Alternative Learning Experience (ALE)/Online Access District Special Education Self-Assessment

Background

The purpose of the Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) self-assessment is to reflect on current district policies and practices that support the access and provision of special education services in ALE and online environments. This tool includes FAPE and LRE components, ALE/Online access considerations, and a self-rating scale. District teams can use this tool to develop action plans to improve access and participation for students receiving special education.

Free and Appropriate Public Education (FAPE) Self-Assessment

All students are general education students. The public school system must educate all students, including students with the most profound disabilities. Students eligible for special education must be provided educational services at no cost to the parent. The services must be appropriate for the individual student and reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances. The district has the responsibility to identify, locate, and evaluate students who are in need of special education and related services. Please see OSPI's Child Find website for more information on finding children who need special education and related services.

Instructions

Review the FAPE benchmarks.

- Using the rating guide, determine to what extent the district is facilitating access to ALE and online programs for students receiving special education services.
- Identify activities needed to improve access for students receiving special education services.
- Ratings: 1 = Sufficient 2 = Needs Improvement

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FAPE Benchmark	ALE Program Design Considerations	Rating	Improvement Activities
Accessible public general education for all students (including students receiving special education) at no cost to parents / families.	• Do IEP teams have the information needed to discuss and consider ALE and online options for students with disabilities (SWD)?		
	• Do families have information about ALE and online options in the district?		
	• Does the district have systems in place for ongoing communication and collaboration with ALE and online programs?		
	• Does the district have systems in place for monitoring equitable access to technology, curriculum, and learning for SWD in ALE and online programs?		
	• Does the district have options to supplement what ALE and online programs lack? (e.g. extracurricular and social skills)		
Annual goals are appropriately ambitious and attainable in light of the student's circumstances.	• Do IEP service providers have knowledge, skills and resources to develop IEP goals for ALE and online programs? • Do staff from district and ALE/online programs collaborate to develop and/or review IEP goals?		
Specially designed instruction (SDI) is individualized to facilitate access to curriculum	• Do IEP service providers collaborate with special and/or general educators to design and implement specially designed instruction in ALE or online programs?		

FAPE Benchmark	ALE Program Design Considerations	Rating	Improvement Activities
and instruction based on students' unique needs.	• Do IEP service providers have the resources, and/or district partnerships to provide individualized student support and SDI?		
	• Are staff from the district and ALE/online programs collaborating to plan and provide adaptations and SDI?		
Accommodations and modifications are made to curriculum, instruction, and the environment as needed or stated on the IEP.	• Do IEP service providers have a process to identify student strengths, needs, barriers, and additional support for academic or functional performance in the online/ ALE setting?		
	• Are IEP teams communicating and collaborating with staff and families to provide needed accommodations in ALE/online settings?		
Supplemental aids and services to access general education curriculum, instruction, and environments.	• Does the district have a process for assessing and accessing support for assistive technology needs in ALE and online programs?		
	• Is parent training and/or counseling provided as a related service for helping SWD access the ALE or online curriculum?		
	• Are there paraeducators or other support staff provided in ALE or online programs as needed?		

FAPE Benchmark	ALE Program Design Considerations	Rating	Improvement Activities
Related services (RS) are provided so that students benefit from special education.	• Does the district provide access to related services in ALE and online programs?		
Progress monitoring practice to monitor and report on IEP goals and participation.	• Does the district have a process to review and revise the special education services to ensure educational benefit in ALE and online programs?		
	• Is there a process for aligning the WSLP goals with IEP goals for monitoring and reporting to families?		
	• Does the district collect data on student progress from ALE / online programs and families on IEP goals?		

Least Restrictive Environment (LRE) Self-Assessment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services cannot be achieved satisfactorily. [Individuals With Disabilities Education Act, 20 U.S.C. § 1412 (2004)]

Instructions

Review the LRE benchmarks.

- Using the rating guide, determine to what extent the district has systems in place to meet the benchmarks.
- For ratings of 2, identify improvement activities needed to improve access for students receiving special education services.
- Ratings: 1 = Sufficient 2 = Needs Improvement

LRE Benchmark	ALE Program Design Considerations	Rating	Improvement Activities
Students with disabilities (SWD) have access to general education curriculum and standards with support.	• Does the district ensure ALE and online programs are aligning curriculum with state standards at each grade level?		
	• Do IEP service providers have a process for identifying and mediating barriers to curriculum in ALE and online programs?		
A majority of SWD in the program are learning alongside 51% or more of peers without disabilities 80%	• Does the district provide special education and related services within ALE and online settings?		
	• Do IEP service providers have a process for determining percentage of students without		

LRE Benchmark	ALE Program Design Considerations	Rating	Improvement Activities
or more of the school day with the support of special education services.	disabilities in select ALE and online settings for completing the nonparticipation clause in the IEP?		
	• Do IEP service providers collaborate with ALE and online programs to ensure there are positive behavior support systems in place that prevent or reduce disruption to learning?		
*Supplementary aids and services are provided to SWD to support learning of academic and/or functional goals and participation in general education settings. *Students can't be removed from general education settings because of the need for accommodations or modifications (IDEA).	• Do IEP service providers have a process for determining what supports a student might need to meet academic and functional IEP goals in ALE and online settings?		
	• Does the district have a process for ensuring supplementary aids and services on the IEP are implemented in ALE and online programs?		
	• Are related service providers supporting SWD in the ALE or online environment?		
A continuum of placements from the least to most restrictive is available to students when receiving special education services. *Note: 'restrictive' is the extent students are removed from the general education setting.*	• Does the district have a process for identifying the continuum of placement options in ALE and online programs?		
	• Does the district partner with ALE and online programs to ensure a continuum of services for students receiving special education services?		

LRE Benchmark	ALE Program Design Considerations	Rating	Improvement Activities
Extracurricular activities that are available to all students are available and accessible to SWD.	• Does the district partner with ALE and online programs to ensure SWD have access to extracurricular activities with nondisabled peers? • Are there options for students to participate in extracurricular activities at the district?		