



SECTION III: STUDENT POLICY 3090

Students with Disabilities

Compliance with Laws Governing Children with Disabilities

ISOK will be knowledgeable of, and comply with, the provisions of the Individuals with Disabilities Education Act (IDEA), and implementing state and federal regulations; Section 504 of the Rehabilitation Act of 1973 (Section 504) and implementing state and federal regulations; Title II of the Americans with Disabilities Act and implementing regulations; and the Oklahoma State Department of Special Education Services' Special Education Handbook, Policies, and Process Guide governing the education of children with disabilities. ISOK will develop and implement a special education policy and procedures manual consistent with applicable court and administrative opinions setting forth its obligations under the law.

Child Find

The ISOK enrollment application, a conference call with a K12 placement counselor, and conference calls with an ISOK general education teacher will all provide a query for the parent to indicate a special education or gifted education student. In addition, after enrollment approval, a careful review of previous school records, by ISOK's special education director will be undertaken to identify any students enrolling who have previously been identified as students with a disability or exceptionality. Prior to and during the school year, ISOK's general education teachers will be provided professional development about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since ISOK will be enrolling students in communities across the state, posting and public notification concerning the process for screening and the availability of special services and programs of

instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

Special Education Services and Support

All students identified as eligible for special education services whose enrollment into the special education program has been approved will have an ISOK IEP meeting conducted within the timeframe established by Oklahoma Imposed Policies 34 CFR § 300.301(c)(1)(i) (Authority: 20 U.S.C. § 1414(a)) or within 30 days of enrollment with the appropriate team members in attendance. The appropriate notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Oklahoma academic standards. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, the IEP team will consider strategies including positive behavioral interventions, strategies, and support to address that behavior through the IEP process. ISOK staff may also conduct a Functional Behavioral Assessment and implement a Behavioral Intervention Plan when appropriate.

Students with special needs will be supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service

providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with the student's district of residence or a private agency/provider.

ISOK believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by ISOK and as determined by the IEP team. The ISOK special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips.

ISOK will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at any time, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. The only possible exception to this would be related services.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher; file review and monitoring of timelines by the special education coordinator.

Based on K12's experience serving special needs students in statewide programs across the United States, ISOK projects that the school will provide special education services across all disability categories including: Autism, Emotional Disturbance, Traumatic Brain Injury, Hearing Impairment, Specific Learning Disability, Intellectual Disabilities, Multiple Disabilities, Other Health Impairment, Orthopedic Impairment, Speech or Language Impairment, Visual Impairment, Deaf-Blindness, and Developmental Delay.

ISOK believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools.

Accommodations

In addition to the team approach to serving students with disabilities, certain accommodations may be necessary to ensure that students achieve the applicable Oklahoma standards. Illustrative examples were provided in the charter application.

Special Education Services

Source: ISOK Board Policy adoption 5/1/2014
Reviewed 6/30/2022
Revised 7/31/2025

ISOK has adopted the Multi Tiered Intervention System of Support MTSS and all students will be served appropriately based on their placement within these tiers.

Related Services

Special services required in a student's IEP (as listed below) will either be provided by the licensed therapist or individual employed by ISOK or contracted by ISOK, ensuring the appropriate licensure and background checks are completed. The following types of therapy may be delivered in home, virtually, or face-to-face or the parent may provide transportation to a contracted therapy agency within a reasonable distance of their home.

- Orientation and Mobility training
- Adaptive therapy
- Assistive technology evaluations
- Counseling services
- Psychological services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Interpreter services for the hearing impaired
- Additional services as determined by the IEP team

Evaluation

When screening (Child Find) indicates that a student may be eligible for and in need of special education services or the parent requests an evaluation, the student will be referred for a special education evaluation.

ISOK will then conduct a review of existing data (RED) and, if necessary, seek parental consent to conduct an

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evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. The evaluation will be completed by a multidisciplinary evaluation team which includes the general education teacher, a special education teacher, other qualified professionals who are familiar with the child, and the parents/legal guardians. A Multidisciplinary Evaluation and Eligibility Group Summary will summarize all data findings and make a recommendation about a student's eligibility for special education services.

A parent may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the ISOK Special Education Director. The parent also has the right to request an independent education evaluation (IEE) if the parent disagrees with the evaluation conducted by ISOK and ISOK must provide the parent with information about where an IEE may be obtained.

Section 504

Section 504 guarantees students with qualified disabilities full participation and access to a free and appropriate public education (FAPE) regardless of the nature and severity of the disability. ISOK will develop and implement standards and procedures for the identification, assessment, and proper placement of eligible students. ISOK will ensure the provisions of necessary individualized services and support and provide training to staff on the implementation of each student's Section 504 plan.