

# Written Student Learning Plan Self Check Compliance Tool

School/Program: \_\_\_\_\_

Student Name: \_\_\_\_\_

Single course    Multiple courses – part-time    Multiple courses – full time

*This checklist is to assist ALE programs in self-assessing compliance with Written Student Learning Plan (WSLP) requirements defined in WAC 392-121-182. Information collected on this checklist may be useful to retain in accordance with established records retention schedules to clarify compliance for purposes of state monitoring and audit.*

WSLP Component	Requirement and Rule Citation; ALE WAC 392-121-182(3)(c)	Implications/Notes
	<p>(i) A beginning and ending date for the student's alternative learning experience</p> <p><input type="checkbox"/> Start date consistent with first enrollment reporting count date.</p> <p><input type="checkbox"/> End date consistent with final enrollment reporting count date.</p> <p><input type="checkbox"/> End date consistent with average hours per week to complete course as outlined.</p>	
	<p>(ii) An estimate by a certificated teacher of the average number of hours per week the student will engage in learning activities to meet the requirements of the written student learning plan. This estimate must consider only the time the student will engage in learning activities necessary to accomplish the learning goals and performance objectives specified in the written student learning plan.</p> <p><input type="checkbox"/> Average number of hours per week.</p> <p><input type="checkbox"/> WSLP identifies the certificated teacher, qualified to make this estimate based on the subject areas, who determined number of hours by course. For core academic subjects a HQT must make determination.</p> <p><input type="checkbox"/> Hours per week satisfy district written policy for course of study provided in chapter <a href="#">392-410 WAC</a>.</p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit.</p> <p><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP.</p>	<ul style="list-style-type: none"> <li>• The estimates for core academic subjects could be provided from a HQT lead on a curriculum committee, a departmental team with a HQT lead, or the individual HQT responsible for instruction of the course outlined.</li> <li>• This component does not require the teacher estimating the hours per week actually oversee the student through the learning plan.</li> </ul>

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	<p>(iii) A description of how weekly direct personal contact requirements will be fulfilled.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Direct personal contact" as defined in section (3)(d).</li> <li><input type="checkbox"/> Purpose of weekly direct personal contact.</li> <li><input type="checkbox"/> Method of weekly direct personal contact (phone, email, synchronous digital contact, in person).</li> <li><input type="checkbox"/> Weekly direct personal contact is one on one.</li> <li><input type="checkbox"/> Weekly direct personal contact is documented.</li> <li><input type="checkbox"/> There is a certificated teacher conducting weekly direct personal contact.</li> <li><input type="checkbox"/> When, if at all, is it required that a HQT conducting weekly direct personal contact?</li> </ul>	
	<p>(iv) A description of each alternative learning experience course included as part of the learning plan, including specific learning goals, performance objectives, and learning activities for each course, written in a manner that facilitates monthly evaluation of student progress. This requirement may be met through the use of individual course syllabi or other similarly detailed descriptions of learning requirements. The description must clearly identify the requirements a student must meet to successfully complete the course or program. Courses must be identified using course names, codes, and designators specified in the most recent Comprehensive Education Data and Research System data manual published by the office of superintendent of public instruction.</p> <p>Each course must have the following components documented in the WSLP:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course description (including course name and brief description detailing the scope of topics to be presented during the course.</li> <li><input type="checkbox"/> Specific learning goals that identify the expectations of what the student will learn or be able to do upon successful completion of each course are included on the WSLP.</li> <li><input type="checkbox"/> Specific performance objectives that are closely tied to the learning goals, the specific knowledge, skill, or attitude the learner should gain and display as a result of the instructional activity are identified.</li> <li><input type="checkbox"/> Specific, assignment level, learning activities are included on the WSLP.</li> <li><input type="checkbox"/> Learning goals, performance objectives, and learning activities facilitate monthly evaluation of student progress (WSLP definition section vii).</li> <li><input type="checkbox"/> <u>Clearly</u> identified requirements a student must meet to successfully complete the course or program.</li> </ul>	

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	<p><i>(iv) continued</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning activities are detailed enough to enable a student to know how to progress through the course. For example, the plan could identify specific problem sets, specific activities to be completed or developed, assessments, deliverables, etc. Consider this the week by week lesson plan for the student. The level of detail should be comparable to that of a lesson plan developed in the regular instructional setting that would enable a substitute teacher to support the student based on the documented learning activities. This may be more a sequential list of activities, a constructivist problem based learning plan with adequate scaffolding and deliverables clearly identified, or an outcome based model that describes the recommended activities to mastery.</li> <li><input type="checkbox"/> Learning activities align with the successful completion of the learning goals.</li> <li><input type="checkbox"/> Courses are identified using course names, codes, and designators specified in the most recent Comprehensive Education Data and Research System (CEDARS) data manual. Using district codes is acceptable if alignment to CEDARS code is easily and readily accessible upon request for purposes of state monitoring and audit.</li> <li><input type="checkbox"/> Purchased or contracted instructional or cocurricular course, lesson, trip, or other experience, service, or activity identified are “substantially similar experiences and services” as defined in section (3)(g).</li> <li><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit.</li> <li><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP.</li> </ul>	
	<p><i>(v) Identification of the certificated teacher responsible for each course included as part of the plan.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Certificated teacher" as defined in section (3)(b).</li> <li><input type="checkbox"/> Provisions for instruction under contract per <a href="#">WAC 392-121-188</a>.</li> <li><input type="checkbox"/> Teacher assigned and endorsed according to the provisions of chapter <a href="#">181-82 WAC</a>.</li> </ul>	

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	<p>(v) <i>continued</i></p> <p><input type="checkbox"/> Core academic subjects must have a Highly Qualified Teacher (HQT) responsible for course instruction per the requirements of NCLB 2001 and IDEA 2004.</p> <p><input type="checkbox"/> Certified teacher responsible for each course is <u>clearly</u> identified on the plan.</p>	
	<p>(vi) Identification of all instructional materials that will be used to complete the learning plan.</p> <p><input type="checkbox"/> Materials are available per alternative learning experience implementation requirement 6 (c) <i>Instructional Materials</i>.</p> <p><input type="checkbox"/> Instructional materials are approved per district policy required by state law (RCW 28A.320.230).</p> <p><input type="checkbox"/> <u>Specific</u> materials are listed; the statement "a variety of textbooks and workbooks" would not meet the requirement of identification of instructional materials.</p> <p><input type="checkbox"/> Student clearly understands what resources are necessary to be successful (<i>not necessary to list implied supplies or expected supplies per standard grade level or district level supply list per district policy</i>).</p> <p><input type="checkbox"/> Plan clearly identifies who is responsible for obtaining/providing each of the instructional materials listed.</p> <p><input type="checkbox"/> All fees, access information, and materials provided by program and/or materials provided by student are clearly identified as such.</p> <p><input type="checkbox"/> Fees for instructional materials are clearly identified for each applicable material (district fee schedule, lab fees, etc.).</p>	
	<p>(vii) A description of the timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan.</p> <p><input type="checkbox"/> Timelines align with monthly progress evaluation dates.</p> <p><input type="checkbox"/> Timelines align with monthly enrollment reporting deadlines as progress directly impacts enrollment.</p> <p><input type="checkbox"/> Progress evaluations include direct personal contact with the student to ensure compliance with alternative learning experience program requirements (4)(c) monthly evaluation.</p> <p><input type="checkbox"/> Results of each evaluation are communicated to the student or, if the student is in grades K-8, both the student and the student's parent to ensure compliance with alternative learning experience program requirements (4)(c) monthly evaluation.</p> <p><input type="checkbox"/> Goals are directly linked to course learning activities, assessment and evaluation identified in this WSLP.</p>	
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	<p><i>(vii) continued</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals are written to allow for compliance with alternative learning experience program requirements (4)(c) monthly evaluation.</li> <li><input type="checkbox"/> Identifies the certificated teacher who will conduct the progress evaluation. For core content this is a HQT.</li> <li><input type="checkbox"/> The results of monthly progress evaluation can be and will be documented by the certificated teacher conducting the evaluation.</li> <li><input type="checkbox"/> Description identifies how progress or lack of progress toward identified learning goals and performance objectives is determined.</li> <li><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit.</li> <li><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to student and when appropriate their parent, for the duration of WSLP.</li> </ul>	
	<p><i>(viii) Identification of whether each alternative learning experience course meets one or more of the state essential academic learning requirements or grade-level expectations and any other academic goals, objectives, and learning requirements defined by the school district. For each high school alternative learning experience course, the written student learning plan must specify whether the course meets state and district graduation requirements.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly stated on WSLP which, if any, of the following are met:             <ul style="list-style-type: none"> <li><input type="checkbox"/> State essential academic learning requirements (EALR).</li> <li><input type="checkbox"/> Grade-Level Expectations (GLE).</li> <li><input type="checkbox"/> District goals, objectives, and learning requirements.</li> </ul> </li> <li><input type="checkbox"/> For high school courses WSLP must specify if the course meets graduation requirements or not.</li> <li><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are date stamped and archived electronically or in paper format in accordance with established records retention schedules and made available upon request for purposes of state monitoring and audit.</li> <li><input type="checkbox"/> Any required items, referenced and not directly included in the WSLP, are identified and made <u>easily</u> accessible to students and when appropriate their parent, for the duration of WSLP.</li> </ul>	