



## **The Compass Program: Grades K-12** (formally known as Social Skills and TSP/Links)

### ***Compass Program Overview:***

The Compass Program provides a continuum of support to students with an identified emotional disability that requires therapeutic programming with support utilizing social/emotional and positive behavioral supports and specially designed instruction unique to each learner. Centered in their individual needs, sound evidenced based approaches are provided by educators trained to respond to emotional and behavioral challenges. Please note, this is not a behavior program for students with a primary diagnosis of a social maladjustment disorder.

The Compass program focuses on increasing self-awareness and positive decision making, while teaching self-regulation, coping skills, and self-advocacy, in a least restrictive environment. It provides flexibility within the school day for these students to utilize healthy strategies that meet their current needs, facilitating their access to learning. In turn, it helps them gain insight, stamina and skills to steer their decision making skills in the right direction for future academic, interpersonal and vocational endeavors.

### ***How is a student enrolled/referred to the Compass Program:***

MV School professionals, IEP teams, Parents, Medical /Mental Health professionals, social service agencies or development services may refer students for possible placement.

Placement decisions are made though the IEP team meeting process and following the below criteria/process.

#### **1. All of the following criteria must be met:**

- Student is eligible for Special education.
- Must have a medical diagnosis of an Emotional Condition in DSM-V (ex., Anxiety, Depression, Mood Disorder, psychiatric illness....)
- Must meet the DESE eligibility for emotional impairment.
- Primary diagnosis is not intellectual i.e.: cognitive is 70 or above.
- A signed IEP addresses all areas of need, with documentation of the progress made toward meeting goals and objectives
- And with any of the following factors or combination thereof
  1. Social/emotional/ behavioral concerns/incidents
  2. More than one significant behavioral incidents
  3. Hospitalization for mental illness
  4. Truancy due to emotional dysregulation

#### **2. Referral Process is completed before student is eligible.**

1. CST/RTI/IEP process followed
2. FBA/BIP has been in place for 4-6 weeks with a minimum of 1-2 revisions based on team review
3. The team considered and worked from the least restrictive to the most restrictive programming outside this program
4. Contact Director of Student Support Services

- 3. The following steps are completed and an IEP Team meeting is scheduled:**
- Observations of the potential student take place by any or all of the following: Shared Service Coordinator (k-8)/Director of Student Support Services/Adjustment Counselor/Special Educators, etc.
  - Current team shares up to date information/data/evidence of behavioral, academic, cognitive, and achievement assessment results.
  - Staff clearly defines which, if any, skill deficits are preventing the student from making adequate progress in the general curriculum or setting. (Please note: A determination should be made by the Team regarding the need for specially designed instruction in order to address skill deficits and clearly define desired outcomes.)
- 4. If at the Team Meeting it is determined the student requires support/services in the Compass Program the following items must be completed before the student begins new services in the new placement:**
- All evaluations, eligibilities, & IEP process has been completed
  - IEP changes are made and IEP is signed and accepted by parent/guardian (services, nonparticipation justification & placement page)
  - Determine schedule of transition for student/staff
  - Schedule orientation for student

***Compass Program Description:***

This program serves students diagnosed with significant Emotional Disability. These students require on going therapeutic interventions and support to access general education environments. The team agrees that these children present as a safety risk for themselves or others.

The Compass Program offer students with Emotional Impairments a therapeutic approach, which utilizes positive behavioral interventions and supports. We focus on teaching students how to identify their emotions, to learn and apply appropriate healthy coping strategies, and then to apply these skills in across all settings and situations. With the utilization of direct teaching and modeling of social skills using appropriate tone, volume, and body language, students learn how to socialize appropriately with his or her peers and staff.

We strive to work with outside agencies to provide a wrap around support system for students and families. We will work towards functional collaboration with all parties to ensure consistency.

Each classroom is staffed with a certified special education teacher with the assistance of educational support professionals (ESP) and is supported by a Compass Program Adjustment Counselor. The number of ESP's will be determined based on student needs. The range of direct services varies widely depending on a student's individualized needs and the type and frequency of services are decided at the students IEP Team meeting.

***Grades k-8:***

The elementary and middle school level Compass Program is a therapeutic support program for students found eligible with emotional impairments. It provides supports and services on a continuum from substantially separate to full inclusion services. It is designed to assist the students in obtaining the necessary social/emotional and academic skills to successfully re-enter their grade level general education classrooms when able. The students have individual support plans, participate in small group and individual counseling sessions, and their academic instruction is delivered in the least restrictive setting with appropriate accommodations or modifications.

***Grades 9-12:***

The Compass Program is a therapeutic support program for students found eligible with emotional impairments. It is a tiered program that provides supports and services on a continuum from substantially separate to full inclusion. It is designed to assist the students in obtaining the necessary social/emotional and academic skills to successfully re-enter their grade level general education classrooms. The students set goals and have support plans in place to effectively monitor their progress. The students participate in small group and individual counseling sessions. Their academic instruction is delivered in the least restrictive setting with appropriate accommodations or modifications

***Related Services may include:***

- Counseling
- Behavioral Supports
- Social Pragmatics
- Occupational Therapy
- Speech and Language Therapy
- Transportation