

Equity and Access Profile

Alternative Learning Environments (ALE)/Online Programs

Background

The purpose of the Equity and Access Profile is for ALE and Online programs to reflect on ALE/online programmatic policies and procedures that support access and equity for inclusion of students with disabilities. This tool can also be helpful for collaboration between districts, ALE, and online programs to ensure access and equity for students receiving special education services.

Policy/Procedure	Reflections
<p>Enrollment Policies and Procedures</p> <p>ALE/Online programs follow district enrollment policies and procedures that include:</p> <ul style="list-style-type: none"> ● The provision of special education services. ● Nondiscriminatory enrollment procedures. ● Parent and student orientations. ● IEPs are reviewed and liaisons with the district are assigned. ● ALE/Online programs coordinate assessment and eligibilities with district staff. 	<p>Reflections:</p>
<p>Attendance and Participation Policies and Procedures</p> <ul style="list-style-type: none"> ● Students participate in weekly direct contact with ALE certified teachers related to Written Student Learning Plan (WSLP) goals. ● Attendance records from log in or in person. 	<p>Reflections:</p>



Policy/Procedure	Reflections
<ul style="list-style-type: none"> ● Program clearly defines terms for access for all available tracks (i.e. online, in-person, live lessons, synchronous, async, hybrid, custom, independent, etc.). ● Discipline/Code of Conduct for online/ALE settings and a clear definition of how to maintain good standing and process for corrections. ● Enforceable truancy and attendance procedures and policy consistent with the district. ● Description of how students will get extra support when needed. ● Description of provision for special education. 	
<p>Parent/Caretaker Support</p> <ul style="list-style-type: none"> ● Central location for parent and caretaker resources. ● Clear expectations for home meetings and communications. ● Regular meeting with parents of students with and without disabilities to discuss student progress. ● Counseling and training for parents on technology, learning, behavior, IEP services, etc. 	Reflections:
<p>Special Populations</p> <ul style="list-style-type: none"> ● Special education information in program handbook. ● Description of continuum of services within the program and/or in collaboration with the district. ● Telepractice guidelines and accommodations. ● Description of how lessons could be accommodated for diverse learners or modified for students with disabilities. 	Reflections:

Policy/Procedure	Reflections
<ul style="list-style-type: none"> ● Service for students with high needs. ● Alignment of WSLP and IEP goals. 	
<p>Student Supports</p> <ul style="list-style-type: none"> ● Leadership team. ● Multi-tiered systems of support. ● District liaison / case manager collaboration with district. ● Positive behavior support. ● Data-informed decision making. ● Progress monitoring and reporting processes for all students, including students receiving special education. ● Student counselor and/or social and emotional support. ● Student engagement plan for in-person interaction and timely staff response to student needs. ● ALE/Online programs have systems for gathering and sharing student IEP data with the district. ● ALE/Online program coordinates with the district to provide accommodations and modifications. 	Reflections:
<p>Technology Access</p> <ul style="list-style-type: none"> ● Inventory of student resources: computers, internet, computer and internet skills. 	Reflections:

Policy/Procedure	Reflections
<ul style="list-style-type: none"> Assistive technology capacity and resources provided in collaboration with the district. 	
<p>In-person Availability (for all students)</p> <ul style="list-style-type: none"> Weekly student contact per ALE law either physical space / face to face or remote/online (not a requirement of non-ALE Online programs). 	Reflections:
<p>Staff Professional Development</p> <ul style="list-style-type: none"> School improvement plan in place to include ALE / Online. Professional development in effective online teaching (NSQOL). Professional development in progress monitoring. Interdisciplinary collaboration. PD for ALE and Online staff available through the district. 	Reflections: