



## **SECTION III: INSTRUCTION**

## **POLICY 3000**

### **AIDS PREVENTION EDUCATION INSTRUCTION PROGRAM**

The intent of the instructional program on Acquired Immune Deficiency Syndrome (AIDS) is to provide information about the disease, methods of transmission and prevention appropriate to specified grade levels.

AIDS instruction will begin in Grade 6 and continue through Grade 12.

Appropriate AIDS instruction curriculum will be taught in Grades 6, 10 and 12.

Specific instructional activities shall be maintained in the instructional guide for AIDS education, to be monitored by the Deputy Superintendent, who, through recommendation of revisions in the program to the Board of Education, shall update and modify the curriculum as new information about AIDS is made public. Any curriculum and materials developed for use in the AIDS Prevention Education Instructional Program shall be approved for medical accuracy by the State Department of Health.

When appropriate, students will be placed in the smallest groups feasible when receiving AIDS education instruction. Students may be in co-educational classes during the time the AIDS education instruction is presented.

The building principal or designee shall assign the school nurse and/or other qualified personnel to teach AIDS prevention education.

Adequate training from health department personnel and/or private medical sources shall be provided all nurses and teachers who are assigned to teach AIDS prevention education.

Prior to the start of the student instructional program and at any time thereafter parents and guardians of students who will be involved with the curriculum and materials shall have an opportunity to preview the curriculum and materials being presented. Thereafter, any parent or guardian may review the curriculum and materials at any time, including any revisions in the program to update and modify the curriculum as new information about AIDS is made public. The School District, at least one (1) month prior to teaching AIDS prevention education in any classroom, shall conduct for the parents and guardians of the students involved, during evening hours, at least one (1) presentation concerning the curriculum and materials that will be used for such education. Parents and guardians will be given the opportunity to have their student(s) exempt from participation in the AIDS instruction program.

Source: *Broken Arrow Board of Education policy adoption, November 16, 1987.*  
*Broken Arrow Board of Education policy revised, January 22, 1990.*  
*Broken Arrow Board of Education policy revised, October 5, 1998.*  
*Broken Arrow Board of Education policy revised, July 13, 2009.*  
*Broken Arrow Board of Education policy revised, July 10, 2017.*  
*Broken Arrow Board of Education policy revised, May 9, 2022.*



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## **POLICY 3010**

### **CHALLENGING INSTRUCTIONAL MATERIALS**

#### Procedures for Challenged Materials

Occasional objections to instructional materials will be made despite the quality of the selection process. Any parent has the right to request his/her child be exempted from reading, viewing, or participating in any portion of the curriculum if it conflicts with the parent's values and beliefs. Individual parents may not, however, determine reading, listening, or viewing for students other than their own children.

The following procedures have been developed to address concerns/challenges from parents and/or patrons regarding media and/or other instructional materials. These procedures establish a framework to resolve concerns at the lowest possible level while defending the principles of freedom of information, the students' right to access of materials, and the professional responsibility and integrity of the school faculty. Therefore, no duly selected materials whose appropriateness is challenged shall be removed from the District except upon the formal action of the Board of Education after the challenge procedures outlined below have been completed. Library media and/or other instructional materials that have been challenged at level two or higher will not be reconsidered at level two or higher for three calendar years from the date of the last level two recommendation or level three decision. Instructional materials purchased on an adoption cycle that have been challenged will not be reconsidered for the duration of the current adoption cycle.

The Board of Education of Broken Arrow Public Schools adheres to the First Amendment to the United States Constitution "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

#### Level One (Building Level)

Complaints regarding instructional/library media materials shall be reported to the appropriate principal. The following steps shall be used in efforts to resolve such complaints at the building level. The material in question shall remain in public access pending a final decision.

1. The principal, or the appropriate designee, shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the School District and/or the library media center, the selection procedure, criteria, and qualifications of those persons selecting the material, and the intended use and educational benefits from the material. The principal may also discuss the right of the parent to excuse his/her child from a particular assignment in the classroom or other material from the media center. A particular classroom assignment objected to by a parent may require an alternative assignment from the teacher.
2. If the complaint is not resolved informally, the building principal or designee shall provide the complainant with a copy of the materials selection and review policy and ask the complainant to complete a Request for Reconsideration form (located at [baschools.org](http://baschools.org) under district forms) after he or she has read or viewed the material in its entirety.



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3. If the completed Request for Reconsideration form has not been received by the principal within 10 calendar days after the complainant's receipt of the form, the complaint shall be considered resolved.
4. Upon receipt of a completed Request for Reconsideration form, the principal shall establish and chair a building-level materials review committee. Additional members of the building-level committee include one media specialist, two teachers, and one community representative.
5. Committee members will be provided information and training concerning the materials review process, the District's selection policy, and the First Amendment.
6. The committee will:
  - a. Read and/or examine and discuss the questioned material in its entirety;
  - b. Read and discuss reviews of the work;
  - c. Examine concerns referenced on the request form point by point;
  - d. Weigh opposing viewpoints against each other and form opinions based on the material as a whole in the context in which it is to be used, and not on individual passages;
  - e. Call upon District employees involved in selection/use of the material in question for input as needed;
  - f. Include other activities deemed by the committee to be relevant;
  - g. Vote on the reconsideration request to determine majority decision; and
  - h. Prepare a written report in a timely manner, usually within thirty (30) school days after receiving the formal request for reconsideration, outlining the committee's recommendations for disposition of the matter. Specific grade levels to be affected by the committee's recommendations must be listed in the report if such report contains recommendations for the removal or additional grade-level restrictions for the material.
7. The committee chair is responsible for disseminating this report to all involved parties, including the Deputy Superintendent.
8. If the building-level committee recommends removal and/or grade-level restrictions for the material in question, the committee chair shall forward all related materials to the Deputy Superintendent for further review at level two.

#### Level Two (District Level)

If the complainant is not satisfied with the disposition of his/her complaint at level one, he/she may file a written request for consideration at level two within ten (10) calendar days of receipt of the level one recommendation with the Deputy Superintendent .

The following steps shall be used to address level two complaints. The material in question shall remain in public access pending a final decision. Level two recommendations supersede level one recommendations.



1. The Superintendent or appropriate designee will establish a materials review committee. Committee members will be provided information and training concerning the materials review process, the District's selection policy, and First Amendment rights. The committee will be comprised of seven (7) members from the categories below:
  - a. One teacher from the elementary level;
  - b. One teacher from the secondary level;
  - c. One administrator who will act as committee chair;
  - d. Two community representatives;
  - e. One library media specialist from the elementary level; and
  - f. One library media specialist from the secondary level.
  
2. The committee will:
  - a. Read and/or examine and discuss the questioned material in its entirety;
  - b. Read and discuss reviews of the work;
  - c. Examine concerns referenced on the request form point by point;
  - d. Weigh opposing viewpoints against each other and form opinions based on the material as a whole in the context in which it is to be used, and not on individual passages;
  - e. Call upon district employees involved in selection/use of the material in question for input as needed;
  - f. Include other activities deemed by the committee to be relevant;
  - g. Vote on the reconsideration request to determine a majority decision; and
  - h. Prepare a written report in a timely manner, usually within thirty (30) school days after receiving the formal level two request for reconsideration, outlining the committee's recommendations for disposition of the matter. Specific grade levels to be affected by the committee's recommendations must be listed in the report if such report contains recommendations for the removal or additional grade-level restrictions for the material.
  
3. The committee chair is responsible for the dissemination of this report to all involved parties, including the Deputy Superintendent.

Level Three (Board Level)

If the complainant is not satisfied with the disposition of his/her complaint at level two, he/she may file a written request for consideration at level three within ten (10) calendar days of receipt of the level two recommendation with the Board of Education. The Board of Education will render a decision in a timely fashion, usually within thirty (30) working days. The decision of the Board of Education shall be final.

Source: *Information placed in handbook March, 1975.*  
*Broken Arrow Board of Education policy adoption, November 2, 1981.*  
*Broken Arrow Board of Education policy revised, December 20, 1993.*  
*Broken Arrow Board of Education policy revised, January 22, 1996.*



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## **POLICY 3010**

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*Broken Arrow Board of Education policy revised, December 13, 2004.*

*Broken Arrow Board of Education policy revised, July 13, 2009.*

*Broken Arrow Board of Education policy revised, July 10, 2017.*

*Broken Arrow Board of Education policy revised, May 9, 2022.*



## **SECTION III: INSTRUCTION**

**POLICY 3060**

### **EDUCATIONAL SERVICES FOR STUDENTS**

### **UNDER SECTION 504 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT**

The District recognizes its responsibilities to children who are or may be qualified persons with disabilities under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act ("Title II"). In an effort to ensure that District employees understand and implement the requirements of Section 504 and Title II, the Board of Education adopts the following policy.

#### **Qualified Individual with a Disability**

All qualified persons with disabilities within the jurisdiction of the Broken Arrow Public Schools are entitled to a free appropriate public education ("FAPE"), regardless of the nature or severity of the person's disability. Section 504 and Title II define a person with a disability as any person who;

1. has a physical or mental impairment that substantially limits one or more major life activities
2. has a record of such an impairment or
3. is regarded as having such an impairment

The definition of disability shall be construed in favor of broad coverage of individuals, to the maximum extent permitted by Section 504 and Title II.

The term "physical or mental impairment" means

1. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genitourinary; hemic and lymphatic; skin; and endocrine; or
2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The phrase "physical or mental impairment" includes, but is not limited to, such contagious and non-contagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

The term "major life activities" includes, but is not limited to, functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A "major life activity" also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. Also, an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.



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#### **Mitigating Measures**

The determination of whether impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

1. Medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
2. Use of assistive technology;
3. Reasonable accommodations or auxiliary aids or services; or
4. Learned behavioral or adaptive neurological modifications.

The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

For purposes of this policy, a "qualified person with a disability" is a person with a disability who is;

1. of an age during which it is mandatory under Oklahoma law to provide such services to persons with disabilities;
2. of an age during which persons without disabilities are provided such services; or
3. A person for whom a state is required to provide a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act.

#### **Appropriate Education**

An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling and medical diagnostic services necessary to the child's education.

An appropriate education in the District will include:

1. Regular or special education and related aids and services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;
2. The education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;
3. Evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and



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4. Establishment of due process procedures that enable parents and guardians to receive required notices, review their child's records and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

The District will design education programs for students with disabilities to meet their individual needs to the same extent that the needs of nondisabled students are met. The District will provide the quality of education services to students with disabilities that equal the quality of services provided to nondisabled students. The District will provide teachers for students with disabilities who are trained in the instruction of individuals with disabilities. The District will provide comparable facilities for students with disabilities and make appropriate materials and equipment available. The District will not exclude students with disabilities from participating in nonacademic services and extracurricular activities on the basis of disability. The District will provide persons with disabilities an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

#### **Educational Setting**

The District will place students with and without disabilities in the same setting, to the maximum extent appropriate to the educational needs of the students with disabilities. The District shall place students in the regular education environment unless the District demonstrates that the education of the student in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will participate with nondisabled students in both academic and nonacademic services, including meals, recess and physical education, to the maximum extent appropriate to their individual needs.

As necessary, the District will provide specific supplementary aids and services for students with disabilities to ensure an appropriate education setting. Supplementary aids may include, but are not limited to, interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments. Students with disabilities requiring instructional materials in accessible formats will receive appropriate materials.

If the District places an individual with disabilities in another school, the District will take into account the proximity of the other school to the student's home.

#### **Evaluation and Placement**

The District will make evaluation and placement decisions in accordance with appropriate procedures required by law. The District will conduct an individual evaluation before any action is taken with respect to the initial placement of a child who has a disability or before any significant change in that placement. Evaluation may include review of existing information, information provided by a parent or guardian, school records, student observations and formal or informal assessment. In the event of formal assessment, the District will use tests and other evaluation materials that have been validated for the specific purpose for which they are used. The tests and





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other evaluation materials will include those tailored to assess the student's specific areas of educational need, not merely those designed to provide a single general intelligence quotient (IQ) score. Trained personnel will administer the tests and other evaluation materials in conformance with the instructions provided by their producer. The District will select and administer tests so as best to ensure that, when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, unless those skills are the factors the test purports to measure. In interpreting evaluation data and making placement decisions, the District will draw upon information from a variety of sources, including but not limited to aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior. A multidisciplinary group, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options, will document and consider carefully information obtained from all such sources in making eligibility and placement decisions.

The multidisciplinary group will consider reevaluation at least every three years for each student for whom the District is providing a FAPE or more frequently if conditions warrant or if the child's parent or teacher requests a reevaluation.

#### **Section 504/Title II Plan**

When the multidisciplinary group determines that a student is eligible for educational services under Section 504 and Title II, it will prepare a plan documenting how the District will provide FAPE for that student. The plan will identify the educational services, related services and supplementary aids and services needed to meet the student's individual educational needs, the person(s) responsible for implementing each component of the plan, the starting and ending dates for each component and a date, no less than annually, on which to review the plan.

The District will provide appropriate education and related aids and services free of charge to students with disabilities and their parents or guardians, except for fees equally imposed on nondisabled persons or their parents or guardians.

If the District is unable to provide a FAPE itself, it may place a person with a disability in, or refer the person to, a program other than the one the District operates. However, the District will remain responsible for ensuring that the education offered to the student is appropriate, as defined by law, and for coverage of financial obligations associated with the placement. The District will ensure that adequate transportation is provided to and from any program in which it places the student that is not operated by the District, at no greater personal or family cost than would be incurred if the student were placed in the District's program.

#### **Procedural Safeguards**

The District will employ procedural safeguards regarding the identification, evaluation or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. District personnel will notify parents or guardians of any evaluation or placement actions and parents or guardians will be allowed to examine the student's records. The District will provide parents or guardians with a copy of its *Section 504 of the Rehabilitation Act of*



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*1973/Title II of the Americans with Disabilities Act Information and Procedural Safeguards form* annually at the student's Section 504 plan meeting and when the District

1. seeks parent or guardian consent for Section 504 evaluation or reevaluation,
2. receives a complaint from the parent or guardian alleging failure to comply with Section 504 or Title II requirements,
3. receives a request from the parent or guardian for a copy of the *Procedural Safeguards* form, and
4. Takes any action with respect to the identification, evaluation, or educational placement of the student.

The District will provide an impartial hearing by an objective, neutral hearing officer that will allow parents or guardians to challenge identification, evaluation and placement procedures and decisions. If parents or guardians disagree with the District's decisions, they will be afforded an impartial hearing, with an opportunity for their participation and for representation by counsel. The District will make available an impartial administrative review procedure by an objective, neutral review officer to parents or guardians who want to challenge the hearing decision. If the parent or guardian wants to challenge the administrative review decision, he or she may file an action in state or federal court.

#### **Retaliation**

The District also prohibits retaliation, intimidation, threats, or coercion of any person for opposing discrimination or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, appealing, or participating in any other discrimination complaint proceeding or hearing. The District will take steps to prevent the alleged perpetrator or anyone else at the District from retaliating against the alleged victim or any person who acts to oppose discrimination or participates in the complaint process. These steps include notifying students and employees that they are protected from retaliation, making sure that victims know how to report future problems and making follow-up inquiries to see if there have been any new incidents. If retaliation occurs, the District will take strong responsive action.

Persons with complaints or concerns about the application of this policy should contact:

1. The Deputy Superintendent should be contacted for all student issues except those related to Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 at 918-259-5700 or at 701 South Main Street, Broken Arrow, OK 74012; and
2. The Executive Director of Special Services should be contacted for all student issues related to Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 at 918-259-5700 or at 701 South Main Street, Broken Arrow, OK 74012.

Source: *Broken Arrow Board of Education policy adoption, July 13, 2009.*  
*Broken Arrow Board of Education policy revision, October 13, 2014.*  
*Broken Arrow Board of Education policy revision, November 4, 2019.*



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**POLICY 3060**

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*Broken Arrow Board of Education policy revision, May 9, 2022.*



## **SECTION III: INSTRUCTION**

## **POLICY 3150**

### **PROMOTION AND RETENTION**

#### Introduction

The Board of Education, having determined that a need exists for a uniform policy governing the circumstances and considerations to be weighed in determining whether to promote a student to the next grade or retain him or her in the same grade for an additional year, has established the following policy to govern this question. The purpose of this policy is to provide guidelines for teachers and administrators to follow in determining whether to promote or retain students in the School District, and to establish a uniform procedure to be followed in cases in which retention is appropriate. The policy also establishes an appeal procedure by which parents may challenge the retention on promotion decision. No appeals process is required by Oklahoma law as to the district's decision to promote a student when the parents desire that the student be retained in a grade. In making such a promotion decision, the district shall use its best educational judgment and all relevant information.

As used in this Policy, "promote" or "promotion" means to pass a student who has successfully completed the requirements of a particular grade into the next higher grade at the end of the school year, or before November 1 of the academic year if the student is being promoted at mid-year in accordance with the Reading Sufficiency Act, and to record on the student's record that he or she has successfully completed the current grade.

As used in this Policy, "retain" or "retention" means to decline a student from advancing into the next higher grade at the end of the school year and to indicate on the student's permanent cumulative record that he or she has not successfully completed the requirements of his or her current grade.

#### Policy Regarding Promotion and Retention and Failing Courses

Each school will form a committee to review and make decisions regarding retention and promotion. The committee will be composed of a classroom teacher, a counselor, when available, and additional personnel who may be assigned by the principal or Superintendent when appropriate. No committee will be formed regarding a failing grade in a course, but such failing grade shall be shown on the student's report card.

Except when mandatory retention applies under State or Federal Law, the following strong supportive evidence must be presented to the student and parent regarding retention. This evidence must be based on:

1. Testing that actually covers the subject matter presented to the student.
2. Assignments directly related to the subject matter being taught.
3. Consideration will also be given to the student's level of maturity (physical, mental, emotional, and social) and to the student's attendance record, although these matters will not bear the same weight as items 1 and 2 and cannot be the sole reason for a decision to retain or promote a student.



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The student and parent will be made aware of the possibility of the student's impending retention or failing grade in a course. Any student in danger of being retained or failing a course shall be notified prior to the end of the school year that the student's performance is insufficient, and the student's parents will be mailed a written notice. The school staff will make reasonable efforts to help the student improve his or her academic standing.

Promotion will be determined by successfully completed units of instruction to be established by the Board of Education, Superintendent and principal.

#### Appeal Process

Except when mandatory retention applies under State or Federal Law, any parent may request reconsideration of a retention decision:

##### First Level of Appeal:

The parent may request review of the initial decision by letter to the building principal. If no request is received within five (5) days of the parent's receipt of written notification of the initial decision, the initial decision will be final.

##### Second Level of Appeal:

The parent may request review of the principal's decision by letter to the Executive Director of Student Services. If no request is received within five (5) days of the parent's receipt of written notification of the principal's decision, the principal's decision will be final.

##### Final Level of Appeal:

The parent may request review of the Executive Director of Student Services' decision by letter to the Superintendent or the Clerk of the Board of Education. If no request is received within five (5) days of the parent's receipt of written notification of the Executive Director of Student Services' decision, the Executive Director of Education's decision will be final. The parent will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final.

If a parent disagrees with the Board's decision, the parent may prepare a written statement stating the reason(s) for disagreement, which will be placed in and become a part of the student's permanent cumulative record.

Prior to retaining a student at the parent's request, the student's parents will be required to sign an acknowledgement form accepting responsibility for any adverse consequences of retaining a student



against district recommendations.

Third Grade Retention: Policy in conjunction with Reading Initiative

A third grade student who meets the criteria for retention as defined in State Law 70-1210.508A-E may be promoted upon the recommendation of the District Superintendent if the student qualifies for one of the good-cause exemptions provided through the State's Reading Sufficiency Act (70-1210.508A-E).

Mid-Year Promotion of Retained Third Graders

A retained third grade student who demonstrates that he or she:

- Is a successful and independent reader who is reading at or above grade level; and has progressed sufficiently to master appropriate fourth grade reading skills; and
- Is demonstrating a level of reading proficiency required to score above the unsatisfactory level on the third-grade statewide criterion-referenced test, or mastery of the Oklahoma State Standards as assessed by the reading portion of the grade 4 criterion referenced test; and
- Is showing progress sufficient to master appropriate fourth-grade level skills, as determined by the school district;

may be promoted by the District prior to September 1 (or the next school day after September 1 if September 1 is not a school day) of the retention year if the parents and the District are in agreement with the mid-year promotion, provided that no such agreement shall be made after this date. The academic progress plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

Source: *Broken Arrow Board of Education policy adoption, July 13, 2009.*  
*Broken Arrow Board of Education policy revision, March 10, 2014.*  
*Broken Arrow Board of Education policy revision, December 11, 2017.*  
*Broken Arrow Board of Education policy revision, June 1, 2020.*  
*Broken Arrow Board of Education policy revision, May 9, 2022.*