



REACH

New Lenox School
District 122

Program Description

The REACH program is designed to provide students with significant social, emotional, and/or behavioral needs a structured and consistent learning environment in an alternative setting. The REACH program maintains a low staff to student ratio so the students are always receiving behavioral feedback throughout their entire day. The program has an on-site administrator, a social worker, special education teachers as well as support staff.

The REACH program works off of a leveled token economy system. The students will receive points for exhibiting appropriate behaviors while following classroom rules which are clearly posted, taught, and practiced. Students will receive a high rate of reinforcement and support when on beginning levels. The rate of reinforcement and support will gradually decrease as they move up levels.

Each student's level, rate of reinforcement, and supports needed will be determined by their educational team on an individual basis. The overall goal is to provide our students with an education paired with intense social/emotional support in order to prepare them for mainstreaming into their general education environment or appropriate special education program.

Mainstreaming opportunities are provided at all levels. Students will be encouraged to attend various special events, PTO classroom parties, lunch, and recess. Mainstreaming increases in frequency and duration as students progress through the level system. Inclusion in general education activities will continue to be monitored by the school team and will be increased or decreased based on the student's success. The location of inclusion activities are Haines Elementary (1st-3rd), Oster-Oakview (4th-6th), and Liberty Jr. High (7th-8th).



Oster-Oakview School

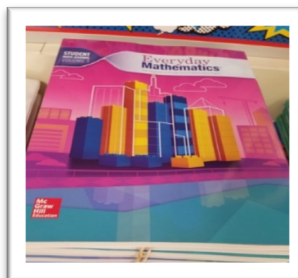
809 N. Cedar Rd
New Lenox, IL 60451
(815)485-2125

The REACH program is located in the lower level of Oster-Oakview School offering privacy for our students while also providing an opportunity for general education inclusion.
Student hours: 8:25am-2:50pm

What curriculum is used and how is the classroom structured?

The REACH program offers general education curriculum at all grade levels as well as a modified curriculum based on the individual needs of each student. Our program is based on teaching to our student's learning styles and individual abilities so they have the very best opportunity to experience success and limit frustrations.

The REACH program classroom design consists of a visual structured schedule, clearly posted rules and fines. Students have their own personal desks for individual work and tables for group work time to encourage team work, positive interaction support and positive social awareness.



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What related services are offered?

All students within the REACH program receive weekly social work groups in addition to individual social work therapy. Students may also receive additional related services (speech, occupational therapy, etc.) based on the student's IEP. Service delivery for therapy is provided as a combination of within the classroom (to help instruct generalization of skills) and therapy provided within the therapeutic setting.

Students will have the opportunity to go to PE, Fine Arts, LRC and Computer Lab as a class. They will also participate in community based field trips throughout the school year.



How are students exposed to their non-disabled peers?

Students will have the opportunity to begin mainstreaming into general education and/or special education environments depending on their individual educational needs. Mainstreaming opportunities increase as students move up within the leveled system. This achievement shows that the students has shown improvement on their social, emotional, and behavioral skills and are ready to begin practicing these skills in a more inclusive environment. The REACH team works to identify which activities, classes, and/or programs would best suit students' needs and interest. The REACH team works closely with the school staff and provide the support necessary to help ease the transition. We allow at least a 2-3 week adjustment period when adding mainstreaming opportunities.

