

Diverse Learners Systems and Supports Plan

Special Populations Plan

ThrivePoint Academy of Oklahoma

1. Purpose and Commitment

ThrivePoint Academy of Oklahoma (“TPAOK” or “the School”) is committed to providing equitable access to a high-quality public education for all eligible Oklahoma students in grades 6–12. Enrollment shall be administered through nondiscriminatory procedures and in accordance with the School’s charter, applicable enrollment requirements, and approved capacity.

TPAOK will not discriminate against or exclude a student because of disability, English learner status, race, color, national origin, sex, religion, homelessness, foster-care status, academic performance, prior school experience, or need for specialized services. Students with disabilities will be afforded the same educational choices and rights as students attending other Oklahoma public schools. A student may not be denied admission or participation solely because the student has an Individualized Education Program, requires related services, or may require accommodations.

TPAOK’s mission is to meet students where they are academically and developmentally and to provide the individualized instruction, intervention, accommodations, specialized services, language support, and personal guidance necessary for students to make meaningful educational progress.

2. Legal and Regulatory Alignment

TPAOK will administer this plan in accordance with all applicable federal and state requirements, including:

1. The Individuals with Disabilities Education Act (IDEA);
2. Section 504 of the Rehabilitation Act of 1973;
3. Title II of the Americans with Disabilities Act;
4. Title VI of the Civil Rights Act of 1964;
5. The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act;
6. The Family Educational Rights and Privacy Act;
7. The Oklahoma Charter Schools Act;
8. Current Oklahoma State Department of Education Special Education Policies and Procedures;

9. Oklahoma requirements governing English learner identification, services, assessment, and documentation; and
10. Applicable Oklahoma Academic Standards, accreditation requirements, and state assessment requirements.

As an Oklahoma public charter school, TPAOK will provide students with disabilities a free appropriate public education in accordance with each student's IEP. The School will maintain adequate staffing, policies, procedures, contractual arrangements, and financial resources to provide required special education and related services.

3. Diverse Learners Leadership and Staffing

The School Director will maintain overall administrative responsibility for implementation of this plan. TPAOK will designate qualified individuals to coordinate:

- Special education and IDEA compliance;
- Child Find activities;
- Section 504 compliance;
- English learner identification and services;
- Multi-Tiered System of Supports;
- State and federal reporting; and
- Family communication and procedural notices.

TPAOK will employ or contract with appropriately certified, licensed, or otherwise qualified personnel based on their assigned responsibilities. Special education instruction will be provided or supervised by educators holding the appropriate Oklahoma special education certification. Related services will be provided by individuals who meet the applicable professional licensing and qualification requirements.

Staff members will receive training appropriate to their responsibilities, including training on:

- Child Find and referral procedures;
- IEP and Section 504 implementation;
- Accommodations and modifications;
- English learner identification and instructional supports;
- Culturally and linguistically responsive practices;
- Multi-Tiered System of Supports;
- Progress monitoring and documentation;
- Confidentiality of student information;
- Procedural safeguards; and
- Accessibility within a virtual learning environment.

4. Student Support Team

TPAOK will establish a multidisciplinary Student Support Team, which may also be referred to locally as the Child Study Team. The team may include the School Director or designee, general

education teachers, special education personnel, Success Coaches, the English learner coordinator, the Section 504 coordinator, school counseling or student-support personnel, and other qualified staff members as appropriate.

The Student Support Team will function as a general education problem-solving and intervention team. Its responsibilities will include reviewing student data, identifying barriers to progress, recommending evidence-based interventions, monitoring student response, coordinating family communication, and determining whether additional review or referral may be warranted.

The Student Support Team does not replace an IEP team, a Section 504 team, or the multidisciplinary group responsible for special education evaluation and eligibility determinations. The Student Support Team may not independently change an IEP, reduce services, determine special education eligibility, or require a student to complete a prescribed period of intervention before a special education referral is considered.

5. Enrollment Review and Initial Identification

TPAOK will initiate a comprehensive review of each newly enrolled student's available educational information. The review may include:

- Enrollment documents;
- Prior school records and transcripts;
- Existing IEPs, Section 504 plans, evaluation reports, and eligibility records;
- English learner records and prior WIDA results;
- Home Language Survey responses;
- State and local assessment results;
- Attendance and engagement history;
- Credit accumulation and graduation progress;
- Prior interventions and progress-monitoring information;
- Disciplinary, behavioral, and social-emotional information when educationally relevant; and
- Parent, guardian, and student input.

The School will make reasonable and timely efforts to obtain records from prior schools. A missing paper copy of an IEP will not be used as a reason to delay a student's enrollment or access to services. School personnel will communicate with the prior school and use available electronic systems and documentation to verify eligibility and services.

Initial academic assessments, curriculum-based measures, observations, student work, attendance data, engagement information, and other appropriate screening tools may be used to determine instructional needs. Screening is an instructional and problem-solving process; it is not an evaluation for special education eligibility. Screening or general education intervention may not be used to delay or deny a special education evaluation when a disability is suspected.

6. Child Find and Special Education Referral

TPAOK will maintain an active Child Find system to identify, locate, and evaluate enrolled students who are suspected of having a disability and needing special education and related services. The School will designate a Child Find coordinator and will publish clear referral information through its website, enrollment materials, family communications, and appropriate community outreach.

Child Find information will identify the person or position families and staff should contact when they suspect a student may have a disability. Public-awareness activities will be documented and retained in accordance with current OSDE requirements. Communication methods will be selected with consideration for the statewide, virtual, cultural, geographic, and linguistic diversity of the School's community.

A referral may be initiated by a parent, guardian, adult student, teacher, Success Coach, administrator, service provider, or other individual with knowledge of the student. When information suggests that a student may have a disability and may need special education, TPAOK will promptly review existing data and take the procedural actions required under IDEA.

General education interventions are not a prerequisite to referral. A student will not be required to complete a six-week, eight-week, or other predetermined intervention period before the School responds to a suspected disability or a parent's request for evaluation.

When an initial evaluation is proposed, the School will provide the parent or adult student with the required written notice, procedural safeguards, and request for informed written consent. Under Oklahoma requirements, the initial evaluation and eligibility determination must be completed within **45 school days beginning on the date the parent signs consent to evaluate**, subject to the limited exceptions recognized by law.

If the student is determined eligible, the initial IEP will be developed within the legally required timeline and implemented as soon as possible. Eligibility decisions will be made by the properly constituted multidisciplinary group using comprehensive data. A student will not be identified as having a disability when the primary reason for the student's difficulty is insufficient instruction in reading or mathematics or limited English proficiency.

7. Students Entering With an Existing IEP

TPAOK will promptly identify students who enter the School with an existing IEP and will provide services without unnecessary interruption.

For a student transferring from another Oklahoma public school, TPAOK will, in consultation with the parent, either adopt the existing IEP or convene the appropriate IEP team to develop a subsequent IEP within the applicable Oklahoma timeline. Comparable services will be provided beginning on the student's first day of attendance while the transfer process is completed.

Oklahoma policy requires an IEP for a move-in student to be in place within 10 school days of the student's first day of attendance. Different procedures may apply to an out-of-state IEP,

including review of existing data and determination of whether the prior evaluation satisfies Oklahoma eligibility requirements.

8. IEP Implementation and Related Services

Every staff member responsible for implementing an IEP will have access to the portions of the IEP necessary to perform the staff member's responsibilities and will be informed of required accommodations, modifications, supports, services, and progress-monitoring obligations.

Services will be delivered in accordance with the type, frequency, duration, location, and service-delivery provisions established by the IEP team. Student progress toward annual IEP goals will be monitored and reported to parents in accordance with the IEP.

Because TPAOK operates in a virtual environment, IEP teams will consider the student's individual access needs, including assistive technology, accessible instructional materials, direct instruction, synchronous support, in-person services, telepractice, testing accommodations, and other supports. Virtual placement does not permit the School to refuse or limit a service-delivery method or service location that the IEP team determines is necessary for the student to receive a free appropriate public education.

9. Contracted Special Education and Related Services

TPAOK may contract with qualified vendors, other local educational agencies, or licensed service providers to assist the School in delivering special education evaluations, instruction, related services, consultation, and compliance support.

Each contract will clearly establish:

- Required professional qualifications and licenses;
- Scope of services and student populations served;
- Service frequency, duration, and location;
- Documentation and progress-reporting requirements;
- Attendance and missed-service procedures;
- Timelines for evaluations, reports, and meetings;
- Confidentiality and student-record protections;
- Participation in IEP and eligibility meetings;
- Communication expectations;
- Corrective-action procedures;
- Data and compliance reporting;
- Invoicing and verification of completed services; and
- Procedures for continuity of services when a provider is unavailable.

The School Director or designated special education administrator will regularly monitor vendor performance through service logs, student records, parent feedback, progress reports, compliance reviews, and contract deliverables.

Contracting with a provider does not transfer the School's responsibility to ensure compliance with IDEA, Section 504, or a student's IEP. A charter school may enter into an IEP service agreement or provider agreement, but the responsible public agency remains accountable for ensuring that enrolled students receive required services.

10. Section 504 Identification and Services

TPAOK will maintain written Section 504 procedures and designate a Section 504 coordinator. A student who has a physical or mental impairment that substantially limits one or more major life activities may be eligible for protections and services under Section 504, even when the student does not qualify for special education under IDEA.

When a student is suspected of having a qualifying impairment, the School will convene a knowledgeable team to review relevant information, complete an appropriate evaluation, determine eligibility, and develop a Section 504 accommodation plan when needed.

Parents and adult students will receive applicable notices and procedural protections, including access to relevant records and information concerning the School's review and hearing procedures. Section 504 plans will be communicated to responsible staff, implemented consistently, and reviewed periodically.

11. English Learner Identification and Support

TPAOK will use the term **English Learner (EL)** in accordance with current state and federal terminology. The School will administer the Oklahoma Home Language Survey to the parent or guardian of every newly enrolled student as required by OSDE. A new survey will also be obtained when a student returns to a former local educational agency following an absence of more than one year.

When Home Language Survey responses or other authorized information indicate that English learner screening may be required, TPAOK will administer the appropriate state-approved WIDA English language proficiency screener through trained personnel and will follow Oklahoma identification, coding, placement, and reporting procedures.

Parents or guardians of identified English learners will receive the required notification within applicable timelines and in a language and format they can understand to the extent practicable. Current OSDE guidance provides for parent notification no later than 30 days after the beginning of the school year or within the first two weeks of the student's placement in a language instruction educational program.

TPAOK will annually complete the state-required English Language Academic Plan for every identified English learner. Beginning with the 2026–2027 school year, English language development goals will incorporate applicable WIDA Proficiency Level Descriptors as directed by OSDE.

English learners will have meaningful access to grade-level academic instruction, appropriate language-development services, required accommodations, and all programs and opportunities available to other students. English learner status will not be treated as a disability, and limited English proficiency will not be used as the determining factor for special education eligibility.

12. Multi-Tiered System of Supports

TPAOK will implement a Multi-Tiered System of Supports to identify and respond to academic, behavioral, attendance, engagement, and social-emotional needs.

The system will include:

Tier 1 — Universal Support: High-quality, standards-aligned instruction; differentiated learning; universal access supports; regular academic and engagement review; and proactive communication with students and families.

Tier 2 — Targeted Support: Supplemental small-group or individualized instruction, additional coaching, targeted skill development, increased contact, and documented progress monitoring for students who require support beyond core instruction.

Tier 3 — Intensive Support: Individualized and more frequent interventions, increased progress monitoring, multidisciplinary problem-solving, and coordinated support based on the student's specific needs.

Intervention plans will identify the area of concern, baseline information, intervention strategy, responsible staff member, frequency and duration of support, progress-monitoring method, family communication, and criteria for continuing, revising, intensifying, or discontinuing the intervention.

MTSS is a general education support framework and will not be used to delay a referral or evaluation when a disability is suspected.

13. Family Participation and Communication

Parents, guardians, and adult students are essential partners in educational decision-making. TPAOK will provide meaningful opportunities for families to:

- Share information about student strengths and needs;
- Participate in IEP, Section 504, EL, and student-support meetings;
- Review educational records;
- Receive understandable explanations of proposed actions;
- Provide or decline consent when legally required;
- Receive progress information;
- Request meetings or evaluations; and
- Access applicable procedural safeguards and dispute-resolution options.

The School will make reasonable efforts to schedule meetings at mutually agreeable times and will provide interpretation or translation when necessary to support meaningful participation.

14. Documentation, Data Review, and Accountability

TPAOK will maintain accurate and confidential documentation of:

- Enrollment and records requests;
- Child Find activities;
- Referrals and notices;
- Parent consent;
- Evaluation and eligibility timelines;
- IEP and Section 504 meetings;
- Services provided;
- Provider attendance and service logs;
- Accommodations and modifications;
- EL identification, services, assessments, and ELAPs;
- MTSS interventions and progress monitoring;
- Family communication;
- Staff training;
- Vendor performance; and
- Required state and federal data submissions.

The School's leadership team will periodically review data to determine whether students are receiving timely services, making appropriate progress, participating in required assessments, and accessing educational opportunities equitably. Identified compliance concerns will result in documented corrective action, responsible-person assignments, implementation timelines, and follow-up review.

15. Annual Review

This plan will be reviewed at least annually and updated when federal law, Oklahoma law, OSDE policy, the School's charter obligations, or operational needs change. TPAOK will use current OSDE guidance, monitoring results, student outcome data, family feedback, staff input, and vendor-performance information to continually strengthen its systems for serving diverse learners.