

SOUTH SHORE EDUCATIONAL COLLABORATIVE

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ANNUAL REPORT TO THE COLLABORATIVE BOARD of DIRECTORS

2016 - 2017

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SOUTH SHORE EDUCATIONAL COLLABORATIVE BOARD MEMBERS

2016 - 2017

Henry W. Perrin, Ed.D.	Executive Director
Frank Hackett, Ed.D. Superintendent	Braintree Public Schools
Louise Demas Superintendent	Cohasset Public Schools
Dorothy Galo, Ph.D. Superintendent	Hingham Public Schools
Kathleen Tyrell, Ed.D. Superintendent	Hull Public Schools
Jeffrey Granatino Superintendent	Marshfield Public Schools
Matthew A. Keegan Superintendent, Vice Chairperson	Norwell Public Schools
Richard DeCristofaro, Ed.D. Superintendent	Quincy Public Schools
Thomas Anderson Superintendent	Randolph Public Schools
John McCarthy, Chairperson Superintendent	Scituate Public Schools
Jennifer Curtis Whipple, Ed.D. Superintendent	Weymouth Public Schools

STAFF OF THE SOUTH SHORE EDUCATIONAL COLLABORATIVE

2016 – 2017

Henry W. Perrin, Ed.D.	Executive Director
Richard L. Reino	Business Administrator
Arthur Sullivan	Treasurer
Cynthia J. Lindberg	Executive Secretary
Catherine A. Cole	Accounts Payable
Diane Baiardi	Accounts Receivable
Meghan Ritchie	Payroll
Patricia Mason	Community 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 Henry Perrin, 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 2016- 2017 school year.

The SSEC primary location is 75 Abington Street in Hingham, MA. During the 2016-2017 school year SSEC classrooms were also located at Hull and Randolph Public Schools. The Randolph High School location has worked well for a Mini School classroom and additional classrooms were offered in Randolph to provide space for the high school age students who attended school at the 40 Pond Park building. A 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 the member districts. This provides inclusion opportunities for students and is cost effective to the SSEC.

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, specially designed classrooms, physical and occupational therapy area, bathrooms, and a therapeutic pool 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. Following the detailed steps outlined in the collaborative agreement during the year, Milton Public Schools was approved by DESE and the SSEC member districts to become a member district of SSEC effective, July 1, 2017.

A closing review of the 2011-2016 strategic plan was followed by the development of a strategic plan for 2017-2022. The leadership team of SSEC considers the goals and objectives that are included in the plan while building the budget and making decisions on all collaborative initiatives. A group of 38 people comprised of personnel from various programs and positions, board Chairperson, administrator of special education and parents met to review survey results and to discuss the future planning for SSEC. The long term

strategic planning goals developed by the committee and approved by the board of directors focus on: sustainability, data collection, program development, organizational operation and benefits. A copy of the 2017-2022 strategic plan is included with this annual report.

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, 2016-June, 2017.

The core values of safety, respect, relationships and growth are always considered as decisions are made for SSEC. The mission statement is 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 2017 are listed in this report following the Table of Contents.

The following member school districts/ committees have appointed the superintendent to serve on the SSEC Board of Directors for fiscal year 2017:

Braintree	Frank Hackett, Ed.D
Cohasset	Louise Demas
Hingham	Dorothy Galo, Ph.D.
Hull	Kathleen Tyrell, Ed.D.
Marshfield	Jeffrey Granatino
Norwell	Matthew Keegan
Quincy	Richard DeCristofaro, Ed.D.
Randolph	Thomas Anderson
Scituate	John McCarthy
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 the 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. The 2015-2016 year required the decision to reduce staff in some programs due to a decline in enrollment or to balance expenses with revenue in order to present a balanced budget for 2016-2017. The referrals and enrollments in the schools and programs began to increase allowing some employees to be reinstated for 2016-2017. As a result of the reductions in staff, increase in enrollment and relocation from 40 Pond Park the end of the year reflected a positive fund balance for fiscal year 2017 and a positive projection for fiscal year 2018. A member/ non- member tuition rate schedule was also established to take effect in July 2017 to strive toward sustainability.

With the recent 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 \$20,151,445. for fy 2017.

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 2016-2017, SSEC leased two buildings (75 Abington Street and 40 Pond Park in Hingham for 4 months to lease ended) 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 school buildings 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 2016-2017 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 17 tuition- \$69,488. (includes summer)
Private School-Perkins Watertown fy 17 tuition- \$112,458.
Private School- BC Campus School fy 17 tuition- \$87,561.
Possible savings per student (122 students) w/o transportation = \$18,073. - \$42,970.

SSEC Mini School- fy 17 tuition- \$61,140. (includes summer)
Private School- Boston Higashi fy17 tuition- \$73,856.
Private School- May Institute fy 17 tuition- \$94,082.
Possible savings per student (61students) w/o transportation = \$12,716. - \$32,942.

SSEC Quest School fy 17 tuition- \$49,650. (includes summer)
Private School- Brandon fy 17 tuition- \$56,570.
Private School- Walker fy 17 tuition- \$85,990.
Possible savings per student (69 students) w/o transportation = \$6,920. - \$36,340.

SSEC SSH and Careers fy 17 tuition- \$46,945. (includes summer)
Private School- Compass fy 17 tuition- \$56,395.
Private School- Home for Little Wanderers S.E. fy 17 tuition- \$68,531.
Possible savings per student (94 students) w/o transp. factor = \$9,450. - \$21,585.

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 purchase program. The data collected by the consultant who coordinates the purchasing program on behalf of SSEC member districts and other municipalities indicates a significant savings. The consulting company used this year was Titan Energy. The electricity bid results in a

significant savings to the participants when comparing old price to the 24 month term of the contracts.

The savings based on the comparison for electricity purchase: North River Collaborative- \$1,328., Scituate Public Schools-\$72,027., Cohasset Public Schools-\$80,832., Town of Cohasset-\$125,403., Plymouth Public Schools- \$97,195., Town of Plymouth-\$82,753. for a total of \$459,538. savings for electricity.

The natural gas bid also provides a significant savings during the 36 month term of the contracts. **The savings based on the Natural Gas purchase when comparing the old price to the new: North River- \$46,063., Scituate P.S.- \$197,206., Cohasset P.S.- \$161,414., Cohasset Town- \$25,771., Plymouth P.S.- \$258,806., Plymouth Town- \$146,487., Hull P.S.-\$77,686., SSEC-\$1875. for a total of \$915,308. savings for natural gas.**

In summary, a combined savings of \$1,374,846. for gas and electric over the term of the contract.

An administrator licensure program with SSEC and Boston University has been approved by D.E.S.E. The program accepts 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 supports the local school districts to develop future administrators. Three cohorts of educators have participated in the program to date.

For many years, the SSEC has operated a day program for adults with cognitive, physical and medical needs. Many of the adults in the program graduated from the Community School. Others were placed in the program through the Department of Developmental Services. A concern of the board and administration at SSEC was that the collaborative regulations that were approved in 2012 would not allow adult programs to continue to be operated by collaboratives. However, the oversight regulations of 2012 did allow the adult programs to continue under collaborative management. Even though the SSEC could continue the adult program, a decision was made to pursue other management options for the program. The executive director of SSEC met with the CEO of a private, local organization where the mission is to assist adults with disabilities, Road to Responsibility (RTR). Discussion and planning began for transferring the management of the Community Adult Program (CAP) to RTR. Effective July, 2014, RTR assumed management responsibilities of the CAP and cost shared at 50% all lease and maintenance expenses at 40 Pond Park. This releases any financial liability to the districts for adult services that may not receive adequate funding and gets SSEC one step closer to being in one leased building rather than two. A goal is to get all programs into one location for cost effectiveness. The lease at 40 Pond Park ended on October 31, 2016. RTR has completed negotiations to lease the building. When RTR leased 40 Pond Park in October 2016, SSEC was offered additional classroom space at Randolph public schools at a reduced rent. Six classrooms are being used throughout the high school while an eight room wing is renovated with adjacent classrooms to be used by the Community and Mini Schools of SSEC. The ideal is

to have all classrooms in the new building and lease classrooms in public schools at reduced rate.

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. Data is kept to measure students' progress. Students are 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 included 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 personnel strive to build trusting relationships and confidence with the public school representatives, parents and students to form a team that will provide a safe, respectful environment for educational and social success for all students.

The licensure program for school administrators enrolled the second cohort of graduate students. The licensure program was approved by DESE and is a partnership with Boston University. 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 was also available this year. SSEC 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 a significant savings.

The 2016-2017 school year has been challenging and exciting. 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 will now serve 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 2016-2017 school year. The program directors and coordinators present the information that provides pertinent information and outcomes relevant to their respective programs.

Respectfully submitted,

Henry W. Perrin, Ed.D. Executive Director (hperrin@ssec.org)

ANCILLARY SERVICES 2016-2017
Dawn Flaherty, OTR/L, Program Director

STAFF AND STUDENT POPULATION:

Occupational/Physical/Speech Therapy Services-

During the 2016-2017 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 (twelve full time, two part-time), and one full-time certified occupational therapy assistant, 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 2016-2017 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 2016-2017 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 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 2016-2017 school year reflects the types of conditions/environment 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	4.39%	4.49%	3.30%
Accommodations/Modifications	7.77%	.45 %	8.41%
Consultation	6.76%	6.72%	6.01%
*Direct therapy service in context	7.77%	24.66%	12.31%
*Direct therapy service in and out of context	45.27%	37.67%	51.05%
*Direct therapy service out of context	28.04%	26.01%	18.92%

*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.

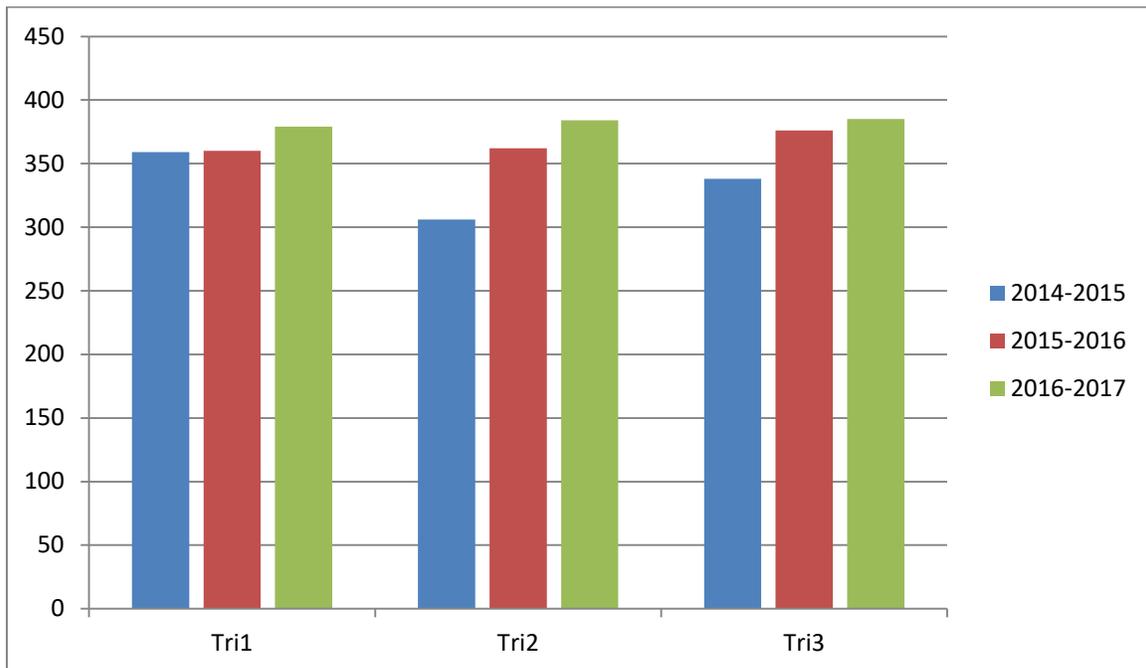
Outcome #2

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 2016-2017 school year, there was a slight increase in the number of students who received consultation and used assistive technology tools in the classroom to access the curriculum each trimester when compared to the 2015-2016 school year.

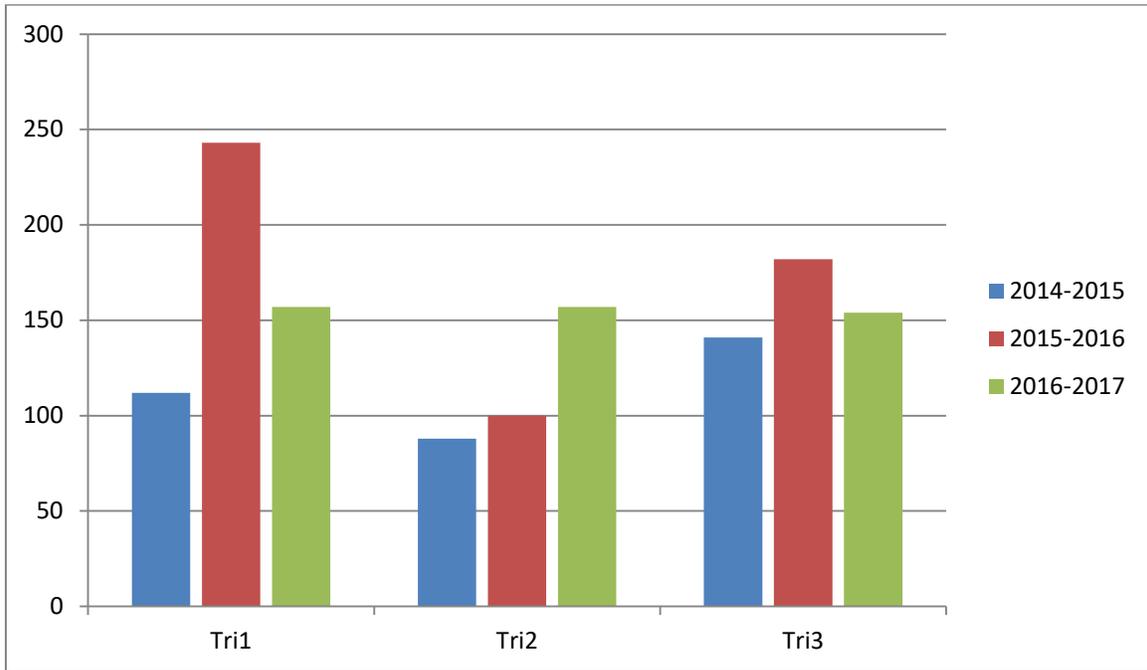
The majority of consultation services occurred within the weekly blocks of contracted time for SSEC programs and school districts.

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 number of educators and parents who received training was fairly consistent from trimester to trimester during the 2016-2017 school year. The CAT Team conducted and/ or coordinated workshops and trainings in conjunction with vendors on topics that included Alternative and Augmentative Communication devices and applications such as PRC, Accent, Tobbi, Proloquo2go, and TouchChat. Other assistive technology trainings included Clicker 7 literacy software, iPad Apps, Google Docs, Read Write Google Apps and Extensions, Locline Mounting, AAC Best Practices and Using Core Vocabulary Across Environments.

ACCOMPLISHMENTS:

- 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 2016-2017 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 and an SSEC South Shore High School teacher applied for and were awarded a \$33,000 Access and Opportunity Grant from the Massachusetts Attorney General's office. During the 2016-2017 school year, they implemented grant activities that have included purchasing 3D printing Lab equipment/materials, training and consulting on and offsite with Northeastern University Enabling Engineering Program students and professors, developing and running an integrated STEM and Business Management course for students in South Shore High School. The grant has also had impact upon all SSEC programs and the community as students have operated a 3D printing lab business to produce manipulatives for academic learning, retail products for school fundraisers, sensory and adaptive equipment for students in SSEC programs and other specially requested therapy materials. While the grant was funded for one year, plans for the upcoming school year are in place to facilitate continued sustainability of the student run 3D Printing Lab business.

The SSEC Center for Assistive Technology has coordinated mobile device sharing systems for SSEC Programs using web-based applications.

- The SSEC Center for Assistive Technology and Community School Therapists has 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 2016-2017 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 272 students. Physical therapy services were provided for 238 students. Speech/Language services were provided for 291 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 2016 – 2017
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 had 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

In 2015-16, Careers High School moved from a capacity of 37 to 40 students in grades eight through 12. The age range of the student population typically is from 13 through 18 years, although older students may remain enrolled if the educational Team determines it meets the students’ needs. During the 2016-17 school year, 19, 20 and 21 year olds were enrolled. The 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 in the Careers HS wing of the 75 Abington Street campus. Each class is taught by a special needs teacher with the support of a paraprofessional. Four of the classrooms emulate the traditional comprehensive high schools 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. 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. During the last three months of this past school year, one 8th grader joined the Transitions Classroom. Students are encouraged to take one or more classes in the other four classrooms as their comfort level and skills increase. For the second consecutive

year, CHS was the home of a Mini School student who needed his own small classroom with a teacher and 1:1 paraprofessional. Efforts to integrate him with CHS students increased gradually through the school year as his comfort level and skills increased. By June he was with CHS students in three academic classes, one Greenhouse class and two Kitchen periods.

Staffing

All staff, comprised of our Administrative Assistant, Transition Specialist, Speech and Language Specialist, 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 Greenhouse, through individual and group therapy situations, 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 shares the Speech and Language Specialist (Ellen Bernier) with SSHS, who coordinates and runs groups focused on social pragmatic skills. The Transitional Specialist (Bobby Nelson, who is also shared with SSHS) is 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 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. In the 2015-16 school year, one of the goals from administration for CHS was 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 Specialist also assists students in exploring college and other post-secondary education and training, such as 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 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.

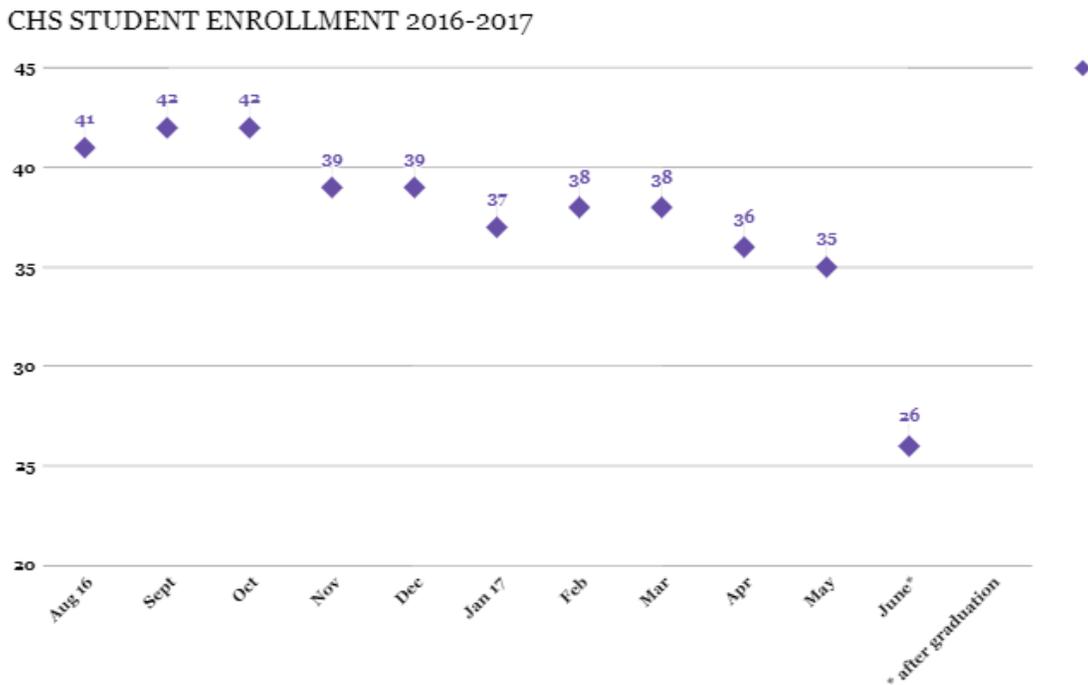
Year in Summary

Of note, the focus of this annual report in terms of data collection has changed from previous years' format in order to highlight the pre-vocational component of CHS and the subsequent employability of the students. Data collection in this area is only in its second year, so will continue to get more robust throughout the years. This year, monthly student enrollment numbers have been added to the report.

Student Population

Careers HS 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. The student census capacity was increased to 40 last year, with CHS beginning this year with 42 students (Table 1). Enrollment fluctuated throughout the year, as is typical, with a significant drop in census after graduation on June 1. One student progressed such that she was able to successfully return to her district at the end of the school year. CHS enrolled four STARTS students throughout the year; two remained in CHS after their evaluation, one required a higher level of care, and one required a specialized high school program for students with Autism Spectrum Disorder.

Table 1



CHS Achievements

The 2016-17 academic year at Careers High School included continued integration of students with SSHS, vocational development, DESE requirements (Mid-Cycle Review), SEI coursework (all five teachers are now certified and one teacher also received the Autism Endorsement), Educator Evaluations, and more in-depth data collection and analysis.

The significant changes made in 2015-16 (schedule and coursework changes) while initially challenging, continue to prove to be very successful and likened by students and staff. The Greenhouse continued to come alive, and people building-wide have been enjoying the growth, warmth, and beauty that has come from the second year of this pre-vocational offering, despite having the Greenhouse Specialist out on medical leave for four months and having a part-time substitute.

Below (Table 2) is a list of the eight vocational experiences offered in 2016-17 (at 75 Abington Street and in the community), with the number of hours spent by students in that area. The experiences off site decreased significantly this year due to a reduction in staff. An Assistant Transition Specialist will be hired for the 2017-18 academic year, so the vocational experiences, especially off site, can be expanded.

Table 2

<u>Area</u>	<u>2015-16 Hours</u>	<u>2016-17 Hours</u>
<i>In the Building</i>		
Greenhouse	1973	1934
Kitchen	1889	1138
Audio Visual	1083	941
Copy Center	1013	1426
Basketball Referee	716	627
Quest Intern (Art)	---	23
Quest Intern (Para)	---	57
<i>In the Community</i>		
Weir River Farm	156	---
Boston Bowl	85.5	58
Hingham Library	43.5	---
Panera Bread	33.5	---
Sacred Hrt Church	10.5	---
Franklin Park Zoo	10	---
40 Pond Park	10	---
Conference Rooms	3	---

Careers HS students comprise the majority of students who go off-site, primarily because CHS is conducive due to its ability to be flexible with academics, credit recovery, and pace of work flow. Sixty-six percent of the 44 CHS students who utilized these opportunities during this past year worked in two or more areas. As students remain longer at CHS, they have more time to try various areas. In terms of employability, 17 CHS students were able to move into entry-level jobs (Stop & Shop, Dunkin Donuts,

etc.) at some point during the year (and CHS issued work permits for six of these 17 students). Six of the 11 CHS graduates had jobs at graduation. During the academic year, two students engaged in dual-enrollment with CHS and Quincy Community College. CHS again graduated a large class of 11 students: two went into a vocational program, four enrolled in college, two enrolled in a trade school, two sought employment, and one was undecided. The student who completed intern hours in Quest (see Table 2 above) is attending Bridgewater State College to study Early Childhood Education/Special Education (and was a Quest student prior to being a CHS student).

CHS New Highlights

Five CHS staff participated in the two-day long 2016 Strategic Planning sessions
Successfully implemented Chromebooks into all classrooms
Began working relationship with Bolt Depot (and placed one student)
CHS students attended a college fair
Audio Visual class created AV tutorials
Improved use of Educata to implement data collection of student support data measurement tool
Successfully continued offering Greenhouse (although for reduced hours) with a sub for four- month long medical leave of Greenhouse Specialist
Created a workable parent email list to increase effective communications
Greenhouse plant sale and farm-to-table event
More students passing MCAS on first attempt in ELA
Utilized newly trained CHS staff NAPPI trainers, enabling monthly skills enhancement
Had an increase in students achieve and maintain Level III

Plans for Future

Increase student vocational placements in the community.
Graph the progress on workplace soft-skills competency rubrics.
Outcome goals for CHS to include a continued high number of students graduating or returning to their sending districts, both being indicators of readiness for a lesser restrictive setting (progress).
Implementation of Assistant Transition Specialist to track outcome goals of a high number of graduates employed or employment ready, as measured on their progress through the workplace soft-skills rubric.
Implementation of Milieu Coordinator to provide crisis intervention, attendance and family outreach, discipline decisions, and to sharpen the effectiveness and efficiency of data aggregation and analysis for Transitions and IEP meetings, as well as to guide improved programming.

Community School Annual Report 2016-2017

Patricia Mason, Ph.D., Program Director

Description of School, Student Population & Staff

The **Community School** is a day school located at 75 Abington Street & 40 Pond Park Road in Hingham, serving students ages 3-21 with multiple disabilities who may also have complex medical needs or behavioral challenges. The program uses a standards based curriculum which is linked to the Federal Common Core and the Massachusetts Curriculum Frameworks integrating a functional, developmental and academic curriculum needs. Students enter the general education curriculum through access and entry points with some at grade level. Through the use of an explicit curriculum based on thematic interdisciplinary units as well as standards based math and research based reading instructional programs, the students are able to access the general education curriculum while working on skills related to communication, activities of daily living, academics, social/emotional development, behavioral management, vocational and leisure/recreational. Technology is an integral component within the program. It is embedded throughout all aspects which supports increased independence, partial participation and greater access to the world around. This includes the use of many advanced communication devices along with some of the latest technology available to support our students.

AIM (Achieve, Inspire, Motivate): AIM is a new program combining students from the Community School and the QUEST school which began in the fall of 2015 for upper elementary/middle school students. 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. There is an integrated social skills curriculum as well as strong positive behavioral supports, in addition this program offers counseling based on individualized student needs. Additional non-academic activities include; art, music, gym, electives (special activities students may choose from on a weekly basis) and social skills groups. During the 2016-2017 school year, two additional classrooms were added to this program. The program now serves students in grades 1 through 9.

Randolph High School: Over the past year, three high school classrooms successfully moved to Randolph High School to explore increase vocational and social opportunities. This part of the Community School expands upon both community referenced and community based instruction. Currently houses the Community Transitional High School program. There is a strong commitment to community based and community referenced instruction. Students explore various leisure activities, vocational internships; and engage in a variety of skills to practice greater independence in the community, with a strong focus on safety and communication. There is an integrated transitional curriculum which is coordinated across the middle and high school classrooms. Students transitioning into adult services are supported in visits to their new program in ease this significant change in their daily lives. The greenhouse and adaptive book & lending library are located at this facility.

Classrooms:

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

Universal Design:

The program embraces the principles of universal design through curriculum and environmental accommodations available to all students in addition to individualized supports. Through the use of this design, the students have consistent access to the environment as well as access to learning. 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 curriculum which overlaps, 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.

Evidenced Based Methodology:

Applied behavioral analysis methodology is used and integrated based on the individualized needs of the student. ABA methodology supports discrete trial training followed by opportunities to apply skills in natural settings. ABA is embedded into the routines and instruction. 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.

Components of TEACCH are used throughout the program again in an integrated fashion as well as more specific for individualized students.

Task Analysis: A task analysis is often used for instructional purposes to break down specific skills to target acquisition in a more precise manner and is an integrated function within the broader content and the individualized goals from the student's IEP.

Behavioral supports and interventions included such practices as; antecedent based intervention, varied reinforcement procedures, functional communication training, replacement skills training, modeling, formalized prompting, naturalistic intervention, exercise and visual supports. This also includes more formalized curriculum such as [Minute Moves](#) and [GoNoodle](#).

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. Structured play groups are provided for younger students including the development of all play levels and individual play skills.

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. Some of the formalized curricula includes;

1. Equals Math (access points to grade level along with extensive online materials)
2. Number World (elementary grade level hands on math program)
3. Ablenet STEM program (differentiated into three levels with additional online adapted books)
4. ALL(Accessible Literacy Learning) reading program (adapted reading program for students using picture symbols or combinations of pictures and words).
5. Animated Literacy Reading Program
6. Reading A-Z (online program)
7. First Author writing program
8. Writing Without Tears
9. Unique Learning Systems differentiated fully adapted integrated units
10. News 2 You adapted readers
11. Social Thinking
12. Zones of Regulation

In addition to these structured programs, the teachers supplement 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 the expansive community based instruction programming. Beginning in preschool, students attend regular field trips related to the curriculum with focus on additional skills such as 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 internships are provided for high school students
4. Banking
5. Animal care
6. Academic/content theme based outings

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

Program staff & services include: special education teachers, reading specialist, vision, deafblind, orientation & mobility services, direct assistive technology services, paraprofessionals, speech, physical & occupational therapists, two fulltime registered nurses, a licensed practical nurse, social worker, adaptive physical education teacher, music therapist, fulltime BCBA, fulltime masters level behaviorist and a part-time masters level behaviorist. We also offer yoga, therapeutic swimming and therapeutic riding.

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. The Children's Hospital Communication Enhancement Clinic holds clinics at the school to work more closely with each student's team. 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. with the exception of the 2nd and 4th Mondays of each month which are early dismissals at 12:00pm. This provides times for professional development programs. The program follows a public school calendar from September to June with the addition of a 7-week extended school year program.

Extended School Year Program: This is a seven week program which is offered to both current students attending the Community School as well as 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 seven 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 both community referenced and community based continue throughout the year. Each classroom has 3-4 field trips during the summer. This is in addition to students participating in therapeutic riding and Access Sail in Duxbury Harbor. Students are able to buy ice cream from the ice-cream truck once a week and there are many other special activities brought to the main campus. These activities vary each year. Staffing ratios during the summer remain the same 1:2. The professional and paraprofessional staffing during the extended school year is predominantly the permanent staff present during the regular school year. This is supplemented by staffing made up of college students studying in a related field (education, nursing, occupational/physical/speech therapy etc.).

The program is fortunate to have many returning staff each year. The temporary extended school year staff must complete NAPPI training each year to continue their employment.

Home Based Services:

The Community school provides direct home supports for students deemed eligible through their individualized educational planning process. These 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 in the area of behavior management.
 - a. DESE grant written and received for professional development.
 - b. 17 training slots were secured through RELIAS online self-paced training.
 - c. Staff will be assigned to these trainings based on classroom assignment and needs of students served.
2. The Community School and the QUEST School will expand the AIM program by two additional classrooms for the 2016-2017 school year.
 - a. Two additional AIM classrooms were developed and implemented.
 - b. AIM now covers grades 1-9.
 - c. Each classroom remained full (8-10 students per classroom) for the year.
3. The Community School and the Quest School will increase social skills trainings for all three classrooms during the 2016-2017 school year by hiring a fulltime social worker/clinician.
 - a. Fulltime clinician was hired.
 - b. Increased social skills groups for each of the 3 AIM classrooms (social skills groups provided 2x weekly in each classroom in addition to individualized supports).
 - c. Additional therapeutic support available daily to meet both expected and unexpected needs.
 - d. Increased communication with families to collaborate on specific concerns.

4. The Community School will increase fundraising efforts to support community trips, classroom materials, technology and special events for the students.
 - a. The Community School ran its second “Crafting Winter Wishes” fundraiser in December 2016. The Community School collaborated more extensively this year with the other Collaborative Schools for parts of the fundraiser. The Collaborative was also able to take credit/debit cards which impacted sales.
 - b. Fundraising over the past two years has brought in over \$30,000 which allowed the Community School to purchase **three 70” Clear Touch Smart Boards/Tables**. Two will be kept at the Abington Street building and one will be kept at Randolph High School.



5. Transition 3 classrooms to Randolph High School for the new vocational & transition programming.
 - a. The students and staff successfully transitioned to Randolph High School in August 2016.
 - b. Over the course of the year, staff and students were able to form collaborative relationships with teachers, peers and administrators.
 - c. Students were able to participate in a number of regular events such as band practice, pep rally; cheer for Randolph HS sports teams in the afternoon as well as becoming an integral part of the school culture. Students from Randolph HS attended some of the Community School student graduations as well.
 - d. Students frequented the Randolph Public Library as well as other local venues.
 - e. Planning for separate classroom space in the garden level occurred successfully. It is anticipated that the students will move to the new space sometime in the fall of 2017 which will better accommodate their programming needs.

6. Community school will explore the use of temporary paraprofessionals to support program needs including 1:1 support for specific students.
 - a. 5-7 temporary paraprofessionals were used throughout the school year beginning in October.
 - b. Temporary staff provided a buffer for fulltime permanent staff should a staffing reduction be needed based on enrollment.
 - c. Temporary staff received full training and was required to become NAPPI certified as well as meet all performance expectations of permanent staff.
 - d. Staff was eligible to apply for a permanent position after approximately 6 months of satisfactory employment. One temporary staff person was eligible at the end of the school year.
 - e. Staff who did not meet expectations were released and the agency was quick to respond with new resumes.
 - f. The Community School will continue to use temporary paraprofessionals in the 2017-2018 school year as well. Ongoing evaluation of the success of this support will continue.

**MINI SCHOOL PROGRAM 2016-2017
ANNUAL REPORT
Maureen M. Gattine, MS, BCBA, LABA, Program Director**

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 2016-2017 school year, the Mini School provided educational services to 62.5 students (an increase of 6.5 students from 2015-2016) in classrooms located in Hull at the Jacobs Elementary School, Memorial Middle School, Hull High School and in Randolph at Randolph High School, as well as a small high school classroom located at South Shore Educational Collaborative, Careers Program. 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.

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. 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. Para professionals received training through workshops held by the Mini School BCBA staff person.

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	2.13
Adaptive PE Teacher	1.0
Nurses	1.38
Para Professionals	21.0
Substitute Para Professionals	3.0
Total:	43.78

Traditionally, the Mini School has served students on the autism spectrum who present with developmental delays from ages 5 -22 years old. Over the past twelve 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.

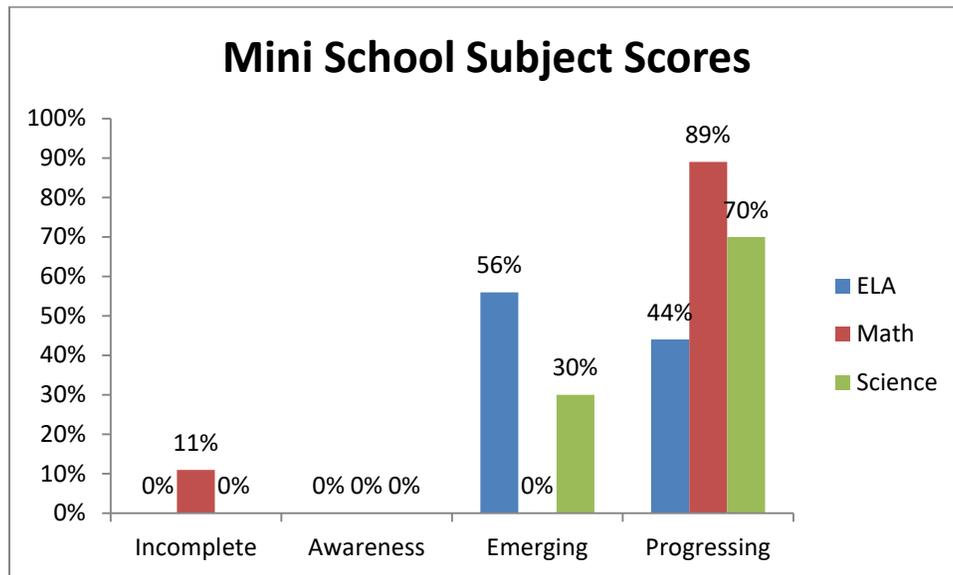
Mini School curriculum emphasizes language based programming, positive behavior management techniques, social skills training and acquisition of functional life skills. Instructional methods include prompt hierarchies, systematic instruction, task analysis, incidental teaching and discrete trial training. 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 Massachusetts core curriculum. 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 focus on transitional skills to include vocational training, functional academics, life skills, social skills and communication.

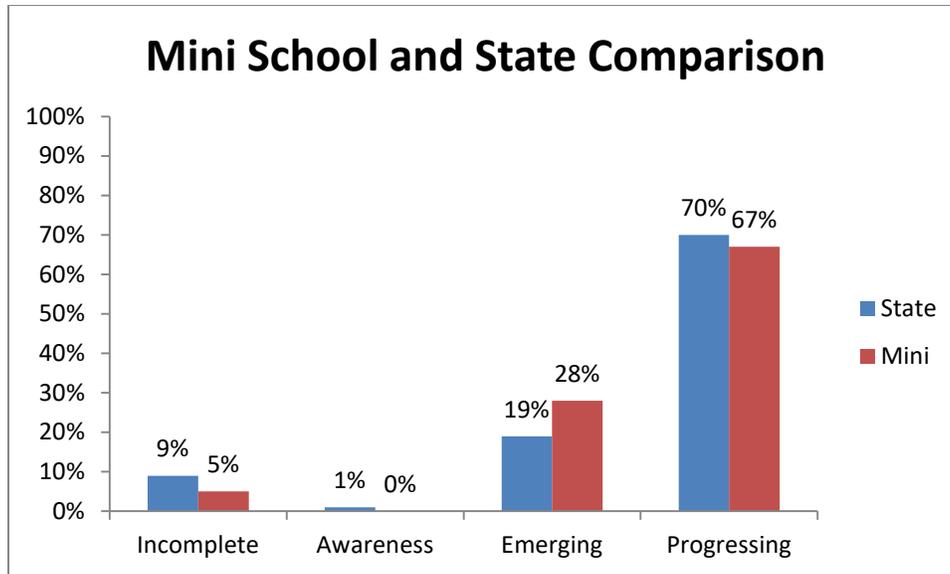
Students with a diagnosis of Autism Spectrum Disorder display challenges in many areas which impact their ability to access the general curriculum. These challenges include delays in the ability to communicate effectively, develop social skills, interpret sensory input, and understand and control their 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 introduced a new classroom space that is used 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).

During the 2016-2017 school year, eighteen Mini School students participated in standard MCAS in grades 3-8 with accommodations. This year we transitioned to the Computer Based Testing. All computers were updated to meet the requirements needed to test. Students were tested in ELA and Math and the 5th and 8th graders used the Paper

Based Test for Science and Technology. Eighteen 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 2017. 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. ELA-Writing requirements in grades 4, 7, and 10 were replaced with an annual ELA writing assessment in all grades. Submission requirements included: 3 final writing samples in any text type from the “Text Types and Purposes” cluster, 1 draft/baseline writing sample for each text type and students used their primary mode of communication to produce writing samples. Scoring was based on a rubric that the teachers scored. The graph below represents the scores of the Mini School students across subject scores. The second graph shows a comparison between state scores and Mini School scores.

Mini School MCAS Alternate Assessment





During the 2016-2017 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 is provided throughout the school day. 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.

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 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. At Memorial Middle School, Mini School students performed the recycling tasks for the school on a weekly basis. We also have a group that attends a weekly fitness class at the YMCA.

Planning for transition to adulthood is a major component of the curriculum for our high school students. During the 2016-2017 school year, twenty-one 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 year. 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. Students at Hull High School operated a greenhouse and school store. Community and social experiences are an integral part of the high school curriculum. Students go to the Hanover YMCA two afternoons a week and use the fitness rooms in the school. Community based experiences to stores, restaurants, bowling, etc. happen on a weekly basis. Five Mini School students turned 22 during the 2016-2017 school year. Mini School staff work closely with parents and adult service providers to ensure a smooth transition from school to adult programming. All five students transitioned to adult agencies at work programs and day habilitation centers. The one student that was participating in part Mini School and part Careers program graduated with a high school diploma.

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 2016
Jennie Williams, Program Coordinator

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 issues. 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 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 and depression) 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 had also expanded to provide programming for students with intellectual disabilities who have concurrent social skills and mental health needs. Many students struggle to attend school on a daily basis. Once in school, the inability to remain focused combined with mood swings 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 a functional, remedial and academic curriculum which has been aligned with the Massachusetts Curriculum Frameworks and integrated with the Common Core. As described below, we expanded our ability to serve these students.

The Quest Program increased from having 9 to 11 classrooms permanently for the 2016-2017 school year. The two new classrooms were an expansion of the joint venture with the SSEC Community Program. 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 Program. In conjunction with Patty Mason, Community Program Director, the three AIM classrooms served 30 students (7 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 3-4 paraprofessionals in each classroom. Given the increase to three

classrooms, a full time social worker was hired to work with all students in the AIM classrooms. 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 Program 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 Program. 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 Program. Students were also able to access the therapy pool, sailing and horseback riding programs through the Community Program. Given the expansion to three classrooms, there were challenges that occurred as the staff learned to work together to educate this diverse group of students. By the end of the school year, these classrooms were truly a part of both the Community and Quest Programs. Most importantly, SSEC was 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, we continue to have three AIM classrooms for the 2017-2018 school year.

In addition to the AIM classroom, there were some changes made this school year regarding **program staff and service**. For the 2016-2017 school year our staff included: 10 full time certified special needs teachers, 2 part time certified special needs teachers, a part-time PE/Health teacher, a part time Art teacher, 14 classroom aides, 3 part time reading teachers, 5 full time school based clinicians, 2 clinical psychology interns, a social work intern, a part time occupational therapist, a full time speech and language therapist, 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 Behavioral Specialist and comprised of a five full time and one part time behavioral aides. An administrative assistant, a full time and a part time school nurse, clinical director, a food service director and three food service aides are shared with two 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 times for professional development and staff meetings. During the summer, Quest provides a 6-week extended school year program for those students who's IEP includes a longer school year to prevent substantial loss 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 Monday each month, students are dismissed at 12:00pm. Quest AIM students also have a 7-week extended school year program.

Program Development for the 2016-2017 School Year

This year, the Quest Program continued to implement and expand upon the initiatives begun during previous years. Our most notable change, the expansion of the AIM classrooms, is described above. We welcomed two new doctoral psychology interns and a social work intern. This 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 and music which has allowed us to create a more well-rounded education for Quest students. These additions also continued to provide 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 new 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 allowed the staff to track a wider variety of data than in previous years and the program also helped to manage new reporting requirements with regard to time out 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. Importantly, 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 2016-2017 school year, the Quest Program started a Data Team consistent of staff from all disciplines, including a teacher, paraprofessionals and a clinician. This team was led by the Behavioral Specialist and met weekly to review trends in the program data and solve any issues related to data collection or the Educata system. 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 eleven 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 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 seventh year, the pod model has evolved to incorporate the data collection completed by all 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 four "settling" rooms, two quiet study rooms, a sensory room, a comfort room, an office for the behavior specialist 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 3,800 times during the course of the year.

The Quest Program also continued to benefit from the shift made four years ago from CPI to NAPPI, Int. NAPPI stands for Non-Aggressive Psychological and Physical Intervention. The primary reason the program switched to NAPPI is that their program's floor restraint is safer for students and staff. This program also provides more staff training in de-escalation and psychological intervention than previous programs. The switch to NAPPI, along with minimal turnover of the program's behavioral staff, has continued to help us decrease the use of physical restraint in the Quest Program. During the 2015-2016 school year, a change in DESE regulations impacted how restraints were tracked and reported. Previously, a NAPPI assist, utilized to safely move students from one location to another, was not considered a physical restraint. During the 2016-2017 school year, we had 76 physical restraints that were not assists as well as 434 assists. This number was an increase from the previous school year. Factors contributing to this increase include growing from 9 to 11 classrooms, which resulted in an increase in the overall number of students in the program. The program also had an increase in students in grades K-3. Students in this age range require the highest number of assists due to their age and ability to regulate their emotions. Reducing the need for physical restraint

continues to be an important goal of the Quest Program even as we expand the program and service students with some of the most challenging behaviors.

Social Skills Curriculum

As a program, we adopted the Social Thinking® Curriculum in 2010 and the language and concepts of the curriculum continued 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. 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 behavioral staff continues to use Social Behavior Maps to guide processing of behavioral incidents with students and students throughout the program 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 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) and Dialectical Behavior Therapy (DBT) in conjunction with Social Thinking. 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 a 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 social skills groups, in individual therapy sessions, and in IEP goals to ensure that Quest is a safe and respectful environment for all students.

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 the Franklin Park Zoo in September and visited a corn maze and pumpkin patch during October. In November, we held our annual Thanksgiving Feast, which was attended by over two hundred parents and extended families this year. 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 a local ropes course as

well as a live animal demonstration at the school. Quest students also held a can drive to benefit a local food pantry.

The 8th grade students also took a trip to Dave and Buster's to celebrate their graduation from middle school. 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 8 eighth grade students was attended by the entire school as well as the student's family and friends. 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.

Summer Program:

The 2016 Summer Program was very successful, with 70 students enrolled. This was a significant increase from 63 students the previous summer. 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 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 to the weekly communication, parent council meetings were held. In addition, families were included in the Thanksgiving feast and graduation as described above.

This school year we did not offer a Quest Parent/Guardian Support Group due to lack of interest.

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 current and former 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.

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 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 Chrome Books to support their learning. A set of 9 student iPads and a set of Chrome Books 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. Students also have access to assistive technology, such as Clicker 7 and Read, Write, Google, to help them access the curriculum. Each Quest classroom continues to have an interactive white board along with at least two desktop computers. Students are able to access the computer lab several times a week as well as a set of laptops that can be used in the classrooms. Teachers had access to an Instructional Technology consultant who was available to provide 1:1 support and training. 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, all Quest students in grades 3-8 took the MCAS 2.0 Computer Based Test (CBT) in the spring of 2017 for the ELA and Math tests. While this was only required for students in grades 4 and 8, SSEC utilized this option for almost all students. Given that the trend is for all MCAS to be taken on the computer over the next 2 year, we want Quest students to be as comfortable as possible with this testing format.

Quest School Handbook:

A school handbook was revised before school reopened in the fall of 2016. 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 included in this report.

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 30 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, Quest teachers started a curriculum group this year. Two teachers meet monthly after school to research curriculums being used by our sending districts. They contacted publishing companies and reviewed the sample materials sent. These teachers periodically updated their fellow teachers and provided materials for all to review. They are continuing their work this year as they and other teachers pilot the materials with the students. The goal is for the Quest Program to have a Math and ELA curriculum that will meet the needs of the majority of our students.

Year in Summary

In total, the Quest Program serviced 92 students in total this school year. We began the school year with 68 students and ended the year with 72 students. The 92 students that we serviced came from a total of 32 different school districts.

We serviced 18 S.T.A.R.T.S. students, providing them with an extended evaluation. Two students returned to their sending school after the assessment period, two students required different school setting and 14 students remained at the Quest Program for the part or all of the remainder of the school year.

During the 2016-2017 school year, no students required a more restrictive setting and 14 moved to more appropriate day school settings. Over the course of the school year, 10 students returned to their sending district. In June we graduated eight 8th grade students. Of the 8 students, 5 students attend South Shore High School at the South Shore Educational Collaborative. One student returned to their sending district for high school and two went to other school programs. In total, 11 students (12 percent of those serviced) were able to return to their sending district from the Quest Program.

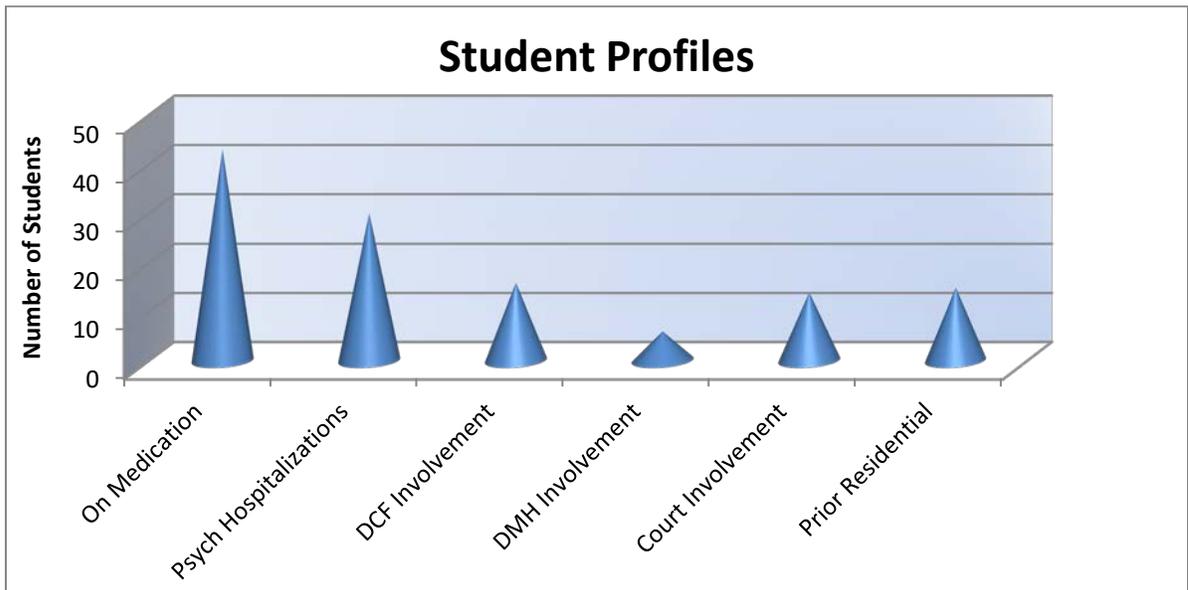
Quest enrollment remained steady over the course of the school year. The enrollment was at capacity by the end of the school year. The census remained consisted over the summer of 2017 and Quest began the 2016-2017 school year with 67 students.

SOUTH SHORE HIGH SCHOOL 2016-2017
Amy Norton, Program Director

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. Seventy-three percent of this year's students are prescribed medication to help them manage their diagnoses. Fifty-one percent have received treatment in a psychiatric hospital. Twenty-seven percent of this year's students have DCF involvement and ten percent have DMH involvement. It is interesting to note that, compared to prior years, there has been a significant decrease in the students who have the support of the Department of Mental Health. Twenty-four percent of this year's students have court involvement, predominately due to CRA petitions. Twenty-five percent of students have prior or current out-of-home placements.

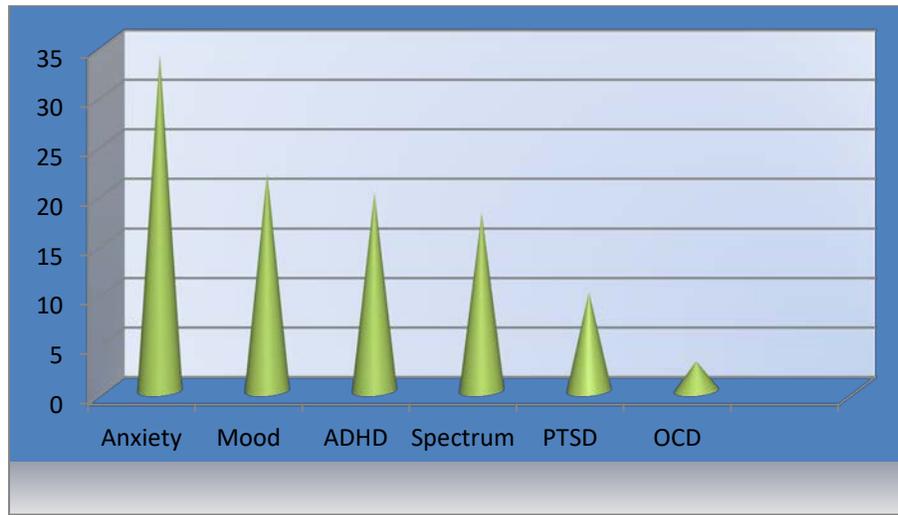
Table 1
Student Profiles at South Shore High School



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 (fifty-eight percent), coupled with a mood disorder (thirty-seven percent). Major depression is a common diagnosis, along with dysthymic disorder and generalized mood disorder. The primary diagnosis for thirty-four percent of our students is attention deficit. Thirty-one percent of our students are 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 seventeen percent. Three 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) is all certified in their subject areas and the majority is 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	Speech/Language Clinician
.3	Clinical Director
3.2	Therapists
1	Milieu Coordinator
6	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 2016	51
October	53
November	55
December	57
January 2017	55
February	53
March	55
April	57
May	58
June	40

This 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), 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 three of their academic 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

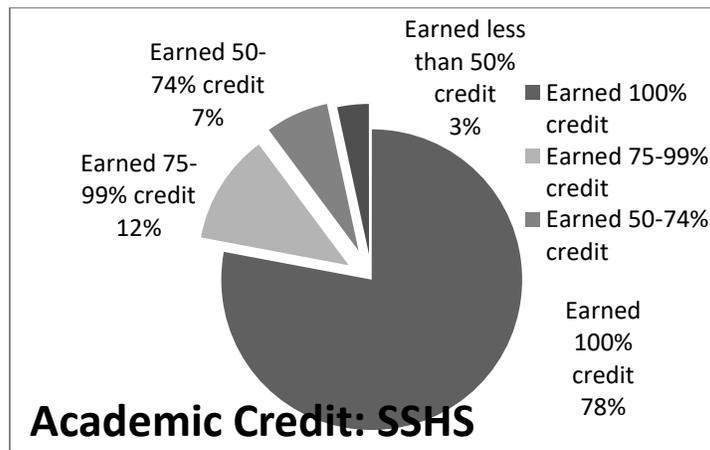
In line with the school's Mission Statement, student progress is monitored by the following program outcomes:

- 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:

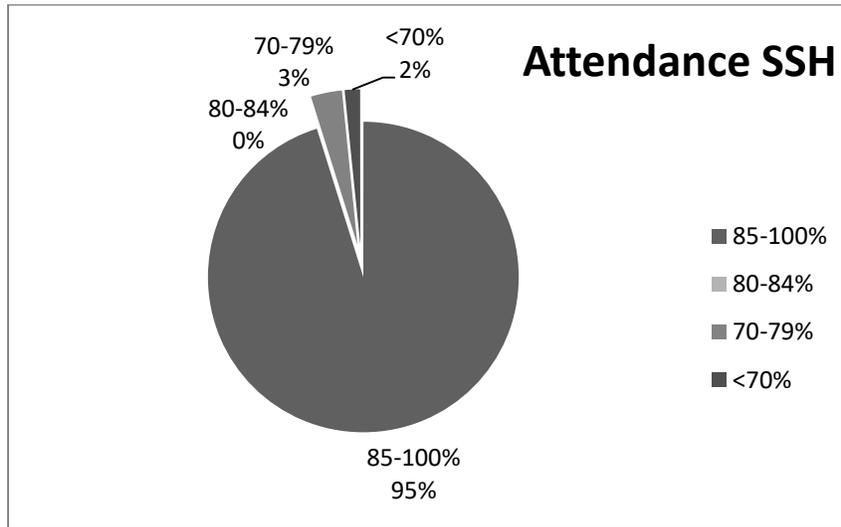
- Outcome One: The student will receive passing grades and earn academic credit in courses.
- See Chart 1 for a delineation of this outcome. Performance on Outcome One is strong as indicated by data from final report cards, showing mastery of Outcome One. Seventy-eight percent of the students earned 100% of their academic credit. Twelve percent earned 75-99% of their credit, seven percent earned 50-74% of their credit and three 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



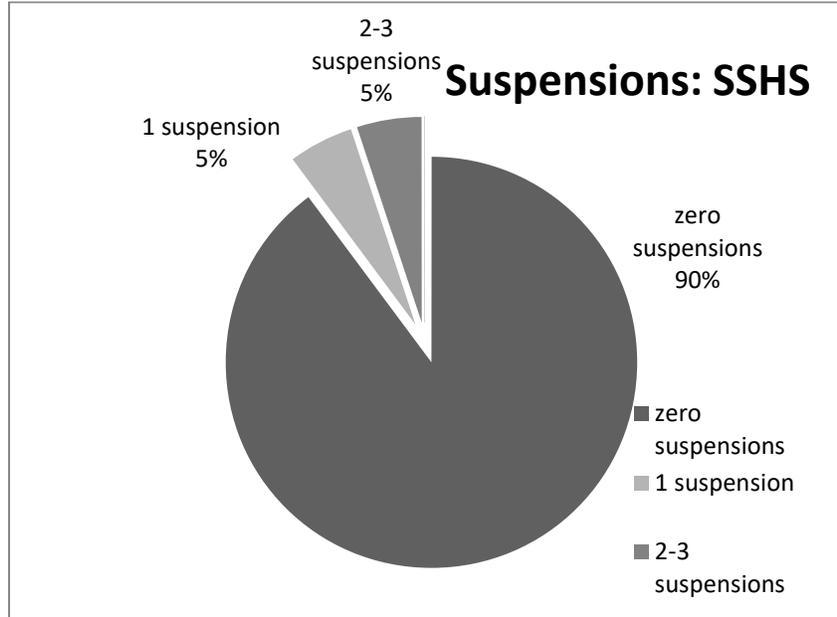
- Outcome Two: The student will maintain at least 85% attendance.
- See chart 2 for a detailing of this outcome. School attendance records yield the data regarding attendance. Performance on Outcome Two at South Shore High is strong, with ninety-five percent of the student population able to meet the stated outcome. The records indicate that ninety-five percent of the student population showed an attendance rate of 85% or higher. Three percent attended between 70 and 79% of the time. Two percent of the students 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.

Chart 2



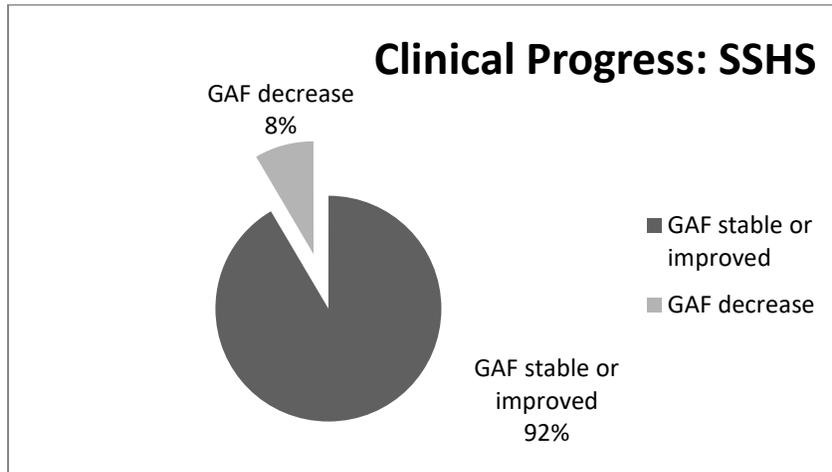
- Outcome Three: The student will receive the supports and interventions necessary to avoid receiving out of school suspensions.
- See Chart 3 for a depiction of this outcome. The data on Outcome Three indicates that ninety percent of our students were able to meet this goal. Five percent of the students received one suspension day, five percent received two or three suspension days, and no 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 ninety-two 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:

- Nineteen students met their sending district graduation requirements last year. Of these nineteen graduates, twelve went directly on to college, three were in the application stage for higher education and four decided to work. Sixteen of the graduates were actively working with MRC upon graduation.
- South Shore High began a 3D Engineering class, partnering with Northeastern University. Students were involved computer design of projects which they programmed for printing using our new 3D printing lab. This course included working with a professor and three engineering students at Northeastern, both on site and on the Northeastern campus. Students reviewed needs, such as manipulatives or pencil grips to assist special needs populations, and created the products through class.
- SSH staff and students engaged in successful fundraising that culminated in a three day senior trip to Washington DC. Students and staff returned with wonderful stories about what they learned in our capital.
- A number of students were able to supplement their SSH classes with online curriculum (through VLA) and through enrolling in community college classes. This allowed them to expand their knowledge base beyond the offerings in a small therapeutic setting, as well as practice the skills that will help them be successful as they continue with post-secondary education. It also provided

another avenue for credit recovery to students who had lost ground during high school.

- We redesigned the summer program to focus on transition readiness activities, incorporating a workshop, project-oriented curriculum, and offering a number of field trips to work-related sites.
- We began a partnership with VistaPrint that will provide an opportunity for our students to learn about the myriad of jobs available in a global corporation, and that will bring much-needed equipment for our graphic arts program through a corporate grant.

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

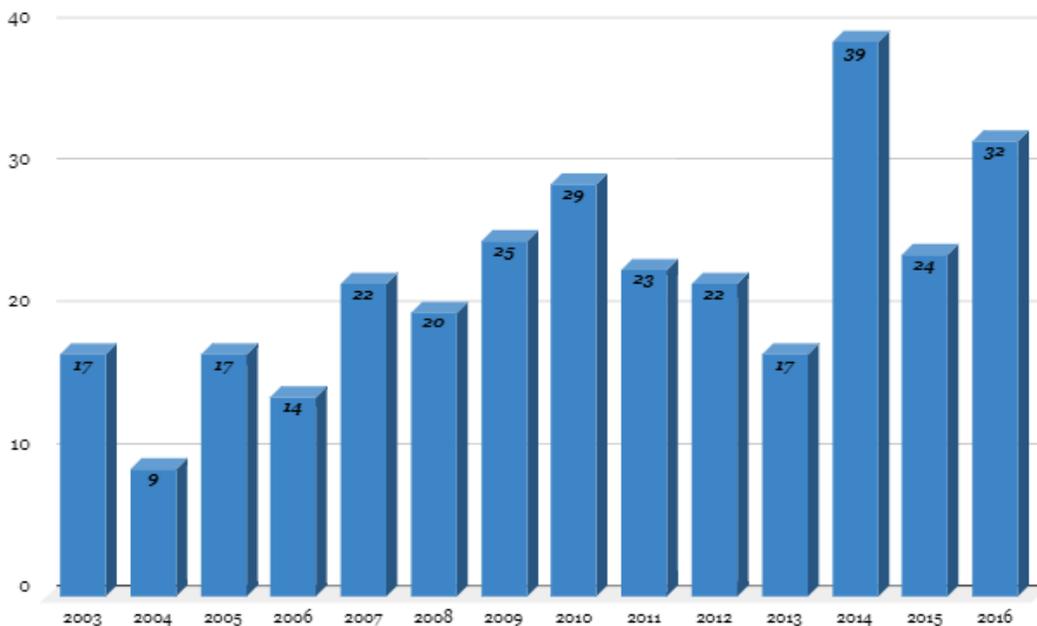
S.T.A.R.T.S.
ANNUAL REPORT 2016-2017
Anne Rowland, Psy.D. Program Coordinator

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 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 (SSHS) or the Careers High School. Elementary and middle school age students are assessed while in small classrooms (7-8 students) within the Quest Program. 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 and Greenhouse, e.g.) are available through the Careers High School and are incorporated into the assessment. Careers HS 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- 2016



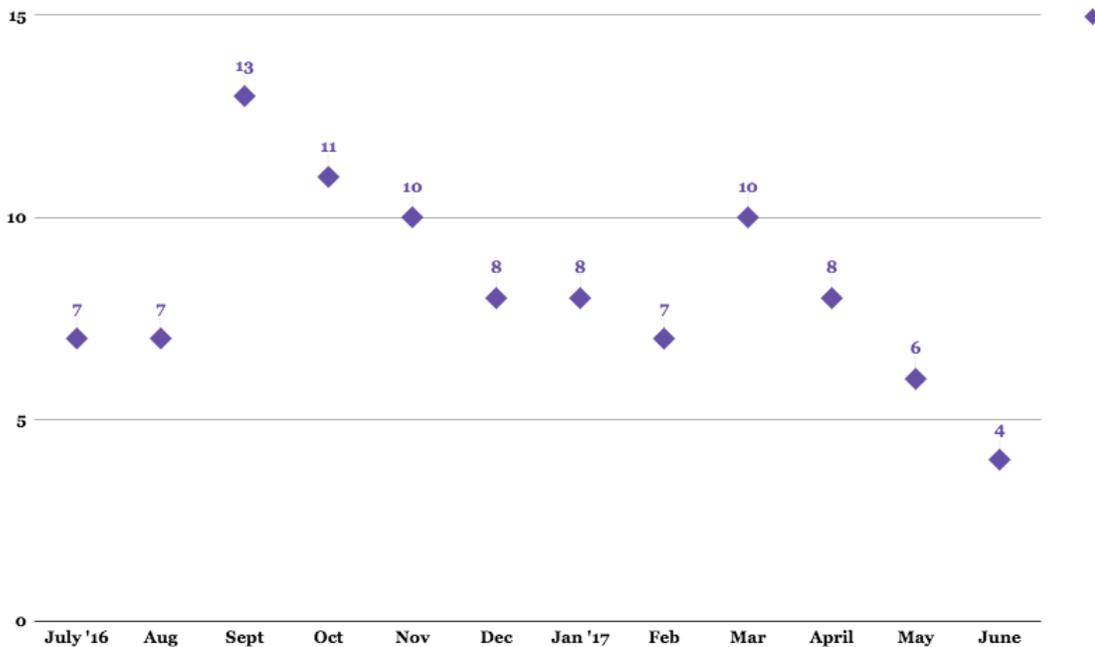
2016-2017 was the 13th operational year of STARTS. As seen in Table 1 above, in year one, 17 students were enrolled; year two, 9 were enrolled; year three, 17 were enrolled; year four, 14 were enrolled; year five, 22 were enrolled; year six, 20 were enrolled; year seven, 25 were enrolled; year eight, 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 13, 24 were enrolled, and this past year 32 were enrolled.

Of the 32 students enrolled in STARTS this year, 28 were males and four were females. As in all past years except the prior year, there were significantly more males than females. Referrals came either from districts' mainstream classrooms or their alternative classrooms within mainstream buildings (one from a private school). Four evaluations were completed within SSHS, 17 were completed in Quest, and four were completed within the Careers HS. This year, seven evaluations were completed in the Mini School, the most in one year so far for Mini School.

This was the eleventh year that a pre-doctoral psychology intern was placed at SSEC via the South Shore Mental Health internship program, which allowed STARTS to continue to assess elementary age students for evaluation. Within Quest, the intern, Alice Connors-Kellgren, completed ten evaluations. Clinicians Alli Mitchell completed six evaluations (three in SSHS and three in Careers HS), Katelyn Hagan completed one in CHS, Donna Levine completed one in SSHS, and Liz Donahue, Kathleen Madaus, Eric Steeves and Lauren Brierley each completed one in Quest.

Table 2

STARTS MONTHLY STUDENT ENROLLMENT 2016-2017

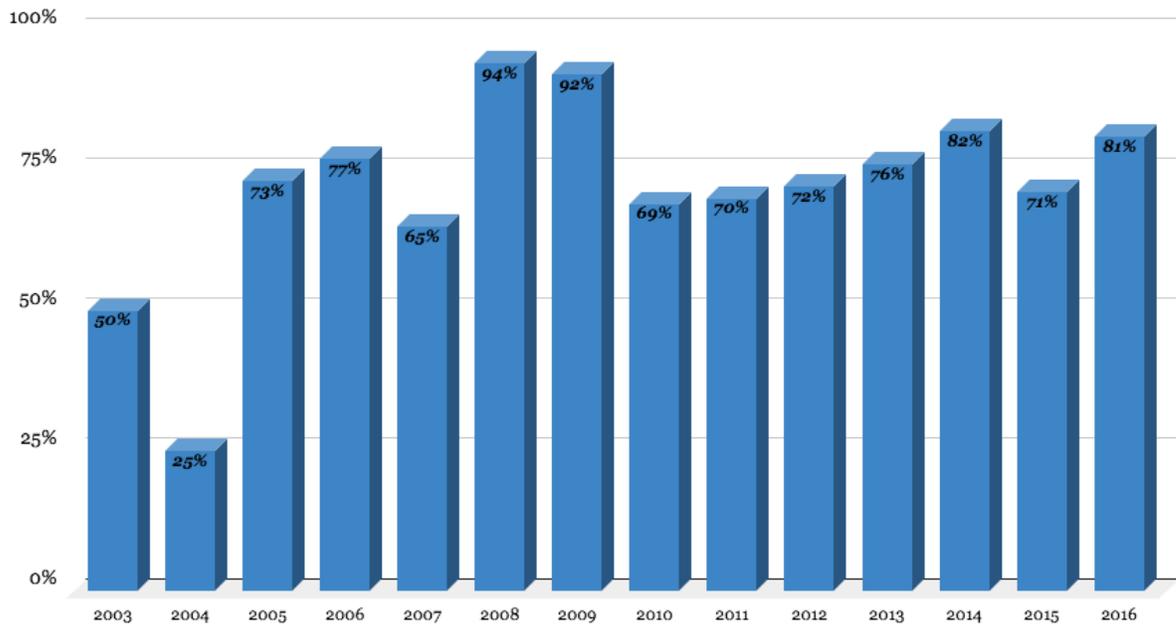


This is the first year reporting the number of enrollments per month throughout the year, so over time other trends can be tracked. In 2016-2017, most enrollments were in fall and in March (Table 2).

This year, upon completion of the STARTS assessment, one student returned to his district school. One was home-schooled, one went to a specialized school for ASD, and three (9%) students were referred to more restrictive programs from their STARTS assessment. The remainder (81%) continued in SSEC in the program in which they were placed for evaluation (Quest, Careers, SSH), including one who moved from Quest to the Mini School.

Table 3

Percentage of Students Remaining in SSEC After STARTS



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 this past year, 81% remained in SSEC programs after their STARTS evaluation.

Table 4

Primary and Secondary Diagnoses of Students
(DSM-V)

<u>Primary and Secondary Diagnoses:</u>	<u>Number of Students/Year</u>				
	<u>'12-'13</u>	<u>'13 – '14</u>	<u>'14-'15</u>	<u>'15-'16</u>	<u>'16-'17</u>
Bipolar Disorder	0	1	1	2	0
Learning Disorder (Intell Dis)	3	1	3	2	0
Anxiety Dis/Social Phobia	6	5	10	10	11
PTSD(Spec'd Trauma)	2	2	5	3	4
ODD (DMDD)	7	6	7	5	9
Conduct Disorder	0	0	1	3	1
Substance Abuse	2	0	3	2	2
ADHD /ADD	5	2	12	9	8
PDD/Asperger's(ASD)	3	6	9	4	12
OCD	0	1	2	0	0
Mood Disorder/Dep'n	8	1	6	2	3
Personality Dis Traits	0	1	0	0	0
Social Comm'n Dis	n/a	n/a	2	1	1
Unspec'd Neuro Dis	n/a	n/a	1	0	0
Reactive Attachment Dis	0	0	0	0	2

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. Since 2015-16, only DSM-V diagnoses are being used.

Despite the changes in diagnostic criteria between the DSM-IV and V, just looking at the categories of disorders, one can see there is an increase in disorders related to Anxiety and Autism.

Table 5
Enrollment by District

<u>DISTRICT</u>	<u>NUMBER of STUDENTS ENROLLED</u>				
	<u>'12-'13</u>	<u>'13-'14</u>	<u>'14-'15</u>	<u>15-'16</u>	<u>'16-'17</u>
Braintree	4	1	3	2	6
Bridge/Rayn	0	1	0	0	0
Cohasset	2	0	0	2	0
Easton	0	0	1	2	0
Foxboro Charter	0	0	1	0	0
Hanover	1	0	0	0	0
Hingham	1	0	4	2	1
Holbrook	1	0	0	0	2
Holliston	0	0	0	0	1
Hull	1	3	5	5	4
King Philip RSD	0	0	0	1	0
Mansfield	0	0	1	0	0
Marshfield	0	0	1	0	0
Middleboro	1	0	0	0	0
Milton	1	1	1	1	2
Norwell	0	1	5	2	0
Pembroke	0	0	1	0	1
Quincy	1	1	3	1	3
Randolph	1	0	1	0	1
Rockland	0	0	0	1	1
Scituate	1	3	0	3	1
Sharon	0	0	1	1	0
Silver Lake	2	2	1	0	2
South Shore VT	0	0	1	0	0
Stoughton	3	0	1	0	0
Taunton	0	0	0	1	0
Walpole	0	0	1	0	1
Westwood	0	0	0	0	1
Weymouth	1	3	6	0	5
Whitman/Han	0	1	0	0	0

STARTS OUTCOMES

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.

Again this year, STARTS had multiple repeat referrals (both within this year and from previous years) from districts (Table 5), indicating a level of satisfaction through meeting these goals for the districts. Last year, Weymouth who did not refer any students to STARTS, this year referred five. Referrals continue to come from member districts (65%) and other surrounding towns similar to previous years. This was the third year the referring districts were asked to fund the optional psychiatric evaluation completed by Dr. Jeff Turley (instead of the family's insurance being billed by South Shore Mental Health). Nearly all the districts continued request the evaluation despite the increase cost.

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 enables STARTS to accept a greater range of students. As planned, STARTS built upon its service of providing greater consultation within the districts by increasing the number of classroom visits (three to Hingham by a STARTS evaluator).

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.