

SOUTH SHORE EDUCATIONAL COLLABORATIVE

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ANNUAL REPORT TO THE COLLABORATIVE BOARD of DIRECTORS

2018 - 2019

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SOUTH SHORE EDUCATIONAL COLLABORATIVE BOARD MEMBERS

2018 - 2019

Richard L. Reino,	Executive Director
Frank Hackett, Ed.D. Superintendent	Braintree Public Schools
Louise Demas Superintendent	Cohasset Public Schools
Dorothy Galo, Ph.D. Superintendent, Chairperson	Hingham Public Schools
Michael Devine Superintendent, Vice Chairperson	Hull Public Schools
Jeffrey Granatino Superintendent	Marshfield Public Schools
Mary Gormley Superintendent	Milton Public Schools
Matthew A. Keegan Superintendent	Norwell Public Schools
Richard DeCristofaro, Ed.D. Superintendent	Quincy Public Schools
Thea Stovell Superintendent	Randolph Public Schools
Ron Griffin Superintendent	Scituate Public Schools
Jennifer Curtis Whipple, Ed.D. Superintendent	Weymouth Public Schools

STAFF OF THE SOUTH SHORE EDUCATIONAL COLLABORATIVE

2018 – 2019

Richard L. Reino	Executive Director
Arthur Sullivan	Treasurer
Cynthia J. Lindberg	Executive Secretary
Catherine A. Cole	Accounts Payable
Diane Baiardi	Accounts Receivable
Meghan Ritchie	Payroll
Patricia Mason, Ph.D.	Director of Student Services
Jon Reynard	Community School Program Director
Gina Manzo	Program Secretary
Maureen Gattine	Mini School Program Director
Karen Thomsen	Program Secretary
Timothy Handorf	Clinical Director
Amy Norton	South Shore High School Director
Tara Sepeck	Program Secretary
Jennie Williams	Quest Program Coordinator
Lisa Penzo-Johnson	Program Secretary
Anne Rowland	Careers Program Coordinator
Abigail Mann	Program Secretary
Dawn Flaherty, OTR/L	Director of Ancillary Services
Anne Rowland	STARTS Program Coordinator

1. Letter of Introduction

This annual report is submitted by Richard Reino, Executive Director and the administrators of the schools and programs that comprise the South Shore Educational Collaborative (SSEC) to describe significant challenges, events and accomplishments that occurred during the 2018- 2019 school year.

The SSEC primary location is 75 Abington Street in Hingham, MA. During the 2018-2019 school-year we continued to occupy classrooms located at Hull and Randolph Public Schools. The Randolph High School location has worked well for one Mini School classroom and four Community School classrooms for high school age students. This arrangement has allowed us to accommodate approximately 40 additional students who otherwise would be placed on a waiting list. In addition it has freed up space in our Abington street location for an additional 8th grade transition to high school class. We are grateful to both the Hull and Randolph Public Schools for their continued support of our program.

As we move forward one of our most pressing challenges is to find more classroom space for our Quest program. For the past two years this program has had to wait list many students. The creation of the aforementioned 8th grade transition class has helped but as of this writing it is full. The ideal solution would be to find classroom space in one of our member districts but that has not proven possible. We will continue to explore alternatives as the needs and circumstances of our sending districts warrant.

Another goal has been to maintain the newer, larger building for students who will benefit from that location and place as many students as possible in public school settings. The public school setting offers students the opportunity for inclusion and interaction with typical peers. Having both options provides the ability to meet the individual needs of more students. We have achieved the goal of having students in a leased contemporary primary location for most of the students with all other students attending classrooms in both Hull and Randolph.

The Community School for students with complex physical, medical and educational needs has seen an increase in enrollment for several years. Since the move into the newer building with specially designed classrooms, physical and occupational therapy area, bathrooms, and a therapeutic pool we have greatly enhanced the learning opportunities and environment for the students who attend the Community School. The Quest School, South Shore High School and Careers High School are also located at this building and have access to improved technology infrastructure, classroom space, culinary center, greenhouse and gymnasium.

In accordance with the law governing collaboratives, the administration of SSEC has been working to meet the requirements of the Department of Elementary and Secondary Education (DESE). The submission of detailed student and staff data for DESE to analyze instructional practices is an ongoing process that administrative staff at SSEC has been completing in a timely manner as required. Starting with the 2018-2019 school-year SSEC added the position of Director of Student Services. This position is tasked with among other things coordinating professional development for staff as well as monitoring student achievement data. I am pleased to report that we have greatly enhanced our professional development opportunities for our staff during the 2018-2019 school year.

Our strategic plan which was developed in 2017 continues to guide us in our planning. The long-term goals of sustainability, data collection, program development, organizational development, and benefits continue to be addressed as we move forward. In 2019 we continued to contribute to our OPEB Trust fund and added significant resources to professional development. In addition our cumulative surplus rose from 6.16% to 7.73%. All of which are positive trends toward sustainability for the future. We have added training opportunities for staff to assist in their collection and more importantly their analysis of collected student data. This will assist in designing student educational plans. The creation of the AIM classrooms and the 8th

grade transition classroom are examples of how are program development initiatives are meeting the needs of our sending districts. This also offers more flexibility for staff to place students in the most appropriate classroom setting. The aforementioned addition of the director of student services has filled the need for a coordinated approach to curriculum development and accountability. Finally, we have added a 50% dental insurance contribution to the employees' benefits package. This is in addition to the existing 50% health insurance and life insurance contribution and numerous other optional insurance coverages that employees may take advantage of.

Starting in September of 2018 we added a full time school resource officer. This position filled by Heather Hermida from the Hingham Police Department has proven to be an invaluable addition to our program. Students and staff have benefitted from this police presence. Students and staff get to interact with a uniformed police officer on a more informal level. SSEC staff has also participated in A.L.I.C.E. emergency response training. Our entire program has been subject to a risk assessment review by Joe Hendry from the A.L.I.C.E. training institute. This assessment contains several recommendations to improve our readiness in the event of an emergency. Many of these we have implemented in FY 2019. The rest we will be implementing as we go forward in FY20.

2. General Information

The South Shore Educational Collaborative (SSEC) principal address is 75 Abington Street Hingham, MA 02043. The executive director and administrators for SSEC are available at this location. The telephone number is 781-749-7518. This annual report provides a summary of the schools, services and programs for the academic and fiscal year July, 2018-June, 2019.

The core values of safety, respect, relationships and growth are always considered as decisions are made for SSEC. The mission statement states that the SSEC is responsive to the emerging needs of communities by providing innovative, fiscally sound, high quality educational programs and services for individuals with special needs. The vision of SSEC is to continue to provide excellence in educational services with state of the art technology in a safe and respectful therapeutic environment.

3. Governance and Leadership

The SSEC is governed by a board of directors comprised of the superintendents from member districts. Each school and program has a director or coordinator who reports to the executive director. The program directors are responsible for daily operations. The board members and SSEC administrators for fiscal year 2019 are listed in this report following the Table of Contents.

The following member school districts/ committees have appointed their superintendents to serve on the SSEC Board of Directors for fiscal year 2019:

Braintree	Frank Hackett, Ed.D
Cohasset	Louise Demas
Hingham	Dorothy Galo, Ph.D.
Hull	Michael Devine
Marshfield	Jeffrey Granatino
Milton	Mary Gormley
Norwell	Matthew Keegan
Quincy	Richard DeCristofaro, Ed.D.
Randolph	Thea Stovell
Scituate	Ronald Griffin
Weymouth	Jennifer Whipple, Ed.D.

4. Programs and Services Provided

The SSEC school and program information presented later in this report will clearly define the goals and outcomes of the programs while presenting a clear profile of the students served in each school. Each school and program operated by the SSEC provides a specialized educational setting for students who could not make adequate progress in their school district after many interventions. The SSEC school and program reports are provided by the director/coordinator of that program. The student referrals from sending school districts have complex learning challenges. The primary profiles of student needs are in the disciplines of social/emotional, physical/medical and autism spectrum. The districts have made great efforts to meet the educational needs of the students at their home schools before referring to SSEC.

5. Cost Effectiveness of Programs and Services

Each year brings program and financial challenges as difficult decisions need to be made. In 2016, a decision was made to reduce staff in some programs due to a decline in enrollment and to balance expenses with revenue in order to present a balanced budget. I am pleased to report that since that time our financial position has stabilized due to a combination of cost cutting measures and increased enrollment. 2019 saw us realize a positive operating balance for the third year in a row.

With the enactment of Chapter 43 of the Acts of 2012- *An Act Relative to Improving Accountability and Oversight of Education Collaboratives*, one of the areas to be included in the annual report is the cost effectiveness of the programs and services.

The schools, programs and services offered at SSEC are specialized and focused to meet the needs of students with intense, complex learning profiles that include physical, medical, emotional cognitive and learning challenges. By the time a student is referred to SSEC, the public school has initiated interventions that have not been able to demonstrate that adequate progress can be accomplished. The SSEC mission states that the collaborative will provide innovative, fiscally sound high quality educational programs and services. Due to the level of specialized educational services required, the tuitions and fees must be reviewed annually to keep cost increases to a minimum. Each year, the Board of Directors and SSEC administrators review the budget and compare tuitions with collaboratives and private schools before approving annual costs. Negotiated salary increases, health insurance, utilities and lease expenses are required financial obligations that had an impact on the annual budget of \$21,984,188. for FY 19.

Since most of the revenue and expenses are related to the schools and programs at SSEC, this report will include cost comparisons with some of the schools where students apply and/or attend before enrollment at SSEC. During 2018-2019, SSEC leased one building at 75 Abington Street in Hingham and classroom space in Randolph and Hull. The classroom rentals in public schools are the most cost effective to the SSEC and also for the districts. The students from the district where a classroom is rented will save significantly on transportation and the families are pleased to have the students in their home town. However, the needs of the students who attend the Community School, Quest School, South Shore High School and Careers High School require a location with a different setting than a traditional school. The physical, medical and emotional needs of the students require a substantially separate location with the ongoing goal of considering the return to a traditional school whenever feasible. The SSEC schools are licensed by DESE and are able to compete with more costly private schools. We are located geographically where all member districts have access with a minimum transportation expense. This is a significant cost effective measure. The town of Hull is the furthest away, but leased 10 classrooms to SSEC in 2018-2019 allowing for minimum transportation costs for students enrolled. Situations where students travel long distances to attend a private school may cost a school district \$25,000 or more when a monitor is required.

As requested, the following comparisons by program will demonstrate cost effectiveness to districts when a student is placed at SSEC rather than the competing private school.

SSEC Community School- FY 19 tuition- \$70,183 (includes summer)
 Private School-Perkins Watertown FY 19 tuition- \$116,816
 Private School- BC Campus School FY 19 tuition- \$90,784
Savings per student \$20,601 to \$46,633

SSEC Mini School- FY 19 tuition- \$68,827 (includes summer)
 Private School- Boston Higashi FY19 tuition- \$76,718
 Private School- May Institute FY 19 tuition- \$97,657
Savings per student \$7,891 to \$28,830

SSEC Quest School FY 19 tuition- \$50,145 (includes summer)
 Private School- Brandon FY 19 tuition- \$58,762
 Private School- Walker FY 19 tuition- \$89,302
 Private School- Granite FY19 tuition- \$64,688
Savings per student \$8,617 to \$39,157

SSEC SSH and Careers FY 19 tuition- \$60,677 (includes summer)
 Private School- Home for Little Wanderers S.E. FY19 tuition- \$80,753
Savings per student \$20,076

The potential savings on tuitions to districts demonstrates the cost effectiveness of placing a student at SSEC rather than a private school. The private schools selected for comparison with the SSEC schools are the schools where students of similar profiles have been referred or accepted in the past.

The SSEC has sponsored advanced energy purchasing through an RFP bid process for natural gas and electricity. Several south shore towns have participated in this joint purchasing program. The data collected by the consultant who coordinates the purchasing program on behalf of SSEC member districts and other municipalities provides a significant savings. The consulting company used again this year was Titan Energy. The electricity and gas bids result in a significant savings to the participants when comparing the open market price to the 24 month bid price of the contracts. Savings for each participant are listed below.

Electric	Savings	Gas	Savings
Plymouth Public Schools	\$75,812.10	Plymouth Public Schools	\$201,868.68
Town of Plymouth	\$64,547.34	Town of Plymouth	\$114,259.86
Cohasset PS	\$63,048.96	Cohasset PS	\$125,902.92
Cohasset Town	\$97,814.34	Cohasset Town	\$20,101.38
Scituate	\$56,181.06	Scituate	\$153,820.68
North River Collaborative	<u>\$1,035.84</u>	North River Collaborative	\$35,929.14
		Hull	\$60,595.08
		SSEC	<u>\$1,462.50</u>
Total electric Savings	\$358,439.64	Total gas savings	\$713,940.24

The DESE approved administrator licensure program with SSEC and Boston University completed its' fourth cohort this year. The program accepted qualified candidates from the south shore to participate in

graduate level courses at a reduced tuition rate at the SSEC school building. The reduced tuition saves each candidate approximately \$8,000 by the end of the program. This program has supported local school districts to help develop future administrators.

6. Progress toward achieving the purpose and objectives

The SSEC continues to strive toward achieving the purpose and objectives as stated in the approved agreement. The schools and programs that comprise SSEC include students who are low incidence in the member districts. The merging of the Language Enhancement program with the Mini School is an example of responding to needs of the districts. The schools offer academic and therapeutic services in a safe environment at staff to student ratios where students are able to achieve success in a setting near their community. The educational services are provided with state of the art technology in a respectful environment. During FY19 we began the process of standardizing our data collection methods across all programs. Towards that end all programs are inputting data in the Risk Eraser software package. All staff have participated in training programs to help facilitate consistent and standardized data input. In addition, due to the new Medicaid reporting requirements we have customized our student information software, School Brains to seamlessly interface with the new requirements thereby eliminating the need for duplicate entry. Both of these initiatives are ongoing and will be refined further as we proceed into FY20. The need for accurate Medicaid reporting will allow districts to submit proper Medicaid reimbursement requests to the federal government. SSEC has always kept student data for all students. Our initiative with employing Risk Eraser will not only standardize the process but will help us to consistently analyze that data. Once that data is gathered and analyzed; this will help us in formulating individual student learning plans. Students will then be able to learn at their own pace with instruction that is presented at a level that is challenging, yet attainable.

Cost effectiveness and value for high quality programs and services is considered with all program development. The programs, schools and services at SSEC strive to reduce the need for placements at private day and residential schools. The dedicated, SSEC personnel strive to build trusting relationships and confidence with public school representatives, parents and students to form a team that will provide a safe, respectful environment for educational, emotional and social success for all students.

Professional development has also been offered in a cost effective manner for educators to participate in English Language Learner preparation such as the W.I.D.A. and Sheltered English Immersion (SEI) courses. DESE approval was offered to SSEC to provide the required Sheltered English Immersion classes. SSEC has provided the classes at SSEC and has sponsored courses in Norwell, Hingham, Barnstable and North River Collaborative at a savings to the towns and the collaboratives. Wilson Language and Reading certification continued to be available this year. In addition, we have also offered training to our staff as well as to other districts in the following: Math, Panorama and Stem Scopes Science, Reach Reading, IEP and WIAT III training.

SSEC also provides a Crisis Prevention Instructor (CPI) for districts to provide the mandated training. This course is provided at districts for a significantly lower rate than if staff had to attend corporate sponsored trainings. All of the SSEC direct care employees participate in Non-Aggressive Psychological and Physical Intervention (NAPPI). The SSEC has personnel approved to conduct the training at SSEC which is also a significant savings.

The 2018-2019 school year was my first as Executive Director. I believe it was successful both financially and programmatically. The credit for which should go to the dedicated front line and administrative staff that I have been blessed to have inherited. Without them none of this would be possible. The work that goes on here on a daily basis is truly remarkable. I am honored and humbled to be part of this amazing group of people.

The Board of Directors support of the strategic plan has allowed the SSEC to accomplish many goals. The development of the five year plan for 2017-2022 has been completed and now serves as the guide for future development of SSEC. The directors' reports that follow provide specific detail and data related to the programs and schools of SSEC for the 2018-2019 school year. They present information that provides pertinent information and outcomes relevant to their respective programs.

In conclusion, I would like to thank the Board of Directors, Cinde Lindberg, Executive Secretary, Patricia Mason, Director of Student Services, our program directors, coordinators and all personnel for their ongoing support and dedication to the students and families of SSEC.

Respectfully submitted,

A handwritten signature in black ink that reads "Richard L. Reino". The signature is written in a cursive style with a large initial 'R'.

Richard L. Reino
Executive Director

South Shore Educational Collaborative
75 Abington Street
Hingham, MA 02043

**Director of Student Services
Annual Report
2018-2019**

The Director of Student Services was a new position for FY19. The following represents areas targeted over the first year of the position and links these areas to the SSEC strategic plan as well as the DESE Commissioner’s Way Forward Themes. In addition, SSEC uses the Massachusetts System of Tiered Support as a framework for addressing each of the targeted areas.

Targeted Areas

Curriculum

Content	Title	Grades	Implementation	Next Steps
Math	MATHia – Hybrid (Carnegie)	6-12+	QUEST, Careers, South Shore High	Continue Implementation
Social Studies/ELA/Science	Benchmark Currciulum	K-8	QUEST, Community, Mini	Continue Implementation
Science	Panorama Science - Hybrid (National Geographic: Cengage)	K-6	QUEST, Community, Mini	Continue Implementation

MATHia

MATHia has been recognized as a leading artificial intelligence tool which supports teachers in facilitating improved student outcomes. This comes from the ability of the software system to closely monitor student progress and provide real-time feedback to teachers. MATHia has been evaluated by the DESE CURATE and receives high scores in alignment but moderate scores in accessibility and usability. This is consistent with what the faculty at SSEC has found.

Staff reported that this particular hybrid content offers an opportunity to work on specific skills for students who may have had significant interruptions in their leaning. It allows for one to one individualized learning for short periods of time to capture some of these skills which are now impacting the ability of the student to make effective progress in grade level content.

Teachers were provided with implementation professional development and two co-teaching opportunities with a Carnegie trainer for the year. The Carnegie trainer worked with each teacher involved in the implementation and provided verbal and written feedback at the end of the day.

MATHia will continue to be implemented with professional development support for FY20. The faculty engaging with the program will become mentors to others in the future.

Benchmark Curriculum

These leveled texts across content areas provided supplemental support to the existing content through updated high quality readers. Based on the grade and developmental level, the readers focus in on vocabulary and/or content vocabulary while providing direct links to each discipline. For older students who may be struggling readers, these texts provide grade level access to high quality content at their individual accessible reading level. This is critical to have students become reengaged and curious about their learning and the content. This content also considers the cultural and linguistic differences represented by the current and future student population at SSEC.

Panorama Science

This is a hybrid curriculum which has been recently updated. The multimedia approach is engaging for the Collaborative students and offers differentiation within the content. It is aligned with the Next Generation Science Standards (NGSS) adopted by Massachusetts. The content provides instruction in the areas of physical, life and earth sciences. The content includes ongoing assessment and data collection as well as an intervention tracking system. It has been well received by staff members and used in combination with other science content. Professional development was provided for implementation.

Curriculum links to SSEC Strategic Planning & the Way Forward Themes.

SSEC Strategic Plan: Long Term Strategic Goals; (3) Program Development

MATHia expands the current curriculum and brings an established research based hybrid program with a nationally recognized artificial intelligence component. MATHia is grade level rigorous content that supports effective progress while addressing knowledge gaps. Inconsistent background knowledge and experience with learning is common for students referred to SSEC.

Benchmark Curriculum is supplemental rich content that expands upon the current curriculum across areas. It is flexible in how it allows for leveled texts of the same book providing much more consistent access to grade level content. This supports students meeting expectation as well as those who may need to build greater background knowledge to expand their depth on a subject or who may be more advanced readers. This content and additional content that may be acquired through Benchmark is designed for diverse learners including those that are bilingual, multilingual and English Learners.

Panorama Science extends and supplements current science content.

Way Forward Themes: Theme 3: Innovation & Evidenced Based Practices

MATHia falls within the area of innovation and evidenced based practices. This is an established research based hybrid program. Through the use of artificial intelligence, it is able to provide ongoing formative assessment with immediate feedback and a visual summary of the data; modeling for students through exemplar videos of problem solving; adapted personalized learning score (APLSE) which provides predictive analytics in terms of student growth as well as data for leadership to track overall use and student learning.

Theme 1: Deeper Learning for All & Theme 2: Holistic Support & Enrichment

Benchmark Curriculum provides rich enhancement of content while encouraging student choice in book selection across themes. Classroom libraries offer nonfiction leveled texts that explore specific areas with greater detail and depth. The materials will expand upon the mandated content while facilitating personal student interests. The importance of offering choice in readings is critical to the populations served at SSEC. Having choice in various aspects of learning contributes to the development of self-determination skills and ownership of learning.

Panorama Science provides opportunities to extend knowledge and discourse around specific topics connected to the explicit curriculum while engaging students in personal exploration of extended topics not necessarily covered.

MTSS:

Chapter 3A: Core Components – Core Curriculum and School-wide Non-Academic Supports

Chapter 4E – District Standards and Indicators - Curriculum, Instruction, and Assessment

Each content area is directly aligned with state standards, provides ways to differentiate, integrates within the design of the content and the instructional practices the principles of universal design and collects student learning data across a series of predetermined factors identified by the content program as well as the student’s team. This data is used to support learning in the general education content, to address skills needed to access the general education content (specially designed instruction) and to identify gaps in learning that may have occurred as a result of the student’s disability impact.

Staff will need to continue to explore all of these embedded tools to improve proficiency in use as well as assisting in developing a formalized plan on how the data will be consistently integrated into daily instructional practices, student planning and broader curriculum development to improve breadth and depth of knowledge of all students.

Reading

Reading Program	Grades	Implementation	Next Steps
Reach Reading:	Prek-6	QUEST	Positive feedback. Continue

(National Geographic: Cengage)			into FY20
Wilson Foundations	Prek-K	QUEST, Community	Continue into FY20
Spire Reading	K-12	QUEST	Continue into FY20
SIPPS : Systematic Instruction in phonological awareness, phonics & sight words (Benchmark)	K-12	QUEST	Used in one classroom. Will continue into FY20

Each reading program is research based and includes the elements identified by the National Reading Panel. It is important to note that Reach Reading provides integrated ELD (English learner support to acquire vocabulary and academic language). Spire and SIPPS specifically address the needs of student with Dyslexia which has become a stronger focus based on the Dyslexia screening law which went into effect on October 19th, 2018. Each reading program supports both the acquisition of strategic reading skills through established progress monitoring practices as well as screening for broader based reading difficulties including written expression.

Professional development was provided for the Reach Reading Program implementation. Wilson training has been targeted for FY20. SIPPS support is provided online.

Reading Program links to SSEC Strategic Planning & the Way Forward Themes.

SSEC Strategic Plan: Long Term Strategic Goals; (2) Data Collection & (3) Program Development: Each reading program supports SSEC students in two ways.

1. Provides explicit research based instruction which utilizes regular data collection to make instructional decisions.
2. Provides a universal screening process to address & identify struggling readers as well as those with specific reading based disabilities.

Reading intervention is provided in multiple formats to increase accessibility while reinforcing specific skills.

Way Forward Themes: Theme 3: Innovation & Evidenced Based Practices

Access to content requires understanding of vocabulary and language structures to be able to understand, analyze and synthesize information at increasingly complex levels. Each reading program is based on evidenced based practices and can be used as a part of RTI and MTSS practices. The combination of reading supports allows for better individualization across a very diverse body of students coming from across districts. In addition, these programs align with the mandate and clarification offered in the Dear Colleague letter on October 23rd, 2015 which specifically offered guidance on Dyslexia as well as the Massachusetts Dyslexia Screening law.

MTSS:

Chapter 3A: Core Components – Core Curriculum and School-wide Non-Academic Supports

Chapter 4E – District Standards and Indicators - Curriculum, Instruction, and Assessment

Each reading program supports the development of literacy skills for students to consistently engage and access the curriculum. This includes typical reading development, struggling readers and those that have been or are in the process of being identified with a reading based disability. The implementation of, and ongoing training in reading instruction, supports teacher competencies in individual and small group instruction. The programs offer varied levels of support based on student learning. Specially designed instruction is applied to the structured programs by making appropriate adjustments based on individualized needs. This may include introducing such research based methodologies within each program such as applied behavioral analysis to assist in skill acquisition.

Assessment

Over the past year assessment practices were looked at to address the following:

1. Address consistencies/inconsistencies across programs
2. Look at tools used and need for additional assessments
3. Professional development needs
4. District needs & expectations.

The following actions have or will be taken as a result;

- Effective 8/28/19 **all programs** will assess students for the 3 year re-evaluation process or other student specific assessments as appropriate. The exception is psychological testing. At times SSEC is able to assist with this and at other times we will need to collaborate with the sending district.
- Assessment tools have been updated with others being purchased for FY20.
- Training began for the WIAT III in the spring of 2019 and will continue into FY20.

SSEC trialed the benchmarking program iSteep. This was done through Community, Quest, Careers and South Shore High. This particular program only measured grade level progress and did not account for more than one teacher per student. Both ELA and Math were assessed at three points throughout the year. There were some benefits noted for the program including the visual display of the data and the ability to look at data across students in a number of ways. The program itself did not appear to be flexible enough to meet the needs of the students. For FY20 a different benchmarking program will be trialed as a point of comparison.

MTSS: Chapter 4E – District Standards and Indicators - Curriculum, Instruction, and Assessment

These assessments align with documentation of disability impact for the three year re-evaluation process as well as progress monitoring in the area of reading and math. Staff has been and continues to be provided with ongoing professional development on specific tools as well as having assessment and progress monitoring as part of their three year mentoring/induction programs. These systems of assessment provide various levels of support to inform instruction, facilitate individualized planning as part of the IEP process, as well as assisting in (along with the curriculum assessment tools previously reviewed) in describing access and progress within the general education curriculum.

Data

Dr. Marc Hauser, Risk Eraser consultant, continues to consult to South Shore High School & Quest. The Mini School and Careers are currently using the behavioral tracking system. The purpose of this consultation is to develop a comprehensive system of data collection and analysis. The QUEST program continues to make progress in this area for both behavioral and academic data collection. They are beginning to look more closely at students that have moderate levels of intervention to become proactive in how antecedent management and understanding of the function of the behavior occurs to engage in timely data based decision making which is linked to high impact research based practices and interventions. South Shore High is focusing on how to effectively track skills related to the disability impact and connect this explicitly to interventions and integrated supports across environments.

MTSS: Chapter 3A: Core Components:

Core Curriculum and School-wide Non-Academic Supports

School-wide Behavior/Social Rules, Supports, Expectations

The data tracking system provides opportunities to delineate levels of intervention based on multiple sources of data collection. The effectiveness of each intervention is assessed through the data and overall progress monitoring process. Staff data teams from two of the programs meet regularly to look at ways in which the programs are using the data and what may require updating to meet the needs of the students. The data teams function in collaboration with the program staff but provide an independent lens to evaluate the effectiveness of current practices.

Data links to SSEC Strategic Planning & the Way Forward Themes

SSEC Strategic Planning: The strategic plan identifies the goal of improved data collection and analysis throughout student programs. The data links directly to IEP goals and progress monitoring which is communicated to families. The current data systems allow for visual presentation of the data at meetings and within teams.

Way Forward Themes: 3: Innovation & Evidenced Based Practices: The data analysis systems that are in place and being developed have shifted attention to the multiple sources of information needed to make immediate and long-term data informed decisions as a part of evidenced based practices. Professional development is provided to staff on a monthly basis to facilitate skill development in the analysis of data and determining the practices which would best facilitate progress as a part of the personalized learning process for each student.

Mentoring

A new mentoring policy and procedure has been established addressing both mentoring and induction needs across the three year cycle. A tentative curriculum outline has been developed and will continue to develop as each program assigns content associated with the professional standards and in the correct sequence to meet their needs. Increased tracking of training and content has been established as well as a system for providing early intervention should a staff member require additional support. This is considered a work in progress and will be updated the end of this school year.

SSEC Strategic Planning: As part of the sustainability section of the strategic plan, the mentoring/induction program has been substantially updated to support staff success, retention and to better address the training needs of new staff at the Collaborative, program and student level.

Professional Development

A new professional development policy has been implemented to accurately document training, link it to the professional standards as well as individual professional development plans. All professional development held at SSEC must have a designated curriculum that is aligned with the professional standards. This is documented through a form which is required by every person conducting training. Assistance is offered to outside trainers for this process. In addition, in order to receive professional development points each person must fill-out a reflection form which asks them to specifically describe how the training/course connected to the professional learning standards.

Math Content Institute

A five day Algebraic Thinking math content institute was conducted throughout the year to address the skills needed to successfully pass the 10th grade MCAS. The course was well received. Additional content institutes will be offered in the 2019-2020 school year in the form of one day specialized workshops.

Way Forward Themes: Theme 1: Deeper Learning for All & Theme 3: Innovation & Evidenced Based Practices

The math content institute integrated the most current research in supporting engagement and learning in mathematical skills and concepts. Attention was given to gaps in learning for a variety of reasons and how to systematically capture these skills. Deeper learning was addressed through layers of engagement while maintaining access to the content through supports for students with unique and diverse learning needs. For students served by SSEC, this gets to the heart of high expectations, equity and social justice.

Outside Trainings to Districts

Director of Student Services provided trainings on designing the Individualized Education Plan to Weymouth and Randolph Public Schools throughout the year. Randolph Public Schools has requested that this support continue into the 2019-2020 school year.

SSEC Strategic Planning: Program Development: Outside trainings have supported the program development goals of the strategic plan. Consultation to districts is an important component in building local capacity which supports keeping students in the least restrictive environment.

ANCILLARY SERVICES ANNUAL REPORT 2018-2019

STAFF AND STUDENT POPULATION:

Occupational/Physical/Speech Therapy Services-
During the 2018-2019 school year, The South Shore Educational Collaborative employed a full-time Therapy and Assistive Technology services supervisor, a full time therapy services coordinator, nine physical therapists (eight full time, one part-time) , three full-time physical therapy assistants, fourteen occupational therapists (thirteen full time, one part-time), one full-time certified occupational therapy assistant, and sixteen speech-language pathologists (fifteen full time, one part-time) . Therapists have conducted evaluations, and provided direct and consultative services for students in five Collaborative programs, three member school districts, and one non-member school district. Therapists have worked with students who have disabilities that include: intellectual impairment, communication impairment, physical impairment, sensory impairment (vision, hearing, deaf-blind), emotional impairment, neurological impairment, autism, specific learning disabilities, developmental delay, and other health impairments.

Assistive Technology Services-

The South Shore Educational Collaborative Center for Assistive Technology (CAT) provided assistive technology evaluation, training, consultation, and follow-up services for students in five Collaborative programs, and upon request in SSEC member and non-member school districts. During the 2018-2019 school year, the South Shore Educational Collaborative Center for Assistive Technology Team (CAT Team) consisted of a coordinator, two assistive technology specialists, and a speech/language pathologist. A network manager consulted on an as needed basis. The CAT Team worked together three and a half hours each week from September until June to conduct assistive technology evaluations and follow-up services for school districts. In addition, each CAT Team member was assigned to provide on-going consultation to SSEC programs and to school districts who requested this service.

SSEC Therapy and Assistive Technology Service Outcomes for 2018-2019 School Year:

Outcome # 1:

Students will receive therapy services responsive to need in the least restrictive environment to support school participation.

Evaluation Design:

This outcome was measured by tracking the number of students and type of service provided through:

- Information Sharing (Least restrictive type of service where therapist may educate team about student's disability and provide information to adjust school activity demands or context.)

- Accommodations/Modifications (Activity and environmental changes may be made to support student participation.)

- Consultation (Therapist develops and train team in use of appropriate strategies and collaborates with teacher/team to support student participation/learning.)
- Direct therapy service in context (Therapy services are provided within the context of classroom/school activities with peers and designed to facilitate participation.)
- Direct therapy services in and out of context (Therapy session frequency is divided between services provided within the context of the classroom/learning activities with peers and out of context and separate from classroom/learning activities.)
- Direct therapy service out of context (Therapy services are provided individually or in small groups separate from classroom/school activities with peers.)

Analysis/Discussion:

The data collected during the 2018-2019 school year reflect the types of conditions/environment in which therapy services were delivered. Information sharing typically occurred during initial eligibility meetings, incidentally in the school setting or in the context of Response to Intervention.

Figure 1

Type of Therapy Service:	Occupational Therapy	Physical Therapy	Speech/Language Therapy
Information Sharing	3%	.52%	1.89%
Accommodations/Modifications	7.6%	.52 %	10.85%
Consultation	6.4%	6.3%	9.43%
*Direct therapy service in context	3.4%	22.51%	4.72%
*Direct therapy service in and out of context	52.5%	65.44%	49.29%
*Direct therapy service out of context	27.1%	4.71%	23.82%

*All direct services were provided in conjunction with consultation, accommodations/modifications, and/or information sharing. Consultation services were also provided in conjunction with accommodations/modifications, and/or information sharing.

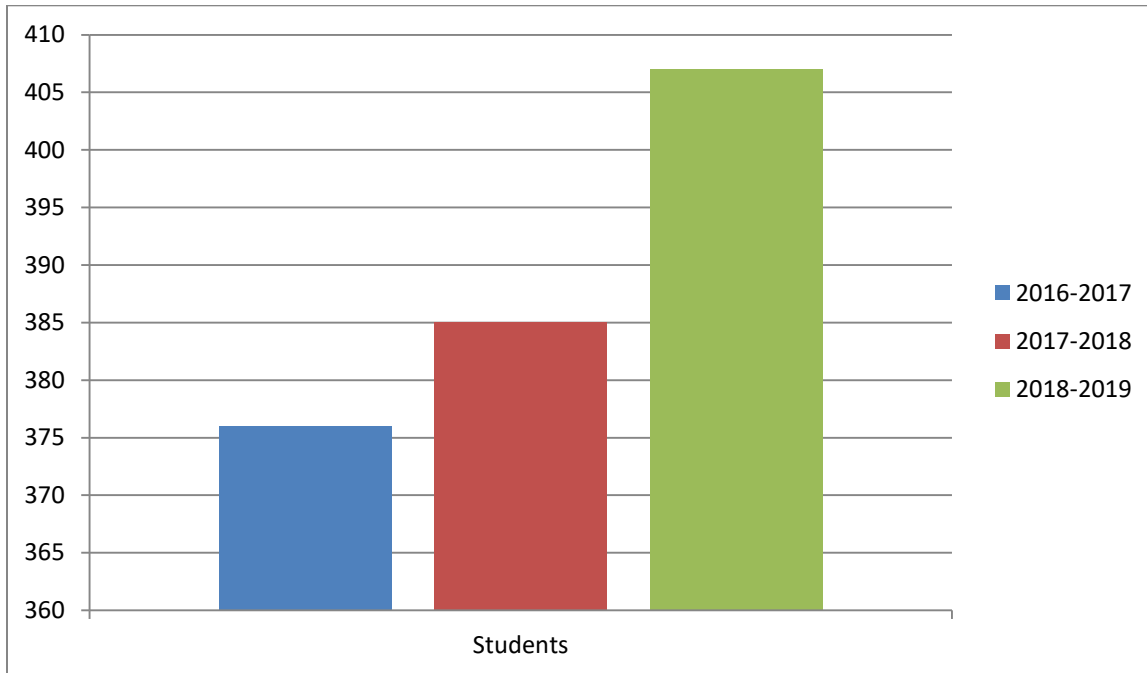
Outcome #2

Given Assistive Technology consultation, and availability of assistive technology tools/techniques, students will participate in classroom instruction to the greatest extent possible.

This outcome will be measured by the number of students using assistive technology to participate in classroom activities.

Figure 2

Students per Trimester period:



Analysis/Discussion:

During the 2018-2019 school year, there was an increase in the number of students who received consultation and used assistive technology tools in the classroom to access the curriculum when compared to the previous two years.

The majority of consultation services occurred within the weekly blocks of contracted time for SSEC programs and school districts.

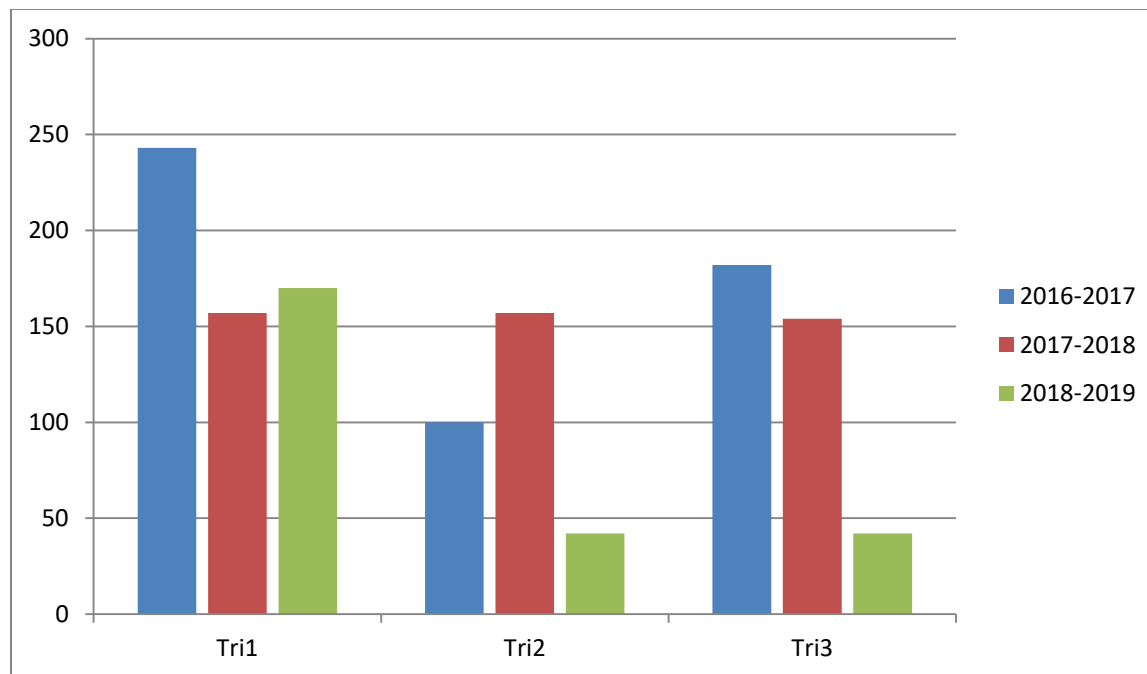
Outcome #3

Educators and parents will receive training so that they can incorporate Assistive Technology tools/techniques to promote student achievement in identified areas of need.

This outcome will be measured by the number of educators and parents who have received training from the CAT Team.

Figure 3

Educators and Parents per Trimester Period



Analysis/Discussion:

- The CAT Team provided training for educators and parents in the use of Assistive Technology tools/techniques through workshops and trainings conducted in public schools and the South Shore Educational Collaborative. The majority of trainings attended by educators and parents were conducted during the first trimester. Assistive technology trainings topics included Boardmaker Online, Clicker 7 literacy software, iPad Apps, Google Suite docs and apps, Read Write Google Apps and Extensions, and Using Core Vocabulary Across Environments. The CAT Team also coordinated workshops and trainings provided by vendors of augmentative communication devices and applications such as PRC, Saltillo, Tobii-Dynavox.

ACCOMPLISHMENTS:

- Occupational therapists, physical therapists, and speech language pathologists who work in SSEC programs participated in the creation of comprehensive documentation tool to develop therapy intervention plans for students, track student attendance and service delivery, record therapy session notes, collect data on student IEP goals/benchmarks for monitoring student progress and therapy outcomes. In addition, the new documentation

tool provides a HIPAA/FERPA compliant format for School-based Medicaid billing documentation that will be utilized in the 2019-2020 school year.

- All SSEC occupational therapists, physical therapists, and speech language pathologists participated in in-service trainings that included therapy file/record requirements and School-based Medicaid Program interim billing requirements and guidelines.
- The SSEC CAT Team participated in monthly SSEC Technology Planning meetings to address implementation of the SSEC Technology Plan and other technology needs in SSEC programs.
- Throughout the 2018-2019 school year, members of the SSEC CAT Team collaborated closely with speech language pathologists and parents to coordinate AAC device trials for students and purchase of communication devices if deemed appropriate.
- The SSEC Center for Assistive Technology coordinated bulk Assistive Technology software, app and device purchases at reduced costs for SSEC programs.
- An SSEC CAT Team member coordinated collaboration between Northeastern University Enabling Engineering program and SSEC administrators, teachers, paraprofessionals, SSEC instructional technology specialist and network manager to offer a Python Programming course at SSEC. On a weekly basis, SSEC South Shore High School, Careers High School, Quest School students participated in the Python Programming course that was taught by Northeastern graduate students during the 2018-2019 school year.
- The SSEC Center for Assistive Technology and Community School Therapists have facilitated trainings provided by vendors of a variety of augmentative and alternative communication devices, adaptive equipment, and educational software. In turn, these companies have loaned devices for trial use at no cost.
- The SSEC CAT Team frequently coordinated loan arrangements for specific assistive technology tools and devices from vendors for trial use. Opportunities for trial use has been greatly beneficial for determining the most appropriate assistive technology software, tool or device prior to purchase.

SUMMARY OF ANCILLARY SERVICES:

During the 2018-2019 school year, requests for occupational therapy, physical therapy, speech therapy, and assistive technology services were fulfilled for Collaborative programs and member school districts. Occupational therapy services were provided for 286 students. Physical therapy services were provided for 272 students. Speech/Language services were provided for 356 students.

Our main objective is to evaluate the need for and if necessary, provide supportive services so that students can access the school environment, participate in classroom learning and learn life skills. We also aim to provide awareness about assistive technology, and to link children and

adults with disabilities to technology systems that will increase opportunities in education, daily living, and employment.

Careers High School - Annual Report

2018 – 2019 School Year

Anne Rowland, Psy.D., Program Coordinator

CHS Description

The Careers High School is designed for high school students with severe emotional challenges who respond best when engaged in competency-based curriculum and projects. CHS is therapeutic, collaborative, flexible, and focuses on helping students earn their high school diploma from their sending school districts. Most of the students who succeed in CHS have a history of poor experiences with schools in general and are reactive to traditional educational approaches. These students respond to the ‘family feel’ of the program, the individualized educational approaches including credit-recovery, and the strong emphasis on preparation for transition to post-secondary experiences, especially opportunities to move from pre-vocational projects to entry-level jobs. Through increasing skills in social pragmatics and emotional regulation, greater time is then available to spend focused on academic and vocational endeavors, credit acquisition and employability.

Capacity

Careers High School moved from a programmatic capacity of 37 to 40 students in 2015-16. Since then, while the age range of the student population typically is from 13 through 18 years, older students have remained enrolled if the educational Team determines it meets the students’ needs. During the 2018-19 school year, one 21 year old was enrolled. Also this past year, CHS filed 48- month Age Span Requests for Waivers for five classrooms, which were granted by DESE, due to the wide age span of students within a relatively small high school.

Careers High School assists students in modifying decision-making behaviors, improving academic skills, and managing the emotional interference that prevents them from being successful in a less-restrictive setting. When a student has met the emotional and behavioral goals of the IEP to the extent that s/he can return to a less restrictive setting, the Team ensures this happens. If the behavioral or emotional issues are too severe for success in a less restrictive environment, then a student could remain in placement at CHS until graduation.

There are five academic classrooms and one Green House Lab in the Careers High School wing of the 75 Abington Street campus. Each class is taught by a certified special education teacher with the support of a paraprofessional. Four of the classrooms emulate the more traditional comprehensive high school model in the sense that the students move from content class to content class. While class size is dependent upon population need, it generally ranges between six and nine students.

The fifth classroom is the Transition Classroom that is partially self-contained for the core academic classes except math. It too is staffed by a special education teacher and a paraprofessional, and can accommodate up to 12 students. The student population identified for this classroom tends to have greater difficulty with change and may have diagnoses that include Autism Spectrum Disorder (DSM-V), anxiety disorders and nonverbal learning disabilities. These are also typically the younger students enrolled in CHS (five 8th graders joined the

Transitions Classroom throughout 2018-19). Students are encouraged to take one or more classes in the other four classrooms as their comfort level and skills increase.

Staffing

All staff, including the Administrative Assistant, Transition Specialist & Assistant Transition Specialist, Speech and Language Specialist, Reading Specialist, OT and two clinicians work together with the teaching staff as a comprehensive, collaborative team committed to working with CHS students in navigating specific difficulties to then result in their successful completion of high school. This may be accomplished in any number of ways, such as within the classroom, in dyads, in the Green House, through individual or group therapy situations, or social skills group, etc. These sessions may be scheduled or on an as-needed basis. The clinical team works closely with classroom teachers, students' families, and outside collaterals. Together, all staff members work on developing and implementing an effective program to help each student increase good-decision making skills and progress towards their post-graduation goals.

Careers High School and SSHS share the Speech and Language Specialist (Ellen Bernier), who coordinates and runs groups focused on social pragmatic skills. The Transitional Specialist (Bobby Nelson) and Assistant Transition Specialist (Tim Crump), who are also shared with SSHS, are critical to facilitating most aspects of the students' goals and plans upon achieving their diplomas.

Transition

Originally, Careers High School developed a Transitions Program based on Jobs for American Graduate work standards. This program embedded these standards into the discipline system. Students' schedules have them participating in on and/or off site transitional-vocational projects during their school day. These include work study experiences, community service activities, paid positions in competitive employment situations, hands-on pre-vocational projects during school, and dual enrollment in college courses.

Students learned basic employment expectations, vocabulary and experience that translate directly to the work world. In addition, basic "soft" employment skills are built into the program to reinforce real world expectations. One of the Strategic Planning goals from administration for SSEC is to sharpen the focus of the pre-vocational offerings so as to increase employability skills. As this transpired, Bobby Nelson designed tracking sheets and gathered data about the use of the various opportunities. Bobby develops and coordinates the vocational program, including monitoring the students' progress in competency level as measured by each Workplace Softskills Rubric.

The Transitional Specialists also assist students in exploring college and other post-secondary education and training, such as (P)SAT's, ACT's, Accuplacer test, college applications, college campus visits, and meetings with admissions officers to make the transition to college more manageable and successful. Resume development, mock job interviews, online applications, and support in the pre- and post- phone calls are part of the efforts with students, as well as assisting students' connections to other job/vocational agencies, such as MRC. The Transition Specialist also completes and writes Transition/Vocation Evaluations.

Year in Summary

Student Population

Careers High School students have serious mental health, emotional and behavioral issues. Our clinical team takes the leadership role in helping students maintain stability so they are able to access the curriculum and earn credits towards graduation. The therapeutic success of our students is ultimately gauged by successful credit acquisition.

Careers High School began and ended the past year with a census of 31 students (Table 1). Enrollment fluctuated throughout the year, as is typical, with a significant drop in census after graduating eleven students in June. With the exception of December and April, CHS enrolled more students each month than last year. CHS enrolled nine STARTS students throughout the year. Of note is that CHS had five referrals of school avoidant students, more than previous years. It is anticipated this number will increase, given the increase in anxiety within the school-aged population at large. More training will be needed to address this issue.

Table 1

CHS STUDENT ENROLLMENT 2018-2019

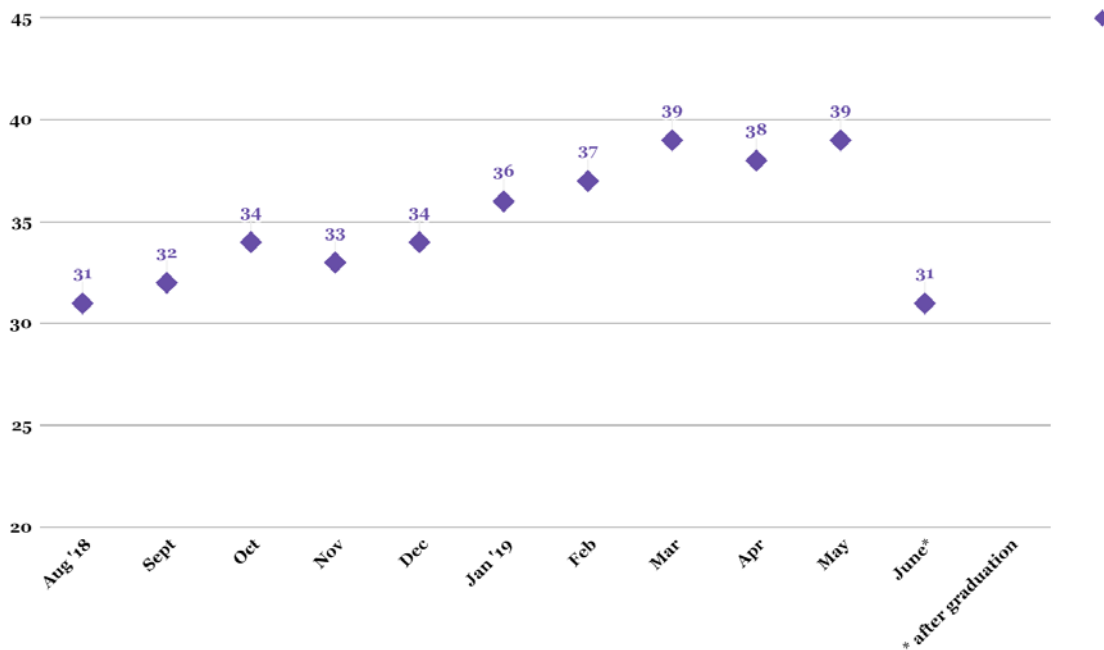


Table 2
Student Vocational Hours

<u>Area</u>	<u>2015-16 Hours</u>	<u>2016-17 Hours</u>	<u>2017-18 Hours</u>	<u>2018-19</u>
<i>On-Site</i>				
Greenhouse	1973	1934	0	1460
Kitchen	1889	1138	1774	864
Audio Visual	1083	941	398	641
Copy Center	1013	1426	1327	1255
Basketball Referee	716	627	705	835
Quest Intern (Art)	---	23	4	---
Quest Intern (Para)	---	57	50	---
Community Classroom	---	---	20	24
AIM Classroom	---	---	1.5	---
Janitorial	---	---	---	36
<i>Off-Site</i>				
Boston Bowl	85.5	58	75	14
Bolt Depot	---	---	52	24
Old Navy	---	---	26	59

Table 2 lists the vocational experiences offered in 2018-19 (at 75 Abington Street and in the surrounding town), with the number of hours spent by students in that area. Hiring an Assistant Transition Specialist (who has a 7D license) sustained off-site opportunities (Old Navy, Boston Bowl, and Bolt Depot) and on-site opportunities (Community classrooms and janitorial services).

Careers High School students comprise the majority of students who routinely go off-site, primarily because CHS is conducive due to its ability to be flexible with academics, credit recovery, and pace of work flow. Of 42 CHS students who utilized these opportunities during

this past year, 69% worked in two or more areas. As students remain longer at CHS, they have more time to try various areas.

In terms of employability, 11 CHS students were able to move into entry-level jobs (Target, Panera, Papa Ginos, e.g.) at various points during the year, and CHS issued work permits for nine students. During the academic year, one senior engaged in dual-enrollment with Quincy Community College while at CHS.

Careers High School again graduated a large class of 10 students: two enrolled in college, four enrolled in a trade school, two sought employment, one went into Job Corps, and one went into a post-high school year.

CHS Achievements

The 2018-19 academic year at Careers High School consisted of a continued increase in: integration of students with SSH (with coordination of scheduling between two staff), vocational development, DESE requirements, SEI coursework, Educator Evaluations, and more in-depth data collection and analysis. Additionally, the Green House Lab flourished, incorporating students from Quest, SSH, and Community. The Green House Lab staff also provided watering services throughout all programs.

CHS “Firsts”

Developed student internships through janitorial services.

Creation of Work Study IDs.

Implementation of Calm Classroom.

CHS students enrolled in the on site Coding class through Northeastern University.

CHS offered a *second* art class taught by the art teacher.

Five CHS students took classes at SSH, and six SSH students (four more than last year) took classes at CHS.

With three Safety Committee members being CHS staff members, we organized and participated in building-wide, staff-led ALICE trainings.

Began staff training on the WIAT.

CHS graduated its first EL student, and his WIDA score increased while at CHS.

Plans for Future

Continue to increase student vocational placements in the community.

Transition team to track and graph outcome goals of the high number of graduates employed or employment ready, as measured on their progress through the workplace soft-skills rubric.

Outcome goals for CHS to include a continued high number of students graduating or returning to their sending districts, both are indicators of readiness for a lesser restrictive setting.

Continue integration of CHS and SSH, specifically staff overlap, course integration, and standardization of training.

Initiating and supporting students' unsupervised travel and work at Bolt Depot.

Community School Annual Report 2019-2020

Description of School, Student Population & Staff

The **Community School Program** is a day school that provides educational services to students with severe and multiple disabilities. These students may also have complex medical needs and/or behavioral challenges. The Community School currently has classroom space at two locations serving students ages 3-21. Students in pre-school through transition age attend at our 75 Abington Street location in Hingham and high school through transition age students attend at our Randolph High School location in Randolph.

Community School Classrooms at 75 Abington Street

Early Childhood:	Three classrooms for students grades preschool through two.
Elementary:	Two classrooms for students grades two through six.
Middle School:	Two classroom for students grades six through eight.
High School:	Three classrooms for students grades nine through 12+.
AIM:	Four classrooms for students grades one through twelve.

Community School Classrooms at Randolph High School

High School:	Three classrooms for students grades nine through 12+.
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Program Information:

The Community School uses a standards based curriculum which is linked to the Massachusetts Curriculum Frameworks with a focus on the functional, developmental and academic needs of the students. The majority of the Community School students enters the general education curriculum through access and entry points and participates in MCAS Alternate Assessment according to grade level. Additionally, some students access the curriculum at or close to grade level and participate in on-demand MCAS testing with individualized accommodations. An adapted curriculum based on thematic interdisciplinary units as well as standards based math and research based reading instructional programs allow the students to access the general education curriculum while working on functional skills related to communication, activities of daily living, academics, social/emotional development, self-regulation, adaptive behavior, vocation and leisure/recreation.

Technology is utilized throughout the program. It is embedded across all aspects and helps to support increased independence and participation while also acting as a student motivator. This includes the use of many advanced communication devices along with some of the latest technology to support our students and allows them to have greater access to all environments and educational materials.

The Community School embraces the principles of universal design through curriculum and environmental accommodations that are available to all students in addition to their individualized supports, accommodations and methodologies. This allows students to have consistent access to their school environment and curriculum. Examples of such supports include but are not limited to; varied seating and seating supports (sensory input), multimedia instruction, varied low and high tech technology and assistive technology, broad based sensory supports available to all students, flexible overlapping curriculum, movement, sensory and cognitive breaks, sound dampening ceiling panels, sensory sensitive lighting, consistent tangible symbol sets used in every common area, language accessible environment and materials and additional common augmentative and alternative communication supports available at all times.

Randolph High School: This year marks our fourth year with classroom space at Randolph High School. During the 2018-2019 school year, the Community School enjoyed its first full year in our newly renovated space. This dedicated space gives our students limited distractions and privacy when needed but also allows them to participate in the greater school community when appropriate. This space is located in a part of the building that provides the Community School students the separation that their diverse needs and programming requires with the ability to access the greater school community for special events, social opportunities and to work on the generalization of skills. We currently have three classrooms with a total of twenty-nine students at Randolph High School. This part of the Community School expands upon our strong commitment to both community referenced and community based instruction. Students explore various leisure and vocational activities and have frequent opportunities to engage in and practice skills with a strong focus on greater independence, safety and communication in the community. Students enjoy opportunities to eat lunch in the RHS cafeteria, take part in a reading buddy program in the library, participate in weekly swimming, observe band practice in the auditorium, and attend annual events such as the pep rally. This location continues to allow increased opportunity for students to explore vocational and social opportunities, more readily generalize learned skills and address transitional needs and goals. This occurs within the school setting as well as in the local community. Students transitioning into adult services are fully supported. Team members assist in the process by sharing information during transition meetings, developing transitional supports such as social stories and accompanying students on visits to their new program. This helps to prepare them for the significant change to their daily lives that comes with their transition to adult services.

AIM (Achieve, Inspire, Motivate): The AIM program which was introduced at the start of the 2015-2016 school year has now grown from a single classroom with eight students to four classrooms serving thirty-three students from both the Community School and the Quest School. The AIM program focuses on higher level academic content for students who would typically attend the Community School and more individualized modifications for the students who would typically attend the Quest school. AIM seeks to serve students who need a higher level of support within the classroom setting. Students in these classrooms receive increased individualized attention for social, emotional, and academic needs. Students benefit from the diverse experience provided to them with access to social groups and a focus on their social learning thorough the social thinking curriculum. There is an integrated social skills curriculum as well as strong positive behavioral supports. Social skills focus on the recognition of feelings that occur throughout the day and the affects these have on their academics and social

relationships. Each classroom utilizes the Social Thinking Curriculum to help students identify how our social interactions impact the way others think and feel, and how we, ourselves, interpret the world and social situations around us. Students learn a variety of skills which include sharing space effectively with others, learning to work as part of a team, and developing relationships with family, friends, and classmates. The curriculum focuses on various strategies and coping skills to help manage emotions throughout the school day in order to better access academics and social situations. Counseling based on individualized student need is also offered. Additional activities include; art, music, gym, electives (special activities students may choose from on a weekly basis) and social skills groups. These classrooms now serve students in grades one through twelve. Students at the High School level participate in many volunteer vocational job opportunities either at school and in the community. Opportunities to collaborate on a social, vocational and academic level with students from the Careers and South Shore High Programs continue to grow and be explored on an individual student basis.

Evidenced Based Methodologies:

To meet the individualized needs of our students, the Community school utilizes a variety of methodologies. Applied behavioral analysis is used and integrated based on the individualized needs of the student. ABA methodology includes discrete trial training followed by opportunities to generalize and apply skills in natural settings. The principles of ABA are embedded into the routines and instruction across our classrooms. Essential learning skills are integrated into all aspects of the day including imitation, turn-taking and joint attention. These skills are worked on through varying degrees of complexity and are central to the learning process.

Task Analysis: A task analysis is often used for instructional purposes to break down specific skills and to target acquisition in a more precise manner. This allows for IEP goals and broader content to be taught in a systematic and consistent manner across trainers while detailing individualized step sequences, reinforcement strategies and correction procedures.

Behavioral supports and interventions include such practices as; antecedent based intervention, varied reinforcement procedures, functional communication training, replacement skills training, modeling, formalized prompting, naturalistic intervention, exercise and visual supports.

Social skills training integrates many of the methodologies discussed here in addition to specific social groups using the Social Thinking content, social stories, social scripts and self-management supports such as the zones of regulation or the five point scale.

Technology-aided Instruction and Intervention: This includes the extensive advanced speech generating devices (SGD) to support the augmentative communication needs of the students. The Picture Exchange System (PECS) is used with specific students through both low tech and high tech supports.

Aided Language Stimulation is provided by the staff when they are communicating with a student. The staff will model use of the communication system with the student to facilitate greater understanding of the operational aspects of the system as well as language use. This supports natural language use and language emersion.

Curriculum: The Community School uses a number of specialized curricula to support student learning. Individualized accommodations and modifications are applied based on student need with extensive use of assistive technology to improve access. Content is modified based on student need and presented utilizing a variety of methodologies to ensure access. Some of the formalized curricula include;

1. Equals Math (access points to grade level along with extensive online materials)
2. AbleNet STEM program (differentiated into three levels with additional online adapted books)
3. ALL(Accessible Literacy Learning) reading program (adapted reading program for students using picture symbols or combinations of pictures and words).
4. Reading A-Z (online program)
5. Panorama
6. Unique Learning Systems differentiated fully adapted integrated units
7. News 2 You adapted readers
8. Social Thinking
9. Zones of Regulation

In addition to these structured programs, the teachers adapt curriculum and materials while supplementing with a variety of thematic integrated activities to enhance student learning and support more effective progress.

Community Based & Community Referenced Instruction Content

All students given parental/guardian permission are eligible to participate in community based instruction programming and opportunities. Beginning in preschool, students attend regular field trips related to the curriculum and student learning goals with a focus on generalization of learned skills and acquisition of novel skills related to safety, communication, socialization and overall independence. Community based instruction is expanded throughout each grade with increased focus on functional life skills. Examples include;

1. Weekly shopping for the school & school store
2. Leisure based opportunities
3. Multiple vocational and vocational related opportunities
4. Academic/content themed outings

In addition, community referenced activities are practiced within the school based environment to reinforce the skills needed for planned community outings.

Program staff & services include: special education teachers, teachers of students with visual impairments, deafblind, orientation & mobility services, direct assistive technology services, paraprofessionals, speech, physical & occupational therapists, nursing, social workers, adaptive physical education teacher, music therapist and BCBA and behaviorists level staff. We also offer yoga, therapeutic swimming, therapeutic riding, access sailing and access sports.

The program offers additional services including; onsite wheelchair/equipment repair and ordering, splinting and other equipment needs including free trials prior to purchase for equipment which would be considered school based. We also have an established lending

program with AAC vendors to trial various communication devices with the students at the Collaborative prior to purchase or official insurance based trials.

Program hours from August/September to June are 9:00am to 3:30pm. The 2nd and 4th Mondays of each month are early dismissals at 12:00pm. This provides time for professional development programs. The program follows a public school calendar from September to June with the addition of a six week extended school year program.

Extended School Year Program: This is a six week program which is offered to both current students attending the Community School and on occasion is accessed by those who attend different programs throughout the typical school year. Students are engaged in thematically based academic, therapeutic and leisure activities which change weekly over the course of the six week session. Special electives are offered throughout the summer. Each student is able to choose which elective they would like to attend each week. Vocational activities and both community referenced and community based instruction continue throughout the year. Field trips and on-site activities are planned throughout the summer (i.e. “bubble lady”, Joe’s Crazy Critters, Barn Babies, Hip Hop dance, ice cream truck, touch a truck). This is in addition to students participating in therapeutic riding, Access Sail in Duxbury Harbor and access sports. Staffing ratios during the summer remain the same 1:2. The majority of professional and paraprofessional staff elect to work the extended school year program. This is supplemented by many returning summer staff that includes college students studying in a related field (education, nursing, occupational/physical/speech therapy etc.).

Home Based Services:

The Community school provides consult and direct home supports for students deemed eligible through their individualized educational planning process. These services include but are not limited to;

1. Direct behavioral supports including individual ABA services.
2. Intensive Toilet Training (Preschool through 21 years)
3. Parent training
4. Transition supports which may focus;
 - a. Safety in the home and community
 - b. Independent living skills in the home
 - c. Behavioral supports & functional communication training
 - d. Social skills supports
5. Vision services
6. Orientation & Mobility services
7. Direct home programming on a case by case basis

Program Outcomes

1. Acquire new resources & opportunities for additional professional development for professionals and paraprofessionals across areas of interest and need.

- a. Staff will be assigned to these trainings based on classroom assignment and the needs of students as well as based on personal interest.
 - b. Support and promote the development of internal teaching candidates.
 - c. In collaboration with the SSEC School Resource Officer we continue to develop program and school wide safety procedures and training opportunities.
2. AIM- Collaboration across programs.
 - a. Identify AIM High School Students who could benefit from increased academic and social exposure.
 - b. Collaborate with South Shore High and Careers programs to explore and develop individualized student opportunities related to academic strengths and vocational interests.
 - c. Assess and develop criterion to select Community School students who could benefit from the AIM model.
 - d. Increased communication with families to collaborate on specific concerns.
3. The Community School will develop and promote opportunities for parent, family and community engagement.
 - a. Family friendly Annual Open House at 75 Abington Street and Randolph High School welcoming families and students in order to promote increased attendance.
 - b. Introduction of Annual Graduation ceremony to take place annually in June for all students aging out during the following school year.
 - c. Expansion of classroom space and increase in the number of students attending at RHS allows the Community School to continue to grow in enrollment in order to meet our district needs.
 - d. Annual Fundraiser bringing both families and community members together in support of program needs.
 - e. Scholastic Book Fair with scholastic dollars being earned and utilized to develop a shared library cart.
 - f. Community school students held a coat and food drive with items being donated to Community based organizations.

MINI SCHOOL PROGRAM ANNUAL REPORT

**Maureen M. Gattine, MS., BCBA, LABA
Program Director
School Year 2018-2019**

Established in the early 1970's as part of an initiative of the Commonwealth of Massachusetts to start "mini-schools" for special needs students throughout the state, the Mini School program has served students on the autism spectrum, joining the South Shore Educational Collaborative in 1987. During the 2018-2019 school year, the Mini School provided educational services to 63 students (September, 2018) to 69 students (June, 2019) while budgeted for 59 in classrooms located in Hull at the Jacobs Elementary School, Memorial Middle School, Hull High School and in Randolph at Randolph High School. Public school settings provide Mini School students the opportunity to interact with the general education population both in mainstreaming classes for some students and throughout the school environment. We had twelve students who were mainstreamed successfully in 1-2 classes that would include music, technology, art, gym and math.

SSEC Mini School students require a multi-disciplinary team teaching approach with a high staff/student ratio. Each student's daily programming focuses on teaching skills he/she needs in order to be as independent as possible. Students receive the following services from specialists as needed: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Assistive Technology and Adapted Physical Education. We also continued instruction in teaching Drums Alive with the four instructors that we have. Drums Alive is an all inclusive, comprehensive, multi-generational, culturally diverse Brain and Body program for all ages and abilities that empower participants to achieve healthy lives through research based fitness and wellness applications. This evidence based program encompasses music, rhythm, psychological, educational, emotional, physical and social skills. Every classroom at the Mini School is participating in this one time per week. The Mini School hours are 8:30 AM – 4:00 PM, Monday through Thursday and 8:30 AM – 2:45 PM on Friday, totaling 36.25 hours per week of direct instruction. The program follows the public school calendar of the town in which each class resides. Summer programming runs for six weeks, Monday through Thursday, 8:30 AM – 2:45 PM. Staff trainings and professional development are held on Thursday's during the school year, following early dismissal, once to twice a month. At the beginning of the school year, all staff received training in NAPPI (Non-Abusive Psychological and Physical Intervention) to de-escalate behavioral issues both before and when they occur in a safe, humane and effective

manner. Staff also received training in DESE physical restraint regulations. They also received annual trainings in policies, procedures, health care, emergency drills, child abuse and neglect and bullying intervention and prevention, MCAS standard and alternate testing and First Aide/CPR training. Other specific trainings and professional development covered topics such as Stem Science, Empower Brain Frames, Social Thinking, MASS CUE, ASHA and MASS ABA. The Mini School also sent Shannon Sullivan, Clinician to MARC (Bridgewater State College) to become certified as a trainer for Anti-Bullying/Cyber Bullying Intervention and Prevention. The Mini School also certified our Nurses, Sue Kelly and Sarah Remington to be a Trainer in CPR and First Aid. New curriculum for the Mini School this year included Panorama Science by National Geographic with both print and online copies of texts. It is science based content that engages students to learn more about the world around them. The Mini School will also be using Stem Science through Hull Public Schools. It is being used for the K-8 high functioning classrooms. It is aligned with the curriculum frameworks and is an online 21st century curriculum that guides students in rich scientific discourse through modeling, questioning, and interactive activities. The Mini School has also invested in Benchmark Curriculum to help support the History and Social Science curriculum. This is for emerging, early and fluent readers. Other online curriculum resources that the Mini School used across the classrooms are Flocabulary, an online, fun engaging and musical way to learn vocabulary across content area.

DEMOGRAPHIC DATA

Delineation of Mini School Staff

Position	FTE
Program Director	1.0
Assistant Program Director	1.0
Parent Home Consultant	.77
Teachers	9.0
Clinician	1.0
Occupational Therapists (2)	1.43
OT Assistants (1)	1.0
Physical Therapist	.07
Speech Therapists	2.5
Adaptive PE Teacher	1.0
Nurses	1.38

Para Professionals	22.0
Substitute Para Professionals	3.0
Total:	45.15

Traditionally, the Mini School has served students on the autism spectrum who present with developmental delays from ages 5 -22 years old. Over the years the Mini School has expanded to serve students on the autism spectrum in grades K-8 who function at or close to their grade level, but do not possess the socialization and self-regulation skills necessary to be educated in their home districts.

Mini School curriculum emphasizes language based programming, positive behavior management techniques, social skills training and acquisition of functional life skills. Instructional methods include prompt hierarchies, systematic instruction, task analysis, incidental teaching and discrete trial training. Emphasis is also placed on the acquisition of academic skills: reading, English Language Arts, mathematics, social studies and science. Students learn at their developmental level following the Curriculum Frameworks. Students are assessed for MCAS each year by either standardized testing or by portfolio assessment at their chronological grade level according to the state model. The three Mini School high school classrooms and one middle school classroom focuses on transitional skills to include vocational training, functional academics, life skills, social skills and communication. The students at the high school have vocational opportunities within the classroom, school environment and the community.

Students with a diagnosis of Autism Spectrum Disorder display challenges in many areas which impact their ability to access the general curriculum. These challenges include delays in the ability to communicate effectively, develop social skills, interpret sensory input, and understand and control their emotions. Although about 40% of students with the diagnosis of Autism Spectrum Disorder have average or above average intellectual abilities, the remaining exhibit cognitive deficits and will need some level of support throughout their lives. At the Jacobs Elementary School, the Mini School uses an extra classroom space for de-escalation. In using the Zones of Regulation the room is designed to help students that enter the Yellow Zone (starting or feeling like losing control) and Red Zone (lost control, dangerous behaviors). Since using this intervention we have seen a decrease in maladaptive behaviors and an increase of students using tools to help regulate their behavior and return to the classroom which is the Green Zone (ready to learn). The Mini School uses a computer system, *Educata* for purposes of data collection, analyzing and interpreting, as well as fulfilling the reporting requirements of DESE for physical intervention and behavior support strategies.

During the 2018-2019 school year, fifteen Mini School students participated in standard MCAS in grades 3-8 with accommodations. The Mini School uses Computer Based Testing for grades 3-8. The Middle School students all have chrome books that they used throughout the school year and they used for testing. Students were tested in ELA and Math and the 5th and 8th graders used the Paper Based Test for Science and Technology. Twenty One Mini School students participated in MCAS testing by alternate assessment. Students with a significant cognitive disability are eligible to participate in MCAS-Alt in all content areas. Completed portfolios were submitted to the Department of Secondary and Elementary Education in the spring of 2019. Student work can receive a score of incomplete, awareness, emerging and progressing. The Mini School has been aligned with state averages for MCAS-Alt scores. Scoring was based on a rubric that the teachers scored. Trends show a better performance in Reading and Language. Weaknesses showed up in writing and/or open response questions.

During the 2018-2019 school year, the youngest Mini School students (grades K-5) attended school in four classrooms at the Jacobs Elementary School in Hull. At this school, students are given the opportunity to eat in the cafeteria, attend school functions, use the library and gymnasium, and be included in computer, gym, music and some academic classes with support from Mini School staff. Mini School teachers use many strategies and accommodations to help our young students develop the prerequisite skills needed to learn. In order to be able to sit and attend, sensory input and schedules are provided throughout the school day. Positive reinforcement programs, visual schedules, timers, topic boards and social stories help organize the students' day, as well as remind them of classroom expectations. Mathematics is taught using Touch Math (a program geared towards visual learners) as well as the Saxon Math program. English Language Arts is taught through a guided reading program, Edmark Reading Program, and Read Naturally Live as well as instruction in phonics and spelling programs.

Two middle school classrooms are located at the Memorial Middle school in Hull. Students at this age continue their academic learning as well as beginning instruction in pre-vocational and functional life skills. Students went to the cafeteria by choice on a daily basis as well as the gymnasium for adapted physical education classes. Some students were mainstreamed for gym, science, mathematics, social studies and music classes. We also have a group that attends a weekly fitness class at the YMCA. Two students from this class were able to transition back to their home district for High School.

Planning for transition to adulthood is a major component of the curriculum for our high school students. During the 2018-2019 school year, twenty-two high school students attended the Mini School classrooms. We had two classrooms located at Hull High School and one classroom at Randolph High School this. Emphasis is placed on helping students prepare for adulthood with a focus on transitioning. Students receive educational, speech and occupational therapy services which are directed toward building independence in social pragmatics, leisure

activities, recreation and exercise, vocational skills, personal hygiene, self-advocacy, finances and daily chores. Vocational opportunities were offered both in the school and community settings. Students worked with job coaches at Papa Gino's, Cohasset Community Center, Senior Elder Services, Holly Hill Farm and the Salt Water Diner as well as Well Spring. Students at Hull High School operated school store. Community and social experiences are an integral part of the high school curriculum. Students go the Hanover YMCA two afternoons a week and use the fitness rooms in the school. Our Randolph students attend the YMCA in Stoughton once a week and focus on activities of daily living within a kitchen as well as fitness and health. Community based experiences to stores, restaurants, bowling, etc. happen on a weekly basis. We had two Mini School students turn 22 during the 2018-2019 school year. Mini School staff work closely with parents and adult service providers to ensure a smooth transition from school to adult programming. Students transitioned to adult agencies such as day habilitation centers to include Grow, Inc. and Lifetime Opportunities Unlimited.

By using best practices in the field of autism, the Mini School strives to provide all of its students with a free and appropriate public education so that each student is able to reach his or her full potential.

QUEST PROGRAM ANNUAL REPORT FY 2019

Quest Mission Statement

The mission of the **Quest Program** is to provide a safe and respectful learning environment where relationships between staff and students can be nurtured and developed and where students can learn new skills for continued growth.

Description of Program, Student Population and Staff:

The Quest Program is a public day school located at 75 Abington Street in Hingham, MA designed to serve special needs students in grades K-8 with social, emotional and behavioral challenges. The program/school provides a highly structured, safe environment that ensures consistency and support needed to help these students succeed.

Our **student population** continues to grow and diversify. The majority of our students' primary disability is Emotional. We are also serving students with significant learning disabilities as well as students on the autism spectrum. Quest students have a variety of mental health diagnoses. A significant portion of the student population carries attention deficit hyperactivity disorder as a primary or secondary diagnosis. Anxiety disorders (post-traumatic stress disorder, generalized anxiety disorder, school phobia, and obsessive compulsive disorder) as well as mood disorders (bipolar disorder, depression and disruptive mood dysregulation disorder) comprise other prevalent disorders. These disorders, along with diagnosed specific learning disabilities, make learning a challenge for the majority of our students. During the 2015-2016 school year, we expanded the program to also provide programming for students with more severe special needs who have concurrent social skills and mental health challenges. Many students referred to the Quest Program struggle to attend school on a daily basis. Once in school, the inability to remain focused combined with mood lability and/or weak social skills make academic progress a daily struggle for many of our students. It is only with comprehensive academic, behavioral, and therapeutic support that our students are able to make progress toward their IEP goals. The program integrates an evidenced based multisensory academic curriculum which has been aligned with the Massachusetts Curriculum Frameworks. Where needed, students are also provided with a functional, remedial curriculum in 1:1 and/or small group settings.

The Quest Program continued to have 11 classrooms during the 2018-2019 school year. Eight classrooms are traditional Quest classrooms and three of the classrooms continue to be a joint venture with the SSEC Community School. These classrooms, given the name AIM (Achieve, Inspire, Motivate), are designed to meet the needs of students that required the therapeutic and behavioral support of the Quest Program but required modifications to the academic programming and social skills instruction typical of a Quest classroom. In these areas, the students require programming more similar to what was available at the Community School. In conjunction with the Community School, the three AIM classrooms served 30 students (13 enrolled in the Quest Program) over the course of the school year. The classrooms are led by a Special Education teacher with the support of 3 or more paraprofessionals in each classroom. A full time social worker works with all students in these three AIM classrooms to provide

counseling and social skills instruction. This social worker is a part of the Quest clinical team and is supervised by a licensed social worker working in the Quest Program. Further support was provided by Occupational Therapists and Speech Language Pathologists from the Community School as well as Reading Teachers from the Quest Program. The classrooms accessed both the Quest Art and Gym teachers and the APE teacher from the Community School. Behavioral support was provided by both programs as needed. Students in the AIM room were able to participate in electives, field trips and Field Day with the Quest Program while also taking part in trips and outings with the Community School. Students were also able to access the therapy pool, sailing and horseback riding programs through the Community School. Staff continue to learn the best ways to work together to serve this diverse group of learners. These classrooms are truly a part of both the Community and Quest Programs. Most importantly, SSEC continues to be able to meet the needs of 30 students with challenging and unique needs. Without the continued growth of the AIM classrooms, it is likely these students would have had to travel farther from home to attend school daily. The AIM classrooms provide a model for collaboration and flexible programming designed to meet the changing needs of our students and sending districts. Given the success of this classroom, AIM expanded to include a fourth classroom serving high school students for the 2018-2019 school year. These students were able to join in activities and services with the other AIM classes and access instruction and programming appropriate for their age and developmental level.

The program continues to be supervised by a Program Director, Jennie Williams, who serves as the academic administrator of the program. Rosanna Warrick is the full time Program Coordinator responsible for supervising the behavior team, managing the milieu, supervising paraprofessionals, data collection and running the program in the absence of the director as well as other duties as needed. Tim Handorf continued to be an important part of the Quest Program as the Clinical Director.

Reflective of our expanding program and increasing student needs, there were some increases made this school year regarding **program staff and service**. For the 2018-2019 school year our staff included: 11 full time certified special needs teachers, a full time PE/Health teacher shared with 2 programs, a full time Art teacher shared with 3 programs, 20 classroom aides, 1 full time and 2 part time reading teachers, 5 full time school based clinicians, 1 clinical psychology intern, 2 social work interns, 1 full time and 3 part time occupational therapists, 1 full time and 2 part time speech and language therapists, a part time physical therapist, a full time administrative assistant and a part time assistive technology teacher. Quest also continued to access the services of a music therapist on a part time basis. The behavioral needs of the students were served by a behavioral team supervised by a Program Coordinator and comprised of 5 full time behavioral aides. Two full time school nurses, a clinical director, a food service director and 3 food service aides are shared with the other school programs in the building. Quest also shared one part time board certified child and adolescent psychiatrist with the other SSEC programs.

Program hours from September to June are 8:30am to 2:50pm Monday, Tuesday, Thursday and Friday. Every Wednesday, students are dismissed at 12:50pm. This provides time for professional development and staff meetings. During the summer, Quest provides a 6-week extended school year program for those students whose IEP includes a longer school year to prevent substantial regression of previously learned skills. Students enrolled in the Quest AIM

classrooms follow the Community Program schedule and calendar. Their program hours from September to June are 9:00am to 3:30pm daily. Two Mondays each month, students are dismissed at 12:00pm. Quest AIM students also have a 6-week extended school year program.

Program Development for the 2018-2019 School Year

This year, the Quest Program continued to implement and expand upon the initiatives begun during previous years as well implement new curriculum initiatives. The Quest Program maintained the expansion of the AIM classrooms as described above. We welcomed a new doctoral psychology intern and two social work interns. Stability in staffing and in programming allowed us to build on the positive changes implemented in previous years. We have continued to offer Health, PE, art, music and instruction in assistive technology which has allowed us to create a more well-rounded education for Quest students. This also allows Quest classroom teachers consistent planning and consultation time. This time served two very important purposes. It has provided teachers with time to plan and prepare lessons as well as allowed teachers the necessary time to consult with therapists and other related services providers. Quest staff members have commented that this time to collaborate has allowed both teachers and specialists the space and time to talk about students and focus lessons and interventions on individual student needs.

Data Collection

In our ongoing effort to demonstrate efficacy in our program and to be compliant with DESE regulations, we have continued to devote considerable resources to data collection. More specifically, we continued to utilize the services of consultant Marc Hauser and his Educata system to track student behavior. This system allows the staff to track a wide variety of data and the program also helps to manage reporting requirements with regard to time out of class and physical intervention. Providing this data has allowed all disciplines (educators, therapists and behavioral staff) to tailor and to focus their approaches and interventions with our students. Staff are more consistently using data collection measures in place when writing IEPs and gathering baseline data on proposed goals. Staff are also using this data during pod meetings and when developing and updating individual and classroom wide behavior support plans. In addition, at our IEP meetings we have been able to present collected data in a visually and readily understandable format for parents and district colleagues. During the 2018-2019 school year, the Quest Program continued to have a Data Team, which consisted of staff from all disciplines, including a teacher, paraprofessionals, speech language pathologist and a clinician. This team was led by the Program Coordinator and met three times per month to review trends in the program data and solve any issues related to data collection or the Educata system. The Data Team also worked with Dr. Hauser to develop an Early Warning System to monitor individual students who were frequently out of class. The Data Team analyzed data for trends with regard to triggers, time of day and other contributing factors. This information would then be shared with the student's teacher and other staff to inform behavioral interventions aimed at reducing the student's time out of class. Adopting more stringent data collection measures has enabled us to keep pace with the current emphasis in the Massachusetts Professional Development

Initiative. Increasing efficiency in data collection as well as improving our ability to utilize collected data continues to be a point of emphasis in the Quest Program.

Classroom Pods

At the core of service delivery in the Quest Program is the “pod” model. Each of the 11 classrooms has a “pod” or comprehensive team of staff that work together to provide the services enumerated in each child’s IEP. Each pod consists of the teacher, the classroom aides, a clinician, a behavioral aide, and any other staff (occupational therapist, speech and language therapist, intern) that work with the students in the classroom. Pods meet weekly to discuss any individual or classroom issues that arise. This can include drafting an individual behavior plan, addressing classroom management issues, drafting IEP’s, planning social skills groups, and sharing information gained through case management. Pod members also share information with our consulting psychiatrist prior to a student’s appointment, through structured online communication forms. Now in its ninth year, the pod model has evolved to incorporate the data collection completed by the Data Team and the pod members. This has allowed for focused and data driven conversations about goals and interventions.

The pod model not only makes communication between staff easier, it also makes the communication more meaningful. This model provides the opportunity for all staff working with a particular student to share their perspective. Each staff member has a different relationship with each student and each discipline has different services to provide. When all the disciplines work together, the pod is better able to understand the complex needs of our students and provide integrated interventions. At the Quest Program, we have come to understand that what makes the program successful is everyone working collaboratively.

Behavioral System

Our behavior management system continues to be driven by Ross Greene’s Collaborative Problem Solving approach to behavioral intervention. At Quest, we agree with Dr. Greene that “kids do well if they can”. Staff works with students to understand their behavior so we can teach the skills needed for change. Our space for behavioral interventions includes 4 settling rooms, 2 quiet study rooms, a sensory room, a comfort room, an office for the Program Coordinator and an office for the behavioral aides. The behavioral space in our school building was designed to be safe and away from a main hallway. This has allowed students and staff the privacy and space needed to help students settle and be ready to return to class. Behavioral data collected throughout the year generated very positive trends. Quest students continued to take advantage of the available sensory strategies, Quiet Study and spaces for self-time outs in order to help them remain in class using these rooms more than 5,300 times during the course of the year (3816 sensory/motor breaks and 1,565 self-time outs). Students were able to take a teacher directed break within their classroom 3,196 times and required teacher directed time out of class 2,271 times during the 2018-2019 school year.

The Quest Program also continued to benefit from the training and implementation of NAPPI, Int. NAPPI stands for Non-Aggressive Psychological and Physical Intervention. The primary reason the collaborative utilizes NAPPI is that their program’s physical interventions are safer for students and staff. This program also provides significant staff training in de-escalation and

psychological intervention. The implementation of NAPPI, along with minimal turnover of the program's behavioral staff, has continued to help us be judicious with the use of physical restraint in the Quest Program. The most frequently utilized physical intervention is a NAPPI assist. The assist is used to safely move students from one location to another. During the 2018-2019 school year, staff utilized 54 physical restraints that were not assists as well as 445 assists for a total of 499 physical interventions. This was an overall increase from the previous year. However, 3 students accounted for 44% of the physical intervention and 15 of the 84 students served by the Quest Program accounted for 88% of physical intervention. Forty eight students required no physical intervention at all during the school year. The Data Team has been consistently meeting and providing feedback on program wide interventions as well as individual plans for the students frequently requiring intervention. Interventions utilized included increasing staffing ratios, completing FBAs and implementing behavior plans, consultations with our consulting psychiatrist and the addition of a part time behaviorist for the upcoming school year. Reducing the need for physical restraint continues to be an important goal of the Quest Program even as we expand the program and service increasing numbers of students with some of the most challenging behaviors.

Social Skills and Emotional Regulation Curriculum

As a program, we adopted the Social Thinking® Curriculum in 2010 and the language and concepts of the curriculum continue to be used program wide. The Social Thinking Curriculum was developed by Michelle Garcia Winner, a Speech and Language Pathologist, through her work with school age students on the autism spectrum. This curriculum, which is both evidence based and practice informed, is a social cognitive approach to social skills instruction designed to teach perspective taking and social thinking skills to students with a variety of social challenges. The goal is to help students better understand how their words and actions impact the thoughts and feelings of others around them making them better able to share space effectively with others. All Quest students have at least one direct instruction group based on this curriculum each week. Staff continued to receive regular training on Social Thinking both in the program and at conferences led by M.G. Winner and her staff. The Quest Speech and Language pathologist continues to incorporate Social Thinking measures into formal and informal assessments of students, better allowing us to assess this important aspect of communication often missed in standardized assessment tools. The SLP also completed a week long in depth training in Social Thinking in the fall of 2018 furthering her skills in assessment and intervention using Social Thinking. The behavioral staff continues to use Social Behavior Maps to guide processing of behavioral incidents with students. Throughout the program, students are learning to match the size of their reaction to the size of the problem. In addition, weekly planning time is built into the schedule to allow time for the clinicians, speech and language pathologist, occupational therapist, and classroom staff to plan cohesive group lessons. This time has allowed staff to create a bank of lessons that have been used successfully. Social Thinking group lessons are also discussed in pod meetings and both teaching and behavioral staff continue to participate in classroom groups. Social Thinking is not only taught during classroom groups, it is being taught and reinforced by all staff throughout the school day. Clinicians in the middle school classrooms have also begun to utilize other cognitive therapy approaches, including Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT) and mindfulness strategies in conjunction with Social Thinking. All staff were trained in the Calm Classroom mindfulness program in the March 2019. These strategies were piloted in the Quest and AIM

classrooms throughout the end of the year. All classrooms will be using this program in the upcoming school year. All of these evidence based approaches teach students to be mindful of the cognitive processes driving their social interactions and emotional experiences.

Responsive Classroom

In July 2015, the Quest teachers, clinicians and SLP participated in week long training in the Responsive Classroom method. The Responsive Classroom website describes this as an approach to ‘teaching (which) emphasizes academic, social, and emotional growth in a strong school community. This approach stresses that how children learn is as important as what they learn, and that academic success is inextricably tied to building social-emotional competencies. This approach provides K-8 educators with practical training and resources to help create safe and joyful classrooms and schools where children can thrive.’ All of the Quest classrooms continue to incorporate the Responsive Classroom methods. There is a morning message posted in each class and, at 9 AM daily, each class holds a Morning Meeting. The clinicians and SLP frequently co-lead these meetings and use the activity to reinforce previously taught Social Thinking lessons. In addition, teachers are using the Responsive Classroom methods and rubric to evaluate their own practices. Teachers are incorporating academic choice and a wider variety of behavioral interventions. The Responsive Classroom method has dovetailed well with Social Thinking and Collaborative Problem Solving providing even more cohesiveness and consistency across the Quest classrooms.

Bullying Prevention and Intervention Plan

As required by law SSEC created a bully prevention and intervention plan. The following key components required by law were implemented:

1. A professional development plan was established for all staff
2. A K-8 curriculum on bullying was adopted for all of our students
3. Staff who witness or had knowledge of any bullying incident were required to report it
4. Investigation and disciplinary policies were instituted for the act of bullying
5. When criminal charges were appropriate, law enforcement was notified
6. Resources and information was made available to students, parents and guardians including curricula, the dynamics of bullying, online safety, and cyber-bullying. This topic is covered in the classrooms during Health classes and Social Thinking Groups.

In addition to meeting the requirements of the bullying prevention law, staff continues to work with students to identify both potential targets and potential bullies. We address this issue in health class, social skills groups, in individual therapy sessions, and in IEP goals to ensure that Quest is a safe and respectful environment for all students. Staff receives annual training through the Massachusetts Aggression Reduction Center (MARC) at Bridgewater State University and the curriculum developed by MARC is incorporated into health classes as appropriate.

Student Activities & Learning

Quest teachers continued to present lessons that integrated functional, remedial and academic curriculum which has been aligned with the Massachusetts Curriculum Frameworks and integrated with the Common Core. We were also able to provide students a weekly art class with

a certified art teacher and all of our classes had access to a music therapist weekly. A certified PE teacher leads all health and gym classes.

Quest students participated in an educational field trip to Webb State Park in Weymouth in September and visited the Franklin Park Zoo and Sauchuk Farm during October. In November, we held our annual Thanksgiving Feast, which was attended by over 200 parents and extended families. As usual, the teamwork of the entire staff made this a great success. The entire Quest community takes an active role in either preparation of the food, decorating the gym or helping cleanup afterwards. The staff in the SSEC kitchen assists in preparing the meal and students and staff from South Shore High and Careers also help with serving the meal. The sense of community is carried over to the interactions with the parents and their extended families. Many parents have commented on how welcome they feel at this event and look forward to it each year.

In the winter, we had a brunch and Pajama Day to celebrate the Winter Solstice. Other field trips and activities included a trip to a roller skating rink and as well as a live animal demonstration at the school. Quest students also held a can drive to benefit a local food pantry and the middle school students organized a Spirit Week for the entire program.

Field Day was attended by most Quest students. Our gym teacher and the staff organized games, noncompetitive activities and art activities. Again the entire Quest community, including all the students in the AIM classrooms, was involved in the field day activities. This year's graduation of 7 eighth grade students was attended by the entire school as well as the student's family and friends. Students from the Quest and AIM classes participated in the graduation ceremony. The graduation was held in the gym and was another opportunity to showcase the progress our students make throughout the year.

Quest also continued our relationship with Holly Hill Farm, with a farmer from Holly Hill visiting our school several times a month to help our 1st, 2nd, and 3rd graders plant their own garden and learn how to compost. Middle school students also volunteered in the cafeteria, art room and gym over the course of the year. These are just some of the learning opportunities and activities available to Quest students this year.

Curriculum

Instruction in the Quest Program follows the MA Curriculum Frameworks and Common Core for all subject areas. Given that all classrooms are self-contained and students are coming from more than 20 districts, planning lessons that are appropriately rigorous and differentiated at the same time can be challenging for the teaching staff. To support the teachers in their planning and instruction, the Director of Student Services supported teachers in implementing Math, ELA and Science/Technology curriculum that meet the needs of the majority of our students. Middle school teachers were trained in Carnegie Math as well as the online component Mathia. Training included content instruction as well as co-teaching throughout the school year. Elementary school teachers now have access to the Panorama science curriculum which has been created by National Geographic. This program has the tools to differentiate for all students, including English Learners, built in. Also provided to the elementary teachers is the REACH for Reading program to teach ELA through science content and is also produced by National Geographic.

Middle school teachers also are accessing the Benchmark curriculum for science and social studies. These materials present the content into manageable parts and the texts look like magazines and graphic novels. In addition to these initiatives, some middle school students were able to take a Python Programming class with students from Northeastern University to learn the basics of this computer programming language.

Summer Program:

The 2018 Summer Program was very successful, with 60 students enrolled. Students participated in a variety of field trips as well as spending time in the classroom reviewing skills they had learned the previous school year. Students also had therapies and reading instruction to prevent substantial regression of skills.

Home and Community Involvement:

This year we continued to place an emphasis on parent involvement. Daily communication logs were sent home and returned with a required parent signature to strengthen the communication between home and school. Classroom pod members also had weekly phone or email contact with parents. This enabled us to share positive accomplishments with parents on a regular basis as well as to quickly address concerns. In addition, families were included in the Thanksgiving feast and graduation as described above as well as annual Open House in the fall.

Outreach Initiative

We have continued to have many students referred to the Quest Program presenting with school avoidance/school refusal. These students have caused districts considerable difficulty in terms of helping them access the curriculum. In response to this dilemma, we have pulled together an outreach team to address the presenting and underlying issues associated with school refusal/avoidance and anxiety. In selected cases, using the essential tenets of exposure treatment, we have been quite successful in helping both the student and his/her parent(s) manage their heightened anxiety and gradually take the steps to join the larger school community at Quest. While we are not able to offer this service in all cases, we have deepened our understanding of the issues and developed an effective treatment model to ameliorate this potentially crippling problem. The Quest Program has also continued to provide in-home behavioral services to Quest students to help them generalize the social and self-regulation strategies learned in the Quest Program. These services are included on a student's IEP and provided before or after school hours at the request of the sending school district with parental consent.

Technology

The Quest Program, in line with the SSEC Strategic Plan, continues to be dedicated to increasing the availability and usability of both assistive and instructional technology for students and staff. Each professional staff member has been given an iPad, Chromebook or laptop to use for instruction, data collection and accessing teach point and working on the DESE teacher evaluation. Students continue to use iPads, laptops and Chromebooks to support their learning. A set of student iPads continue to be shared among the classrooms. A schedule was created and teachers were able to sign out the devices for classroom use. Teachers utilized the devices for interactive lessons and classes also read books on the iPads using Bookshare. All Quest students in grade 3-8 have access to a Chromebook in their classroom throughout the school day. Having

1:1 devices has allowed students to utilize assistive technology, such as Clicker 7 and Read, Write, Google, to help them access the curriculum. Students receive direct instruction from an Assistive Technology teacher weekly in their classrooms to learn how these tools can be used to access their schoolwork. In the spring, students are then able to take the next generation MCAS on the device they have been using throughout the school year. Each Quest classroom continues to have an interactive white board with at least two desktop computers and there are laptops available that can be signed out for student and staff use. Teachers continue to have access to an Instructional Technology consultant who was available to provide 1:1 support and training to teachers. Members of the Tech Committee also provided training in available technology to interested staff members.

Given the availability of devices and students' comfort using technology in school, Quest students in grades 3-8 took the MCAS 2.0 Computer Based Test (CBT) in the spring of 2019 for the ELA, Math and STE tests unless they had a paper based test as an accommodation on their IEP.

Quest School Handbook:

A school handbook was revised before school reopened in the fall of 2018. It was received positively by parents/guardians as well as staff and students. When home and school join efforts to create a safe environment that fosters academic and emotional growth, while providing care and support, each student can be successful. Close communication and clear, consistent guidelines are key to the process and are the prime reasons for the handbook. The handbook is attached to this report.

Year in Summary

In total, the Quest Program serviced 92 students this school year. We began the school year with 62 students and ended the year with 74 students. The 92 students that we serviced came from a total of 27 different school districts.

We serviced 19 S.T.A.R.T.S. students, providing them with an extended evaluation. One student returned to their sending district, 3 were mid evaluation at the end of the school year and 15 students remained at the Quest Program for part or all of the remainder of the school year.

During the 2018-2019 school year, 4 students left after ESY as they had graduated from grade 8 the previous spring, 5 required a more restrictive setting and 2 moved to more appropriate day school settings. Over the course of the school year, 2 students returned to their sending districts, 2 students moved too far from SSEC to remain at Quest and 2 students left to be home schooled. One student left the program due to an emergency termination. In June we graduated 7 grade 8 students. Of the 7 students, 6 students moved to a South Shore Educational Collaborative high school program. Four will attend South Shore High School, 1 will attend Careers and 1 will attend the AIM/Community School. One student will return to their sending district for high school. In total, 4 students were able to return to their sending district from the Quest Program. Quest also transferred 5 grade 8 students to a new South Shore High School grade 8 classroom for the start of the 2019-2020 year.

Quest enrollment remained steady over the course of the school year. The enrollment was at capacity by the end of the school year. The census remained consistent over the summer of 2019 and Quest began the 2019-2020 school year with 71 students.

South Shore Educational
Collaborative
Quest Program

School Handbook
2018-2019

75 Abington Street
Hingham, MA 02043
Phone: 339-201-4571
Fax: 781-740-1844
www.ssec.org

Revised 8/18

Dear Parents/Guardians and Students,

On behalf of the entire Quest staff, we welcome you to a new school year at the South Shore Educational Collaborative Quest Program. By working together, we believe we can make learning a fulfilling and positive experience for everyone involved.

When home and school join efforts to create a safe and respectful environment that fosters academic and emotional growth, while providing care and support, each student can be successful. Close communication and clear, consistent guidelines are key to this process and are the prime reasons for this handbook.

It contains information that will be invaluable to you in helping us make the educational experience at Quest worthwhile and rewarding for each student.

*Jennie C. Williams
Program Director/Principal*

*Timothy P. Handorf
Clinical Director*

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SCHOOL PHILOSOPHY

It is our belief at Quest that all children want to learn and do their best in school. At times, social, emotional, behavioral and/or learning issues make it difficult for some children to be successful in the larger public school setting. It is necessary then to provide them with a more therapeutic setting in which to learn.

The mission of the Quest Program is to provide a safe and respectful learning environment where relationships between staff and students can be nurtured and developed and where students can learn new skills for continued growth. Following this mission ensures the consistency and support needed for these students to succeed. Our approach to classroom structure, academic instruction, and motivation allows students to maximize their potential despite past difficulties in school or at home. We are committed to treating students with dignity, respect, care, and compassion, while holding them accountable for their actions and reinforcing behavior that demonstrates care and concern for others and promotes social acceptance.

We collaborate with students, parents/guardians, sending school districts and educators to formulate an Individualized Education Program (IEP) that will help students achieve academic and behavioral success. Cooperation between school and home is essential to the success of our program. Working together, school staff and parents/guardians develop an understanding of what motivates their child's behavior and leads to his/her difficulties. With this understanding, school staff and parents/guardians can develop interventions that are most likely to succeed.

At times, some of our students require external controls – such as a physical assist or, as a last resort, a physical restraint – to contain their behaviors and keep everyone safe. Our staff is thoroughly trained in de-escalation and crisis management to maintain the safety of students and staff.

Another important goal of our program is to help students increase self-esteem and develop a positive self-image. We do this by creating an environment in which students can experience success and by providing school-based clinical services which include social skills groups in each classroom. Clinicians also provide individual counseling, parent consultation, case coordination, and crisis intervention. Students develop the skills necessary to be able to learn and to communicate their feelings and needs in appropriate ways.

Our school is committed to providing a safe, structured learning environment where students can make academic, social, emotional and behavioral progress that will enable them to be successful in a less restrictive school setting.

NOTE TO PARENTS/GUARDIANS AND STUDENTS

This handbook is issued in order that students and parents/guardians may become familiar with the policies and practices of the school. It contains information that should be read and understood by all those connected with the school. We welcome any questions or concerns anyone might have about the material contained in this Handbook.

Parents/Guardians are vital to the success of the school. All students and school staff rely on parents/guardians to:

- reinforce the learning process at home
- motivate their children to be interested in school and to attend school regularly
- expect the highest level of achievement of which their children are capable, as well as teacher performance which can bring out this level of achievement
- be consistently involved to ensure that their children receive a high quality education

CORE VALUES

The Core Values of the South Shore Educational Collaborative Quest Program serve as the basic premise on which all management and curricular decisions are made and are the standards by which accomplishments are measured. The Core Values are:

- Provide a safe learning environment
- All individuals have the right to be treated with courtesy and respect
- Dedication to teaching and learning
- Build strong relationships to foster continued student growth
- Respect for diversity

- Participatory and collaborative decision-making
- Clearly defined expectations and limits

QUEST PROGRAM

STAFF DIRECTORY

2018-2019

PROGRAM DIRECTOR/PRINCIPAL:

Jennie Williams x 1307

PROGRAM COORDINATOR:

Rosanna Warrick x 1344

CLINICAL DIRECTOR:

Tim Handorf x 1302

ADMINISTRATIVE ASSISTANT:

Lisa Penzo x 1307

NURSES:

Paula Allen (339-201-4557)
Julie Bevilacqua (339-201-4544)

TEACHERS / CLASSROOM AIDES:

Leah Callahan /Madelyn Emerson/Sam Rice
Steve Driscoll /Tish Collins/Liz Coyne
John Fosdick /Alexa Angelopoulos
Kate Hudson-Mendes /Beth Leonard/Kari Leppert
Bill Jacques /Kelsie MacDonald/Arianna DeGrenier
Jennifer Hickey/ Kendra Gould
Kim Murphy /Keri Cole
Laura McKenna-Wilson /Nichole Donahue/Andrew Sylvia
Sarah Tenore /Meganne Fitzgerald/Joyce Vrabel
Savanna Baker/Kris Zimini/Natasha Barbosa/Brian Dellorusso
Sarah Gardiner /Susan Easton/Joanna Leahy

SPECIALISTS:

Carolyn Hofford, Speech & Language
Keri Johnson, Occupational Therapy
Mary Ann Kahler, Reading
Marybeth Orr, Reading
Merry Grip, Reading

BEHAVIORAL STAFF: (339-201-4570)

Kim Brooks
Mike Pagan
James Rollins
Darryle Thompson
Jeana Trimboli

PE/HEALTH TEACHER:

Sam Flynn

ART TEACHER

Stephanie Hoomis

CLINICIANS:

Lauren Brierley (339-201-4555)
Liz Donahue (339-201-4577)
Kathleen Madaus (339-201-4575)
Sarah Perlman (Ext. 1399)
Eric Steeves (339-201-4574)

PROGRAM AIDES:

Rendel Suneus

THERAPY DOGS:

Weezy
Tucker
Danny
Lucy

INTERNS:

Judy Chen (339-201-4578)
Rachael Downey (Ext. 1344)
Kari Fillian (Ext. 1398)
Julie Smith (Ext. 1397)

EMAIL ADDRESSES are in the following format: first initial, last name, @ssec.org.
e.g. jwilliams@ssec.org.

DISCRIMINATION/CIVIL RIGHTS

The South Shore Educational Collaborative conducts its programs and operations in conformity with MGL c. 76, s. 75, Title VI, Title IX, Chapter 622, Section 504 or the Rehabilitation Act of 1973, G.L. c.151C, the Americans with Disabilities Act, and the Equal Educational Opportunities Act of 1974.

All members of the school community are expected to show tolerance and respect for differences among people. Each person has a right to be free from discrimination, including verbal harassment or physical attack, based on gender, gender identity, sex, race, color, national origin, religion, disability, or sexual orientation.

Any student who believes that they have experienced discrimination in any form should report this to an administrator or any school staff. A prompt and thorough investigation into the charges will be conducted. Violation of a person's civil rights will result in disciplinary action, which may include but is not limited to suspension, expulsion and possible legal action for civil rights violations.

SCHOOL REGULATIONS & GENERAL INFORMATION

Attendance:

According to state law, schools must be in session for a minimum of 180 days each school year. Every student must attend school except when absent with parental consent and/or proper documentation (i.e., doctor's note). Excused absences include the following:

- Student illness
- Death in family
- Observance of religious holidays
- Appearance in court
- Temporary relocation due to extreme emergencies
- Medical and dental appointments which *cannot* be scheduled outside school hours
- Inpatient Hospitalization

Parents/Guardians are expected to notify the school if their child will be absent for any reason. Parents may excuse their child from school due to illness 2 times per trimester. Further absences due to illness will be considered unexcused without a doctor's note documenting the student was seen at the doctor's office. The SSEC School Nurse reserves the right to verify the visit and/or speak with the student's doctor. Please note that a student cannot be medically excused from the Quest Program due to anxiety and related symptoms.

Students who have 12 days or more of unexcused absences during any marking period will receive incomplete grades on their report cards. If their missing work is completed within a week of the end of the marking period, the incomplete grades will be replaced by standard grades. If the work has not been completed during this period, the incomplete grades will become failures. If a student has 12 or more unexcused absences during a term, they may lose one or more letter grades per subject at the discretion of the teacher even if all assignments have been completed. In-class instruction and participation remain an important part of every student's education that cannot be made up. Students with excused absences may also receive an incomplete grade but may earn full credit as long as missed assignments are completed within two weeks of the end of the marking period. In the case of a student refusing to attend school, parents/guardians are expected to contact school to report it that morning. Staff is available to provide assistance in getting your child to school. Note: truancy and/or school refusal are considered unexcused absences.

Students are expected to arrive at school *on time*. Tardiness hinders student learning and is disruptive to the learning environment. Parents/Guardians are also expected to plan vacations around the school calendar so their children do not miss valuable instruction time. Extremely late arrivals (more than ½ the school day) and extremely early dismissals (more than ½ the school day) are considered absences under state attendance regulations.

The Department of Elementary and Secondary Education requires schools to notify parents/guardians of a student's unexcused absence within 3 days. In addition, the school will notify parents/guardians if a student misses 2 or more periods of a class over consecutive days. At these times, parents/guardians will be invited to come in for a meeting with school staff. The school is also required to notify parents in writing if a student has accumulated 5 unexcused absences in a school year. When 5 unexcused absences have been accumulated, the principal or a designee must offer to meet with the parents/guardians to develop action steps to help improve the student's attendance at school.

Behavioral Incentive Program:

Quest uses a program-wide behavior management system with the emphasis on rewarding positive academic, behavioral, and social performance. Students have the

opportunity to work toward their goals as taken from their Individualized Education Program (IEP). Rewards are available from the school store, which include healthy snack items, toys, gift certificates, school supplies, as well as individually-designed incentives.

Behavioral Standards/Discipline:

Students are expected to act with proper behavior at all times while they are on school grounds, traveling to and from school, and on field trips. Violations or disregard for school rules and regulations will lead to disciplinary action which could result in an in-school suspension, parent/guardian conference, suspension out of school from one to ten days, exclusion from school, or expulsion. If suspended from school, whether in or out of school, students are provided with the opportunity to make up assignments, receive missed services, and continue to make academic progress.

Any student suspended from school will be afforded the opportunity to meet with the principal or a designee to discuss the reason for the suspension prior to the suspension going into effect. Reasonable efforts will be made to include parents/guardians in this meeting if the student is suspended out of school. A letter with this information will be sent to both the parent/guardian and the sending school district. If students in grades Kindergarten to grade 3 are suspended out of school, a written notice of the suspension will also be submitted to the Executive Director. A re-entry meeting including the parent/guardian and designated school staff may be required before the student returns to school.

If a student accumulates 10 days of suspension during a school year, a TEAM meeting must occur to determine if the behavior is a manifestation of the child's disability and whether the current placement is appropriate. If the behavior is determined to be a manifestation of a student's disability, a functional behavioral assessment will be performed and an individual behavioral plan will be drafted. For any student who is suspended for 10 or more consecutive school days, or accumulates 10 days of suspension during a school year, parents/guardians have the right to appeal the most recent suspension with the Executive Director. This appeal must be submitted to the Executive Director in writing and a hearing will be held within 3 days.

The principal may remove a student from school-sponsored events and activities that are not considered regular classroom activities, including field trips and field day, based on a student's misconduct. The principal is not required to notify parents in writing of such a removal and it is not counted as a suspension from school.

The following are considered particularly serious offenses:

- Physical assault, fighting, or other acts of violence on any member of the school community

- Threats of violence, including those made via social media, directed toward the school or any member of the school community
- Use of obscene, abusive, or profane language or gestures
- Hazing
- Harassment/discriminatory remarks or actions regarding but not limited to the following: sex, race, color, national origin, religion, disability, sexual orientation, gender, gender identity, socioeconomic status
- Sale, distribution, use, or unauthorized possession of:
 - i. Drugs (including over-the-counter or prescription medication)
 - ii. Alcohol
 - iii. Devices or materials of any sort injurious to the well-being of the school community*
- Coming to school under the influence of drugs or alcohol
- Possession of weapons of any kind, including knives of any length or shape, firearms, firecrackers, or other explosives*
- Possession of replicas of weapons of any kind*
- Possession and/or use of items inappropriate for school such as, but not limited to:
 - Water pistols
 - Lighters/matches
 - Leather straps/large chains
 - Studded clothing, steel-toed shoes
 - Inhalants
 - Laser pointers or pens
- Theft of school or personal property or receiving such stolen items
- Obtaining money, material goods, or favors by threat of physical harm
- Destruction or damage to school or personal property
- Sounding a false alarm for fire/police, tampering with emergency call box covers, making a bomb threat, or disrupting the normal school routines in any way
- Starting a fire
- Smoking, use, or possession of tobacco products including vape pens and related paraphernalia
- Leaving school building or school property during school hours without permission
- Loitering on school grounds before or after school hours
- Vandalism, including graffiti
- Forgery, or signing a name other than one's own, to any school-related document
- Open or continued defiant behavior toward school staff
- Sexual assault or sexual harassment
- Bullying, including cyber-bullying

*Please note that, per Massachusetts General Law, school personnel are obligated to report in writing any incident involving a student's possession or use of a dangerous weapon on school premises. This report must be submitted to the Executive Director who is then required to provide the report to the Hingham Chief of Police, DCF, and the school district. Such an occurrence may result in a student being referred for further assessment and a counseling program.

Bullying & Cyber-bullying Prevention:

Quest complies with the Massachusetts Chapter 92 of the Acts of 2010 Bully Prevention Law. Bullying identification, prevention, and conflict resolution are included in our social skills curriculum. Staff receives professional development in bullying prevention and response. If a student witnesses or experiences bullying by students or school staff, s/he can alert any staff member who will bring the concern to the Program Director or Program Coordinator for investigation. All relevant adults will be informed and a safety plan will be put in place for the target of the bullying. Bullying reports may remain anonymous; retaliation for reporting bullying is not tolerated. Examples of bullying include, but are not limited to:

- A pattern of harassment, whether in person or by mail, phone, texting, or Internet (via online gaming, social media, etc.) targeting a student
- Intentionally damaging a student's property
- Distributing false or private information about a student
- Impersonating an individual online, by phone, or by texting
- Repeatedly excluding or ignoring a peer

The *SSEC/Quest Bullying Prevention & Intervention Plan* is available upon request.

Communication & Homework Notebook:

Communication & Homework notebooks are sent home daily. Parents/Guardians are expected to review and sign these notebooks daily and help their child remember to return it to school the following day. *Parents/Guardians are asked to use these notebooks to send notes to teachers, including any information about issues outside of school that may impact their child's performance at school.*

Daily return of signed communication notebooks earns students points in our behavior management system.

Criminal Offender Record Information (CORI):

All current and prospective employees, volunteers, and people who may have direct and unmonitored contact with children in this program must sign a request form authorizing receipt by the Collaborative of all available Criminal Offender Record Information from the criminal history systems board. All public school employees and interns are also required to be fingerprinted in Massachusetts.

Destruction of School Property:

If a student damages, defaces, or destroys school property, the student or parent/guardian is expected to make restitution in full. In some cases, a student may make restitution by performing community service at school, the number of hours to be determined by behavioral staff. School property includes not only the physical building and furniture, but also any other items or equipment used by students or staff.

Disruptive Behavior:

Classrooms are for teaching and learning. Any student who is disruptive to the group may be asked to move to a designated area until they are ready to return to class. If a student refuses to leave their classroom, the classroom may be cleared, or they may be assisted to a designated area for safety reasons. Students who are separated from their classroom are continuously monitored by staff.

Dress & Appearance:

Students are expected to dress in a manner that reflects the seriousness and purpose of the school setting. Students are also encouraged to take pride in their appearance and maintain proper hygiene. Any type of attire which attracts undue attention to the wearer and thus causes a disturbance in the school is unacceptable. The following have proven to be disruptive to the educational environment and should not be worn:

- Clothing that is very tight or revealing: including spaghetti straps, halter tops, strapless shirts or dresses; skirts/dresses more than 2” above the knee; shorts with an inseam less than 3”
- Clothing that exposes any cleavage, midriff or undergarments
- Clothing that reflects racist, sexist, violent, obscene, or substance-related slogans and/or symbols
- Gang-related insignia, such as displays of “colors” or signs
- Hats/headwear, except for religious/medical/sensory reasons with principal approval
- Articles of clothing or accessories that may be used as a weapon, such as chains, studs, metal-spiked belts, steel-toed shoes, etc.
- Outside jackets or coats in class unless building conditions necessitate additional clothing

If a student comes to school inappropriately dressed, steps will be taken to address the situation. If necessary, a parent/guardian will be notified and asked to bring in appropriate clothing or to take their child home. In summary, students may not wear any style or type of clothing that is distracting, offensive, or endangers the health, safety, or welfare of the school community.

Edibles:

Gum, candy, or any other food is not allowed in the school building except at times and in areas designated by school staff. Soda, caffeinated beverages, and energy drinks are not permitted during the school day. Students with special needs around food – e.g., students who benefit from oral stimulation – will be allowed access to gum, candy, or food with authorization from school staff.

Emergencies:

In the event of a physical or psychiatric emergency, every effort will be made to contact the parent/guardian of the student in crisis. However, when a parent/guardian cannot be reached, the Emergency Contacts listed on the Student Information Sheet will be contacted and a child may be transported to the nearest hospital by ambulance.

Emergency Contacts:

Students may not attend school unless a Student Information Sheet has been completed. Emergency contacts listed on the Student Information Sheet must be people who can be available in case of an emergency, including picking up your child from school.

Parents/Guardians are reminded to update this information whenever any changes occur to home or cell phone numbers and/or emergency contacts.

Extracurricular Activities:

Quest does not offer any extracurricular activities. However, students in good standing academically and behaviorally are eligible to participate in their sending school's extracurricular activities, e.g., band, drama, chess club, sports. Permission must be obtained in writing from the sending school principal and the director of the activity. Continued participation in any activity is dependent on the student maintaining appropriate behavior.

Field Trips:

On occasion, curriculum is supplemented by field trips, both educational and recreational. Participation on field trips is a privilege which students earn by meeting academic and behavioral expectations during the school days preceding the field trip. School staff is responsible for informing parents/guardians in writing regarding the details of any school-sponsored field trips. On field trips, students are expected to comply with all school rules and safety expectations. Permission slips signed by parents/guardians must be submitted for each field trip. For some trips, students may be asked to pay for all or part of an admission fee. Financial assistance is available for any student for whom this would pose a hardship.

In accordance with state law, all prospective parent/guardian chaperones and volunteers must sign a form authorizing receipt of all available CORI data from the criminal history systems board.

Field Trip Vehicles:

The Collaborative policy regarding the use of vehicles to transport students is restricted to vehicles approved by the Collaborative. The Collaborative requires drivers to have a 7D license and vehicles to be 7D-registered, except in cases of emergency. When possible, more than one staff member will be in the vehicle when students are being transported.

Hazing:

In accordance with Chapter 536 of the Acts of 1985--an act prohibiting the practice of hazing, whoever is an organizer or participant in the crime of hazing will be suspended from school by the Behavior Specialist for five (5) days. A hearing by the program director will be held to determine if sufficient facts warrant forwarding the case to the Police Department for prosecution. Please see the complete copy of Chapter 536 of the Acts of 1985 in the Quest Policy Manual for further information.

Health Services:

A full-time registered nurse is available during the school day. Advice regarding health problems and first aid is available to all students. Any student may visit the health office by requesting permission from a teacher.

Dismissal for health reasons, if deemed advisable, is the decision of the school nurse. No student is allowed to leave school unless picked up by a parent/guardian or responsible adult designated on the Student Information sheet. ***Student Information sheets are critical. Every student must have an up-to-date sheet on file.***

All students must have a current physical (within the past 12 months) and up-to-date immunization records on file. Written parental permission and a doctor's order are required to administer prescription medication at school. Written parental permission is also required to administer over-the-counter medication. Medications must be transported to school by a parent or another responsible adult the parent designates.

Delivery of medication to school by a student is a violation of state law. Please note: Medications that are classified as "controlled substances" may not be transported by anyone but the parent/guardian.

A School Health Manual is kept in the nurse's office with more detailed information on all medical policies.

Homework:

Homework is an important component of a child's total education and provides a necessary link between the school and home. It provides an opportunity for children to extend skills developed in the classroom, helps children to become self-reliant and responsible, and affirms the importance of the parent/guardian role as cooperative partner in the education of their children.

Please note: For some families, struggles at home over homework can become counterproductive. When this is the case, parents/guardians should contact their child's teacher to develop an appropriate plan.

Internet Acceptable Use:

It is the general policy of the South Shore Educational Collaborative that Internet services are to be used in a responsible, efficient, ethical, and legal manner. In order to use the Internet, students must read and sign an Acceptable Use Contract. This is typically done upon admission to the program.

Lunch/Breakfast/Snack:

Breakfast and lunch are available to all students at a nominal cost. The meals, which include milk, are provided daily by the SSEC food services staff following the guidelines and standards of the National School Lunch Program. Menus are sent home monthly with students. Any parent/guardian may apply for free or reduced price meals through the National School Lunch Program. Applications may be made at any time during the school year or at any time financial circumstances change. Students are responsible for bringing their own snacks. Students may bring their own meals, or buy meals only on certain days, according to food preferences.

Nut Precaution in School: Your child is in a school with children who have potentially life-threatening peanut/nut allergies. Although our school is not Nut-Free, we do request that your child be respectful of those with allergies and take the following precautions: after eating, wash all surfaces which nut products have come in contact with and wash hands after eating nut products to reduce the transmission of traces of nut products. A specific classroom may be designated Nut-Free at any time by the school nurse or Program Director.

Mandated Reporting:

State law requires school personnel to file a report (51A) with the Department of Children and Families (formerly DSS) when a suspicion arises of abuse or neglect by any adult in a caregiving capacity (parent/guardian, bus driver, school staff, etc.). Every effort will be made to discuss concerns first with the caregiver and to notify parent/guardian before a report is made.

MCAS:

Students are required to participate in MCAS testing. Accommodations will be made in accordance with each student's IEP. Following the Massachusetts Curriculum Frameworks and the Common Core, teachers strive to help students feel prepared and to make the testing experience go as smoothly as possible. Incentives are provided for students who complete testing sessions.

Memorandum of Understanding/School Resource Officer:

A memorandum of understanding is established between the SSEC and the Hingham Police Department regarding the establishment of a protocol for the reporting and coordination of responses to incidents of violence or other illegal activity within SSEC Programs. The SSEC and the Hingham Police Department agree to coordinate their responses to violence or other illegal activity by students and non-students which occur on SSEC premises or at SSEC-sponsored or SSEC-related events. Through collaboration, the two organizations can ensure safe and secure school and community environments designed to maximize effective teaching and learning. A complete copy of this agreement is available upon request to the Executive Director.

The SSEC collaborates with the Hingham Police Department and the Town of Hingham in employing a School Resource Officer. The officer works predominantly at our main site in Hingham but is available to provide supports and educational opportunities at all collaborative sites. The SRO is on duty from 7:30am to 4pm each day students are present. The SRO is a liaison between the Collaborative and the Hingham Police Department with the primary goal of supporting a safe environment for students and staff. The SRO wears the regulation police uniform and carries a firearm as well as other standard gear as required by the Hingham Police Department. The SRO will be highly visible throughout the main campus. The SRO may provide instruction to the students in a variety of topics such as; justice and public safety issues, substance abuse prevention, citizen's police academy, designated driver program and RADKids. The SRO is also available to support the students and staff through unexpected events and various types of emergencies.

Parent Council:

The SSEC Executive Director has authorized the formation of a Parent Council to serve as a link between the home and the school. All parents are encouraged to join. Parent Councils will hold regular meetings to discuss current issues or programs and activities they may sponsor for students. Councils may also offer speakers on certain topics for parents. Information about the Parent Council may be obtained from the Program Director/
Principal.

Personal Belongings:

Nonessential items may be brought to school only with prior permission of school staff. If prior permission has not been obtained, items may be taken by the classroom teacher or other school staff and returned at dismissal time. In certain cases, staff may return a confiscated item only to a parent/guardian. The school is not responsible for loss or damage to any item brought in by a student.

Cell Phones: Students are expected to keep cell phones off during the school day. Cell phones will be collected at the start of the school day and returned at the end of the

day. Parents/guardians will be called to retrieve the cell phone if the student fails to surrender it.

Electronic Devices: The SSEC Technology & Electronic Communication Device (ECD) Responsible Use Policy outlines student use of technology and electronic communication devices for educational purposes. This policy also applies to student use of ECD's for non-educational purposes. Students may bring devices such as iPods or hand-held gaming devices to school for non-educational purposes. Please note that use of devices for non-educational purposes may occur during selected periods of the day and with staff permission. SSEC reserves the right to monitor all online and ECD activity at any time. Staff reserves the right to restrict the use of devices for non-educational purposes. Students may be asked to use devices owned by SSEC as long as the device meets the student's needs as outlined in their IEP. *Internet access must be blocked when student owned devices are being used for non-educational purposes.*

Money: Students are expected not to carry more than \$10, unless authorized for the purposes of a field trip.

Selling or Exchanging Items: Students are not allowed to sell or trade items with other students in school, on school grounds, or on the ride to and from school.

Physical Contact:

A primary concern for all staff and students is to work and learn in a safe environment. Physical contact between students, including friendly horseplay, is not allowed.

Physical Restraint:

At SSEC, our mission is to provide a safe and respectful learning environment. All staff are trained and certified through NAPPI International (Non-Abusive Psychological & Physical Intervention) and use interventions that have the minimum impact on the student. Staff will always attempt to de-escalate a student so that physical restraint can be avoided. Physical restraint is considered an emergency procedure of last resort and is only used when a student's behavior poses a threat of assault or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances.

The physical restraint policy is made available to students and parents/ guardians upon admission to the program. A signed acknowledgment and consent is requested at that time.

Policy Manual:

A School Policy Manual is kept in the main office and is available for review. The Policy Manual is updated annually. Parents/guardians are encouraged to bring questions regarding school policies to the attention of the Program Director/Principal and to meetings of the Parent Council.

Re-entry after Hospitalization Policy:

To ensure the health and safety of every student re-entering a South Shore Educational Collaborative program following a psychiatrically or medically related hospitalization, the South Shore Educational Collaborative has adopted the following policy:

Any student requiring a psychiatric evaluation, an emergency room visit, or inpatient hospitalization for psychiatric or medical conditions will be re-admitted to South Shore Educational Collaborative programs only after receipt of the discharge summary. This summary is required to ensure that the program has current information, in writing, from the attending physician regarding changes in medication, medication procedures, or adjustment in the dosage for any ongoing medical/psychiatric treatments.

Report Cards/Progress Reports:

Report cards and progress reports will be issued *three* times per year, at the close of each *trimester*. These reports are mailed home to parents/guardians and the sending school system, typically within two weeks after the end of the term.

Restraining/Custody Orders:

It is the responsibility of parents/guardians to inform the school of any court action that results in the issuance of a restraining order or has impact on custody matters. The school will extend every effort to comply with court directives. In order to do so, up-to-date copies of these orders must be kept on file in the school office.

Safety Drills:

At no time during the school day should students be more serious than when the safety alarm rings. ***Assume every alarm is an emergency situation and listen carefully to instructions from staff.*** Two types of drills will be practiced throughout the school year to prepare students in the event of an emergency.

Evacuation: Some emergencies may require the evacuation of the building. Directions for evacuating each area are posted in conspicuous places. The following requirements are critical:

- Proper behavior is essential. Remain quiet during exit and re-entry.
- The first student to enter the hallway should hold the exit door for classmates.
- Walk rapidly, do not run, to the nearest exit and leave the building.
- After exiting the building, move away to the area designated by staff.
- Stay together. Teachers must account for all members of the group.
- Classroom teachers will accompany their students and will be responsible for attendance, before and after an evacuation drill.

Lockdown: Some emergencies may require students and staff to remain in classrooms in a lockdown situation. When the alarm sounds and a lockdown is indicated over the public address system, the following must be implemented:

- Students move to the center or rear of the classroom as directed.
- Students in corridors, restrooms, etc. proceed to nearest classroom immediately.
- Remain quiet while lockdown is in progress.
- Do not open classroom doors until the “All Clear” is sounded.

During any emergency situation, attendance must be taken to ensure that all students and staff have been accounted for. Improper behavior during a safety drill may result in disciplinary action.

School Cancellation/Delayed Opening:

Quest follows the Weymouth Public Schools’ closings and delays due to weather.

No School/Delayed Opening announcements are made over local radio and television stations and websites. *If your local school is closed and Weymouth (and therefore Quest) remains open, please check with your transportation company to see if your child will be picked up.*

On rare occasions (for example, if a severe storm develops during the day) school will close earlier than the regular dismissal time. An early closing will be communicated to parents via phone and email.

Please note: In order to notify families of early dismissals, parents/guardians must provide accurate, up-to-date contact numbers.

Search & Seizure:

Desks and lockers are property of the South Shore Educational Collaborative and may be searched at any time. Searches and seizures involving a student’s person or personal property may also be conducted in accordance with generally recognized legal principles. Circumstances which lead to reasonable suspicion to search include: threats against the school or a member of the school community, possession of cigarette rolling papers, possession of large amounts of cash, previous involvement with drugs coupled with behavior indicative of drug usage as determined by staff, an anonymous tip that the student is in possession of a drug or weapon. Random searches may be conducted if staff feels they are warranted. Searches may include the use of a metal detecting wand and/or drug-sniffing canines.

Smoke-Free Schools:

The Educational Reform Law prohibits use of any tobacco products within the school buildings, school facilities, or on school grounds or school buses by any individual including school personnel and parents/guardians.

Social Thinking:

Quest has adopted the Social Thinking Curriculum designed by Michelle Garcia Winner for use in all classroom social skills groups as well as to model and teach social skills program-wide. Parents/Guardians are strongly encouraged to visit Michelle Garcia Winner's website www.socialthinking.com to familiarize themselves with social thinking concepts. When these concepts are reinforced at home, the curriculum can be doubly effective.

Special Education Parent Advisory Council:

Every public school system is required by law to have a Special Education Parent Advisory Council (SEPAC). This is a group of parents of children with disabilities who are available during the school year to discuss issues of concern regarding special education. Parents/guardians, teachers, and others are welcome to access this resource by contacting the SEPAC Executive Board in their sending school district.

Copies of the Massachusetts Department of Elementary & Secondary Education booklet, *Parent's Guide to Special Education*, can be obtained from the special education liaison.

Student Records:

All student records are kept in a secure area. A Record Access Log is maintained to document staff access to student records. If a parent/guardian wishes to amend his/her child's student record, they must contact his/her home school. With few exceptions, no individuals or organizations but the parent/guardian and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian. When any part of a student's record is released at the request of the parent, a written release is obtained and maintained in the student record. The portions of the record released, who the information was released to and why the information was released is documented in the Record Access Log.

Quest will, on occasion, post student work. It is assumed that parents/guardians are in support of this practice unless the school is otherwise notified.

Summer School Program:

A summer school program is available to students whose TEAM determines the need for the structure of an extended year program to prevent substantial academic, social, or behavioral regression. Summer school meets Monday through Thursday for a six-week term, during July and August. It provides a balance of academic classes, electives, and recreational field trips.

Telephone Use:

While the use of cell phones during the school day is prohibited, parents/guardians may call the school to speak with their child during the school day if necessary. Students may

also, if warranted, use school phones with staff permission to speak with their parents/guardians.

Therapy Dogs:

Therapy dogs are available to students with staff supervision during the school day. The dogs are fully-trained and licensed service dogs. The dogs can also assist students in developing calming and sensory strategies that promote better self-regulation. The dogs offer a calming, nonjudgmental presence, can reduce tension and anxiety, and provide opportunities for students to be gentle and nurturing and build mastery. They have also enabled students to overcome their fear of dogs and increase self-esteem.

Transportation: (Cab, Bus, Van):

The sending school district provides curb-to-curb transportation. Students are expected to demonstrate appropriate behavior on their transportation and may be subject to disciplinary measures imposed by the transportation company or by the Quest Program for any infractions (see previous section on Behavioral Standards/Discipline). Students are considered the responsibility of the Collaborative from the time of pick up to the time of drop off. SSEC staff works with drivers and monitors to support the behavioral and medical needs of students while they are being transported. Concerns or changes in transportation should be made by contacting the sending school district.

Violations of transportation regulations may result in suspension from the vehicle and/or disciplinary action at school. If suspended from transportation, students may continue to attend school if transportation can be provided to and from school by parent/guardian or designated adult. Students who are unable to demonstrate safe behavior at dismissal time will not be permitted to board their bus/cab. In this event, a parent/guardian, or designated representative, is expected to pick up their child in a timely manner.

Parents/Guardians are reminded to inform the cab company about any changes in pick-ups or drop-offs (e.g., when a child is kept home due to illness or transported home by a parent/guardian).

Visitors/Building Security:

The following precautionary steps are taken to ensure safety of students and staff:

- Visitors beyond the office must sign the visitor's log upon entering and leaving and wear a visitor's badge.
- No student will be dismissed to a parent/guardian or their designee without a proper picture I.D. unless they are known to staff.
- Parents/guardians picking up their child for early dismissal are asked to sign in at the office and wait at the office for their child to be summoned.
- Parents/guardians are asked not to go to their child's classroom without

permission obtained in advance of the visit. Please see the Observation and Visitation Policy for further information.

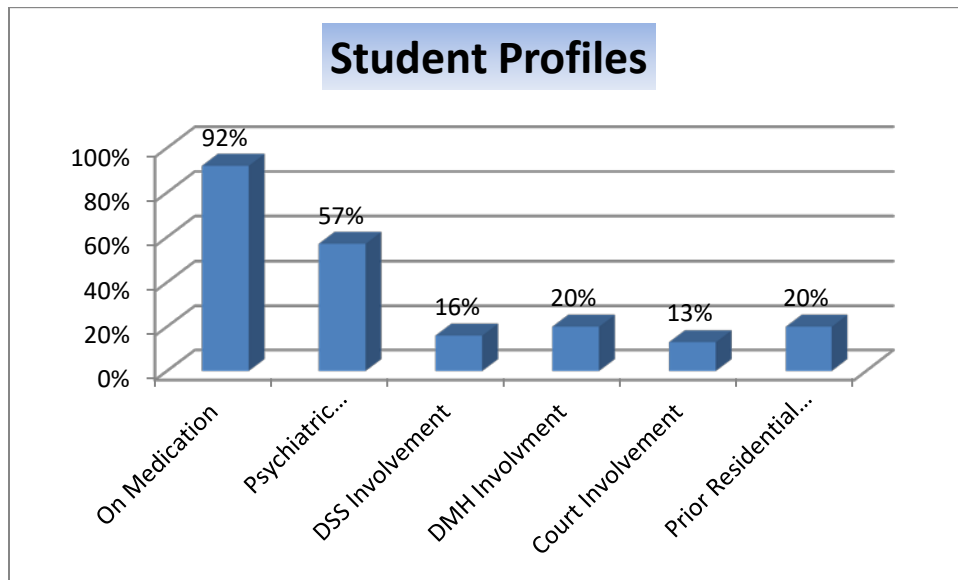
- Except for student entrance and exit, building doors will remain locked while school is in session.
- During school hours, entrance will be permitted at the main entrance by bell/buzzer after the visitor is identified.
- Public access to the school is restricted to the office. Unauthorized persons may not proceed into the school beyond the office without approval. Please see the Observation and Visitation Policy for further information.
- Individuals not adhering to this school policy will be liable for prosecution for trespassing as covered by law under Chapter 266, Section 120.

**REPORT FROM THE PROGRAM DIRECTOR
SOUTH SHORE HIGH SCHOOL
2018-2019**

Program Description, Students, and Staff

Students referred to South Shore High have emotional, behavioral, and academic problems that make it difficult for them to function in a larger, less structured environment. All of the students have special needs as defined by Chapter 766. Many students have complicated lives, sometimes with community-based agencies involved in their treatment. Table One provides a visual representation of the services represented by our students. Ninety-two percent of this year's students are prescribed medication to help them manage their diagnoses. Fifty-seven percent have received treatment in a psychiatric hospital. Sixteen percent of this year's students have DCF involvement and twenty percent have DMH involvement. Thirteen percent of this year's students have court involvement, predominately due to CRA petitions. Twenty percent of students have prior or current out-of-home placements, with the majority of these students having been in long-term IRTP (long-term residential treatment) facilities.

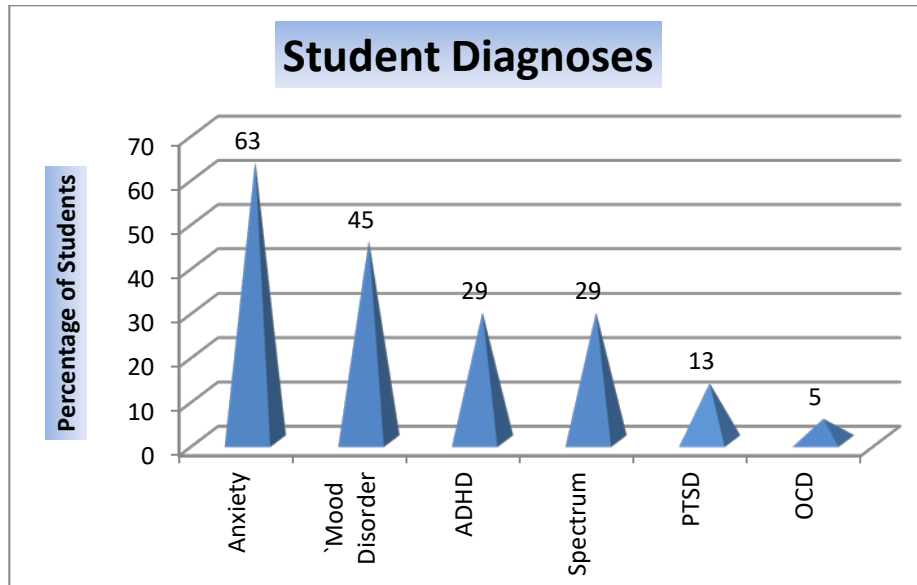
Table 1
Student Profiles at South Shore High School



The great majority of the students at South Shore High have one or more major diagnoses which impact their ability to learn in a less restrictive setting. Most students carry a diagnosis of anxiety (sixty-three percent), coupled with a mood disorder (forty-five percent). Major depression is a common diagnosis, along with dysthymic disorder and generalized mood disorder. The primary diagnosis for twenty-nine percent of our students is attention deficit. Twenty-nine percent of our students are also diagnosed with a spectrum disorder with social

communication disorders describing the great majority. The percentage of students at South Shore High who are diagnosed with post-traumatic stress disorder is thirteen percent. Five percent of our students have been diagnosed with obsessive compulsive disorder. A visual representing these statistics follows in Table 2.

Table 2
Student Diagnoses at SSHS



The teaching staff (see Table 3) are all certified in their subject areas and the majority are certified in special education. More than fifty percent of the students from South Shore High attend college after graduation so the teaching staff must be strong in their subject areas. They are trained to be aware of various learning styles and in methods of differentiating instruction. In addition the staff participates in workshops to enhance their skills. South Shore High has a Transition Skills curriculum that begins in grade nine and that instructs students in developing the skills base to successfully transition after high school graduation. South Shore High offers behavioral support through the active development of a positive student climate. A clinical psychologist supervises the milieu staff and works with the staff and the student population to increase the range of effective coping strategies to improve student functioning. The program offers formal and informal therapeutic support to students during the school day provided by LICSW therapists.

Table 3
Staff of SSHS

Number of staff employed by discipline:

- 1 program director
- 1 Behavior Specialist/Assistant Program Director

8	Teachers
.6	transition specialist
.6	transition assistant
.6	speech/language clinician
.3	clinical director
3.2	therapists
1	milieu coordinator
5	paraprofessionals
.6	nurse
.85	secretary

Students:

A total of 59 students were in placement for all or part of this school year. Average monthly enrollment was as follows:

Table 4
Monthly Enrollment

	South Shore High	
September 2018		45
October		45
November		47
December		47
January 2019		46
February		50
March		52
April		52
May		53
June (after graduation)		41

South Shore High School is an alternative educational and therapeutic program designed to meet the special needs of its student population. Principles of both CBT (Cognitive Behavioral Therapy) and CPS (Collaborative Problem Solving) are used in the work done with students. When a student exhibits struggles, the staff works with the student to determine what underlies the behavior, and to help the student understand triggers and effective coping strategies. A vital component of the school is teaching verbal communication skills. Students learn to accept constructive criticism and share feelings and emotions. They learn skills in conflict resolution and negotiation. A school-to-work component trains students in job readiness skills and assists in placing students at volunteer and paid employment sites.

Students are assigned courses designed to meet the graduation requirements from their sending school system. They are placed in classes according to their ability levels. Classes are

small (8:1), with the majority of students “mainstreamed”, changing classes by subject. The curriculum at South Shore High is designed to model that of their public schools, as closely as possible considering the small size of the setting. In addition, students are offered options to take classes through online curriculum (Virtual Learning Academy/Fuel Education), through independent study classes designed between the student and the teacher, or to take community-based college classes through dual enrollment or through a setting such as the MFA. Students use these options for credit recovery, to pursue a particular academic interest, or to bridge the skills needed to transition to post-secondary education. All students are encouraged to return to their sending school before graduation, but the severity of problems often makes South Shore High the least restrictive educational setting. Upon meeting the graduation requirements of their sending school system, students graduate with a diploma from their sending school.

One of the classrooms at South Shore High is designed to work more with students who experience deficits in social pragmatics. The design of this classroom is more self-contained. The students remain in the classroom for four of their subjects, and they travel as a group, to their other three classes. This classroom generally serves students with significant social comprehension difficulties, generally students who have spectrum disorders. The class is called the Transition Room, as the focus is preparing students to transition into more mainstreamed classes as they demonstrate readiness.

Program Outcome Evaluation

A review of this year's outcomes indicates that approximately between ninety and ninety-five percent of our students have been able to achieve the goals outlined in our program outcomes. Important in understanding the statistical outcomes is the fact that the students referred to South Shore High were experiencing significant difficulties in these identified areas before placement, often receiving failing grades, refusing to attend school, earning numerous suspension days, and/or spending significant periods of time in a psychiatric setting. Many students who do not reach the desired level of attendance and credit are still achieving significantly higher standards than they were before placement. The strong attendance outreach component has contributed to the number of students meeting program outcomes.

Program Evaluation and Outcomes

In line with the school's Mission Statement, student progress is monitored by the following program outcomes:

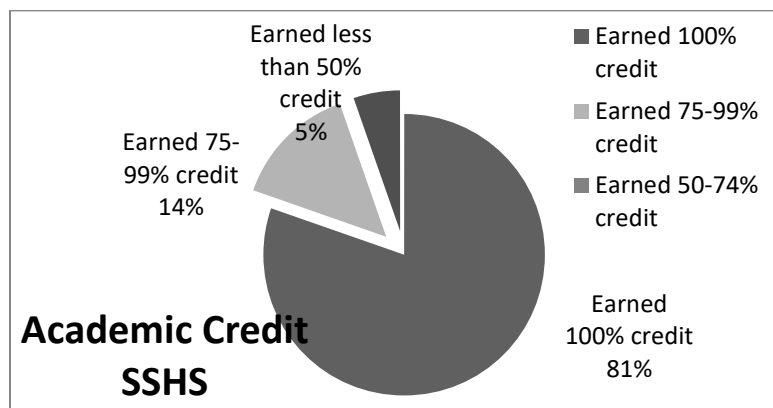
- The student will receive passing grades and earn academic credit in courses.
- The student will maintain at least 85% attendance.

- The student will receive the supports and interventions necessary to avoid receiving out of school suspensions.
- The student will demonstrate clinical stability by maintaining or improving their functioning as determined by the GAF (Global Assessment of Functioning).

Analysis and Discussion of Evaluation By Outcome:

- Outcome One: The student will receive passing grades and earn academic credit in courses.
- See Chart 1 for a delineation of this outcome. Performance on Outcome One indicates that seventy-nine as indicated by data from final report cards, showing mastery of Outcome One. Eighty-one percent of the students earned 100% of their academic credit. Fourteen percent earned 75-99% of their credit, and five percent earned less than 50% of their credit. As would be expected, student performance on this outcome is closely correlated with their attendance rate. The low staff to student ratio and the myriad of interventions available to students at South Shore High allow students who have previously been unsuccessful academically to experience academic success and to find hope for their futures.

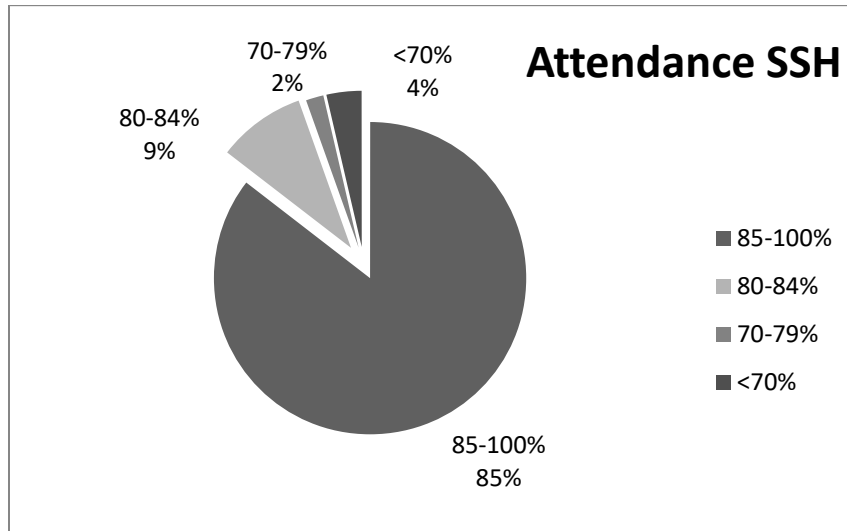
Chart 1



- Outcome Two: The student will maintain at least 85% attendance.
- See chart 2 for a detailing of this outcome. School attendance records yield the data regarding attendance. Performance on Outcome Two at South Shore High is strong, with eighty-five percent of the student population able to meet the stated outcome. The records indicate that eighty-five percent of the student population showed an attendance rate of 85% or higher. Nine percent of the students attended between 80 and 84% of the time. Two percent attended between 70 and 79% of the time and four percent attended less than seventy percent of the time. The Team decision for most of these students was that they required a more restrictive level of service. Many

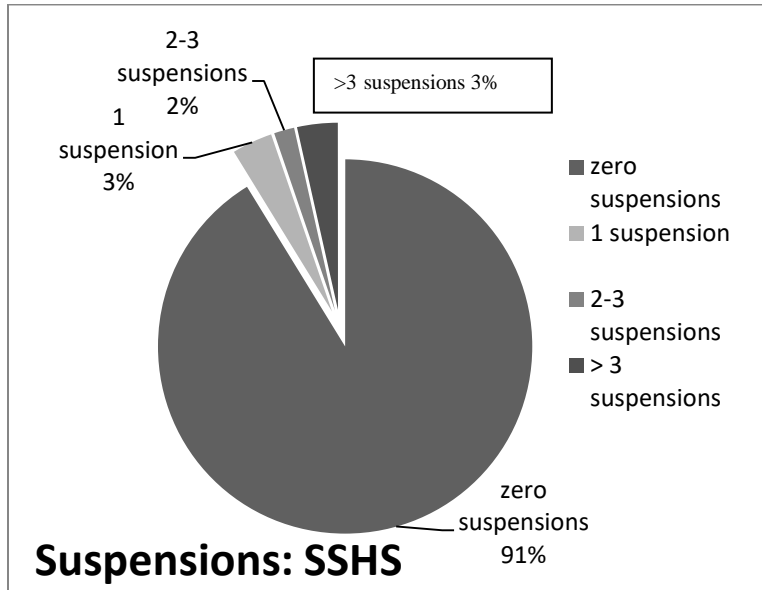
students enrolled at SSHS demonstrated chronic truancy before entering placement. The results of this data are in large part due to the aggressive and comprehensive attendance outreach program that involves daily calls and occasional in-home interventions for truant and school phobic students, as well as a variety of supports put into place when the student enters the school setting.

Chart 2



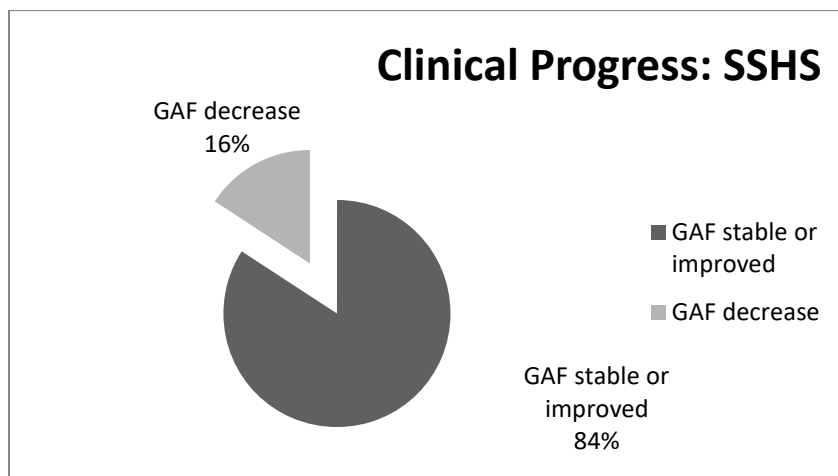
- Outcome Three: The student will receive the supports and interventions necessary to avoid receiving out of school suspensions.
- See Chart 3 for a depiction of this outcome. The data on Outcome Three indicates that ninety-one percent of our students were able to meet this goal. Three percent of the students received one suspension day, two percent received two suspension days, and three percent of the students received greater than three suspension days. An analysis of the data regarding suspensions indicates that the majority of suspensions occur during the initial months of placement, when students are still learning to trust that staff will be able to assist them in problem solving. The great majority of suspensions are for actions taken due to difficulty finding effective coping strategies. There is a significant decrease in suspensions when a student has been in placement long enough to learn their triggers and better responses.

Chart 3



- Outcome 4: The student will demonstrate clinical stability by maintaining or improving their functioning as determined by their GAF score.
- Data in Chart 4 supports that Outcome Four was met. In order to assess the clinical progress of students enrolled in South Shore High School, the Global Assessment of Functioning Rating Scale is used. The GAF scale is the accepted measurement tool for functioning within the mental health field and is contained in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV). In September each student is assigned a GAF score. At the conclusion of the school year the Clinical Team reconvenes, re-evaluates functioning level, and assigns a revised GAF score. Data indicates that this year eighty-four percent of the student population demonstrated stability or improvement in their GAF score.

Chart 4



Significant Achievements for the Year

This has been a year of significant growth at South Shore High School. The following notes highlights of the year:

- South Shore High became a Calm Classroom school this year. All staff members received training from the Luster Institute in how to implement the techniques. The Calm Classroom program is a research-based curriculum that uses short mindfulness practices integrated into the school day. Calm Classroom empowers school staff to lead a very simple, organized system of techniques that help manage stress and develop self-awareness, mental focus, and emotional calm within students. The curriculum consists of breathing, stretching, relaxation and concentration techniques that last for about three minutes, and are taught during quiet classroom transitions twice each day. Practicing Calm Classroom techniques regularly provides an opportunity for school staff and students to experience a calm school and classroom environment, a relaxed body, and a calm and clear mind. Research shows that the Calm Classroom program has demonstrated extraordinary success in reducing disciplinary referrals and student misconduct, as well as improving standardized test scores. It has also shown that Mindful Awareness Practices (MAPS) improve executive functioning, which includes working memory, emotion regulation, and self-monitoring, leading to improvements in behavioral regulation and overall executive functioning.
- This year all staff members completed the ALICE training, through direct didactic instruction, hands-on scenarios, and through an online training module. Through this

process and the related discussions, the staff have increased their understanding of the most effective response if faced with a situation of violence within the school setting.

- A number of students had access to an engineering curriculum this year. The CAD (Computer-Assisted Design) program was expanded to include a broader scope of equipment, design software, and design challenges. As in past years, students learned about the history of manufacturing and the design process, with a particular focus on empathic design. This year, however, students had access to 2D cutting machines and a CNC router, in addition to the 3D printers. Students were guided through projects in six different design programs, ultimately completing at least one design challenge on each piece of equipment, using the software of their choosing. For the second half of the year, students worked on independent projects, some completely open-ended and some in collaboration with the reading teacher to make an integrated literacy and STEM display case in the front lobby of the school. The course provided students with employable design skills, and reinforced soft skills, such as frustration tolerance and collaboration. In addition to the CAD program, two Python Programming courses were offered, taught by students from Northeastern University's engineering school. Python is a general-purpose, versatile and popular programming language. It's great as a first language because it is concise and easy to read, and can be used for everything from web development to software development and scientific applications. The courses were very well received by our students.
- This year was one of increased collaboration between SSH and our Careers High School. Our daily schedules were synced so that students could move more readily between programs, accessing the more hands-on and project-based options offered in Careers.
- Our Transition Programming continued to expand this year, providing increased support and options to our students as they prepare for success after high school graduation. This was the first year we had two staff members dedicated to supporting our students in transition readiness, allowing more concentrated and student-centered programming. Some achievements this year include
 - Thirteen students graduated, receiving their sending school diplomas. Of the graduating class, eight seniors plan to attend an academic post-secondary setting, two pursued trade school, one went on to the ICEI Program at Bridgewater State University, one went on to military, and one is pursuing a certification program while continuing at her current job in child care.
 - Twenty-two students participated in community service experiences at school, such as assisting in serving the Thanksgiving meal at Quest, hosting a Halloween party for the students in the Community School, acting as classroom assistants in the Community School and in Quest, and mentoring Community School students on job sites and in our Greenhouse Lab.
 - Eight students passed a dual enrollment college class through Quincy College or Massasoit Community College.

- Seventeen students were referred to receive vocational support through MRC (and eleven more had been referred the prior year and continued meeting with their assigned counselors here).
- Fifteen students were in a paid employment role outside of the school day.
- Staff at South Shore High learned new systems to manage and track student data. They became familiar with both SchoolBrains, our new student management system, as well as esped, the system adopted to manage IEPs. In addition, the staff worked regularly with a data assessment consultant to track student performance and to design implementation plans to support students in positive behavioral growth. This involved a focused data team having biweekly consults with the data consultant and a monthly all staff meeting to assess the data gathered on a tool named the Early Warning System. This tool tracked student success in light of attendance rates, academic functioning, access to the school's milieu supports, and use of the on-call system.

Home and Community Involvement

Parents are encouraged to take an active part in their children's education. Regular communication by email, phone, and mail is maintained throughout the school year. Parents are contacted on a weekly basis, if not more frequently, for their input and to share information about progress and any concerns. Parents participate in yearly educational planning and are involved when changes occur in their child's educational program. An annual Open House is held, providing an opportunity for parents to experience their son/daughter's schedule. In addition parent conferences are held twice a year, in November and in February when parents are given an opportunity to meet the program teachers, therapists, and aides to discuss their child's performance.

Regular communication is maintained with the student's sending school system. School liaisons are kept informed on the progress and struggles of their students.

Many of our students are involved with outside agencies. It is important for the school, parents, and community agencies to support each other and coordinate efforts to better serve our students. Some of the agencies involved include:

Department of Children and Families
 Department of Mental Health
 Division of Youth Services
 Massachusetts Rehabilitation Commission
 South Shore Mental Health
 Hingham, Quincy, Brockton, Plymouth, Dedham Courts
 MARC (Massachusetts Aggression Reduction Center)
 The Asperger/Autism Network (AANE)
 Norfolk County Sheriff's Department
 BayState Community Services
 Career One Stop
 Various treatment centers and hospitals throughout the region

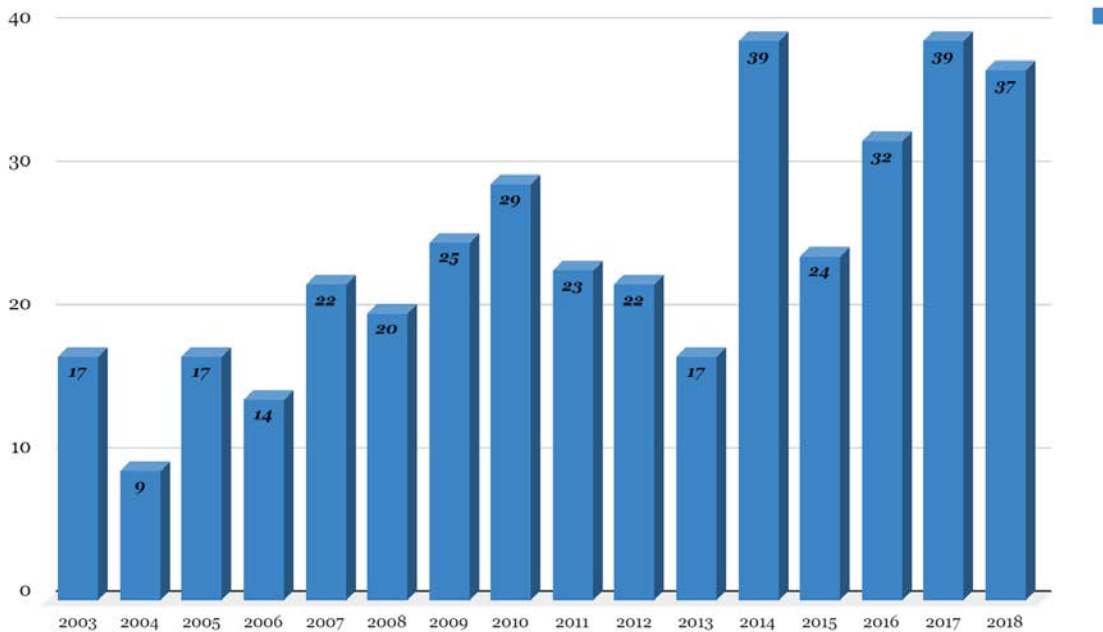
S.T.A.R.T.S.
ANNUAL REPORT 2018-2019
Anne Rowland, Psy.D. Program Coordinator

S.T.A.R.T.S. DESCRIPTION

S.T.A.R.T.S. (Short-Term Assessment and Return to School) is an Alternative Interim Educational Setting (A.I.E.S.) which provides an opportunity for extended evaluations utilizing educational, psychological and psychiatric assessment for students who are having serious difficulties in their school and require evaluation to better understand their challenging behavior and learning styles. It now accommodates students in grades K-12, for up to 45 school days, after which recommendations for future educational, social/emotional and psychiatric supports are made. For high school age students, STARTS students have been assessed while in small classrooms (8-10 students) within the South Shore High School (SSH) or the Careers High School (CHS). Elementary and middle school age students are assessed while in small classrooms (7-8 students) within the Quest Program or AIM classrooms (Quest/Community Program hybrid). Some students have been evaluated while in the Mini School at Hull's Jacob's Elementary School, or in the Community Program in Hingham. STARTS students participate in and have access to all the activities and learning that are provided for all students within each age-appropriate school. For example, opportunities for job interest exploration (Graphic Design, Greenhouse, 3-D Printing, Industrial Kitchen, AV) are available and are incorporated into the assessment. CHS and SSHS also offer two different types of classroom settings (self-contained and integrated), which allows for students with a greater range of needs and disabilities to come to SSEC for a STARTS assessment.

Table 1

STARTS ENROLLMENT 2003- 2018



2018-2019 was the 16th operational year of STARTS. As seen in Table 1 above, in year one, 17 students were enrolled; year two, 9 were enrolled; year three, 17 were enrolled; year four, 14 were enrolled; year five, 22 were enrolled; year six, 20 were enrolled; year seven, 25 were enrolled; year eight, 29 were enrolled; year nine, 23 were enrolled; in year ten, 22 were enrolled; in year eleven, 17 were enrolled; in year twelve, 39 were enrolled; in year thirteen, 24 were enrolled; in year fourteen, 32 were enrolled; in year fifteen, 39 were enrolled; and this past year 37 were enrolled. In the past four out of five years, enrollment has been in the 30's.

Of the 37 students enrolled in STARTS this year, 28 were males and nine were females. As in all past years, there were significantly more males than females. Referrals came either from districts' mainstream classrooms or their alternative classrooms within mainstream buildings. Nine evaluations were completed within SSH, 17 were completed in Quest, and nine were completed within the CHS. Also during this past year, one evaluation was completed in the Mini School, and one in an AIM classroom.

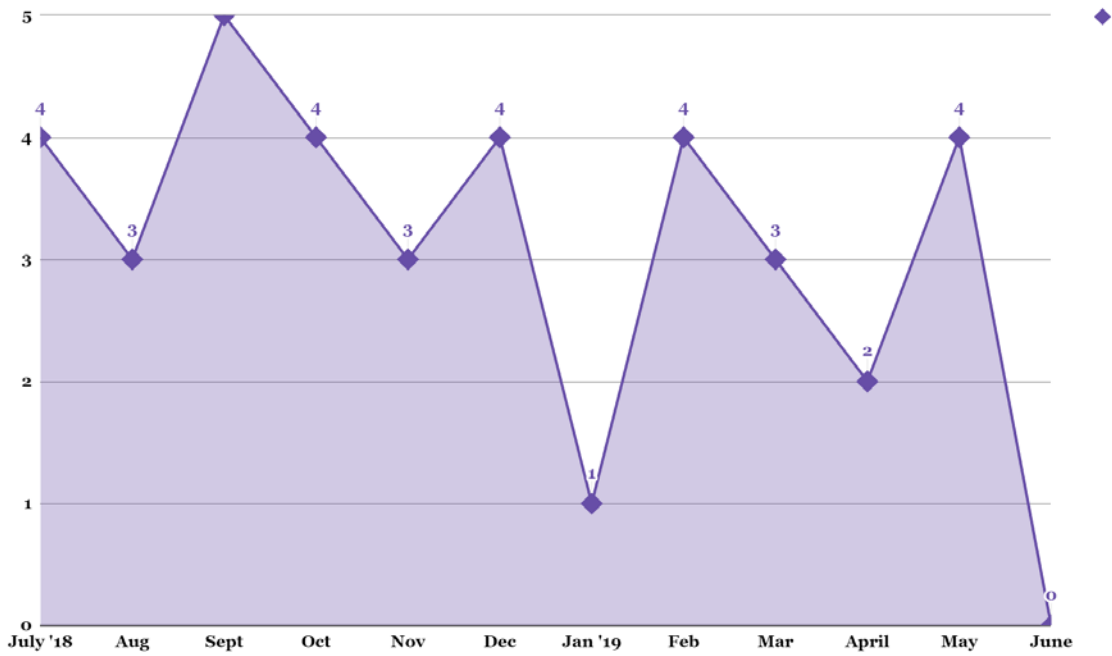
This was the thirteenth year that a pre-doctoral psychology intern was placed at SSEC via the South Shore Mental Health (now Aspire Health Alliance) internship program, which allowed STARTS to continue to assess more elementary age students for evaluation. Within Quest, the intern, Judy Chen, completed seven evaluations.

Clinicians Alli Mitchell completed 10 evaluations, Katelyn Hagan completed two, Donna Levine completed one, Kathleen Madaus completed three, Lauren Brierley, Tim Handorf and Jake Jszulak (new to STARTS) each completed two. Jenn Stanton completed six evaluations, and Stephanie Spencer (new to STARTS), completed one evaluation.

This year, again, there were ten clinicians completing STARTS evaluations simultaneously. In prior years, typically it would be three or four at most simultaneously.

Table 2

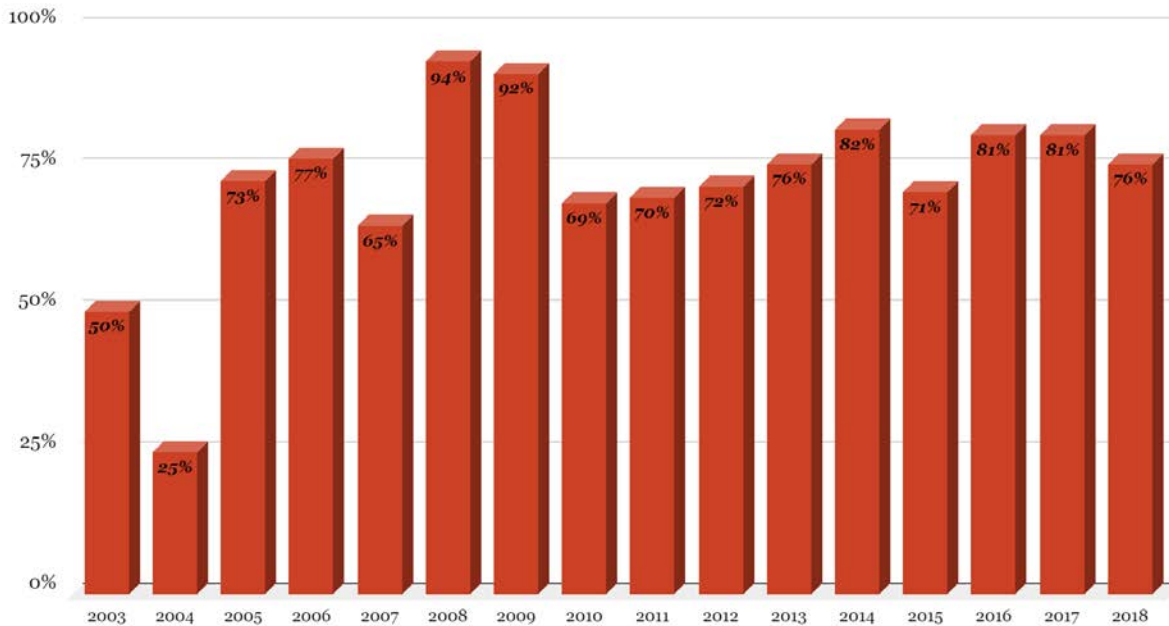
STARTS Number of Students Beginning Assessment by Month 2018-2019



This graph shows the number of STARTS students who began each month in order to give a more accurate visual of peak and ebb times of enrollments. There were peaks at the beginning of the school year, in December, February, and in May. This is a similar pattern to last year.

Table 3

Percentage of Students Remaining in SSEC After STARTS



This year, upon completion of the STARTS assessment, four students returned to their district school. One went to a comparable school, one moved significantly far away so could not continue, and of note is that three either never came or stopped coming in order to be home-schooled. The remainder (76%) continued within an SSEC program.

Percentages of students remaining at SSEC programs from STARTS (Table 3) went from 50% in year one, 25% in year two, 73% in year three, 77% in year four, 65% in year five, 94% in year six, 92% in year seven, 69% in year eight, 70% in year nine, 72% in year ten, 76% in year eleven, 82% remained in year twelve, 71% remained in year thirteen, and in the past two years, 81% remained in SSEC programs after their STARTS evaluation.

Table 4
Primary and Secondary Diagnoses (DSM-V)

Number of Students/Year

<u>Primary and Secondary Diagnoses</u>	'13 – '14	'14-'15	'15-'16	'16-'17	'17-'18	'18-'19
Bipolar Disorder	1	1	2	0	0	0
Learning Disorder (Intell Dis)	1	3	2	0	1	2
Anxiety Dis/Social Phobia	5	10	10	11	20	21

PTSD(Spec'd Trauma)	2	5	3	4	7	12
DMDD	6	7	5	9	4	4
Conduct Disorder	0	1	3	1	1	0
Substance Abuse	0	3	2	2	2	4
ADHD /ADD	2	12	9	8	5	9
PDD/Asperger's(ASD)	6	9	4	12	9	6
OCD	1	2	0	0	0	0
Mood Disorder/Dep'n	1	6	2	3	10	10
Personality Dis Traits	1	0	0	0	0	0
Social Comm'n Dis	n/a	2	1	1	3	2
Unspec'd Neuro Dis	n/a	1	0	0	0	0
Reactive Attachment Dis	0	0	0	2	1	1
Other Dis, Impulse & Conduct	0	0	0	0	0	7
Selective Mute	0	0	0	0	0	1

The primary and secondary diagnoses are listed in the statistics chart (Table 4). All students presented with multiple diagnoses. Since most STARTS students receive an extensive psychiatric evaluation and diagnosis completed by Dr. Jeff Turley, there is consistency in the procedure. Of note, however, is the APA's publication of the DSM-V, which includes changes in diagnostic categories.

Despite the changes in diagnostic criteria between the DSM-IV and V, just looking at the categories of disorders, one can see there continues to be an increase in disorders related to Anxiety and Mood Disorder/Depression, and this year in particular, Trauma related disorders (PTSD).

Table 5: Number of Students Enrolled by District/Year

	<u>'12-'13</u>	<u>'13-'14</u>	<u>'14-'15</u>	<u>15-'16</u>	<u>'16-'17</u>	<u>'17-'18</u>	<u>'18-'19</u>
Abington	0	0	0	0	0	1	5
Avon	0	0	0	0	0	0	1
Braintree	4	1	3	2	6	4	6
Bridge/Rayn	0	1	0	0	0	1	0
Cohasset	2	0	0	2	0	1	0
Easton	0	0	1	2	0	1	0
East Bridgewater	0	0	0	0	0	1	1
Foxboro Charter	0	0	1	0	0	0	0
Foxboro Reg Dist	0	0	0	0	0	1	0
Hanover	1	0	0	0	0	1	0

Hingham	1	0	4	2	1	4	1
Holbrook	1	0	0	0	2	1	0
Holliston	0	0	0	0	1	0	0
Hull	1	3	5	5	4	2	2
King Philip RSD	0	0	0	1	0	0	0
Marshfield	0	0	1	0	0	0	0
Milton	1	1	1	1	2	3	1
Needham	0	0	0	0	0	1	1
Norwell	0	1	5	2	0	3	1
Pembroke	0	0	1	0	1	0	1
Quincy	1	1	3	1	3	3	2
Randolph	1	0	1	0	1	0	3
Rising Tide Charter	0	0	0	0	0	1	1
Rockland	0	0	0	1	1	0	1
Scituate	1	3	0	3	1	4	5
Sharon	0	0	1	1	0	0	0
Silver Lake RSD	2	2	1	0	2	1	0
South Shore VoT	0	0	1	0	0	0	0
Stoughton	3	0	1	0	0	0	0
Taunton	0	0	0	1	0	0	0
Walpole	0	0	1	0	1	0	0
Wareham	0	0	0	0	0	1	0
Westwood	0	0	0	0	1	0	0
Weymouth	1	3	6	0	5	3	4
Whitman/Han	0	1	0	0	0	1	1

STARTS OUTCOMES

Again this year, STARTS had multiple repeat enrollments (both within this year and from previous years) from districts (Table 5), indicating a level of satisfaction through meeting these goals for the districts. Enrollments continue to consist of students from member districts at a similar rate (68%), with the overall top three towns being Braintree (6), Abington (5) and Scituate (5) this year. Evaluations were completed with students from one district (Avon) who was new to the STARTS program. Both Rising Tide Charter School and Needham were new to enrolling students in STARTS last year, and each enrolled another student for STARTS this year.

In terms of outcome measures, the major goal of STARTS is to maintain a commitment to the referring school districts to: provide quality assessment and useful recommendations to the school and family of students who have academic and psychological challenges; complete timely intakes and placement (“at a moment’s notice”); continue to provide educational services, keeping students up to speed with their academics; and balance the needs of the student and needs of the district.

The opportunity to integrate STARTS students into other SSEC programs enriches the assessment process and final product; the small team setting provides quick, frequent and

thorough communication between staff, as well as creativity and flexibility of programming to meet the myriad needs of students and demands of districts. Additionally, immersion in other programs and utilizing multiple clinicians as evaluators enables STARTS to accept a greater range of students, thus more immediately meeting the needs of the districts.

As STARTS referrals continue to become more complex and demanding in terms of both clinical and classroom presentations, collaboration between educators and more clinicians provides the capacity to identify the most effective interventions and support for students, their families, and the districts. As always, the psychiatric evaluations completed by Dr. Jeff Turley are instrumental in providing critical recommendations in addition to comprehensive differential diagnostic assessment.