

***Martha's Vineyard Public Schools
Student Support Services
Special Education Programs***

SHARED SERVICE PROGRAMS K-8

***BRIDGE PROGRAM
COMPASS PROGRAM***

HIGH SCHOOL PROGRAMS 9-12, age 18-21

***NAVIGATOR PROGRAM
VOYAGER PROGRAM
COMPASS PROGRAM***

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The mission of Martha's Vineyard Student Support Services is to maximize the potential and independence of each identified student by providing research and evidence based practices. The Shared Services and High School Special Education Programs are designed to work toward meeting each students' unique needs, by providing a comprehensive range of services and interventions in a consistent, structured and nurturing environment throughout the school day.



Bridge Programs: Grades K-8

(Number and type of classrooms are determined by student need and age ranges)

Program Overview: The Bridge Program serves students with disabilities that require a high level of support needed to participate in the general education setting and / or intensive instruction/interventions outside of the general education classroom. The types of disabilities are considered low incidence disabilities. The students will be found eligible to participate in one of the program models with disabilities such as Autism, Neurological Impairment, Developmental Delay, Intellectual Impairment, or Multiple Disabilities, etc.. The students will have deficits in the areas of communication, social/behavioral, and cognitive abilities/needs, who require significant support in order to learn and access the curriculum.

How is a student enrolled/referred to the Bridge Program:

MV School professionals, IEP teams, Parents, medical professionals, social service agencies or developmental services may refer students for possible placement.

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

1. All the following criteria are met:

- Student is eligible for special education
- IEP addresses all areas of need, with documentation of the progress or lack of progress toward meeting goals and objectives
- Disability determined by the team appropriate for the type of classroom/program model being considered (see each for specifics).
 - These disabilities may include, but are not limited to autism, cognitive/intellectual impairment, physical, sensory, and/or medical. These students require significant support in order to learn and access the curriculum
- AND one or more of the following factors:
 - Significant behavior that impacts the ability to access and participate safely (to self or others) in the general education setting
 - Significant delays in language and functional communication
 - Significantly below grade level in multiple areas
 - Lack of appropriate social interaction skills that severely impact day to day interactions with peers and adults
 - Significant medical needs and interventions
 - Significant motor impairment; need for various equipment/devices
 - Repetitive and restrictive stereotyped movements or behaviors

2. Referral Process is completed before student is eligible.

- i. CST/RTI/IEP process followed
- ii. Contact Director of Student Support Services
- iii. The team considered and worked from the least restrictive to the most restrictive programming outside this program

3. The following steps are completed and an IEP Team meeting is scheduled:

- If significant behaviors are present, a Functional Behavioral Assessment is conducted (if not previously conducted) and a behavior plan has been implemented and in place with ongoing data collection and analysis
- Observations of the potential student take place by any or all of the following: Shared Service Coordinator/Special Educators/Related Service Providers
- 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 one of the Shared Services 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

Bridge Program: ASD Classrooms

Program Description:

The ASD Bridge Classrooms are specifically designed to meet the educational, communication and social needs of students with Autism Spectrum Disorder and related disabilities. The services include a combination of supported inclusion, modified curriculum, direct instruction, discrete trial training, small group activities, and incidental teaching strategies.

The program is based on the principals of Applied Behavior Analysis with a focus on reinforcement systems and consistent behavior management. Curriculum is highly structured and individualized and utilizes multiple opportunities for practice and repetition of skills to provide mastery and generalization.

Although much of the specialized instruction occurs within the program, students are provided with integration opportunities, structured peer interaction and functional activities/experiences as part of their educational program. Integration will be based on the Least Restrictive Environment for students per individualized IEPs. Students in this program are typically significantly behind grade level.

Each classroom is staffed with a certified special education teacher with the assistance of educational support professionals (ESP). The number of ESP's will be determined based on student needs. The range of direct and consultative 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.

Related Services may include:

- Physical Therapy
- Occupational Therapy
- Speech and Language Therapy
- Social Pragmatics
- Behavioral Supports
- Augmentative Communication Specialist
- Adapted Physical Education
- Transportation

Bridge Program: *Multiple Disabilities Classroom*

Program Overview: The program serves students with significant medical issues and severe or profound developmental delays in cognitive, communication, social skills, self-help skills, and mobility. These disabilities significantly impact their ability to access the general education curriculum.

Program Description

The program provides adaptive daily living, functional skill development and modifies curriculum experiences, as well as specially designed instruction for each individual. Focus will be on daily classroom routines integrate communication systems, mobility and positioning protocols, hand-skill development programs, feeding programs and sensory “diets” and sensory processing interventions.

Students will also work on academic skills at an individualized level and curriculum will be modified based on Massachusetts State Frameworks with multisensory and active learning opportunities. Although much of the specialized instruction occurs within the program, students are provided with integration opportunities, structured peer interaction and community-based experiences as part of their educational program. Integration will be based on the Least Restrictive Environment for students per individualized IEPs.

Collaboration of support services, nursing, occupational therapy, physical therapy, vision therapy, speech and language therapy are an integral component of this highly supportive and intensive program.

Related services may include:

- Physical Therapy
- Occupational Therapy
- Speech and Language Therapy
- Nursing
- Teacher of the Visually Impaired (TVI)
- Teacher of the Deaf
- Augmentative Communication Specialist
- Adapted Physical Education
- Transportation

Bridge Program: *Developmental Classrooms: Grades K-8*

Program Overview: The program serves students with a significant developmental delays or intellectual impairments, neurological, communication deficits, or autism, etc. The program offers assistance and specialized instruction to further develop perceptual, communication, academic, and social, daily living and self-help skills.

Program Description:

The program provides instruction in areas of adaptive daily living, functional skill development and modified curriculum experiences, as well as specially designed instruction for each individual. Focus will be on access to curriculum and independence in following daily classroom routines, communication skills, behavior skills, and social interactions.

Students will work on academic skills at an individualized level and curriculum will be modified based on Massachusetts State Frameworks with multisensory and active learning opportunities. Although much of the specialized instruction occurs within the program, students are provided with integration opportunities and structured peer interactions as part of their educational program. Related Services are provided through direct and consultative models, as well as co-taught with related therapists and educators. Integration will be based on the Least Restrictive Environment for students per individualized IEPs.

Related services may include:

- Physical Therapy
- Occupational Therapy
- Speech and Language Therapy
- Teacher of the Visually Impaired (TVI)
- Teacher of the Deaf
- Behavioral Supports
- Augmentative Communication Specialist
- Adapted Physical Education
- Transportation



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:

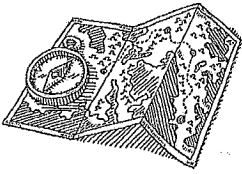
The elementary and middle school level Compass Program is a therapeutic support program for students found eligible with emotional impairments. It provides supports and services on a continuum from substantially separate to full inclusion services. It is designed to assist the students in obtaining the 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



The Navigator Program: Grades 9-12 *(formally known as Life Skills)*

(Number of classrooms are determined by student need and age ranges)

Program Overview: The Navigator Program serves students who have substantial multiple disabilities. These disabilities may include, but are not limited to autism, cognitive/intellectual impairment, physical, sensory, and/or medical. These students require significant support in order to learn and access the curriculum.

How is a student enrolled/referred to the Navigator Program:

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

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

Eligibility Criteria:

1. All the following criteria are met:

- Student is eligible for special education
- IEP addresses all areas of need, with documentation of the progress made toward meeting goals and objectives
- Diagnosis of moderate to severe disability. These disabilities may include, but are not limited to autism, cognitive/intellectual impairment, physical, sensory, and/or medical. These students require significant support in order to learn and access the curriculum AND one or more of the following factors:
 - Significant behavior that impacts the ability to access and participate safely (to self or others) in the general education setting
 - Significant delays in language and functional communication
 - Significantly below grade level in multiple areas
 - Lack of appropriate social interaction skills that severely impact day to day interactions with peers and adults
 - Repetitive and restrictive stereotyped movements or behaviors

2. The following steps are completed and an IEP meeting is scheduled:

1. If significant behaviors are present, a Functional Behavioral Assessment is conducted (if hasn't been completed) and a behavior plan has been implemented and in place with ongoing data collection and analysis
2. Teacher observes the potential student and staff shares current information, behavioral, academic, cognitive, and achievement assessment results.
3. Staff clearly defines which, if any, skill deficits are preventing the student from making adequate progress in the general curriculum. (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.)

3. The following items are completed before the student begins new services in the new placement:

- IEP changes are made and IEP is signed and accepted by parent/guardian (services, nonparticipation justification & placement)
- All evaluations, eligibilities, & IEP's are completed
- Determine schedule of transition
- Schedule orientation for student

Program Description:

The Navigator Program is designed to meet the educational, communication and social needs of students with significant and pervasive needs. At age 14 student's individual teams will be discussing transition planning goals and will develop a individualized program that helps to build skills and lay the groundwork for the students to make progress at meeting their goal. This goal and transition planning will be discussed minimally every year at the IEP team meeting and will be the focus of planning and individual programming for the students four years in the Navigator Program.

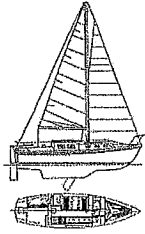
The program services include a combination of supported and independent inclusion, small group activities, incidental teaching strategies, and 1:1 teaching. The program is based on the principals of Applied Behavior Analysis with a focus on reinforcement systems and consistent behavior management. Curriculum is highly structured, individualized, and utilizes multiple opportunities for practice and teaching of functional life skills to provide mastery and generalization.

Integration will be based on the Least Restrictive Environment for students per individualized IEPs and team decision. Students in this program are typically significantly behind grade level. Although much of the specialized academic instruction occurs within the program, students are provided with inclusion opportunities, structured peer interaction and community-based experiences as part of their educational program

The students receive interventions in various areas such as; communication skills, motor skills, daily living skills. Related therapies are provided through consultation and direct services. The majority of the students has participated in statewide assessments through an alternative portfolio and will do so for their Grade 10 requirement. In most cases they will earn a certificate of participation and may move into the Transition Program after their 4 years of High School.

Related Services may include:

- Physical Therapy
- Occupational Therapy
- Speech and Language Therapy
- Social Pragmatics
- Augmentative Communication Specialist
- TVI
- O&M
- Behavioral Supports
- Adapted Physical Education
- Transportation



The Voyager Program: Ages 18-21 (Formally known as The Transition Program)

For students that have completed 4 years of high school and have not met graduation requirements and continue to require special education services; 18 yr. -21 yrs. old.

Program Overview:

The Voyager program serves students who have substantial needs with significant disabilities. These disabilities may include, but are not limited to autism, cognitive/intellectual impairment, physical, sensory, and/or medical. These students require significant support in order to learn and have not achieved Massachusetts state requirements to earn a diploma after four years of High School, and have transition planning forms that outline continuing work on their individual goals.

The students in the Voyager Program continue to require working toward independence in areas such as: daily living skills, vocational training, and functional life skills in order to prepare for being successful members of the community that they decide to join.

The students work on developing and strengthening their functional life skills. These skills include money and time management, community safety, travel training, vocational training, and self-advocacy skills. The students are provided direct instruction and supports through related services in direct or consultative models. The students are active in their transition planning from MVRHS to adult life in the community. The school team works collaboratively with community services. The students participate in many activities for volunteering, employment, and recreation in the community.

These students continue programming until they meet graduation requirements/earn a diploma or turn age 22, whichever comes first.

Related Services may include:

- Physical Therapy
- Occupational Therapy
- Speech and Language Therapy
- Augmentative Communication Specialist
- TVI
- O&M
- Behavioral Supports
- Travel Training
- Job Coaching
- Transportation

