

# WASA

# Directors Preconference

Equity and Access  
ALE & Online Programs

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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Today's Presenters

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1. Who is with us here today?
2. Why are ALE/Online options an important topic?



# Questions from the Field on ALE/Online Options for SWD:

- **Access and equity**
  - Is the program a fit for everyone?
  - Students enrolled, now what?
- **Delivery of program content and special education**
  - How do we provide both general and special education across different learning environments?
  - Who's responsible for special education in ALE and Online programs?
- **Communication**
  - Gaps (go both ways)
    - Between district and programs / families / staff / students
    - Between programs and districts/ families / staff / students
- **Parent choice and IEP team recommendations**



# Agenda

- Introduction
- ALE and Online Programs
- Access and Equity
- IDEA Principles for Special Education
- **Activity**– FAPE and LRE district self-assessment
- **Activity** – ALE and Online Program Profile

We want participants to have information (strategies, tools, legal requirements) and a framework to evaluate their own ALE and online systems for special education access and meaningful participation

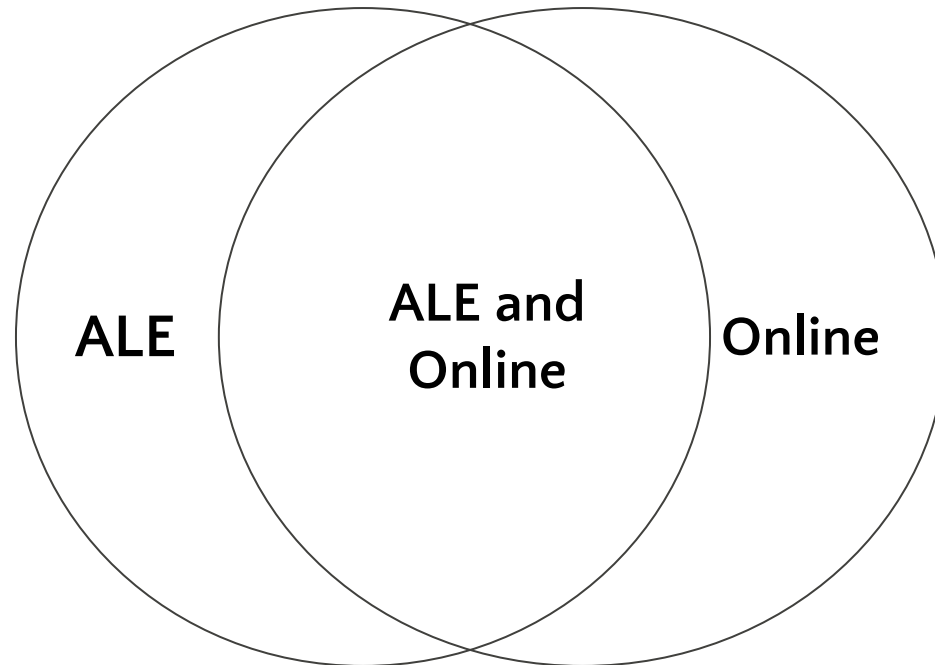
We want participants to understand how principles of IDEA, including FAPE and LRE apply to ALE and online learning environments



# ALE and Online Program Models

## Alternative Learning Experience RCW 28A.232.010

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



## Online: RCW 28A.250

- 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

**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.



# Access and Equity in ALE and Online Programs



1. What are the ALE / online program options within and outside of districts?
2. Why do these options exist?
3. What are barriers to enrollment for students with disabilities (SWD) and families of SWD?
4. How are programs bridging Written Student Learning Plans (WSLP) and Individual Education Programs (IEPs)



## Nondiscriminatory enrollment procedures

1. Can the ALE or online program determine appropriateness of placement and discretion over acceptance or denial of enrollment?
2. Can ALE/Online programs deny or accept enrollment based on a student's assumed potential to be successful in a self-directed program?
3. Can the ALE/Online program require that IEPs be reviewed by the staff psychologist before enrolling in classes?
4. Can an ALE / Online program ask if a student has a disability during the application process and have families submit an IEP or 504 along with an application?



# 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>

# Individuals with Disabilities Education Act (IDEA) Principles



**Zero Reject** – Locate, identify, & provide services to all eligible students with disabilities

**Protection in Evaluation** – Schools must conduct nondiscriminatory assessments to determine if a student has an IDEA related disability

**Free Appropriate Public Education (FAPE)** – Schools must develop and deliver an individualized education program of special education services that confers meaningful educational benefit.

**Least Restrictive Environment (LRE)** – Students with disabilities must be educated with nondisabled students to the maximum extent appropriate.

**Procedural Safeguards** – Schools must comply with the procedural requirements of the IDEA.

**Parental Participation** – Schools must collaborate with families in the development and delivery of their child’s special education program.

# Activity 1: FAPE and LRE ALE District Self-Assessment (15 min.)

1. Locate the ALE/Online Program Self-Assessment (FAPE) & (LRE)
  
2. To complete the self-assessments:
  - a. Read each benchmark and corresponding program design consideration
  - b. Rate each design response either 1 for sufficient or 2 for needs improvement
  - c. When you have finished rating all program design considerations, identify one FAPE improvement action and one LRE action

# Time to Share (5 min)



1. FAPE Reflections

2. .LRE Reflections

3. .Additional Comments



# FAPE and LRE in ALE/Online Programs

1. What changes need to be made and what supports are needed to ensure access and equity for SWD in ALE and online?
- .2. How can ALE and Online programs partner with districts to provide FAPE and a full continuum of placement options for SWD?

# Activity #2 ALE and Online Program Profile Review (15 min)

1. Enrollment Policies/Procedures
2. Attendance and Participation
3. Parent/Caretaker Supports
4. Special Populations
5. Student Supports
6. Technology Access
7. In-person Availability (for all students)
8. Staff Professional Development

# Share goals for the future: (5 min)



1. Enrollment Policies/Procedures
2. Attendance and Participation
3. Parent/Caretaker Supports
4. Special Populations
5. Student Supports
6. Technology Access
7. In-person Availability  
1. (for all students)
8. Staff Professional Development



# District Tools Feedback

- FAPE Self-Assessment & LRE Self Assessment
  - Utility
  - Clarity
  - Other ?
  
- ALE/Online Program Equity and Access Profile for Inclusion of SWD
  - Utility
  - Clarity
  - Other ?



# Resources

- [OSPI Alternative Learning Experience Website](#)
- [OSPI Online Assurances for Online Programs](#)
- [Washington ALE Guide to Service Students with Disabilities](#)
- [OSPI Approved Online Schools](#)
- [OCR Diversity and Inclusion Fact Sheet](#)
- [Special Education Technology Center \(SETC\)](#)

# Questions



# OSPI Contacts



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