

OASIS SCHOOL

Opportunity, Achievement & Success In Society

1500 E. Lawrence

620-382-2858

620-382-2063 Fax

Marion, KS 66861

Thank you for your interest in OASIS, a school for students experiencing significant behavioral difficulties and related school failure. The program is designed to create a positive environment where students can learn responsible behavior while regaining a commitment to school, learning, and self.

Please read through the enclosed information and discuss it with your family as well as the child being considered for this special learning opportunity. Feel free to talk with the staff about any questions you may have. It is our goal to work together with parents and families for the success of all our students. This begins with well-informed and involved parents. This handbook is an effort to open the lines of communication to a positive school experience for your son or daughter. Thank you, again, for taking the time to learn more about this unique school program.

The Staff of OASIS School

Marion County Special Education Cooperative #617 does not discriminate on the basis of race, color, creed, national origin, sex, age, or handicap in the educational programs and activities which it operates.

Approved by the MCSEC Board of Directors on July 17, 2017

Parent and Student Handbook

OASIS SCHOOL

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Our Students

With a commitment to providing quality special education services to schools within Marion County, the Special Education Cooperative provides intensive service to students experiencing significant behavioral difficulties and related school failure. An OASIS student is 5-21 years of age and has not been successful in a self-contained special education program in the neighborhood school. OASIS students demonstrate behaviors and needs which cannot be met in the traditional school setting. Entrance into OASIS School occurs as a result of thorough planning and consideration by the neighborhood school, the OASIS Administrative Team, and the IEP Team, which includes the parent(s).

Our Mission

OASIS School is designed to provide a positive learning environment where students can develop their academic task-related behaviors and social skills and work toward a successful return to a traditional school setting.

OASIS School provides every student with a safe and positive learning environment that: (1) reveals the students' hidden potentials, (2) cultivates self-worth, respect for others and the desire to learn, and (3) develops the personal responsibility and accountability necessary for success in school and life.

*“Perhaps the most valuable result of all education is the ability to
make yourself do the things you have to do,
when it ought to be done,
whether you like it or not;
it is the first lesson that ought to be learned
and however early a man's training begins,
it is probably the last lesson he learns thoroughly.”
~ Thomas H. Huxley, English Biologist, 1825-1895*

Our Staff

The OASIS School is professionally staffed with caring educators dedicated to helping your son or daughter find success in school. This includes certified special education teachers, school psychologist, school social worker, nurse, and para-educators to assist in all aspects of the program. The school operates with multi-age classrooms designed to instruct students at their personal skill level. There is a teacher and at least one para-educator in each classroom, ensuring a ratio of at least one adult for every three students. The OASIS School staff includes:

Dr. David Sheppard	Director of Special Education
Mitch Neuenschwander	Administrator/Special Ed Coordinator
Jared Browning	School Psychologist
Taylor Lewis	School Social Worker
Crystal Holub	Teacher
Heather Olson	Teacher
Sandra Ruder	Teacher
Heather Steiner	Teacher
Kaycee Chermak	Paraeducator
Shari Weisbeck	Paraeducator
Stephanie Moss	Paraeducator
Kym Thompson	Paraeducator
Joy Dalke	Paraeducator
Maranda McMichael	Paraeducator
Jimmy Shipman	Paraeducator
Victoria Holub	Paraeducator
Eileen Hiebert	Paraeducator
Troy Thompson	Custodian/Cook

*"I've come to the frightening conclusion that I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It's my daily mood that makes the weather.
As a teacher, I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that decides whether a crisis
will be escalated or de-escalated
and a child humanized or dehumanized."*

-Haim Ginott

Our Program

OASIS has created a unique school environment designed to address these issues in a focused way and to work intensively with students to correct their difficulties and achieve a timely return to their neighborhood school. The program components include:

- **Individualized Educational Plan.** Central to the program is individual planning with the parents and student to set personal learning and behavior goals. These goals are mutually determined to be those vital to immediate success for the student, not only in school but in the home and community as well.
- **Meaningful Academic Instruction.** OASIS provides academic instruction which focuses on improving basic academic skills. These skills are then applied in meaningful learning activities of high interest. Such activities may include service learning in the community, exploration of different jobs, and varied outdoor experiences which allow students to engage in hands on activities and investigate how “learning” relates to “doing.” These activities serve to re-engage students and create enthusiasm for learning.
- **Social Skills Instruction.** The program addresses student behavior deficits through the teaching of social skills and other responsible behaviors necessary for success in school, on the job, and in the community. Regular direct instruction in basic social skills occurs across school activities by all school staff. See page 8 for a complete list of the OASIS Social Skills.
- **Goal Setting and Progress Monitoring.** OASIS School helps students to set behavioral goals and to monitor their progress on those goals daily. This goal-setting process is known as the Motivation System. Students earn points for responsible behaviors and can also lose points when misbehavior occurs. Points are used to buy items of interest from the school store or to purchase special privileges. This system is designed to encourage or motivate students to change their behavior, and also helps staff and parents to know when students have made improvement in their behavior.
- **Case Management of Mental Health or Other Community Services.** Because of the complex needs of students referred to OASIS, specialized assistance provided by social services, mental health or other professionals may be necessary. The school, through the psychologist and social worker, will assist parents and families in securing and coordinating these services.

Transition Planning

Planning for this eventual transition back to the neighborhood school begins immediately upon placement at OASIS. Every instructional activity at OASIS has one purpose—to provide the knowledge, skills, and attitudes necessary for success in the neighborhood school. Transition planning focuses on the presenting problems described by the referring school and the alternative behaviors that have been determined necessary for the student’s success there. Transitioning students may be expected to transition regardless of special events or activities. Considerations for determining when a transition should occur include:

Mastery of target behaviors. Determining readiness to transition is primarily determined by the student’s success with mutually agreed upon behaviors. Upon placement, the referring school is asked, “*What behaviors does this student need in order to be successful in your setting?*” and “*If the student masters these behaviors would you welcome his/her return?*” The Individual Education Plan (IEP) captures these essential learning needs and serves as the primary communication tool. Once identified, the OASIS staff can begin the intensive process of teaching, encouraging, and monitoring the acquisition of these essential behaviors. As target behaviors are mastered, students can celebrate their success and recognize that they are one step closer to a successful return to their home school.

Movement through the Motivation System. The Motivation System provides the structure and the tools necessary to assist staff and students with the complex behavior change process. Progression through the three levels of the system correlates with student mastery of target behaviors and prompts staff to fade out the structure and extrinsic rewards, therefore ensuring student readiness to meet the demands of traditional settings where no such intervention exists. When students move to the Merit level, team planning for transition begins and activities are generally initiated when the student achieves “off card” status.

Class Scheduling. The desire for a timely return must be balanced with school scheduling issues. Schools often prefer the return of students at logical times (i.e., beginning of the quarter or semester). Consideration must also be given to instructional issues and course content (i.e., Can the student catch up in the coursework? *Or* Does the student have the prerequisite skills to successfully join the class at this time?). Student transitions typically begin with a single class or school activity and gradually progress, based upon student success, until full reintegration is achieved. The extent of reintegration time must be individually determined based upon the child’s demonstrated behavior and other variables or conditions known to lead to success.

Our Schedule

The OASIS school program begins promptly at 8:30 AM and concludes at 3:00 PM each day. Typical daily activities might include:

8:00 - 8:25	Student Arrival and Breakfast
8:25 - 9:00	Homeroom and Behavior Class
9:05 – 11:00	Academic Instruction
11:00 – 11:55	Lunch blocks interspersed with Academic Instruction
12:00 – 2:30	Academic Instruction
2:30 - 3:00	Individual Student Conferences and Goal Setting
3:00	Student Dismissal

Because of the transportation routes used by the OASIS staff and students, in the case of snow or severe weather we honor the Marion-Florence Schools' cancellations. If the Marion-Florence school district calls off school, OASIS will also dismiss classes. For notification about school closings during inclement weather, tune your television to channels 3 (KSN), 10 (KAKE), 12 (KWCH) or listen to the following radio stations:

KFDI	FM 101.3
KFDI	AM 1070
KSAL	AM 1150

Our Expectations for Students

One of the goals of OASIS School is to help our students understand and use behaviors which lead to success not only at school, but at home, in the community, and later in the world of work. Our “Guidelines for Success” share our vision of the successful student. We believe that all students, regardless of past experiences - positive or negative, can be successful if they continually strive to live by our five basic school guidelines:

OASIS SCHOOL Guidelines for Success

- **Be Respectful**
Show respect for self through appropriate words, appearance, and actions.
Share concerns and feedback for others in a caring and polite way.
Take care of your property as well as the property of others.
- **Do Your Best**
Keep an “I can” attitude.
Continue to try even when the work is difficult.
- **Be Responsible**
Take responsibility for your own behavior.
Follow school procedures and expectations.
Be trustworthy in your words and actions.
- **Protect Your Learning Time**
Be on time.
Be prepared and willing to learn.
Use your time wisely.
- **Cooperate With Others**
Provide a helping hand.
Be positive in a group setting.
Use a team attitude.

To further clarify student expectations, OASIS School has identified specific social skills which are known to lead to interpersonal success. These social skills provide students with step by step procedures for productive interactions with others. The curriculum follows:

OASIS SCHOOL

Social Skills Curriculum

How to Follow Instructions

1. Look at the person.
2. Say “OK.”
3. Do the task immediately.
4. Check back.

How to Accept “No” for an Answer

1. Look at the person.
2. Say “OK.”
3. No arguing, whining, or pouting.
4. If you don’t understand why, calmly ask for a reason.
5. If you disagree or have a complaint, bring it up later.

How to Accept Criticism

1. Look at the person.
2. Say “OK.”
3. No arguing.
4. If you disagree, bring it up later.

How to Greet Someone

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. Make a verbal greeting.

How to Get the Teacher’s Attention

1. Look at the person.
2. Raise hand.
3. Wait for acknowledgment.
4. After acknowledgment, ask question in quiet voice tone.

How to Disagree

1. Look at the person.
2. Use a pleasant voice tone.
3. Make an empathy/concern statement.
4. State disagreement specifically.
5. Give a rationale.
6. Say “Thank you.”

How to Make a Request

1. Look at the person.
2. Use a pleasant voice tone.
3. State request specifically.
4. Say “Please.”
5. Say “Thank you” after request is granted.

How to Give Negative Feedback

1. Look at the person.
2. Use a calm voice tone.
3. Make a positive statement or praise.
4. State the problem specifically.
5. Give a rationale why it is a problem.
6. Offer a solution.
7. Thank the person for listening.

How to Give a Compliment

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. Make a positive praise statement.

How to Resist Peer Pressure (Or Say “No”)

1. Look at the person.
2. Use a calm voice tone.
3. Thank them for including you.
4. Explain that you do not want to participate.
5. Offer an alternative activity.
6. Continue to refuse to participate (if necessary).

How to Engage in a Conversation

1. Look at the person.
2. Use a pleasant voice tone.
3. Ask the person questions.
4. Don't interrupt.
5. Follow-up their answers with a comment without changing the subject.

How to Accept a Compliment

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. Say “Thank you.”
5. Do not disagree with the compliment.

How to Apologize

1. Look at the person.
2. Use a pleasant voice tone.
3. Make a specific statement of remorse.
4. State a plan for future appropriate behavior.
5. Ask the person to accept the apology.

How to Report Peer Behavior

1. Look at the person.
2. Use a calm voice tone.
3. Request to speak to the adult privately.
4. Give a specific description of peer's inappropriate behavior.
5. State a rationale for the report.
6. Suggest a possible solution or consequence.
7. Thank the adult for listening.

How to Volunteer

1. Look at the person.
2. Use a pleasant voice tone.
3. Ask the person if you could volunteer to help.
4. State specifically the task you are volunteering to do.
5. Give a rationale/benefit.

How to Ask for Help

1. Look at the person.
2. Raise your hand.
3. Wait for acknowledgement.
4. When acknowledged, say, "I need help."
5. Tell the person specifically what you need help with.

How to Introduce Yourself

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. State your own name.
5. Shake the person's hand.
6. When departing say, "It was nice to meet you."

How to Ignore Peer Behavior

1. Look away from the peer.
2. Say to yourself, "I won't look and I won't listen – I'll keep working."
3. Continue to look away and focus on your activity.

How to Stay On Task

1. Have necessary materials on desk.
2. Look at materials or ask for help if needed.
3. If help is not available, go on to the next problem.
4. Complete assigned task.

How to Negotiate

1. Look at the person.
2. Use a pleasant voice tone.
3. Listen to other's points without interrupting.
4. State your position clearly.
5. Give a reason for your position.
6. Be willing to accept the other's points (compromise).
7. Thank them for listening and/or compromising.

How to Attend to Yourself

1. Pay attention to the task given to you.
2. Only look or respond if someone is directing a comment or question to you.
3. Continue to look away and focus on your activity.

How to go to the Office

1. Go Quickly.
2. Go Quietly.
3. Keep your hands and feet to Yourself.
4. Sit in Chair.
5. Wait quietly.

Taking Pride in Your Appearance

1. Bathe daily.
2. Wear clean clothes appropriate to the season.
3. Avoid clothes that are revealing or glamorize contraband or gangs.
4. Care for clothing throughout the day; no tearing or writing on clothes.
5. Comb hair, wash face and hands as needed.

Responding to Teasing or Bullying

1. Pause, remain calm.
2. Give the person feedback, ask them to stop.
3. Look or walk away.
4. If it continues, report to an adult.

OASIS School Expectations

School Hours

School is open from 8:00 AM to 3:00 PM. Students will not be allowed in the building before 8:00 AM unless prior arrangements have been made. When I arrive I am to enter the building immediately. Any movement throughout the building will be with staff permission only. I understand that we have a closed campus and I will remain on campus during the school day or under the direct supervision of an OASIS staff member when off the school grounds. If I leave school grounds without permission, the police will be contacted.

Attendance

At OASIS School, we value our learning time. I understand that attendance and being on time affects my learning and ultimately my ability to return to my neighborhood school. All absences will be considered unexcused until approved by OASIS staff. When my family or I anticipate an absence, we will notify OASIS at least one school day beforehand in order to get work needed. When it is necessary to miss school, my parent/guardian must call the school on the day of my absence, or I must bring a note upon my return. Parents are asked to specify the exact reason for an absence. Notes marked “personal reasons” or “personal business” are not acceptable and will not be excused. A doctor’s note is required for verification of a medical appointment or illnesses lasting 3 days or longer or the absence is unexcused. These are the types of excused absences; 1. Personal illness, 2. Death of immediate family, 3. Medical/Therapy appointment, 4. Religious observance, 5. Court proceedings.

Absences for which the school receives no call or note from parents or for which reasons were unacceptable shall be deemed unexcused. If a student or parent is ever in doubt about whether or not an absence will be excused, it is important to contact OASIS several days prior to the absence. Any absence may be classified as unexcused if the administration has reasonable cause to make that decision. I am responsible for making up all missed work whether my absence is excused or unexcused. I will have 3 school days to make up my work plus an additional day for each day missed if it is an excused absence. If it is unexcused, I will have one day to make up my work. I also understand that if I have three consecutive unexcused absences, five unexcused absences in a semester, or seven unexcused absences in a year, I will be considered truant and a referral may be made to Department of Children and Families (DCF) or the County Attorney. For excessive excused absences a meeting may be called to set up an attendance plan.

Late Work

We value our learning time and continue to do our best work, even when frustrated or the work is difficult. I will be in class using my time wisely while at school understanding that if I don’t, I may have to stay after school until work is completed or take the work home. (The time/work has to be made up either after school, working breakfast or lunch or during an elective class time.) I may also be expected to complete homework nightly to prepare me for my return to my neighborhood school. At the end of each quarter, my grades are sent to my neighborhood school and to my parents. My work at OASIS will earn credit toward graduation and, if necessary, an alternative graduation plan can be developed. All grades and transcripts are kept at my neighborhood school.

If not successfully completing homework on time becomes a consistent problem, I will write a homework contract, which may include staying after school to complete my homework. My parents will be responsible for picking me up. If I have been absent, the staff will help me to define a due date for the work, whether excused or unexcused.

Transportation

I have the privilege of utilizing the transportation services arranged by my neighborhood school district and OASIS School. If I plan to use any other means of getting to and from school, I must have written permission or a phone call from my parents or guardian to the staff. OASIS students are not permitted to drive to school. In the event that I have struggles on the transportation provided or need to stay after school, my parents/guardians will be contacted to transport me between school and home. If personal belongings become an issue during transportation, disciplinary action may occur.

From time to time, parents request that their children be permitted to ride the bus to and/or from some place other than their designated stop. The school district policy and Kansas State Law for these situations is as follows:

- A note to transportation services from a parent or guardian must be received not less than 24 hours in advance.
- The stop must be a designated stop on an existing route.
- If the request involves a student riding a different bus, the request will only be granted if there is adequate room for the additional student. The students must ride their home district transportation only.
- Only students who are authorized bus transportation will be allowed to ride. If a note is not received, the request will be denied when the student attempts to board the bus.

Materials

A successful student is prepared. I will have the materials I need each day to tackle the assignments in my classes. This means I will always have pencil, pen, paper, point card and planner. A list of additional supplies will be provided by my teachers. If my family has difficulty supplying my materials, special arrangements may be possible by talking with school staff.

Student Interaction

In order to protect the unified culture of our school, invitations to outside school events such as birthday parties, etc. will not be allowed to be passed between students. This includes the time students are transported to and from school. Personal notes and gifts between students and staff and the exchanging of personal information such as phone numbers, emails, and social media contact information is not allowed at school. Students are not allowed to take pictures with their personal phones.

Personal Belongings

I understand that the focus of OASIS School is to learn how to be successful at my neighborhood school as quickly as possible. Therefore, equipment such as electronics, toys, cellphone, music players etc. will not be allowed at school. If I choose to bring any such items to school, I will have to turn them over to the school staff when entering and will receive them back at the end of the day. If they are not turned in for the day, they will be kept safely at school until my parent can pick them up. The first time will be a warning. If an item is not labeled, it may not be returned until the parent identifies the item. Breakage, theft, or loss of items brought to school is not the responsibility of the school. Electronics are not to be left on the bus. Students are not allowed to trade any items. The school will not take responsibility for any items traded or lent to other students.

School Phone

The OASIS School does not have a phone for student use. In case of an emergency, a staff member will assist me with calls as necessary.

Meals

I may purchase a breakfast upon arrival each morning. School lunches are also available. Both breakfast and lunch are available at my expense. If I prefer home cooking, I may bring a bag lunch (no soda pop or energy drinks). If I am eligible, I may receive breakfast or lunch at a reduced rate or no charge. I may ask for an application from my neighborhood school if I feel I may be eligible. OASIS follows the Marion/Florence Lunch Account Policy. I can eat or drink only in the cafeteria at meal times, or areas designated by staff.

Personal Appearance

How I dress sends a message to others. If I dress like a responsible student, I am more likely to be treated respectfully. A clothes washer and dryer, as well as showers, are available at school to ensure good grooming. I am not allowed to wear clothes that promote gangs, double connotations, violence, profanity, or sex. I will not be allowed to wear clothes that do not cover my undergarments, halter tops, or tube tops. My hat/hood will not be worn indoors at any time, and I will not wear extreme or distracting jewelry or accessories. My clothes will be decent; no bandannas, athletic tops, tank tops (sleeveless shirts, in which the sleeves go to the end of the shoulder, are permissible), or clothes torn in a distracting way; pants will be worn at the waist (a belt will be furnished if necessary); shorts and skirts will be fingertip length or as otherwise determined appropriate by staff. Wallet chains and other similar chains will be confiscated and returned to the student at the end of the day. Whether I am standing, sitting or raising my hand, my skin around my waistline and my chest will not show; nor will my underwear. If leggings/yoga pants/tights or similar are worn, a dress/sweater/shirt/skirt/shorts must be as long as your fingertips. If my “hoodie” becomes a distraction from doing my work, I will not be allowed to wear it in the classroom. I understand that the OASIS staff will help me to ensure that my dress is responsible; in order to do this, alternate clothing will be provided if needed. Coats will go on hooks rather than be worn into the classrooms.

Illness

If I am sick and need a prescription medication during the school day, my parent/guardian must give all medication directly to staff with a note signed by my parent and physician. If I have asthma, or a related condition, I may bring an inhaler to school and administer it myself only if I have written permission from both my physician and my parent. I will be required to use the inhaler as quietly and orderly as possible. I am not allowed to have any drugs in my possession; prescription, over-the-counter medicines, or look alike at school. If I am not feeling well and need over the counter medication, I need to have a signed permission slip and I need to supply my own medicines. All medications need to be in original packaging or prescription bottle. My teachers will keep them marked and safe for me until I need them. Headaches and other common aches and pains don't stop me! I will remain in school unless I have a fever of more than 100 degrees, I'm vomiting, or have a chronic cough (at staff discretion). If this occurs my parents will be contacted for transportation home and I will remain home for the remainder of the day and until symptoms are gone.

Respect

At OASIS School we tolerate and appreciate differences in people. Everyone, me included, has the right to be accepted for who they are and be free of ridicule, harassment or bullying. If I feel I have been harassed, tormented or bullied I will make a peer report to a staff member.

Off-Campus

As a student of OASIS School there are certain expectations that I have to meet in order to go on field trips and attend special events in the community. These privileges come with a price tag of respectful and orderly conduct. I must demonstrate my ability to behave responsibly by being on the Progress or Merit Level of our Motivation System in order to go off campus. I will be included in academic field trips as a Daily Points student unless appropriate staff recommend otherwise.

Neighborhood School

Participating in school extracurricular activities can make school more fun! If I am interested in participating in any of my neighborhood school's activities (sports, clubs, plays), the OASIS staff, parents/guardians, and neighborhood school will need to meet to determine if this is part of my plan for success. I am expected to follow my home school guidelines and expectations while participating in extracurricular activities. The neighborhood school will be responsible for transporting the student to the events he/she is participating in. Staying connected with the staff and friends in my neighborhood school can help make my return there in the future easier.

Learning Time

OASIS School provides me with opportunities to show that I can be responsible and possibly return to my neighborhood school. In the event that I need help in learning how to behave, special staff is provided to give me feedback and assist me. A behavior referral may be necessary for me to get the personalized help I need. If I waste time taking care of this referral, I may be required to stay after school, have working breakfasts/lunches or miss some other activities making up the time. If I waste excessive time my parents will be contacted and a plan will be developed for making up that time or I may have to complete an extended school term during the summer. Students at OASIS School are expected to resolve their behavior problems at school. I will be responsible for classwork from time spent in the behavior referral and it will be due the next day.

Out of Instructional Control

If I lose control and pose a threat to myself or others, physical restraint/seclusion may be necessary as a last resort. Administration will notify my parents and a plan will be made to help me succeed. Removal from the school program is reserved for those students who require assistance from their parents, police or other authorities. Students are welcomed back to OASIS when their behavior is in control and they are ready to complete a behavior referral.

Crisis Plan

Should a fire, intruder, or other crisis arise, OASIS students will be moved to a safe location and parents will be notified as soon as possible. If a tornado warning is activated, the OASIS students and staff will quickly move to the Marion-Florence Sports and Aquatic Center Tornado Shelter, which is located across the street to the southwest of our school. Parents will be notified when and where to pick up their students.

Laws

OASIS staff is concerned about my health and the laws are very clear about young people who possess or use tobacco products, illegal substance, and weapons violations.

- I realize that I cannot smoke in the school or on the school grounds. Any tobacco products found in my possession will be disposed of and the police will be notified. Lighters will be taken away. I realize that possession of tobacco products under the age of 18 is a misdemeanor.
- I will not possess, use, or be under the influence of alcohol, drugs, narcotics, intoxicants of any kind on school grounds or in route to and from school. I will not sell, trade, or distribute any of the above stated substances on school grounds. I will not possess any known weapon or article for use as a weapon on school grounds.
- I will not destroy the school's or another student's property. I will not behave in a manner that disturbs other student's learning. I will not harm myself, other students or staff. If I do any of the above, legal authorities may be notified. (Parents will be called regarding self-harm. Self-inflicted wounds will be covered while at school and swimming will not be allowed while these are visible.) Lockers and personal items may be searched at any time. To help keep OASIS safe I will be scanned with a metal detector when I arrive at school each day. I may also be searched if there is probable cause.

Clean Schools

As a student of OASIS School, I share responsibility for keeping the school building and equipment clean and in working order. If I lose, steal, damage or destroy property, I agree to replace the item or pay the cost of replacing or repairing the property within 30 days. If I am unable to pay, a plan will be worked out with the OASIS staff. My parents and I assume responsibility for any such damage that occurs at OASIS or on any school sponsored activity. I enjoy clean hallways and classrooms, and cooperate to keep them clean.

Safe/Seclusion Room

OASIS has several areas for students to deescalate, including a safe/seclusion room. The safe rooms are to allow students the opportunity to use healthy calming techniques so they can calm themselves and return to class. When the student is ready to work and return to instruction they were receiving at the time he/she left the room, they will return to class as soon as possible. If a student becomes uncontrollable, unsafe to self or others, distracting to the learning environment, or destroying property, he or she may be directed to the safe/seclusion room. CPI techniques may be used to assist the student to the seclusion room or the student may be physically restrained using CPI techniques. (Attempts to remove other students from the area will be made before the student is restrained.) If the student continues to be unsafe, they may be placed in the seclusion room. Two adults are outside the seclusion room observing behavior. The door with a window may be locked (the lock requires that a person be present and holding a button to engage the lock) to prevent the student from leaving, however the adults must be able to view the student while he/she is in the room. When the student is calm and ready to work, a behavior coach will process the incident with the student and help him/her safely return to class. If your child needs to be restrained or placed in seclusion parents will be notified within 24 hours.

Standards for the use of Emergency Safety Interventions



Emergency safety interventions law sets forth standards for the use of restraint and seclusion to ensure that all Kansas students and staff have a safe learning environment. The standards found in the emergency safety intervention statutes and regulations are required to be followed in all Kansas public school districts and accredited private schools.

An emergency safety intervention is the use of seclusion or physical restraint. The use of an emergency safety intervention shall **cease as soon as the immediate danger of physical harm and violent action ceases to exist.**

Before using an emergency safety intervention, a school employee witnessing the student's behavior must have determined that **less restrictive alternatives** to emergency safety interventions, such as positive behavior interventions support, were inappropriate or ineffective under the circumstances.

An emergency safety intervention shall be used **only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm.** Violent action that is destructive of property may necessitate the use of an emergency safety intervention if there is a reasonable and immediate danger of physical harm. An emergency safety intervention may not be used for purposes of discipline, punishment, or for the convenience of a school employee.

Physical restraint means bodily force used to substantially limit a student's movement. Physical restraint is **NOT:**

- Consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction;
- physical escort;
- prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments;
- protective or stabilizing devices either ordered by an appropriately licensed professional or required by law;
- any device used by a law enforcement officer in carrying out law enforcement duties; and
- seatbelts and any other safety equipment when used to secure students during transportation.

Prohibited types of restraints:

- **Prone**, or face-down, physical restraint;
- **supine**, or face-up, physical restraint;
- any physical restraint that **obstructs the airway** of a student;
- any physical restraint that **impacts a student's primary mode of communication**;
- **chemical** restraint ("chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.); and
- **mechanical** restraint ("mechanical restraint" means any device or object used to limit a student's movement).

Seclusion means placement of a student in a location where:

- The student is placed in an **enclosed area** by school personnel;
- the student is **purposefully isolated** from adults and peers; and
- the student is **prevented from leaving**, or the student reasonably believes that such student will be prevented from leaving, the enclosed area.

An emergency safety intervention may not be used with a student if the student is known to have a **medical condition** that could put the student in mental or physical danger as a result of the use of an emergency safety intervention unless not using an emergency safety intervention would result in significant physical harm to the student or others. The medical condition must be indicated in a written statement from the student's licensed health care provider, and a copy of which shall be provided to the school and placed in the student's file.

When a student is placed in seclusion, a school employee shall be able to **see and hear the student** at all times.

If a seclusion room has a locking door it must be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in cases of emergency, such as fire or severe weather.

A seclusion room must be a **safe place**. The room must have good ventilation and lighting, and be free of any condition that could be a danger to the student. The room must also be similar to other rooms where students frequent.

Seclusion is **not time-out**, which is a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

Please refer to the back of this handbook for the booklet:

**A Family guide to the
Use of Emergency Safety Interventions
(Seclusion and Restraint) in Kansas**

Office Referral Procedures

When a student is sent to the office, they are expected to go quickly, quietly, and keep their hands and feet to themselves. Information is gathered from the referring staff member, and then pre-requisite behaviors are reviewed or taught to the student. The student is engaged in corrective teaching and problem-solving; after this has concluded, consequences are determined. Possible consequences are loss of opportunities to earn points, earned negatives, drop in level resulting in more restrictions, short term isolation from classmates, physical restraint, and contact with police, probation or community corrections staff.

Motivation System

School-wide Behavior Intervention Plan. OASIS operates on a three-level motivational system, which is based upon social skills. The student may earn points or point penalties according to the way they follow these social skills. The motivation system is a tool to improve social and task related behaviors of students who are not presently influenced by naturally occurring school and classroom reinforcement or interventions. Instructors give feedback and deliver consequences during all times of the day. This system provides the structure to gradually remove the extrinsic support, moving toward intrinsic motivation and the ability for the student to function in traditional school settings.

Daily Points is the first level. Both academic task behaviors and positive social behaviors are recorded on this two-page form. Point penalties are also calculated on the form, as well as discipline referrals. Students on this level are closely monitored and escorted by a staff member at all times.

Progress level is the second level of the motivational system. This is a level at which the student no longer needs the immediacy of earning points. To attain this level, the student must earn 100 bonds at 6,000 points each. These bonds show an investment into one's future. Students receive more privileges on the Progress level, which include carrying just a half-sheet progress card, the freedom to use the restroom unescorted, the negotiation of points earned daily, etc.

Merit level is the third level. It is designed to assist the student in becoming responsible for his behavior without artificial or token reinforcements. This level is attained by buying 100 bonds at 6,000 points each, not receiving a discipline referral for at least ten school days, filling out an application, being approved for Merit by the staff, and signing a Merit Contract. More privileges are allowed for Merit students. These include use of a student lounge unescorted, privileged seating at lunch, special recognition, etc. After two weeks on Merit, the student is no longer required to carry any daily school card and is now at the least restrictive level of the Motivation System. It is at this point when staff begins to plan a transition back to the regular school building. Transitioning students will be expected to attend their home school regardless of special events or activities.

From: P.L. Wells, Instructional Discipline: Teaching Social Competence to Students. Des Moines, IA.

POINT PENALTIES

ADULT RELATIONS

		T.I.	T.I.		
Not Following Instructions	1,000–10,000	_____	_____	_____	_____
Not Accepting Criticism	1,000–10,000	_____	_____	_____	_____
Not Accepting “No”	1,000– 5,000	_____	_____	_____	_____
Swearing/Disrespectful Voice, Language, Comments	1,000–10,000	_____	_____	_____	_____
Not Greeting, Responding	1,000– 5,000	_____	_____	_____	_____
Inappropriate Gestures or Facial Expressions	1,000–10,000	_____	_____	_____	_____

PEER RELATIONS

		T.I.	T.I.	T.I.
Swearing/Disrespectful Voice, Language, Comments	1,000– 7,000	_____	_____	_____
Inappropriate Gestures or Facial Expressions	1,000– 7,000	_____	_____	_____
Teasing	1,000– 7,000	_____	_____	_____
Arguing or Threatening	1,000– 7,000	_____	_____	_____
Hitting or Fighting	1,000–10,000	_____	_____	_____

CLASSROOM BEHAVIORS

		T.I.	T.I.	T.I.
Not Having Proper Permission/Interrupting	1,000– 5,000	_____	_____	_____
Not Attending to Classwork	1,000– 5,000	_____	_____	_____
Not Attending to Self	1,000-5,000	_____	_____	_____
Not Attending to Homework	1,000-5,000	_____	_____	_____
Noise or Rowdiness	1,000–5,000	_____	_____	_____
Carelessness (Materials & Furniture)	1,000– 7,000	_____	_____	_____

SCHOOL RULES

		T.I.	T.I.	T.I.
Late for School or Class	1,000– 5,000	_____	_____	_____
Chewing, Smoking, Candy, Gum, etc.	1,000– 10,000	_____	_____	_____
Cheating, Lying, Stealing	5,000–10,000	_____	_____	_____
Not Returning Card	1,000– 5,000	_____	_____	_____
Loss of Point Sheet	9,000	_____	_____	_____
Bus	1,000-10,000	_____	_____	_____
Appearance	1,000-10,000	_____	_____	_____

MERIT

NAME _____

DATE _____

Class	Responsible Behavior	Irresponsible Behavior	Homework	Extra Effort
1.				
2.				
3.				

Target Behaviors:

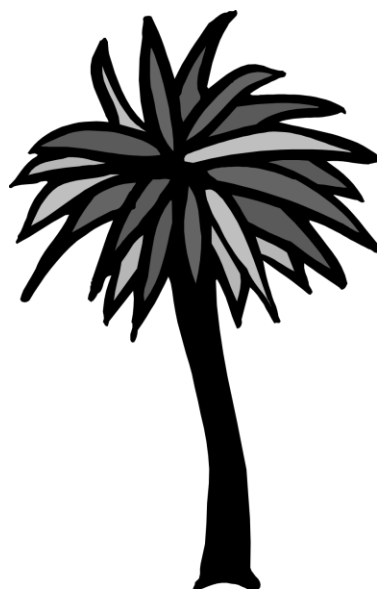
Bank Balance: _____

1. _____
2. _____
3. _____
4. _____

Parent Signature

Class	Responsible Behavior	Irresponsible Behavior	Homework	Extra Effort
4.				
Lunch				
Break				
5.				
6.				
7.				

Other Comments:



Student and Parent Contract

We have read and discussed both the opportunities for and the expectations of students at OASIS School. We are committed to this learning opportunity for our son or daughter, and will support the expectations for responsible student behavior which are designed to ensure a positive experience for *all* students who attend the school.

We understand that our child may remain at OASIS as long as we are all working together toward the personal, social, and academic growth necessary for a successful return to his/her neighborhood school. We further understand that as parent(s) we play a vital role in making this a productive experience for our child, and we pledge our full support to our student, the OASIS staff, and the school.

Student

Parent/Guardian

Date