



BROKEN ARROW PUBLIC SCHOOLS

Special Education Programs

Services Made Special

HOW DO OUR EDUCATION PROGRAMS DIFFER FROM OTHER DISTRICTS?

Our programs are designed around a particular disability type. Unlike districts who place students of different disabilities in one classroom, Broken Arrow Public Schools designs homogenous classrooms, which allows teachers and staff to be trained specifically in educational strategies and behavior techniques.

Our Programs

EARLY CHILDHOOD Students are able to receive services in our Developmentally Delayed 3-year-old (DD3) program or Developmentally Delayed 4-year-old (DD4) program.

☆ LEVEL 1

These services are provided for students who participate in general education classrooms and curriculum but need the additional support of pull out special education services.

☆ LEVEL 3

These programs serve students who require intensive services due to their disabilities including multi-handicapped, autism, intellectual disabilities and emotional disturbance. These students are served in self-contained classrooms with curriculum that is adapted for their specific needs.

- **MULTI-HANDICAPPED** *This program serves students with severe physical and intellectual disabilities. These students require intensive medical support along with highly modified academic programming.*
- **AUTISM** *This program is designed for students with pervasive autism with all range of intellectual abilities. Students are served in both general and adapted curricula. Students in this program often require additional behavioral support.*

☆ LEVEL 2

This program is for students with mild intellectual disabilities. These students participate in a self-contained, modified program where the general education curriculum is modified into essential elements and presented at a slower pace.

- **INTELLECTUAL DISABILITIES** *This program is designed for students who have profound intellectual disabilities and are served through an adapted academic program with an added emphasis on daily living skills and social behavior.*
- **EMOTIONAL DISTURBANCE:** *The Raising Individual Student Expectations (RISE) program is designed to serve elementary students with intense emotional disturbances. This program provides training in behavioral, social emotional skills and academic skills. In addition, all schools are staffed with specially trained Special Education Behavior Coaches to provide additional support to these students.*



LEVEL 4 AUTISM

These services are provided for students who participate in general education classrooms and curriculum but need the additional support of pull out special education services. This is an extension of our autism program and is designed for students with both pervasive autism and intellectual disabilities. Students in this program require intensive behavior support as well as a highly adapted academic programming. This program is currently only at the secondary level.

TRANSITION PROGRAM

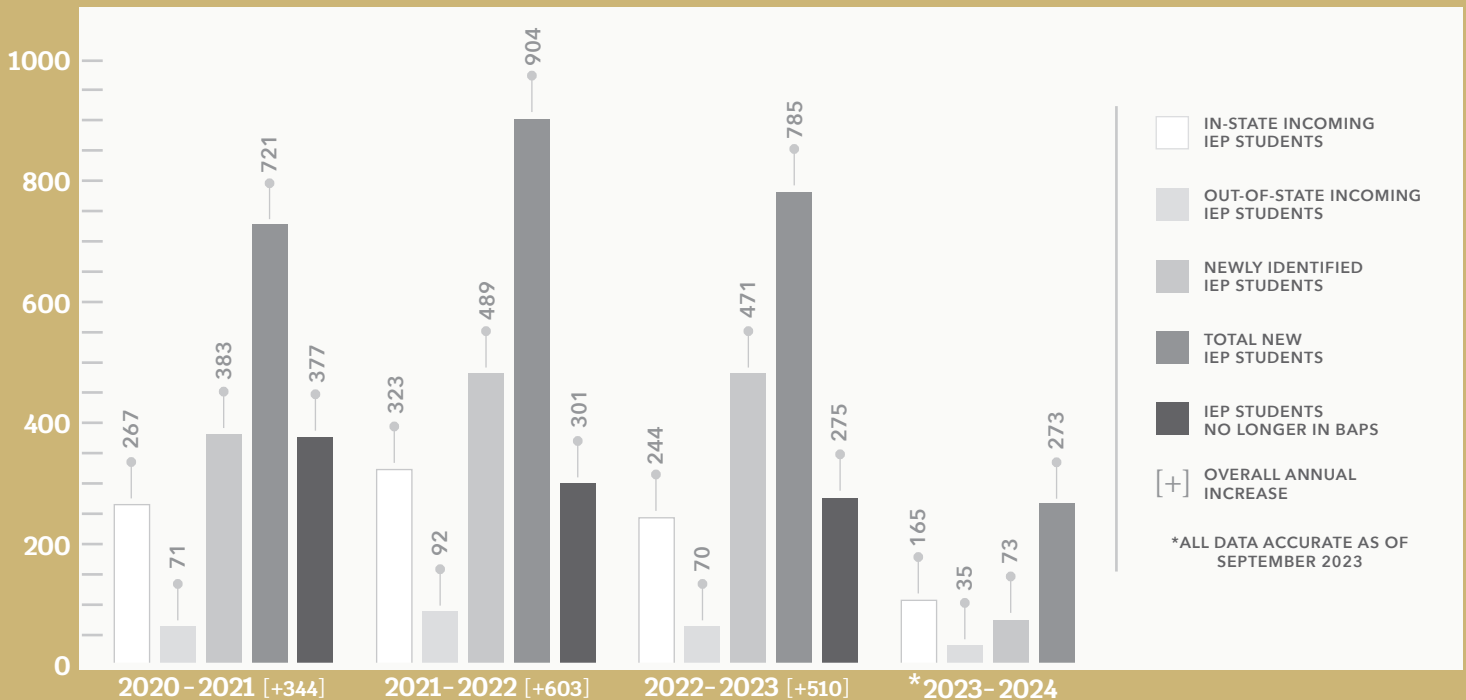
High school students being served in Level 2, 3 or 4 programs enter this program beginning in grade 9. This program provides training in career development, daily living skills and pre-employment skills. Students may participate in community work experiences or paid internships that are designed to give them real work experience. These services coincide with their high school program in grades 9-12. After graduation, students that qualify for the Oklahoma Alternate Assessment Program and who receive an alternate diploma can choose to continue on into the adult transition program until the age of 22.

ADDITIONAL SERVICES

- HEARING IMPAIRMENT
- VISION IMPAIRMENT
- DEAF/BLIND
- SPEECH & LANGUAGE THERAPIES
- OCCUPATIONAL & PHYSICAL THERAPIES
- TRANSPORTATION SERVICES

Historical Growth in Special Education

Since 2019, total special education numbers in Broken Arrow have increased by more than 300 students. More specifically, the district is growing in the number of students with high needs. For example, in 2018 we had eight self-contained elementary-level classrooms for students with autism, and during the 2023-2024 school year, we have 22 self-contained elementary-level classrooms for students with autism.



FOR MORE INFORMATION
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