Section 9 – Disabled Services

Special Need Student Services

Fifth Arrow's online instruction will adhere to all federal regulations and policies mandated under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) 2004. PIE-AZ has in place specific policies that demonstrate compliance with these requirements. In addition, where applicable, other polices that govern working with special needs populations are included in various manuals and the PIE-AZ policy handbook.

Fifth Arrow will comply with Child Find regulations under IDEA. During a 45-day period, Fifth Arrow will screen students to identify, locate and evaluate children with disabilities to ensure those who need early intervention or special education services receive those services in a timely manner. For enrolled students, there is a referral process conducted by a Student Study Team which addresses enrolled students' needs, suspected areas of disability, interventions, and if recommended by the team, initiates an assessment that may result in the development of an IEP of 504 plan. Once identified, teachers will implement appropriate interventions, in most cases using the general education setting with the support of a special education teacher as well as a continuum of increasing intensity of support to meet individual student needs.

Any Fifth Arrow student that is currently receiving special needs services (including Section 504 accommodations) will receive careful consideration for placement in online instruction. The first step in such a placement would be a schedule that allowed the student to concurrently participate in his/her current campus-based school and the online program. As a matter of policy, all students enrolled in the program who are not succeeding are reviewed to determine if online instruction is the optimal educational opportunity for that particular student.

Enrollment in online instruction would constitute change in placement, therefore, a transfer meeting would be held for students that are served under an Individual Education Plan (IEP), just as if there were an alteration in Least Restrictive Environment (LRE) in the school.
Fifth Arrow's online content provides the ability to modify and accommodate instructional delivery to special needs students. Special needs students are potentially better served as teachers and administrators can use these tools to enhance the learning environment, adjust core curriculum or modify the content of the curriculum, as well as alter delivery method or location of instruction as it suits the student's individual needs. Examples of LMS delivery and modification options include:

- Adjustable interface and font
- Printable materials
- Online tools to support learning
  - eNotes
  - Translator
  - Calculators
  - Discussion Threads
  - Collaboration tools
- Ability to reset assignments
- Open-entry, open-exit options
- Ability to save lessons and begin again later
- Courses run at the student's pace, accommodating students who miss lengthy periods of time
- Students may access coursework in hospitals and residential facilities

- User-friendly management that enables the Special education teacher and contracted providers to interact and assist students
- Secured Internal e-mail system which offers personal support for SPED students
- Sequenced coursework that allows students and support staff to track progress
- Enables teachers to develop distinct courses and course names that are based on content rather than grade level
- Allows teachers to provide extra time for students to complete assignments
- E- books provide numerous text enhancements to support reading comprehension
- Enables teachers to assist students with notes or study guides to facilitate learning
- Supports acceleration and credit recovery, both integral to the needs of SPED and 504
- The pre-evaluation option enables students that have taken a course to get credit for what they mastered, thereby shortening the course
- Immediate enrollment for homebound students
- Enables students to continue coursework beyond the boundaries of a traditional school day
- Allows students to receive additional assistance outside of the regular school hours

Unless the parent and the school administration agree to modify the IEP without a meeting, the IEP team must confer to determine whether the online program meets the Section 504 regulatory requirements for a Free and Appropriate Public Education (FAPE) for the student. The IEP must be modified if the IEP team determines that online instruction is the correct placement for the student. If the IEP team finds that online instruction does not meet the FAPE regulatory requirements, the team must recommend placement in an onsite course. In all courses through Fifth Arrow, a student is able to receive onsite support through scheduled advisories, tutoring, and onsite small group instruction. Fifth Arrow will have an onsite certified special education teacher and will provide other services through contracted services providers (e.g. speech therapists, physical therapy, and occupational therapy).

A parent or guardian may invoke his or her procedural safeguards or may choose to withdraw the student from special education services. If the student is withdrawn from special education services by the parent or guardian, then the student's enrollment will be handled in compliance with general education enrollment procedures.