learning experience programs – Generally – Rules; RCW 28A.250.050 Student access to online courses and online learning programs – Policies and procedures – Dissemination of information – Development of local or regional online learning programs; WAC 392-121-107 Definition-Course of study; WAC 392-121-182 Alternative learning experience requirements; WAC 392-121-188 Instruction provided under contract  
Management Resources: *Policy News* February 2013; June 2012; October 2011