

# **WASA – MTSS Fest**

## **August 2023**

# **Special Education in Alternative and Online Learning Environments**



# Today's Presenters

## **Rebecca Lynn Kassan**

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# Land Acknowledgement



***We would like to acknowledge the Indigenous people who have stewarded this land and who still inhabit the area today. Since time immemorial the Confederated Tribes and Bands of the Yakima Nation have lived and cared for this land. We honor the native peoples who are tied to the land through history, legends and culture.***



# Agenda

## Introductions

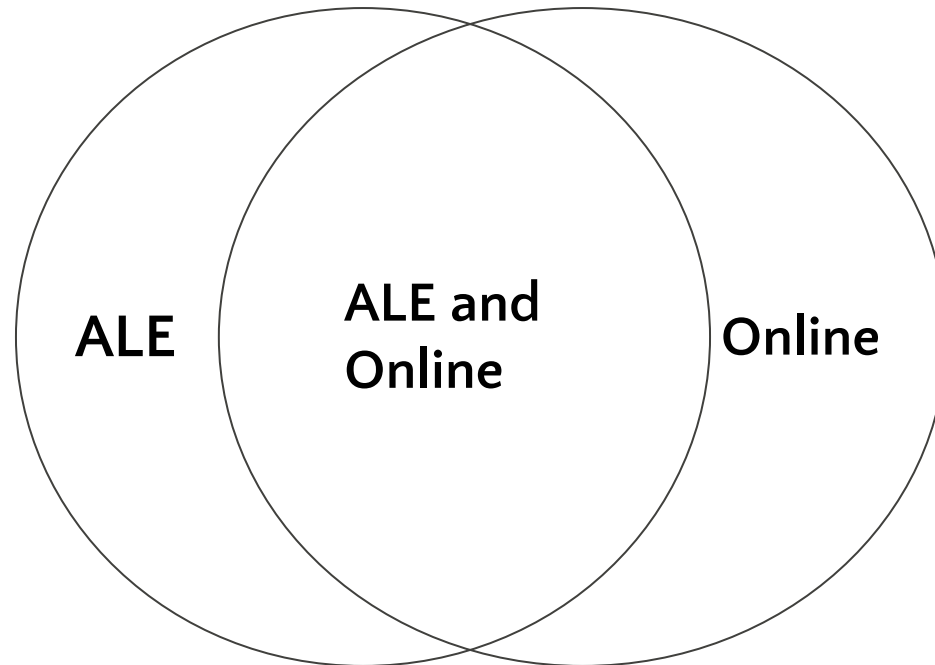
- Equity and Access to ALE and Online programs
- Special Education Across Settings
  - Principles of IDEA
  - Endrew F
  - SDI
  - Progress monitoring
- ★ Intermittent table reflections



# ALE and Online Program Models

## Alternative Learning Experience

- Remote or site-based as part of brick-and-mortar school, or online
- Course, school, or program
- District funding model



## Online:

- Over 50% of content is delivered electronically and more than 50% of the teaching is accessed by the student online.
- Can overlap with ALE via program model and funding streams
- [OSPI Assurances](#)

**Programs receiving state and federal funds in education must comply with OCR and 504 anti-discrimination and IDEA**



The educational rights and protections afforded to children with disabilities and their parents under IDEA must not be diminished or compromised when children with disabilities attend virtual [or alternative programs] schools that are constituted as LEAs or are public schools of an LEA.

[Dear Colleague Letter \(August 2016\)](#)

# Bridging ALE/Online and Special Education



**Bridge:** a structure carrying a pathway or roadway over a depression or obstacle

**Access** means ensuring equal opportunities to participate in general education by reducing or removing barriers

**Equity** means each student receives the support and resources needed to benefit from equal opportunities to learn and participate in all aspects of school.

**Inclusion** means students feel a sense of belonging and experience meaningful participation in learning and the community because the the environment, curriculum, and assessments are accessible and equitable.





# Three Minute Reflection



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What are barriers to equitable and accessible programs for students with disabilities in ALE and/or Online learning environments.

Share with your tablemates.

Common themes?

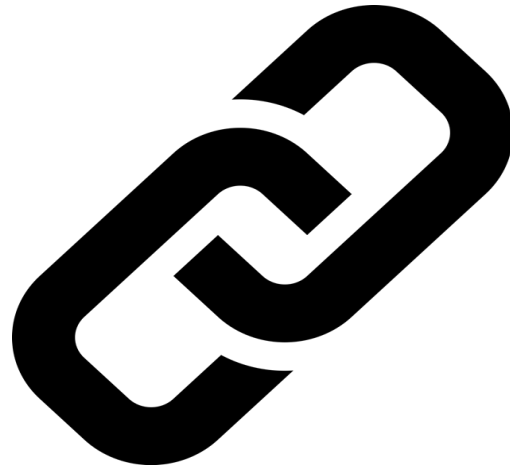
# iDEC: Online Learning Access and Outcomes for Students with Disabilities

<b>Parent and Partner Interviews</b>	<b>iDEC Findings:</b>
<ul style="list-style-type: none"><li>● Program design drives special education services</li><li>● IEP review process at enrollment is not clear</li><li>● Lack of social and community-based experiences for SWD</li></ul>	<ul style="list-style-type: none"><li>• ALE and online programs have limited knowledge and understanding of Individuals with Disabilities Education Act (IDEA).</li><li>• Accessibility not remedied across wide variety of instructional methods and digital curriculum.</li><li>• Fully asynchronous options often not accessible for SWD.</li><li>• Families feel undue burden of FAPE in online programs.</li><li>• SWD often lack requisite skills, tools, and support for online learning.</li><li>• Limited opportunities for peer interaction in online learning.</li></ul>

**FAPE and LRE should always be “linked up” with one another to support equal and equitable opportunities to experience and succeed in public school.**

**LRE: Every student with IEP**

- Peers
  - Meaningful
  - Across school settings
- Gen ed curriculum
  - Aligned SS
  - Closest to where everyone else is
- Extracurricular activities
  - Opportunity to participate



**FAPE: Every student with IEP**

- Specially designed instruction
  - Aligned with goals
  - Individualized
  - Adapted/Modified
  - Accommodations
- Related Services
  - Support sped services

# Andrew F Standard



- The Court in *Andrew F.* held that to meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances
- The adequacy of a given IEP turns on the unique circumstances of the (student) for whom it was created.



# Individualized Education Program (IEP)

- Students who receive special education services are first and foremost general education students.
- The IEP is a requirement of IDEA
- The purpose of the IEP is to support access to general education curriculum and settings
- The IEP is not a curriculum.
- Students cannot be removed from grade-level general education settings solely because of modifications needed to the general curriculum
- The special education teacher designs SDI to be implemented by education staff / assistants and general education teachers in the LRE.

# IEP Team and Components

## IEP Team:

- The parents of the child
- Regular education teacher
- Special education teacher
- Representative of the public agency
- Individual who can interpret the instructional implications of evaluation results
- Other individuals who have knowledge or special expertise regarding the child
- When appropriate, the child (student)



## IEP Components:

- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Annual goals and benchmarks
- Progress monitoring
- Supplementary aids and services and related services
- Participation and accommodations in state and district-wide assessments
- Frequency, location, and duration of services (service matrix)
- Extent of non-participation with non-disabled students



## IEP Team Decisions

- Transfer from ALE or Online to traditional setting
- Transfer from traditional setting to ALE or Online

- Do IEP teams know well enough how to determine what students need in the new setting?
- Do families know well enough what the expectation are for student/family participation in the program?

# Special Education **Services** in ALE/Online Settings

Coordinated access to curriculum and instruction for students with disabilities:

- Universal Design for Learning
- Tiered support and interventions
- Accommodations
- Specially Designed Instruction (SDI)
- Collaboration and communication with families
- District partnerships
- Services are based on peer reviewed research to the extent practicable



# UDL: The UDL Guidelines (cast.org)

Visit the UDL Guidelines 

AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



## Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

[Explore Engagement](#) 

RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



## Representation

For resourceful, knowledgeable learners, present information and content in different ways.

[Explore Representation](#) 

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



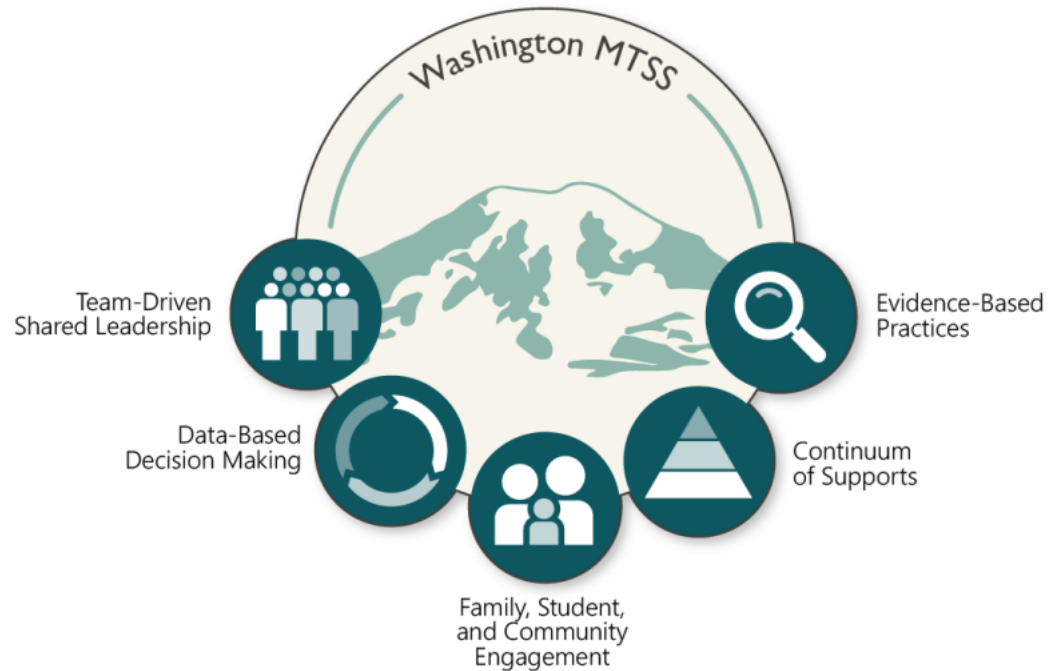
## Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

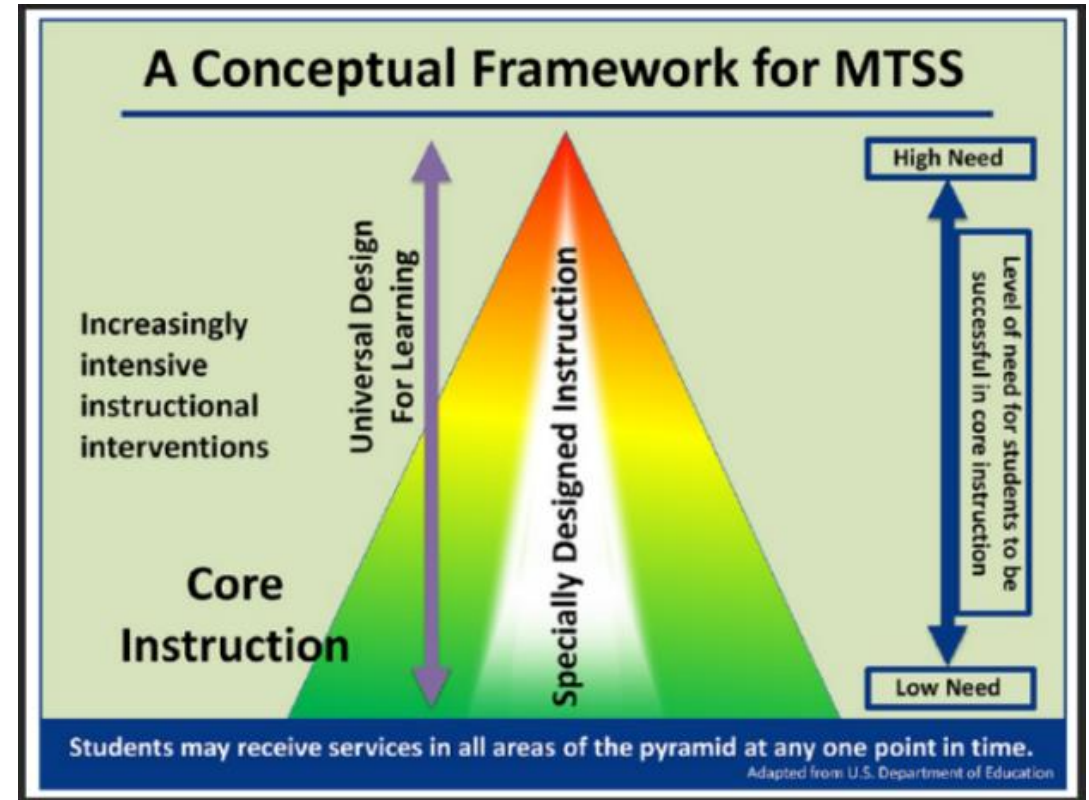
[Explore Action & Expression](#)



# Multi-Tiered Systems of Support

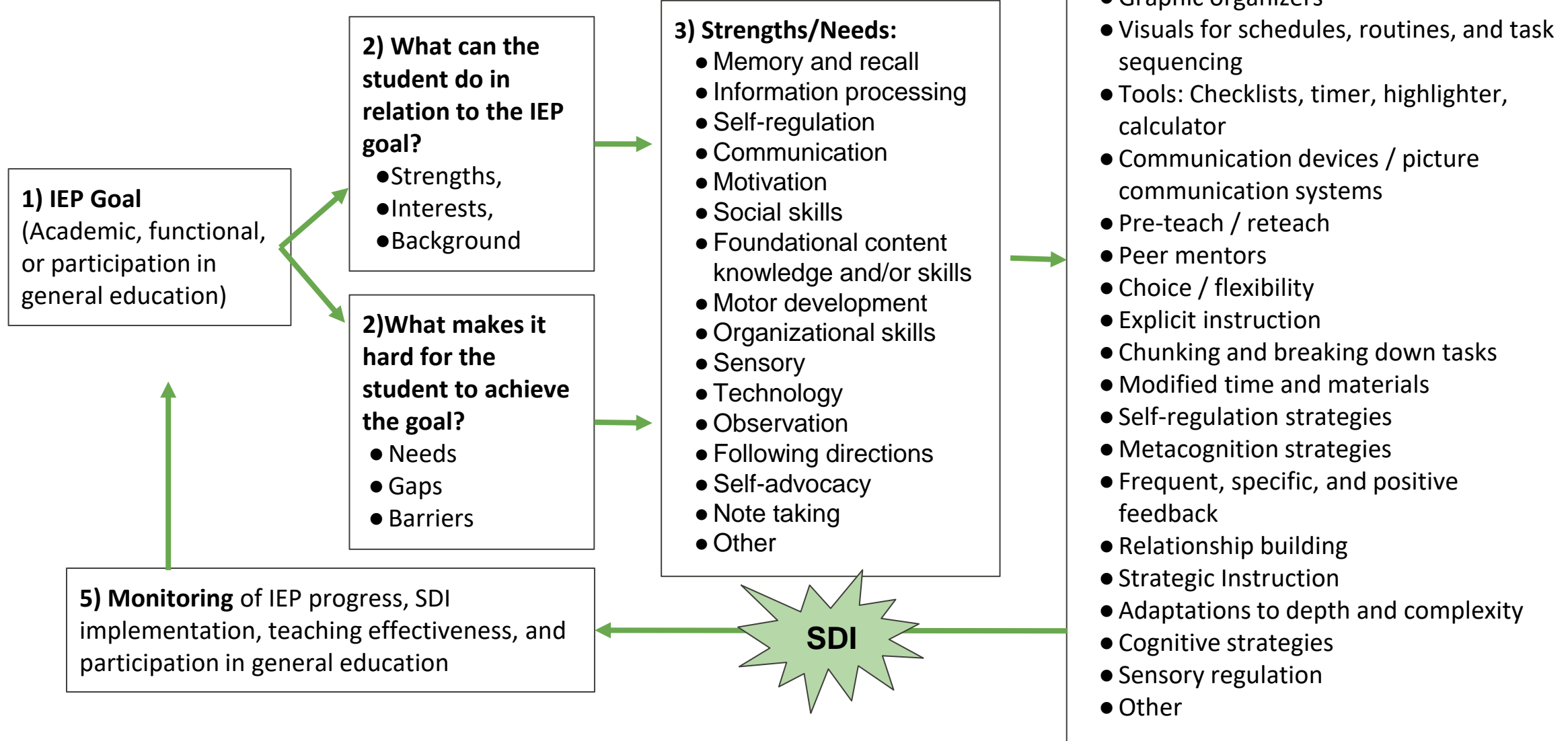


Source: [MTSS, OSPI](#)



Source: [Florida Dept. of Ed – What is Special about Special Education](#)

# Specially Designed Instruction (SDI)



# Progress Monitoring in ALE/Online

## **District and program staff collaborate to monitor student progress**

- Determine the student's current level of performance
- Identify goals that will take place over time
- Measure the student's performance on a regular basis
- Compare expected progress to actual student performance
- Consider changes to instruction or services when student progress toward goals is either not being made or the goal has been met.

# Addressing Lack of Progress or Disruption to Learning and Participation

## **WSLP Progress Report and Intervention Plan**

The WSLP documents ALE learning expectations, targets, monthly assessments, and progress summaries. Intervention Plans are implemented when monthly reviews and evaluation of student progress is unsatisfactory, or the WSLP was not followed. As a result, the following Intervention Plan is developed as a guide to more appropriately meet the student's needs.

## **IEP Progress Report**

Purpose: The purpose of the report of student progress is to inform the parents and the student of the student's progress toward meeting the measurable annual goal(s) and to specify how and when parents will be informed. Parents should be provided periodic reports on the student's progress (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards). IEP teams must review and amend IEPs when progress reporting is indicative of changes to goals.

# Two Minute Reflection



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Take a couple of moments to reflect on questions you may have about implementing the IEP and progress monitoring in the ALE or Online program.

Jot down your thoughts.  
Share with your tablemates.

Common themes?

# Closing Countdown 3-2-1

1. How does something you learned about supporting students with disabilities in your program connect to what you already knew?
2. What will you share with your administrative and/or instructional team members?
3. Other – what questions do you have?

# Resources

- [OSPI Alternative Learning Experience Website](#)
- [Equitable Online Learning through the Lens of Student Needs](#)
- [Special Education Technology Center \(SETC\)](#)
- [Disability-specific considerations for providing online learning](#)
- Remote Learning Barrier Flowchart [Web \(novakeducation.com\)](#)
- [OSPI Alternative Learning Experience Guide to Serving Students with Disabilities](#)
- [Washington Administrative Code \(WAC\) Special Education](#)
- [National Center on Intensive Intervention](#)
- [Washington State MTSS Framework \(www.k12.wa.us\)](#)



# OSPI Contacts



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