



Crystal Lake Elementary District 47

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OASIS

INTRODUCTION

The OASIS Program (**O**pportunities to **A**chieve **S**uccess **I**n **S**chool) provides students with services in a self-contained classroom environment with opportunities to be mainstreamed dependent upon the strengths of the student. Class size is limited to 13 students, with one teacher and paraprofessional support, allowing for a smaller student to staff ratio. Related services/therapies are an integral part of the program and are integrated into the classroom, as appropriate.

PROGRAM OBJECTIVES

The overall goal of the OASIS Program is to provide eligible students with the least restrictive program option while addressing their individual social, emotional, behavioral and academic goals.

PROGRAM STRUCTURE

The OASIS Program provides individualized opportunities to kindergarten through eighth grade students whose educational needs cannot be met within a full time general education environment. This self-contained program has a smaller class size with direct and integrated related services. Due to the nature and intensity of the students' social/emotional disabilities, the program may require modifications in instruction, program structure and methodologies in order to meet the students' unique needs. Each of the classrooms use the District #47 general education curriculum with accommodations based on the students' identified needs as documented in their IEP. Intervention materials and alternate curriculum will be used as required. Each student is provided the opportunity for integration into general education classes to the maximum extent possible as determined appropriate by the IEP team. Individualized counseling services are provided for each student. In addition, OASIS program staff members make themselves available to process through a student's emotional/behavioral needs as the occasion(s) arise. Goals/target behaviors identified within the student's Behavior Intervention Plan are evaluated regularly throughout the school year.

Frequent communication with the students' parent(s) is considered an essential component within the OASIS program. In addition, once the necessary releases have been obtained, an on-going dialogue is established with the student's private therapeutic providers and any other community agencies working in the best interest of the students.

ENTRANCE GUIDELINES

Guidelines for use by the multidisciplinary team in determining the appropriateness of placement consideration within the OASIS Program are as follows:

1. The student has not been found to have cognitive impairments which hinder their participation and academic progression (IQ should be 70 or higher).
2. The student has been found eligible for special education services and demonstrates significant deficits in emotional/behavioral functioning as demonstrated across two or more distinct settings over an extended period of time and to a marked degree.
3. Despite extensive individualized interventions and an appropriate Behavior Intervention Plan implemented with fidelity, the student continues to be unsuccessful within his/her current setting.

EXIT GUIDELINES

Exiting from the program would be based on an IEP team's decision. Returning to a general education placement with related services will be considered when the student has accomplished the following criteria:

- integration within the general education environment more than 50% of the school day and consistently demonstrates behaviors that result in academic growth
- data demonstrates appropriate progress towards educational goals
- generally shown a motivation to return to the general education setting
- transitioned successfully from leveled behavior system to CICO
- CICO data demonstrates success within the general education environment

The decision for a change of placement would be made in the forum of an IEP meeting with all necessary participants present. If a student is being considered for general education placement with related services, the OASIS team will consult with the receiving team prior to the IEP meeting.

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