

SOUTH SHORE EDUCATIONAL COLLABORATIVE

www.ssec.org

ANNUAL REPORT TO THE COLLABORATIVE BOARD of DIRECTORS

2020 - 2021

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SOUTH SHORE EDUCATIONAL COLLABORATIVE BOARD MEMBERS

2020 - 2021

| | |
|--------------------------------------------------------------------------|---------------------------|
| Richard L. Reino, | Executive Director |
| Frank Hackett, Ed.D. Superintendent | Braintree Public Schools |
| Patrick Sullivan, Ed.D. Superintendent | Cohasset Public Schools |
| Paul Austin, Ph.D. Superintendent, Chairperson | Hingham Public Schools |
| Judith Kuehn Superintendent, Vice Chairperson | Hull Public Schools |
| Jeffrey Granatino Superintendent | Marshfield Public Schools |
| James Jette Superintendent | Milton Public Schools |
| Matthew A. Keegan Superintendent | Norwell Public Schools |
| Kevin Mulvey, J.D. Superintendent | Quincy Public Schools |
| Thea Stovell Superintendent | Randolph Public Schools |
| William Burkhead Superintendent | Scituate Public Schools |
| Jennifer Curtis Whipple, Ed.D. Kathleen Smith, Interim Superintendent | Weymouth Public Schools |

STAFF OF THE SOUTH SHORE EDUCATIONAL COLLABORATIVE

2020 – 2021

| | |
|---------------------------------------|--------------------------------------------------------|
| Richard L. Reino | Executive Director |
| Arthur Sullivan | Treasurer |
| Cynthia J. Lindberg | Executive Secretary |
| Catherine A. Cole | Accounts Payable |
| Stacy Lemieux | Accounts Receivable |
| Diane Baiardi | Business Office Assistant |
| Kathleen Flaherty | Payroll |
| | |
| Patricia Mason, Ph.D. | Director of Student Services |
| | |
| Anne Rowland, Psy.D, Abigail Glynn | Careers Program Coordinator Program Secretary |
| | |
| Jon Reynard Gina Pardo | Community School Program Director Program Secretary |
| | |
| Maureen Gattine Karen Thomsen | Mini School Program Director Program Secretary |
| | |
| Timothy Handorf | Clinical Director |
| | |
| Jennie Williams Lisa Penzo-Johnson | Quest Program Coordinator Program Secretary |
| | |
| Cheryl Jacques Tara Sepeck | South Shore High School Director Program Secretary |
| | |
| Dawn Flaherty, OTR/L | Director of Ancillary Services |
| | |
| Anne Rowland, Psy.D. | STARTS Program Coordinator |

1. Letter of Introduction

This annual report is submitted by Richard Reino, Executive Director and the administrators of the schools and programs that comprise the South Shore Educational Collaborative (SSEC) to describe significant challenges, events and accomplishments that occurred during the 2020-2021 school year.

The SSEC primary location is 75 Abington Street in Hingham, MA. In addition, we normally have programs in both Hull and Randolph. But because of HVAC issues at our Randolph High School location we were not able to hold classes there for the 20-21 school year. We were able to hold classes in Hull as usual. All of our locations offered in person learning for the entire school year. Thank you to both the Randolph and Hull public schools for their continued support of our program. Approximately 20% of our students for various reasons elected to either learn either 100% remotely or chose a customized hybrid model. The effects of the pandemic became more manageable as the school year progressed once vaccines became available; because of this more students returned to full time in person learning towards the end of the school year. Prior to the pandemic our most pressing challenge was to find more classroom space for our Quest program. Before the pandemic the Quest program had a long wait list. With the Randolph High School location unavailable for the entire school year our classroom space limitations became a problem of overcrowding as all of our RHS students and staff except for one classroom were housed at our Hingham location. All available space was utilized and forty foot trailers were acquired for storage. This coupled with social distancing requirements made accepting new students difficult.

The end of the 20-21 school year brought new hope that we were seeing the beginning of the end of the pandemic. The R.H.S. HVAC issues were being addressed and plans were being made for returning to the “new” normal. We were able to end the fiscal year with a positive revenue balance largely due to the combination of a reduced number of staff and the union membership willingness to forego both step and cost of living raises for the entire fiscal year. When it became apparent that we were going to end the fiscal year with a positive revenue balance a portion of those dollars were shared with all SSEC employees. As always our challenge going forward is to remain financially solvent. The final FY22 budget was approved by the SSEC Board on April 9, 2021. This was unlike the previous fiscal year when the Board had to adjust the FY21 budget several times prior to the start of the fiscal year because of the pandemic. The FY22 board approved budget of April 9, 2021 was implemented without revision for the start of FY22.

All of our programs had begun to see an increase in enrollment prior to the pandemic. 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 our present building with specially designed classrooms, physical and occupational therapy area, bathrooms, and a therapeutic pool (closed since March 2020) we have greatly enhanced the learning opportunities and environment for the students who attend the Community School. The Quest School, South Shore High School and Careers High School are also located at this building and have access to improved technology infrastructure, classroom space. During the 20-21 school year we were able to re-open both the cafeteria/ kitchen and greenhouse to students on a limited basis. The therapeutic pool remained closed for the entire school year.

In accordance with the law governing collaboratives, the administration of SSEC has been working to meet the requirements of the Department of Elementary and Secondary Education (DESE). The submission of detailed student and staff data for DESE to analyze instructional practices is an ongoing process that administrative staff at SSEC has been completing in a timely manner as required. Starting with the 2018-2019 school-year SSEC added the position of Director of Student Services. Serving in this position is Patricia Mason. Under her leadership we have been able to better coordinate, enhance and increase professional development for our staff as well as monitor and utilize student achievement data to track their achievement. She has also enhanced our curriculum to more closely align with the state frameworks. She was able to continue this work during school year despite all of the restrictions and limitations caused by the pandemic.

Our strategic plan which was developed in 2017 continues to guide us in our planning. We will begin working on a new strategic plan during the summer of 2022. The long-term goals of sustainability, data collection, program development, organizational development, and benefits continue to be addressed as we move forward. In 2021 we continued to contribute to our OPEB Trust fund and added significant resources to professional development and our curriculum. We also continued to offer a varied benefits package to our employees.

In spite of the pandemic our cumulative surplus increased to 11.03% from 7.49% in FY20. The fact that we were in a solid financial position when the pandemic hit enabled us to make the necessary purchases of PPE to keep both students and staff safe as well as purchase the necessary computer devices for our students. We are now one to one in terms of the student to device ratio.

Just prior to the pandemic we were in the planning stages of offering an after school academic service for school phobics as well as for students who may need remedial assistance. The original idea is to have this service be in person. Now, however with our successful experience in remote learning we intend to offer this in a customized hybrid model. This will now become a formal part of our FY22 budget plan.

Starting in September of 2018 we added a full time school resource officer. This position is now filled by Officer Terrance Low from the Hingham Police Department who has proven to be an invaluable addition to our program. Given all that has transpired in recent years, all have benefitted from this police presence. Students and staff get to interact with a uniformed police officer on a more informal level. SSEC staff has also participated in A.L.I.C.E. emergency response training. The entire collaborative has been subject to a risk assessment review by Joe Hendry from the A.L.I.C.E. training institute. This assessment contained several recommendations to improve our readiness in the event of an emergency. We have implemented most of these recommendations.

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, 2020-June, 2021.

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

3. Governance and Leadership

The SSEC is governed by a board of directors comprised of the superintendents from member districts. Each school and program has a director or coordinator who reports to the executive director. The program directors are responsible for daily operations. The board members and SSEC administrators for fiscal year 21 are listed in this report following the Table of Contents.

The following member school districts/ committees have appointed their superintendents to serve on the SSEC Board of Directors for fiscal year 2021:

| | |
|----------------|------------------------|
| Braintree | Frank Hackett, Ed.D |
| Cohasset | Patrick Sullivan, Ed.D |
| Hingham | Paul Austin, Ph.D |
| Hull | Judy Khuen |
| Marshfield | Jeffrey Granatino |
| Milton | James Jette |
| Norwell | Matthew Keegan |
| Quincy | Kevin Mulvey, J.D. |
| Randolph | Thea Stovell |
| Scituate | William Burkhead |
| Weymouth | Kathleen Smith |
| Whitman Hanson | Jeffrey Szymaniak |

4. Programs and Services Provided

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

5. Cost Effectiveness of Programs and Services

Each year brings program and financial challenges. For instance, in 2016 a decision was made to reduce staff in some programs due to a decline in enrollment and to balance expenses with revenue in order to present a balanced budget. I am pleased to report that since that time

our financial position has stabilized due to a combination of cost cutting measures and increased enrollment. FY21 saw us realize a positive operating balance for the fifth year in a row in spite of the pandemic.

With the enactment of Chapter 43 of the Acts of 2012- *An Act Relative to Improving Accountability and Oversight of Education Collaboratives*, one of the areas to be included in the annual report is the cost effectiveness of our 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 \$22,535,796.43 for FY21.

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 2020-2021, SSEC leased one building at 75 Abington Street in Hingham and classroom space in Randolph and Hull. The classroom rentals in public schools are the most cost effective to the SSEC and also for the districts. The students from the district where a classroom is rented will save significantly on transportation and the families are pleased to have the students in their home town. However, the needs of the students who attend the Community School, Quest School, South Shore High School and Careers High School require a location with a different setting than a traditional school. The physical, medical and emotional needs of the students require a substantially separate location with the ongoing goal of considering the return to a traditional school whenever feasible. The SSEC schools are licensed by DESE and are able to compete with more costly private schools. We are located geographically where all member districts have access with a minimum transportation expense. This is a significant cost effective measure. The town of Hull is the furthest away, but leased 11 classrooms to SSEC in 2020-2021 allowing for minimum transportation costs for Hull students enrolled in the program. 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 a competing private school.

SSEC Community School- FY 21 tuition- \$71,960 (includes summer)
Private School-Perkins Watertown FY 21 tuition- \$123,150
Private School- BC Campus School FY 21 tuition- \$95,706
Savings per student \$23,746 to \$51,190

SSEC Mini School- FY 21 tuition- \$71,960 (includes summer)

Private School- Boston Higashi FY21 tuition- \$80,878
 Private School- May Institute FY 21 tuition- \$122,303
Savings per student \$8,918 to \$41,425

SSEC Quest School FY 21 tuition- \$62,195 (includes summer)
 Private School- Brandon FY 21 tuition- \$82,981
 Private School- Walker FY 21 tuition- \$94,165
Savings per student \$20,786 to \$31,970

SSEC SSH and Careers FY 21 tuition- \$52,430 (includes summer)
 Private School- Brandon FY 21 tuition- \$82,981
 Private School- Walker FY 21 tuition- \$94,165
Savings per student \$30,551 to \$41,735

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

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

| Electric | Savings | Gas | Savings |
|-------------------------------|---------------------|---------------------------|---------------------|
| Plymouth Public Schools | \$77,168.52 | Plymouth Public Schools | \$173,971.98 |
| Town of Plymouth | \$64,281.36 | Town of Plymouth | \$95,982.12 |
| Cohasset PS | \$42,916.38 | Cohasset PS | \$97,750.38 |
| Cohasset Town | \$50,943.36 | Cohasset Town | \$16,649.10 |
| Scituate | \$63,221.34 | Scituate | \$128,186.76 |
| North River Collaborative | <u>\$943.80</u> | North River Collaborative | \$27,548.82 |
| | | Hull | \$35,434.62 |
| | | SSEC | <u>\$1,132.56</u> |
| Total electric Savings | \$299,474.70 | Total gas savings | \$576,656.34 |

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. Another example is the after school academic service that will be developed as we emerge from the pandemic.

As stated previously in this document we are continuing to develop this opportunity for sending districts and their students.

Our programs offer academic and therapeutic services in a safe environment at staff to student ratios where students are able to achieve success in a setting near their community. The educational services are provided with state of the art technology in a respectful environment. During FY21 we continue the process of standardizing our data collection methods across all programs which was interrupted by the pandemic. Towards that end all programs continue to input data in the Risk Eraser software package. All staff have and will participate in training programs to help facilitate consistent and standardized data collection. In addition, due to the new Medicaid reporting requirements we have customized our student information software, School Brains to seamlessly interface with the new requirements thereby eliminating the need for duplicate entry. Both of these initiatives are ongoing and continue to be refined and improved as we move forward. The need for accurate Medicaid reporting will allow districts to submit proper Medicaid reimbursement requests to the federal government. SSEC has always kept student data for all students. Employing Risk Eraser will not only standardize the process but will help us to consistently analyze that data. Once that data is gathered and analyzed; this will help us in formulating individual student learning plans. Students will then be able to learn at their own pace with instruction that is presented at a level that is challenging, yet attainable.

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

Professional development has also been offered in a cost effective manner for educators to participate in English Language Learner preparation such as the W.I.D.A. and Sheltered English Immersion (SEI) courses. Unfortunately we were only able to offer internal training on digital media tools, writing I.E.P 's. and E.L.L.

All of the SSEC direct care employees participate in Non-Aggressive Psychological and Physical Intervention (NAPPI now called WELLE). The SSEC has personnel approved to conduct the training at SSEC which is also a significant savings. Some of these opportunities were also curtailed due to the pandemic. WELLE happened with modifications to the physical intervention practice.

The 20-21 school year was successful both financially and programmatically. The credit for which should go to the dedicated front line and administrative staff that I have been blessed to work with. Without them none of this would be possible. The work that goes on here on a daily basis is truly remarkable. I am honored and humbled to be part of this amazing group of people.

The Board of Directors support of the strategic plan has allowed the SSEC to accomplish many of its goals. The development of the five year plan for 2017-2022 has been completed and now serves as the guide for the future development of SSEC. The directors' reports that follow provide specific detail and data related to the programs and schools of SSEC for the

20-21 school year. They present information that provides pertinent information and outcomes relevant to their respective programs.

In preparation for the 2020-2021 school year, Paula Allen, BSN,RN,NCSN in collaboration with the SSEC nursing staff, developed model policies and procedures for COVID precautions. These policies were shared with programs and districts across the state to assist other nurses in establishing protocols at their sites. This policy planning and development was instrumental in facilitating the start of the school year.

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

Respectfully submitted,

A handwritten signature in cursive script that reads "Richard L. Reino". The signature is written in black ink and is positioned below the typed name.

Richard L. Reino
Executive Director
South Shore Educational Collaborative
75 Abington Street
Hingham, MA 02043

**Director of Student Services
Annual Report
2020-2021**

Programming Overview

SSEC programs committed to remaining open with the primary model of full face to face instruction and a full daily schedule with no change to support students. All programs offered families flexible choice. Each family could choose full online, hybrid or full face to face. This choice was offered through the summer of 2021. Most families chose face to face instruction. Classrooms live-streamed instruction for those students not physically present. Therapeutic services were delivered based on the grid either online or in-person. The staff provided high quality instruction, supports and therapeutic services throughout the year. Students from the Randolph program were moved to either the Hingham or Hull site due to environmental concerns during the pandemic. Randolph Public Schools committed to supporting the necessary improvements for students to return once the work was complete (October 2021).

SSEC continued to support students with a 1:1 device model based on individualized needs. Services were maintained when classrooms had to temporarily close due to COVID protocols. For those who were well, full access to classroom instruction and services was provided. This level of flexibility and adjustment speaks to the commitment and high skill level of the staff throughout the year. At no point during the school year did SSEC as a Collaborative close. IEP meetings were conducted virtually with some options for in-person with limited physical presence to adhere to COVID safety measures.

Classrooms were kept in cohorts during the school year to minimize movement within and across programs. Adjustments were made to support motor breaks, physical activity and sensory needs. All professional development was conducted online with the exception of WELLE training where some in-person was done on a very limited basis. Students and staff were encouraged to take advantage of going outside for breaks and other activities as weather permitted. Only half of the gym was available during the year as individual tents were needed to support Community student aerosolized treatments. The in-door therapeutic pool was kept closed during the school year and it is anticipated that it will remain closed for much of the FY22 years as well due to COVID safety needs.

Communication with families has always been a strength of the programs. This was enhanced during this past school year to ensure overall wellness and to check-in on student learning needs. Surveys were conducted regularly to get a sense of how well communication was received and to look at any concerns in relationship to learning, learning models or safety precautions and protocols. Overall families were very satisfied with services and supports throughout the year.

Remote Learning Plans were developed for those students who were either fully remote or participated in the hybrid model. Students who participated in the primary model of full face to face received services as usual within the COVID protocols. All service delivery was met regardless of model. For students that had inconsistent attendance in any model, efforts were consistently made to improve participation.

English Learners

Translation Services

SSEC has formally contracted with Lexikeet to provide written, spoken and multi-language interpretation for our needs. This has improved our real-time ability to respond to families.

Curriculum Equity Reviews

Equity reviews were conducted during the year to look at places where we need to improve our content. All areas were addressed on schedule with the exception of one reading program. Below is the ongoing equity review schedule and completion chart. The Culturally Responsive Curriculum Scorecard was used to conduct the audit. Through these ongoing audits, SSEC hopes to provide a much more representative curriculum that increases student engagement and critical thinking across a variety of issues by considering multiple perspectives. Over time, SSEC hopes to adapt the scorecard to improve upon the types of characteristics in content we address.

<https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecards>

J. Bryan-Gooden, M. Hester, & L. Q. Peoples (2019). Culturally Responsive Curriculum Scorecard. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.

| Content | Title | Grades | Implementation | Equity, Inclusivity, Diversity Review |
|----------------------------|----------------------------------------------------------|---------------|----------------------------------|----------------------------------------------|
| Math | MATHia – Hybrid (Carnegie) | 6-12+ | QUEST, Careers, South Shore High | Targeted Review FY22 |
| Math | Business Math – McGraw Hill (Hybrid) | 9-12+ | South Shore High & Careers | Targeted Review FY22 |
| Social Studies/ELA/Science | Benchmark Curriculum (added Hybrid) | K-8 | QUEST, Community, Mini | Completed FY21 |
| Social Studies: | McGraw Hill (Hybrid) | 8-12 | Quest, SSH, Careers | Completed FY21 |
| Science/ELA | Panorama Science - Hybrid (National Geographic: Cengage) | K-6 | QUEST, Community, Mini | Completed FY21 |

| | | | | |
|---------|--------------------------------------|------|--------------------------------|----------------------|
| Science | Stemscopes (Accelerated Learning) | K-12 | QUEST, Mini, AIM, SSH, Careers | Targeted Review FY23 |
|---------|--------------------------------------|------|--------------------------------|----------------------|

Evidenced Based Reading Programs

| Name | Grade(s) | Implementation | Equity, Inclusivity, Diversity Review |
|---------------------------------------------------------------------------------------------|-----------------|--------------------------------------|----------------------------------------------|
| Reach Reading (Hybrid): (National Geographic: Cengage) | Prek-6 | QUEST | FY22 |
| Wilson Foundations | Prek-1 | QUEST, Community, Mini | FY23 |
| Wilson | 2-12+ | QUEST, Community, Mini, Careers, SSH | FY23 |
| Spire Reading | K-12 | QUEST | FY23 |
| SIPPS : Systematic Instruction in phonological awareness, phonics & sight words (Benchmark) | K-12 | QUEST | FY21 (delayed to FY22) |
| Reading A-Z | K-12 | Community, QUEST, MINI | Completed FY21 |

Additional Literature (ongoing reviews)

| Name | Grades | Implementation | Equity, Inclusivity, Diversity Review |
|-------------|---------------|-----------------------|----------------------------------------------|
| EPIC | All | Community, MINI | First look completed FY21 |
| Fiction | All | All | First look completed FY21 |
| Non-Fiction | All | All | First look completed FY21 |

Equity Review Outcomes

When looking at the diversity of characters within the content, there was a wide range of representation in some areas and a clear absence in others. These comments are based on the following programs: fiction/non-fiction books; Panorama Science, Benchmark reading, Epic and reading A-Z.

Staff noted a diverse perspective presented throughout with the exception of a few categories. There was a notable absence of characters with Asian/Pacific Islander, Multi-racial and Alaskan/Native American backgrounds. Staff rated the overall content as satisfactory in terms of representation but needed to continue to expand. When looking at the diversity of authors, the content did not hold up as well. There was representation from Middle Eastern, African American, and white. The staff still rated this as satisfactory in supporting the current student population but needs to be broadened to bring in additional perspectives and writing styles. There was overall satisfaction with the way the characters were represented in the books as central to the story, in diverse roles and the content did not support stereotypic identities. A social justice orientation was visible in the books through a variety of ways such as political activism, bullying and explicit discussions on social justice. Teacher materials were not as supportive to inclusivity in when it came to providing direction or making suggestions on how to address the content or supplemental material. The guidance overall was mixed. Staff indicated that they were both satisfied with some of the guidance and unclear on other. Some of the materials offered translation on a limited basis without outside support. Materials did offer language proficiency modifications for English learners and discussion questions to explore content. There was direction in making connections to prior knowledge and the current content.

The McGraw Hill Social Studies content was rated from elementary through high school mainly in the three therapeutic schools (QUEST, South Shore High and Careers). Most staff rated the social studies content as having broad representations of characters across all areas identified by the CRE. Most staff was either satisfied or very satisfied with the representations with the exception of one staff member who was not satisfied. Examples of feedback included;

- No diversity in gender identification noted in the content reviewed (this is a weakness of the tool as well and will need to be adapted for FY22)
- Lack of diversity in content on currency (only certain currency was reviewed providing a very narrow perspective and understanding)
- Photographs of racially diverse student examples are present throughout the textbook
- Diverse caricatures within illustrations
- Primary source examples from people with diverse backgrounds (i.e. Chinese railroad worker for the Union Pacific)
- The "People You Should Know" section in each chapter represents four stories from "untraditional" backgrounds.
- Racially diverse "heroes"

The staff observed some diversity in authorship across most areas identified by the CRE. Absent were authors by people with disabilities and those from the Middle East. When

considering the in-depth nature of the content, the curriculum had a very mixed review. 45% of staff rated this as satisfactory, 10% were unclear and 45% were not satisfied. The content varied by grade as did the rating for it. In some of the content one of the major issues is the actual chapters lacked diversity of those authors. They tended to be white and male. In other places there was much more diversity. Sample comments are listed below.

- There are many instances of diversity of culture, ethnicity, socio-economic status and roles.
- There are few representations of (dis)abilities,
- There are no instances of gender fluidity or variation of sexual orientation other than heterosexual.
- Every book in the series includes ELL vocabulary, Spanish translation, and authors that are male, female, ethnically and culturally diverse. "Judy Baca," "A Row of Lamps," "Why the Sea is Salty".

The curriculum rated high on visual representation of diversity and variation in roles. However, there were issues with lack of representation of disability, varied gender identity and sexuality. Examples of feedback included;

- Diverse family structures are under-represented and in some places absent.
- There should be more societal context given for social situations and problems, such as school segregation, when describing First Nations peoples.
- The text is organized thematically and highlights how people of diverse groups were each impacted by the challenges presented by World War II (i.e. Japanese Americans, Women, POC).
- People with disabilities are largely absent from this text, either as student representations interacting with the text, or stories of people with disabilities and their impact on American history.

Overall, many diverse perspectives were represented by the content which is an improvement. There were specific areas that will require attention moving forward as they were not properly represented or completely absent.

1. Increased presence of content on people with disabilities.
2. Increased representation of diverse family structures.
3. Integration of gender identity and gender fluidity.

Staff input was critical in looking at the content objectively. Over the next several years SSEC will continue to pull in representation from the areas identified as well as build on existing content in an intentional manner.

Coordinated Program Review (CPR)

SSEC successfully completed the DESE coordinated program review in the spring of 2021. This was done through a combination of digital uploads and virtual meetings/tours. There were no findings and SSEC was determined to be in full compliance thanks to the hard work throughout the programs and administrative teams.

Office of Language Acquisition (OLA) Review

SSEC was reviewed by the Office of Language Acquisition in the spring of 2021. SSEC was found to be in full compliance in most areas. One area was identified as in partial compliance. As a result, SSEC hired a part-time ESL teacher who began in the summer of 2021 and is now in full compliance. In addition, two staff members have taken and passed the ESL MTEL and are pursuing an internal internship for the FY22 school year to acquire their ESL teaching license. This will expand the capacity of SSEC to serve an increasingly diverse population.

Stonehill Partnership

FY21 was the first year SSEC participated in the Stonehill College Teacher Residency Program. SSEC accepted four participants who worked as paraprofessionals in Quest and South Shore High School. Students participating in this program receive a special tuition rate at the college and are paid by SSEC for their tenure here. This provided additional supports for students during a difficult year due to the pandemic and offered very diverse experiences for the student teachers.

Professional Development

Typical outside professional development done at SSEC was suspended for the year due to COVID and budgetary constraints. Staff was provided with ongoing training and consultation on digital content and tools by the SSEC technology team. All mandatory trainings on policies and other requirements were given via Google Meets. During the summer of 2021, SSEC was able to fund 10 staff members in attending Brain Frames which was offered online.

Benchmark & Screening Assessments

iReady: iReady was implemented in each program during the FY21 school year. This is the first year it was used on a broader base across programs. Some students were able to access this successfully and others found it frustrating or were not able to engage in it at that time. Testing can be difficult for some of our students due to frustration, regulation and other needs which may take priority at any given moment.

IXL: IXL is used for discrete skill development across ELA, Math, Science, and social studies grades K-12+ in all programs (to varying degrees as appropriate). IXL provided direct support for content and skills with formative data tracking. Staff provided extensive feedback on how the tool was used and SSEC continued implementation throughout the FY21 school year.

Dyslexia Screening: SSEC implemented the Shaywitz Dyslexia Screener for grades K-3 in FY21. Trainings were conducted in the fall and the first screenings were completed by the end of November. The family and district liaison were notified of the results, and if appropriate, a team meeting was held to discuss any additional needs for testing and possible supports.

Summary of Evidenced Based Benchmarking & Screening Tools

| Content | Title | Grades | Implementation | Next Steps | Equity, Inclusivity, Diversity Review |
|--------------------|-------------------------------------------------|--------|-----------------------------------------------------|----------------------------------------|---------------------------------------|
| ELA & Math | iReady (includes ELA & Math intervention plans) | K-12+ | Broader implementation in FY21 –will expand in FY22 | Continue to offer training and support | FY23 |
| IXL | ELA, Math, Science, Social Studies | K-12+ | Broad use during FY21 | Continue use for FY22 | FY23 |
| Dyslexia Screening | Shaywitz | K-3 | Fully implemented in FY21 | Continue use | FY22 |

Professional Presentations and State Committee Work

MACTE (Massachusetts Association of Colleges for Teacher Education)

Presentation (November 2020):

"Teaching and Learning During Crisis: Collaboration for the Collective Good"

NEERO (New England Educational Research Organization)

Presentation (April 2021): Research Study Initial Findings for the New England Area

"Teaching and Learning During Crisis: Collaboration for the Collective Good"

Publication:

Project Solve – **"Teaching & Learning During Crisis: Collaboration for the Collective Good"** Stringer Keefe, E., Louis, P., Mason, P. & D'Souza, L. (2020)

Freely distributed:

Council for Exceptional Children (Teaching online resources):

https://drive.google.com/file/d/1Jg5sK1LgDh1_k-gGasa9ZnfYrurR7Lt_/view

ED Prep Matters: Key issues and insights on educator preparation (AACTE):

<https://edprepmatters.net/2020/10/teaching-and-learning-during-crisis-collaboration-for-the-collective-good/>

State Committee Work:

Massachusetts Early Literacy Ed Prep Committee Member (Nov. 2020-May 2021)

Massachusetts DESE New IEP Stakeholder Core Committee Member (Nov. 2020-May 2021)

ANCILLARY SERVICES ANNUAL REPORT 2020-2021

STAFF AND STUDENT POPULATION:

Occupational/Physical/Speech Therapy Services-

During the 2020-2021 school year, The South Shore Educational Collaborative employed a full-time Therapy and Assistive Technology Services supervisor, a full time Therapy Services coordinator, eight physical therapists (seven full time, one part-time) , three full-time physical therapy assistants, thirteen full-time occupational therapists, one part-time occupational therapy assistant, and seventeen speech-language pathologists (fourteen full time, three part-time) . Therapists have conducted evaluations, and provided direct and consultative services for students in five Collaborative programs, four 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, deafblind), 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 2020-2021 school year, the South Shore Educational Collaborative Center for Assistive Technology Team (CAT Team) consisted of a Therapy and Assistive Technology Services supervisor, Therapy coordinator, two assistive technology specialists, and a speech/language pathologist. A network manager consulted on an as needed basis. The CAT Team assistive technology specialists and speech language pathologist worked together three and 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 2020-2021 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 trains 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 2020-2021 school year reflects the types of conditions/environment therapy services were delivered. Information sharing typically occurred during initial eligibility meetings, team meetings, incidentally in the school setting or in the context of Response to Intervention.

In-person learning was available to all students attending SSEC programs during the pandemic in the 2020-2021 school year. However, service delivery also included remote learning via individual, small group or live stream classroom formats for students/families choosing this option. Occupational therapists, physical therapists, and speech language pathologists provided remote live synchronous and asynchronous therapeutic services for SSEC students through Google Classroom.

Figure 1

| Type of Therapy Service: | Occupational Therapy | Physical Therapy | Speech/Language Therapy |
|------------------------------------------------------------------|----------------------|------------------|-------------------------|
| Information Sharing (only no other service) | .5% | 1% | 0% |
| Accommodations/Modifications (only no consult or direct service) | 1% | 0 | 0% |
| Consultation | 9% | 6% | 8% |
| *Direct therapy service in context | 5% | 1% | 5% |
| *Direct therapy service in and out of context | 70% | 79% | 65% |
| *Direct therapy service out of context | 14.5% | 13% | 22% |

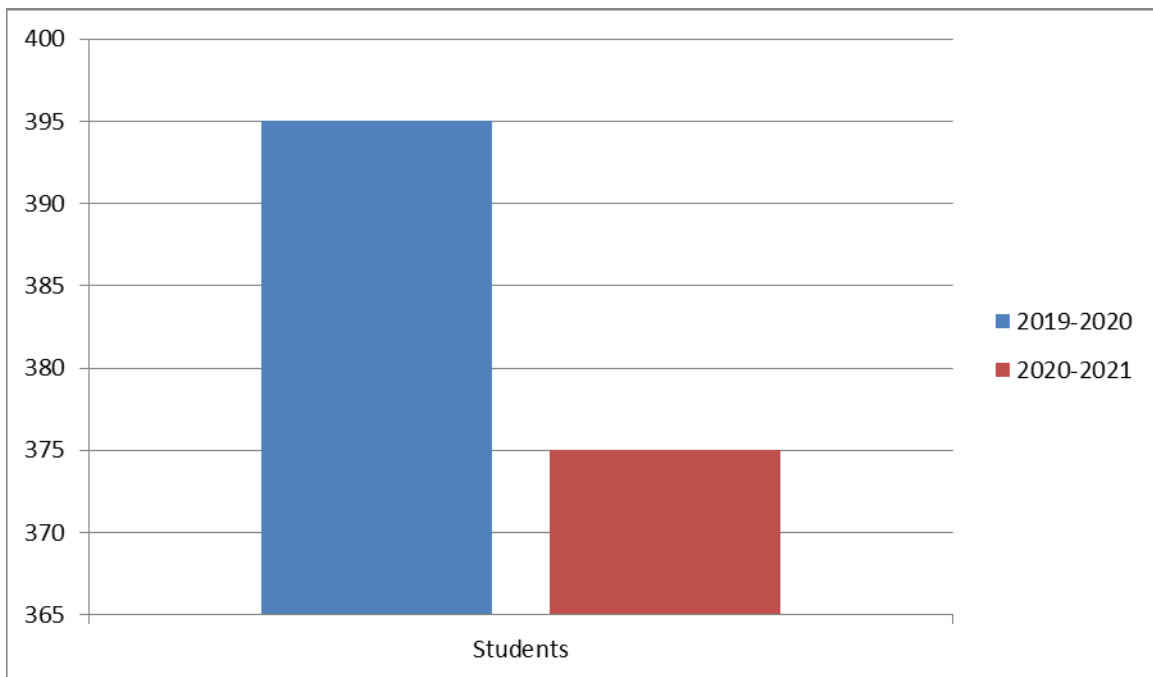
*All direct services were provided in conjunction with consultation, accommodations/modifications, and/or information sharing. Consultation services were also provided in conjunction with accommodations/modifications, and/or information sharing.

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



Analysis/Discussion:

During the 2020-2021 school year, due to pandemic related restrictions, there was a small decrease in the number of students who received consultation and used assistive technology tools to access the curriculum when compared to the previous year. The CAT Team provided ongoing consultation to support student access both for in-person classroom learning and remote learning via live synchronous and asynchronous activities.

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

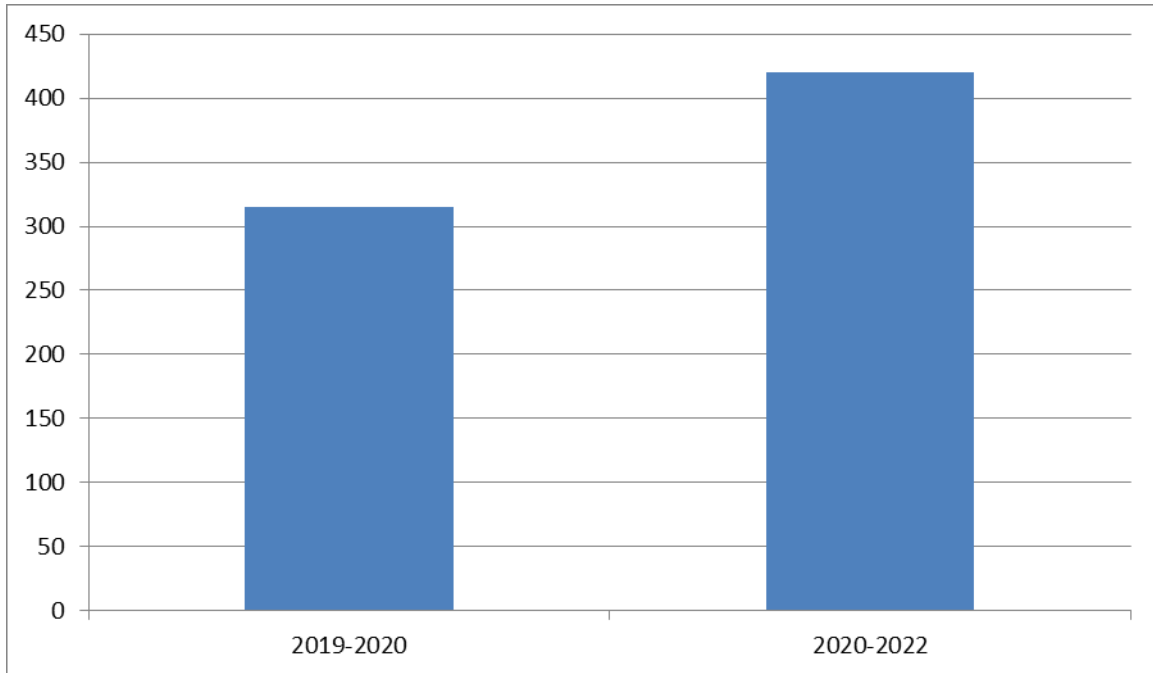
Outcome #3

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 School Year



Analysis/Discussion:

- The CAT Team provided training for South Shore Educational Collaborative and public school educators and parents in the use of Assistive Technology tools/techniques through workshops and trainings. Training to support remote and in-person learning was provided to students, staff and parents through a variety of virtual strategies that included Google Meet, Google Classroom, SSEC website resources, Assistive Technology Team dedicated office hours, and weekly Tech Tips via email. In addition, the CAT Team provided training to support remote and in-person learning as requested by member school districts.

ACCOMPLISHMENTS:

- Occupational therapists, physical therapists, and speech language pathologists who work in SSEC programs continued to utilize a comprehensive documentation tool to develop therapy intervention plans for students, track student attendance and service delivery, record therapy session notes, collect data on student IEP goals/benchmarks for monitoring student progress, complete School-based Medicaid billing documentation and therapy outcomes. In addition, therapists completed required remote learning and telehealth documentation as indicated.

- On a monthly basis, all SSEC occupational therapists, physical therapists, and speech language pathologists met virtually via Google Meet to discuss topics related to in-person, hybrid and remote school-based therapy service delivery, intervention planning and implementation of School-based Medicaid Program directives.
- SSEC assistive technology specialists, occupational therapists, physical therapists, and speech language pathologists conducted evaluations for all referred students in-person and virtually.
- The SSEC CAT Team collaborated closely with the SSEC Network Manager to assess and implement use of appropriate technologies to support simultaneous in-person and remote instruction for students.
- The SSEC CAT Team coordinated access to online learning resources on the SSEC website and provided Google Classroom/ Google Tools online training for SSEC staff, students and families.
- Throughout the 2020-2021 school year, members of the SSEC CAT Team collaborated closely with team members 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 subscription purchases at reduced costs for SSEC programs.
- SSEC Center for Assistive Technology and SSEC Therapists continued to assist in the coordination of repairs, adaptations, and ordering of new adaptive equipment through virtual meetings, email and phone communication with the families and vendors. Trials for new speech devices were completed to ensure the students have access to the most appropriate communication device. The assistive technology team and therapists wrote funding letters and letters of medical necessity for any necessary adaptive equipment. Additionally, SSEC continued to loan adaptive equipment to support access for students who attended school via a remote or hybrid learning model. SSEC also partnered with a non-profit equipment agency to provide students with seating, positioning, and mobility equipment for school and home use.

SUMMARY OF ANCILLARY SERVICES:

Despite the COVID 19 pandemic during the 2020-2021 school year, in-person learning and therapies were available to all SSEC students. However, students/families were able to opt for full in-person, a hybrid of remote and in-person, or remote learning via individual, small group and/or live stream classroom formats. 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 279 students. Physical therapy services were provided for 226 students. Speech/Language services were provided for 330 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 students with disabilities to technology systems that will increase opportunities in education, daily living, and employment.

Careers High School - Annual Report

2020 – 2021 School Year

Anne Rowland, Psy.D., Program Coordinator

CHS Program Description

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

Capacity

Careers High School moved from a programmatic capacity of 37 to 40 students in 2015-16. Since then, while the age range of the student population typically is from 13 through 18 years, older students have remained enrolled if the educational Team determines it meets the students’ needs. In 2020-21, however, our age range was smaller and only one waiver request was required (and granted).

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

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

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

CHS. Students are encouraged to take one or more classes in the other four classrooms as their comfort level and skills increase.

Staffing

All staff, including the Administrative Assistant, Transition Specialists, Speech and Language Pathologist, Reading Specialist, Occupational Therapist 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 Lab, through individual or group therapy situations, or social skills group, e.g. These sessions may be scheduled or on an as-needed basis. The clinical team works closely with classroom teachers, students' families, and outside collaterals. Together, all staff members work on developing and implementing an effective program to help each student increase good-decision making skills and progress towards their post-graduation goals.

Careers High School and SSHS share the Speech and Language Pathologist, who coordinates and runs groups focused on social pragmatic skills. The Transitional Specialists, who are also shared with SSHS, are critical to facilitating most aspects of the students' goals and plans upon achieving their diplomas. The Reading Specialist meets routinely with CHS students throughout the year, and the OT also provided direct service to students and consultation to staff remotely. There will be a new OT for the high schools, however, for the 2021-22 academic year.

Transition

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

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

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

agencies, such as MRC. The Transition Specialists also complete and write Transition/Vocation Evaluations as part of the IEP 3 year re-evaluation process.

2020-2021 Year in Summary

Student Population

Careers High School students have serious mental health, emotional and behavioral issues. The 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 toward graduation, or return to the district, whichever comes first.

COVID-19 Pandemic

The 2019-20 academic year was memorable for the pandemic, including school closings from March through June due to COVID-19. During this three month period, SSEC pivoted to a remote model of learning. This presented many new challenges for staff and students; with guidance and support from administration, and their own efforts and extra hours of work, the CHS teachers and staff were able to successfully deliver curriculum and services for the students.

These efforts continued into the 2020-21 school year with staff providing learning in person in the building, simultaneous with providing remote learning for those students who chose to remain at home. Throughout the year, students changed their platform (although about $\frac{1}{3}$ of the students were always remote) and staff continued in this hybrid model so as to best provide access to learning to all students. The year began with lay-offs, including reduced hours for four CHS staff. The Greenhouse Specialist was required to remain remote at home with reduced hours until mid-January 2021, so he also taught two academic history classes in addition to horticulture classes. Additionally, one teacher was on paternity leave for two weeks, and CHS Administrative Assistant was on maternity leave for four months (substituted by Denise Rugman). Two paraprofessionals were hired in October, as well as a BCBA hired in February to be shared within the two high schools.

CHS staff kept meticulous attendance so as to keep record of the degree and level of participation (especially for remote learning) in order to track credit acquisition and information for the districts. Staff also completed data collection, daily COVID symptom checklists, transcripts of lessons, in addition to their 'typical' expectations. The MCAS was administered to 24 students in the spring while maintaining social distancing and cohort groups, all while preparations were being made for the SSEC to have its DESE Coordinated Program Review in May. CHS maintained cohort groups of students throughout the year, which was successful in that there were only two periods of time where a cohort group of staff and students needed to quarantine (versus the entire program). Team IEP and Progress meetings were held virtually, as were several parent Q & A meetings. When a known COVID exposure occurred anywhere within the SSEC, a letter was sent to each parent notifying them of this, and that if there had been direct impact on their student, they would have been notified individually.

Due to the Massachusetts’ mandate that schools begin 10 days later to allow time for professional development and preparation for a very different type of school year, CHS students began on September 16. For the 10 days prior, various staff development and training was required. Chromebooks were prepared and provided for each student, drop-down plastic screens/barriers were built to mitigate the potential for exposure, masks were required at all times, and the six foot social distancing was maintained in addition to daily cleansing.

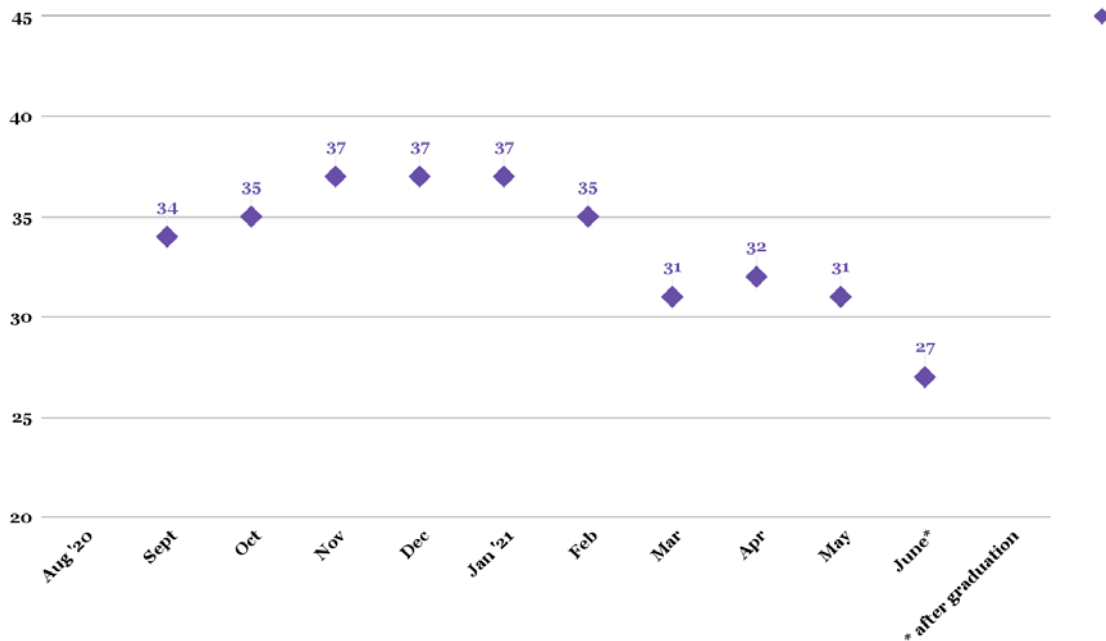
While students were able to work in the Copy Center (and produced and sold 13,700 greeting cards as in past years), the other vocational offerings could not be made available due to pandemic related restrictions.

CHS began the year with a census of 34 students and one STARTS student. Enrollment fluctuated throughout the year (Table 1), including enrolling three students and having seven leave (1 graduated in January, 2 went to DYS, 1 unenrolled from school altogether, 1 transferred to SSHS, 1 transferred to Community School, 1 enrolled in online classes). After graduating 4 more in June, CHS census dropped further. Two of the graduates planned to go to Job Corps, one to Cape Cod Community College, one to Building Pathways (trade school), and one to UMASS Dartmouth.

It is anticipated that referrals will increase throughout the fall, given the significant increase in anxiety and depression during the pandemic within the school-aged population at large.

Table 1

CHS STUDENT ENROLLMENT 2020-2021



Due to the continued need to have the SSEC gymnasium occupied, CHS held its graduation ceremony in June at the Sports Complex down the road in Hingham, complete with caps, gowns, decorations, music, speeches and diplomas! All graduates gave a short speech (a CHS first!), and one graduate distributed gifts to select staff.

Plans for Future

SSEC programs have continued to require separation due to COVID-19; however in the Fall of 2021 there will be a flow of students throughout the building, and students from all programs will be able to access the Greenhouse. When COVID-19 related restrictions are fully lifted, a return to continued integration of CHS and SSH, specifically staff overlap, course integration, and standardization of training will begin again. Additionally, CHS hopes to continue to expand and increase student vocational offerings and opportunities when/where possible in the community.

2021 Community School Annual Report

Description of School, Student Population & Staff

The South Shore Educational Collaborative's **Community School Program** is a day school that provides educational services to students with severe and multiple disabilities from preschool through transition age (up to their 22nd birthday). These students may also present with mobility challenges, complex medical needs and/or behavioral challenges. Classroom cohorts are developed by taking student age, academic ability, social interest and functional skill sets into consideration. These variables frequently lead to classrooms that have students at either end of the forty-eight month age span. Due to the extensive needs of the student population, the Community School has 1:2 staff to student ratio. On occasion, as determined by the team process, a student may have 1:1 staffing assigned (nurse or paraprofessional). Enrollment is based on a referral process and students are accepted on a year round basis.

During the 2020-2021 School Year, the Community School had classroom space at 75 Abington Street in Hingham. Due to the challenges of Covid-19, the Community Schools classroom space at Randolph High School was condensed into the Hingham location. This allowed for the most comprehensive implementation of SSEC's Covid policies and procedures while providing the safest learning environment for both students and staff. To accommodate this change, many program spaces such as the motor room, music classroom and documentation areas were modified to serve as classrooms.

Community School Classrooms:

| | |
|-------------------------|-------------------------------------------------------------|
| Early Childhood: | Two classrooms for students grades preschool through first. |
| Elementary: | Two classrooms for students grades one through five. |
| Middle School: | Two classrooms for students grades six through eight. |
| High School/Transition: | Six classrooms for students grades nine through 12+. |
| AIM: | Four classrooms for students grades one through 12+. |

Program Overview:

The Community School uses a standards based curriculum linked to the Massachusetts Curriculum Frameworks. This curriculum is adapted to meet the diverse needs of each student with a focus on functional academics geared toward individualized developmental needs. Thematic interdisciplinary units, standards based math and reading instructional programs are utilized to allow the students to access the general education curriculum while working on skills related to academics, communication, activities of daily living, social/emotional development, self-regulation, adaptive behavior, vocation/pre-vocation and leisure/recreation. Most Community School students enter the general education curriculum and participate in the MCAS Alternate Assessment through access and entry points according to grade level standards. The content related to each standard area is then individualized to meet student needs. A small portion of Community AIM students access

the curriculum at or close to grade level and participate in on-demand MCAS testing with individualized accommodations.

The Community School uses a number of specialized curricula to support student learning. Individualized accommodations and modifications are applied based on student needs and include an extensive use of assistive technology to improve access. Content is individualized as appropriate and presented utilizing a variety of methodologies to ensure access. Some of the formalized curricula and resources include;

1. Equals Math (access points to grade level along with extensive online materials)
2. Reading A-Z (online program)
3. iReady
4. Panorama
5. Unique Learning Systems (differentiated fully adapted integrated units)
6. Brain Pop
7. Scholastic online
8. News 2 You adapted readers
9. Social Thinking
10. Zones of Regulation

In addition to these structured programs, each teacher adapts curriculum and materials while supplementing with a variety of thematic integrated activities to enhance student learning and support effective progress.

Evidence Based Methodologies: To meet the individualized needs of our students, the Community school utilizes a variety of methodologies. The overarching principles of Applied Behavioral Analysis are used and integrated based on the individualized needs of each student. Teaching methodologies focus on structured learning programs that capitalize on repetition and consistency and are followed by opportunities to generalize and apply skills in natural settings. Essential learning skills are integrated into all aspects of the day including manding skills, imitation, turn-taking and joint attention. These skills are worked on through varying degrees of complexity and are central to the learning process.

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

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

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

Technology-aided Instruction and Intervention: This includes the extensive use of 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. Other low tech options include tangible symbols, real and representative pictures and modified sign language.

Aided Language Stimulation is provided by the staff when they are communicating with a student. Staff will model the 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 immersion.

Technology: Technology is utilized throughout the program in a variety of ways. It is embedded in a manner that supports students in accessing content and developing increased independence and participation while also acting as a motivator and reinforcer. Advanced communication devices along with some of the latest technology that is student or Collaborative owned is utilized to support our students and allows them to have greater access to educational materials, and their environment. These devices frequently make more clear and detailed communication possible. This allows for more robust communication opportunities and helps students to participate more fully and effectively while also building social skills, other reciprocal communication and an understanding of cause and effect. These devices also promote the generalization of skills to a larger number of potential communication partners.

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

Community Based & Community Referenced Instruction Content (altered during Covid-19):

Community based instruction was placed on hold during the 2020-2021 school year to ensure compliance with Covid protocols, ensure accurate contact tracing and mitigate risk. Classroom teams worked to provide functional life skills, pre-vocational and vocational skills training within the school setting. They also focused on the development of adaptive behavior skills that will be generalized to community settings when this type of instruction resumes.

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

1. Weekly shopping trips for school supplies

2. Leisure based opportunities
3. Multiple vocational and vocational related opportunities
4. Academic/content themed outings

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

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

School Year Program: During the 2020-2021 school year, students attended 170 (as per DESE) school days from September to June. Program hours are 9:00am to 3:30pm. The 2nd and 4th Mondays of each month are early dismissals at 12:00pm. This provides time for staff to participate in professional development opportunities.

Extended School Year Program: This program runs six weeks from July through August. Students attend Monday through Thursday from 9:00am to 2:45pm. This is offered to both current students attending the Community School and on occasion is accessed by those who attend different programs throughout the regular school year. Students are engaged in thematically based academic, therapeutic and leisure activities which change weekly over the course of the six week session. Special electives are offered throughout the summer. Vocational activities and both community referenced and community based instruction continue throughout the ESY program (on hold through Covid). The majority of professional and paraprofessional staff are hired to work the extended school year program which allows for continuity of services. This is supplemented by many returning summer staff that includes college students studying in a related field (education, nursing, occupational/physical/speech therapy etc.).

AIM (Achieve, Inspire, Motivate): The AIM program is a hybrid program model between the South Shore Educational Collaborative's Community School and Quest Programs. This model was introduced at the start of the 2015-2016 school year and has now grown from a single classroom to four classrooms serving students from both the Community School and the Quest School. The AIM program focuses on higher level academic content for students who would typically attend the Community School and more individualized modifications for the students who would typically attend the Quest school. AIM seeks to serve students who need a higher level of support within the classroom setting. Students in these classrooms receive increased individualized attention for social, emotional, and academic needs. Students benefit from the diverse experience provided to them with access to social groups and a focus on their social learning through the social thinking curriculum. There is

an integrated social skills curriculum as well as strong positive behavioral supports. Social skills focus on the recognition of feelings that occur throughout the day and the affects these have on their academics and social relationships. Each classroom utilizes the Social Thinking Curriculum to help students identify how our social interactions impact the way others think and feel, and how we, ourselves, interpret the world and social situations around us. Students learn a variety of skills which include sharing space effectively with others, learning to work as part of a team, and developing relationships with family, friends, and classmates. The curriculum focuses on various strategies and coping skills to help manage emotions throughout the school day in order to better access academics and social situations. Counseling based on individualized student needs is also offered. Students at the High School level participate in many volunteer vocational job opportunities either at school or in the community. Opportunities to collaborate on a social, vocational and academic level with students from the Careers and South Shore High Programs continue to grow and be explored on an individual student basis.

Home Based Services: The Community School in collaboration with the sending school district may provide consultation and direct home support for students deemed eligible through their individualized educational planning process. These services include but are not limited to;

1. Direct behavioral support
2. Intensive Toilet Training (Preschool through 21 years)
3. Parent training
4. Transition supports which may focus on;
 - 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

2020-2021 Program Outcomes:

The 2020-2021 School Year presented several challenges related to Covid-19. After being fully remote since March 16th of 2020, a slow re-entry to in-person learning occurred during our six week extended school year program that took place between July and August. During this program a limited number of students and staff engaged in 1:1 in-person learning opportunities. These opportunities focused on the discipline areas that translate less successfully to the remote format such as occupational and physical therapy. In September, the vast majority of students (approximately 75%-80%) and staff (approximately 95%) returned to in-person learning. Community School staff engaged in extensive training during the State mandated ten professional development days that began the school year. This included training on Covid policies, procedures and protocols. Staff also took this time to modify room arrangements in order to meet student spacing needs,

ensure Covid compliance related to learning materials and prepare instructional materials and technology which would support in-person, hybrid and remote learning models.

Students engaged in 1 of 3 offered learning models. Their model was entirely based on parent/guardian choice. Parents/guardians were also given the option to change their choice of learning model at any time. The Community School began the school year offering full-time in-person learning for all students electing this model. This was supplemented with full remote learning and a variety of hybrid options developed on an individual student basis. Each model was designed to offer and provide full time educational services (32.5 hours weekly) and meet the total service delivery grid for each student's IEP.

The Community School staff, students and families accepted the challenges associated with this new educational environment and went above and beyond to support one another. By doing this, they were able to provide a safe school environment that could meet each student's educational needs. Although navigating the school year around Covid-19 presented many challenges, it also helped to create opportunities for many positive outcomes such as;

1. Professional Development
 - a. 10 days of professional development aimed at addressing the precautions and protocols related to Covid-19.
 - b. The virtual format opened up additional professional development opportunities on topics ranging beyond Covid. The opportunities were accessed throughout the year by professional and paraprofessional level staff.
 - c. AIM- Continued growth and collaboration between Quest and Community School aimed at improving the use of shared resources and minimizing differences in student programming
2. Community School teachers and staff developed a student spotlight to identify and acknowledge the achievements and progress of all students.
3. Community School parents came together to offer positive messages of acknowledgment and appreciation to Community School Staff. These messages were posted in the front entryway.
4. The virtual platform allowed for increased family and parent involvement and provided a valuable tool for the dissemination of information.
 - a. Classrooms created a virtual presentation in order to provide an open house to all families.
5. Community School staff continued to support their students with their traditional high standards within the given parameters.
6. Students, staff and families successfully navigated necessary changes to the learning model due to required quarantine periods or program closures.
7. Assistive Technology team continued to play a key role in supporting teaching staff.
8. The Community School was able to loan equipment to families to assist in educational access during times of remote learning.
9. Remote learning opportunities continued to strengthen the understanding and appreciation between teaching staff and families.
10. Teaching staff successfully administered the MCAS Alternate assessment with students participating in-person and remotely.

11. Nursing staff navigated the additional challenges that they were presented with and went above and beyond in managing the protocols and procedures related to both students and staff.

MINI SCHOOL PROGRAM ANNUAL REPORT

Maureen M. Gattine, MS., BCBA, LABA
Program Director
School Year 2020-2021

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 2020-2021 school year, the Mini School Program provided educational services to 70 students (September, 2020) in classrooms located in Hull at the Jacobs Elementary School, Memorial Middle School, Hull High School. Our Randolph High School classroom moved to Hull High School for one year while SSEC worked on maintenance of the building during Covid-19. 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. Due to Covid-19, we made adjustments to the schedule in order to provide safety. We did not have mixed cohorts and did our best not to mix staff. Some staff would work remotely into a classroom to avoid being exposed among too many classrooms, staff and students. During the year, the Mini School Program implemented many cleaning policies, training for staff about Covid-19, and had access to PPE, such as masks, gloves, paper gowns. We also had plenty of hand sanitizer and implemented practices of washing hands throughout the school day for 20 seconds. Students were also taught to chain the sequence of washing hands for 20 seconds. Throughout the school year we had 6 students who worked remotely for the entire school year. The students that worked remotely, the staff worked diligently with families/guardians in providing chromebooks for Google Meets, asynchronous and synchronous work. Feedback from families about the remote and in person structure was very positive. Last year, one classroom had to quarantine prior to Christmas break (4 school days). Otherwise we had some isolated cases that had no close contacts in preventing a classroom to work in person.

SSEC Mini School students require a multi-disciplinary team teaching approach with a high staff/student ratio. Each student's daily programming focuses on teaching skills he/she needs in order to be as independent as possible. Students receive the following services from specialists as needed: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Assistive Technology and Adapted Physical Education. We also continued instruction in teaching Drums Alive with the four instructors that we have. Some classrooms received this instruction in person while other classrooms received it remotely. Drums Alive is an all inclusive, comprehensive, multi-generational, culturally diverse Brain and Body program for all ages and abilities that empower participants to achieve healthy lives through research based fitness and wellness applications. This evidence based program encompasses music, rhythm, psychological, educational, emotional, physical and social skills. Every classroom at the Mini School is participating in this one time per week. The Mini School hours are 8:30 AM – 4:00 PM, Monday through Thursday and 8:30 AM – 2:45 PM on Friday, totaling 36.25 hours per week of direct instruction. The program follows the public school calendar of the town in which each class resides. Summer

programming runs for six weeks, Monday through Thursday, 8:30 AM – 2:45 PM. Staff training 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 WELLE, formerly known as NAPPI (Non-Abusive Psychological and Physical Intervention) to de-escalate behavioral issues both before and when they occur in a safe, humane and effective manner. Staff also received training in DESE physical restraint regulations. They also received annual trainings in policies, procedures, health care, emergency drills, child abuse and neglect and bullying intervention and prevention, MCAS standard and alternate testing and First Aide/CPR training. Other specific training and professional development covered topics such as, Google Classroom, and Covid/Nursing training took place. We started the school year off with 10 professional days and the students started on 9/16/2020. A Mini School Clinician, continued to be certified from MARC (Bridgewater State College) as a trainer for Anti-Bullying/Cyber Bullying Intervention and Prevention. Our Nurses continue to be a Trainer in CPR and First Aid. The Program Director, Assistant Director and two teachers continue to be trainers for WELLE, formerly known as NAPPI (physical intervention and de-escalation). The Mini School continues to use Panorama Science by National Geographic with printed texts. It is science based content that engages students to learn more about the world around them. The Mini School also continued to use Stem Science through Hull Public Schools. It is being used for the K-8 high functioning classrooms. It is aligned with the curriculum frameworks and is an online 21st century curriculum that guides students in rich scientific discourse through modeling, questioning, and interactive activities. The Mini School has also invested in Benchmark Curriculum to help support the History and Social Science curriculum. This is for emerging, early and fluent readers. Other online curriculum resources that the Mini School uses across the classrooms are Flocabulary, an online, fun engaging and musical way to learn vocabulary across the content area. This year the Mini School is using i-Ready for appropriate students, which is a comprehensive assessment and instruction program that empowers educators with the resources they need to help the students. This also helps in developing differentiated instruction for the students. It helps in assisting the teachers to determine grade level proficiency based on state and national standards. The Mini School also used McGraw Hill Social Studies curriculum. For the 2020-2021 school year hard copies of texts were used and we now have access to the online version as well. The Mini School also started to implement the ACE program in the youngest classroom as a pilot with the hope of future expansion. ACE is an ABA software system that allows you to run ABA based programs in all areas of the curriculum and social learning. This is evidence-based instruction to help the learner improve efficiency and maximize learning.

DEMOGRAPHIC DATA

Delineation of Mini School Staff

| Position | FTE |
|----------------------------|------------|
| Program Director | 1.0 |
| Assistant Program Director | 1.0 |
| Teachers | 10.0 |

| | |
|------------------------------|-------|
| Clinician | 1.0 |
| Behavior Specialist | .43 |
| Occupational Therapists (2) | 1.43 |
| OT Assistants (1) | .60 |
| Physical Therapist | .07 |
| Speech Therapists | 2.5 |
| Adaptive PE Teacher | .84 |
| Nurses | 1.38 |
| Paraprofessionals | 21.0 |
| Substitute Paraprofessionals | 4.0 |
| Total: | 45.25 |

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

Mini School curriculum emphasizes language based programming, positive behavior management techniques, social skills training and acquisition of functional life skills. Instructional methods include prompt hierarchies, systematic instruction, task analysis, incidental teaching and discrete trial training. Emphasis is also placed on the acquisition of academic skills: reading, English Language Arts, mathematics, social studies and science. Students learn at their developmental level following the Curriculum Frameworks. Students are assessed for MCAS each year by either standardized testing or by portfolio assessment at their chronological grade level according to the state model. The three Mini School high school classrooms and one middle school classroom focuses on transitional skills to include vocational training, functional academics, life skills, social skills and communication. The students at the high school have vocational opportunities within the classroom, school environment and the community. Due to Covid-19, the 2020-2021 school year focus was incorporating community and vocational skills to be learned in the classroom through a variety of methodologies.

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. At the Jacobs Elementary School, the Mini School uses an extra classroom space for de-escalation and sensory needs. In using the Zones of Regulation curriculum the room is designed to help students that enter the

Yellow Zone (starting or feeling like losing control) and Red Zone (lost control, dangerous behaviors). Since using this intervention we have seen a decrease in maladaptive behaviors and an increase of students using tools to help regulate their behavior and return to the classroom which is the Green Zone (ready to learn). The Mini School uses a computer system, *Educata* for purposes of data collection, analyzing and interpreting, as well as fulfilling the reporting requirements of DESE for physical intervention and behavior support strategies.

During the 2020-2021 the Department of Elementary and Secondary Education made some modifications to the MCAS requirements and testing schedules. At the Mini School, 16 students participated in standard MCAS for grades 3-8 with accommodations. The Mini School uses Computer Based Testing for grades 3-8. The students all have chrome books that they used throughout the school year. Twenty-two 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. Results were in the 'progressing' category in most subject areas with some "emerging" scores in the area of writing.

During the 2020-2021 school year, the youngest Mini School students (grades K-5) attended school in five classrooms at the Jacobs Elementary School in Hull. Mini School teachers use many strategies and accommodations to help our young students develop the prerequisite skills needed to learn. In order to be able to sit and attend, sensory input and schedules are provided throughout the school day. Positive reinforcement programs, visual schedules, timers, topic boards and social stories help organize the students' day, as well as remind them of classroom expectations. Mathematics is taught using Touch Math (a program geared towards visual learners) as well as the Saxon Math program. English Language Arts is taught through a guided reading program, Edmark Reading Program, and Read Naturally Live as well as instruction in phonics and spelling programs.

Two middle school classrooms are located at the Memorial Middle school in Hull. Students at this age continue their academic learning as well as beginning instruction in pre-vocational and functional life skills.

Planning for transition to adulthood is a major component of the curriculum for our high school students. During the 2020-2021 school year, we had two classrooms located at Hull High School as well as the classroom from Randolph High School that moved there for one year during Covid-19. 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. During Covid-19, a lot of the vocational sites had to cease for safety reasons, but prior to Covid-19, students have worked with job coaches at Papa Gino's, Community Center, Senior Elder Services, Holly Hill Farm, Salt Water Diner as well as Well Spring. We also work with the Meals on Wheels program through Cohasset and Randolph elder affairs. Students at Hull High School operated a school store. Community and social experiences are an integral part of the high school curriculum. Students would go to the Hanover YMCA two afternoons a week and use the fitness rooms in the school. Our Randolph students attend the YMCA in Stoughton once a week and

focus on activities of daily living within a kitchen as well as fitness and health. Community based experiences to stores, restaurants, bowling, etc. happen on a weekly basis. During this time, we have kept our communication with these sites so that when restrictions are lifted they can resume. Vocational jobs and community outings were supplemented with synchronous and asynchronous vocational and life skills training.

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 2021

Quest Mission Statement

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

Description of Program, Student Population and Staff:

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

Our **student population** continues to grow and diversify. The majority of our students' primary disability is Emotional. We are also serving students with significant learning disabilities as well as students on the autism spectrum. Quest students have a variety of mental health diagnoses. A significant portion of the student population carries attention deficit hyperactivity disorder as a primary or secondary diagnosis. Anxiety disorders (trauma related disorders, generalized anxiety disorder, school phobia, and obsessive compulsive disorder) as well as mood disorders (bipolar disorder, depression and disruptive mood dysregulation disorder) comprise other prevalent disorders. These disorders, along with diagnosed specific learning disabilities, make learning a challenge for the majority of our students. During the 2015-2016 school year, we expanded the program to also provide programming for students with more severe special needs who have concurrent social skills and mental health challenges. Providing programming for this very specialized population has allowed the program to expand and support an additional 10 to 15 students each year. Many students referred to the Quest Program struggle to attend school on a daily basis. Once in school, the inability to remain focused combined with mood lability and/or weak social skills make academic progress a daily struggle for many of our students. It is only with comprehensive academic, behavioral, and therapeutic support that our students are able to make progress toward their IEP goals. The program integrates an evidenced based multisensory academic curriculum which has been aligned with the Massachusetts Curriculum Frameworks. Where needed, students are also provided with a functional, remedial curriculum in 1:1 and/or small group settings.

The Quest Program continued to have 11 classrooms during the 2020-2021 school year. Eight classrooms are traditional Quest classrooms and three of the classrooms continue to be a joint venture with the SSEC Community School. These classrooms, given the name AIM (Achieve, Inspire, Motivate), are designed to meet the needs of students that required the therapeutic and behavioral support of the Quest Program but required modifications to the academic programming and social skills instruction typical of a Quest classroom. In these areas, the students require programming more similar to what was available at the Community School. In conjunction with the Community School, the three AIM classrooms served 30 students (13 enrolled in the Quest Program) over the course of the school year. The classrooms are led by a Special Education teacher with the support of 3 or more

paraprofessionals in each classroom. A full time licensed social worker works with all students in these three AIM classrooms to provide counseling and social skills instruction. This social worker is a part of the Quest clinical team and is supervised by a licensed social worker working in the Quest Program. Further support was provided by Occupational Therapists, Physical Therapists and Speech Language Pathologists from the Community School as well as Reading Teachers from the Quest Program. The classrooms accessed both the Quest Art teacher and the APE teacher from the Community School. Behavioral support was provided by both programs as needed. Students in the AIM room were able to participate in electives and activities with the Quest Program and the Community School. In previous years, students were also able to access the therapy pool, sailing and horseback riding programs through the Community School. Some of these activities were placed on hold due to the COVID 19 pandemic but we hope for students to access them again in the future. Staff continue to learn the best ways to work together to serve this diverse group of learners. These classrooms are truly a part of both the Community and Quest Programs. Most importantly, SSEC continues to be able to meet the needs of 30 students with challenging and unique needs. Without the continued growth of the AIM classrooms, it is likely these students would have had to travel farther from home to attend school daily. The AIM classrooms provide a model for collaboration and flexible programming designed to meet the changing needs of our students and sending districts. Given the success of this classroom, AIM expanded to include a fourth classroom serving high school students for the 2018-2019 school year. These students were able to join in activities and services with the other AIM classes and access instruction and programming appropriate for their age and developmental level.

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

Due to the COVID 19 pandemic, there were some changes made this school year regarding **program staff and service**. For the 2020-2021 school year our staff included: 12 full time certified special education teachers, 3 student teachers, a full time APE/Health teacher shared with 1 program, a full time Art teacher shared with 3 programs, 18 classroom aides, 1 full time and 2 part time reading teachers, 6 full time school based clinicians, 1 clinical psychology intern, 1 social work intern, 1 part time behaviorist, 1 full time and 2 part time occupational therapists, 1 full time and 2 part time speech and language therapists, a part time physical therapist, a full time administrative assistant and a part time assistive technology teacher. Quest also continued to access the services of a music therapist on a part time basis. The behavioral needs of the students were served by a behavioral team supervised by a Program Coordinator and comprised of 4 full time behavioral aides. Two full time school nurses, a clinical director, a food service director and 3 food service aides are shared with the other school programs in the building. Quest also shared one part time board certified child and adolescent psychiatrist with the other SSEC programs.

Program hours from September to June are 8:30am to 2:50pm Monday, Tuesday, Thursday and Friday. Every Wednesday, students are dismissed at 12:50pm. This provides time for

professional development and staff meetings. During the summer, Quest provides a 6-week extended school year program for those students whose IEP includes a longer school year to prevent substantial regression of previously learned skills. Students enrolled in the Quest AIM classrooms follow the Community Program schedule and calendar. Their program hours from September to June are 9:00am to 3:30pm daily. Two Mondays each month, students are dismissed at 12:00pm. Quest AIM students also have a 6-week extended school year program which runs Monday through Thursday, 9 am to 2:45 pm daily.

Program Development for the 2020-2021 School Year

The 2020-2021 school year was unlike any other in the history of the Quest Program. Following the school closure in the Spring of 2020, we were pleased to welcome staff and students back to the building for the Extended School Year (ESY) in July 2020. ESY was a hybrid program with students learning remotely for the majority of the time but coming into the building one day a week with their class. Some students came in person for occupational therapy and physical therapy services as well. Having students back on a limited basis allowed staff to build cleaning procedures, distancing and other needed precautions into their schedule. This time also allowed staff and students the opportunity to adjust to being back together after months apart.

COVID 19 Programmatic Adjustments

SSEC then prepared to welcome students back fully in person for the start of the 2020-2021 school year. Like many schools in Massachusetts, SSEC utilized 10 professional days at the start of the school year to prepare the school and the staff to welcome students back in person. Staff completed trainings on use of personal protective equipment (PPE), data collection, use of the Google Classroom and other technology, and cleaning and distancing protocols. Staff also made significant adjustments to their classrooms to allow for distancing and to make cleaning easier throughout the day. Materials were arranged to allow students to have their own items, shared materials not easily cleaned were placed in storage and schedules were changed to minimize the contact between cohorts of students. Class size was adjusted if needed to allow for a 6 foot distance between each person in the classroom and the K-2 Quest class was divided up into two smaller groups in two separate classrooms to allow for distancing. Air purifiers were used in all offices that did not have windows.

During the 2020-2021 school year, students were kept in cohorts throughout the school day. Breakfast and lunch were delivered to the classrooms and students were not allowed to travel through other programs unless absolutely necessary. Related service providers built cleaning time into their schedule as they were servicing students in person in different cohorts. Art and music were provided remotely for much of the year. Physical education was provided in person one time per week. These changes significantly limited the planning time available to teachers and made it challenging for the students as they were in the classroom for most of the week. Staff provided multiple opportunities for motor breaks and mask breaks throughout the day.

During the ten professional days and throughout the year, teachers and therapists were asked to be prepared to deliver instruction and services in-person, remotely or a hybrid of

the two. SSEC was open for full in-person instruction throughout the year and most students attended in person. Some parents chose to keep their students home and utilized remote instruction and some students attended using a hybrid of remote and in-person instruction. Teachers with students learning remotely had the daily challenge of engaging and managing the students in their classroom as well as the students at home. This included providing instruction in all content areas as well as tracking attendance, participation and progress on IEP goals for all students.

Due to potential exposure to COVID 19, as well as parent choice, teachers often did not know which students would be present in person and which students would be attending remotely. Also, when an exposure occurred at school, an entire cohort had to learn remotely for up to two weeks with little to no preparation time for the teacher. Teachers put together bags with supplies and materials and updated these bags throughout the year in the event that a student, or their entire class, would have to pivot from in-person to remote learning. During the school year, some Quest cohorts had to utilize remote learning due to positive cases of COVID 19 and the entire program moved to the remote model for seven days in December due to transmission of COVID 19 in the school. Remote learning plans were developed for all students and updated throughout the year. As noted above, attendance, participation, parent communication and IEP data was recorded for all students. SSEC administration and AT staff offered ongoing support and training to support the staff and students. Chromebooks were available to all students in school and were available to take home if needed. Most Team meetings were held virtually but in-person meetings were available at parent request. Despite the many challenges presented by the COVID 19 pandemic, the Quest Program was able to offer in person instruction and service delivery throughout the year to support student progress and learning.

Despite the challenges presented by the COVID 19 pandemic, the Quest Program continued to implement and expand upon the initiatives begun during previous years as well as implement new curriculum initiatives. The Quest Program maintained the expansion of the AIM classrooms as described above. We welcomed a new doctoral psychology intern, a social work intern and three student teachers. Stability in staffing and in programming allowed us to build on the positive changes implemented in previous years. We have continued to offer PE, art, music and instruction in assistive technology which has allowed us to create a more well-rounded education for Quest students.

Data Collection

In our ongoing effort to demonstrate efficacy in our program and to be compliant with DESE regulations, we have continued to devote considerable resources to data collection. More specifically, we continued to utilize the services of consultant Marc Hauser and his Educata system to track student behavior and we continued to use the Goal Seeker program as well. The Educata system allows the staff to track a wide variety of data and the program also helps to manage reporting requirements with regard to time out of class and physical intervention. Providing this data has allowed all disciplines (educators, therapists and behavioral staff) to tailor and to focus their approaches and interventions with our students. Goal Seeker was added as a way to more efficiently track IEP goals in the classroom. Each classroom started with one student entered in Goal Seeker to allow staff the opportunity to learn the program. This has also helped the paraprofessionals become more involved in goal development as they are frequently responsible for data collection.

Their input has helped the professional staff write goals that capture a student's area of need in a manner that can be efficiently tracked in the classroom throughout the IEP period. Staff are consistently using data collection measures in place when writing IEPs and gathering baseline data on proposed goals. Staff are also using this data during pod meetings and when developing and updating individual and classroom wide behavior support plans. In addition, at our IEP meetings we have been able to present collected data in a visually and readily understandable format for parents and district colleagues. 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 especially as we now work with students in varying modalities of instruction.

Classroom Pods

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

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

Behavioral System

Our behavior management system continues to be driven by Ross Greene's Collaborative Problem Solving approach to behavioral intervention. At Quest, we agree with Dr. Greene that "kids do well if they can". Staff works with students to understand their behavior so we can teach the skills needed for change. Our space for behavioral interventions includes 4 settling rooms, 2 quiet study rooms, a sensory room, a comfort room, an office shared by the Program Coordinator, Behavior Specialist and Milieu Clinician and an office for the behavioral aides. During the 2020-2021 school year, the comfort room was used as space for staff to doff and don PPE. 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.

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 5,433 times during the course of the year (2,796 sensory/motor breaks and 2,637 self-time outs). Students were able to take a teacher directed break within their classroom 1,446 times and required teacher directed time out of class 2,004 times during the 2020-2021 school year. In comparison to the data from the 2019-2020 school year, Quest students used fewer breaks with a decrease from 10,416 to 8,883 in total despite attending in school more days. The unique circumstances of the 2020-2021 school year, with students attending in-person and remotely, likely impacted the number and type of breaks used.

Although the overall number of breaks decreased, the pattern with regard to the type of breaks used has remained consistent over the past years. Motor/sensory breaks were the most frequent type of break, accounting for 35% of breaks in 18-19, 34% of breaks in 19-20 and 31% of breaks in 20-21. Teacher directed time out of class accounted for 21% of breaks over both 18-19 and 19-20 and 22% of breaks in 20-21. A positive trend in both 19-20 and 20-21 was the increase in self time outs or student directed breaks from class. In 18-19, students took 1,179 self-directed breaks which accounted for 14% of all breaks. During the 2019-2020 school year, they took 2,468 self-directed breaks, which was 24% of all breaks. This number increased again in 2020-2021 with students taking 2,637 self-directed breaks, which accounted for 29% of breaks. These numbers indicate that 60% of all breaks were students proactively taking space or a motor/sensory break. While staff do prompt and encourage students to use these breaks this trend, when considered with the restraint data, speaks to the significance of positive behavior supports. It is also important to note that a part time behaviorist and an additional clinician were added to the milieu last year and continue to be important to the Quest behavioral management system.

The Quest Program also continued to benefit from the training and implementation of NAPPI, Int which changed their name to WELLE over the course of the 2019-2020 school year. NAPPI had stood for Non-Aggressive Psychological and Physical Intervention while WELLE is not an acronym. The primary reason the collaborative utilizes WELLE is that their program's physical interventions are safer for students and staff. This program also provides significant staff training in de-escalation and psychological intervention. The implementation of WELLE, along with minimal turnover of the program's behavioral staff, has continued to help us be judicious with the use of physical restraint in the Quest Program. During the 2019-2020 school year, which was abbreviated due to the COVID 19 shut down, Quest had 177 instances of physical intervention. During the 2020-2021 school year, there were 124 instances that required physical intervention. Similar to past years, a small percentage of students accounts for all of the physical intervention. During this school year, 25 of the 82 students served in the Quest Program required physical intervention. From July 2019-March 2020, 29 students of 85 served required a physical intervention and 30 students required a hold during the 2018-2019 school year. As we continue to work on building positive behavior supports and reducing instances of physical intervention it is important to remember that, though it is a last resort, these interventions allow staff and students to remain safe at school. There are students who would not be able to remain at a public day school without this intervention as they learn the emotional regulation strategies they need to remain safe in school and the community.

In addition to weekly and monthly review of restraint data, Dr. Marc Hauser worked with program administrators and staff to analyze data trends. This helps to evaluate program

wide interventions as well as individual plans for the students frequently requiring physical intervention. Interventions utilized included increasing staffing ratios, completing FBAs and implementing behavior plans, consultations with our consulting psychiatrist and behaviorist for the school year. Reducing the need for physical restraint continues to be an important goal of the Quest Program even as we expand the program and service students increasing numbers of students with some of the most challenging behaviors.

Social Skills and Emotional Regulation Curriculum

As a program, we adopted the Social Thinking® Curriculum in 2010 and the language and concepts of the curriculum continue to be used program wide. The Social Thinking Curriculum was developed by Michelle Garcia Winner, a Speech and Language Pathologist, through her work with school age students on the autism spectrum. This curriculum, which is both evidence based and practice informed, is a social cognitive approach to social skills instruction designed to teach perspective taking and social thinking skills to students with a variety of social challenges. The goal is to help students better understand how their words and actions impact the thoughts and feelings of others around them making them better able to share space effectively with others. All Quest students have at least one direct instruction group based on this curriculum each week. Staff continued to receive regular training on Social Thinking both in the program and through trainings led by M.G. Winner and her staff. The Quest Speech and Language pathologist continues to incorporate Social Thinking measures into formal and informal assessments of students, better allowing us to assess this important aspect of communication often missed in standardized assessment tools. The SLP also completed a week long in depth training in Social Thinking in the fall of 2018 furthering her skills in assessment and intervention using Social Thinking. The behavioral staff continues to use Social Behavior Maps to guide processing of behavioral incidents with students. Throughout the program, students are learning to match the size of their reaction to the size of the problem. In addition, weekly planning time is built into the schedule to allow time for the clinicians, speech and language pathologist, occupational therapist, and classroom staff to plan cohesive group lessons. This time has allowed staff to create a bank of lessons that have been used successfully. Social Thinking group lessons are also discussed in pod meetings and both teaching and behavioral staff continue to participate in classroom groups. Social Thinking is not only taught during classroom groups, it is being taught and reinforced by all staff throughout the school day. Clinicians in the middle school classrooms also utilize other cognitive therapy approaches, including Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT) and mindfulness strategies in conjunction with Social Thinking. All staff were trained in the Calm Classroom mindfulness program in March 2019. These strategies were piloted in the Quest and AIM classrooms throughout the end of the year of the 18-19 school year and continue to be implemented throughout the program. All of these evidence based approaches teach students to be mindful of the cognitive processes driving their social interactions and emotional experiences.

Responsive Classroom

In July 2015, the Quest teachers, clinicians and SLP participated in week long training in the Responsive Classroom method. The Responsive Classroom website describes this as an approach to 'teaching (which) emphasizes academic, social, and emotional growth in a strong school community. This approach stresses that how children learn is as important as what they learn, and that academic success is inextricably tied to building social-emotional competencies. This approach provides K-8 educators with practical training and resources

to help create safe and joyful classrooms and schools where children can thrive.’ All of the Quest classrooms continue to incorporate the Responsive Classroom methods. There is a morning message posted in each class and, at 9 AM daily, each class holds a Morning Meeting. The clinicians and SLP frequently co-lead these meetings and use the activity to reinforce previously taught Social Thinking lessons. 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. The structure and routine provided by morning meetings and Social Thinking groups proved invaluable when the Quest Program pivoted to remote learning. The components of both of these, along with the Responsive Classroom closing circle, allowed teachers to use a similar structure, format and language to start and end the school day while providing instruction in a new modality.

Bullying Prevention and Intervention Plan

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

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

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

Student Activities & Learning

Quest teachers continued to present lessons that integrated functional, remedial and grade level academic curriculum which has been aligned with the Massachusetts Curriculum Frameworks. 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 APE teacher led all gym classes.

Due to the COVID-19 pandemic, we were unable to hold our Annual Open House in September or our annual Thanksgiving Feast in November. Field trips, Field Day and on site demonstrations were also cancelled due to the COVID-19 pandemic. Field Day was rescheduled and held during ESY 2021 and we are hopeful to incorporate field trips and more community based activities in the future.

This year's graduation of 7 eighth grade students was held in person with consultation from the nursing staff on protocols and distancing. Students from the Quest and AIM classes participated in the graduation ceremony, many of them reading speeches they had written. Graduation is always a wonderful opportunity to reflect on the progress of our students. This year was especially meaningful as it was the first time many parents had visited the school in over a year. It was wonderful to celebrate our graduating students in person.

Quest continued our relationship with Holly Hill Farm this year. Visits with a farmer from Holly Hill were on hold for much of the year, but we were able to start the outside visits again in the spring. Holly Hill visits to help our 1st, 2nd, and 3rd graders plant their own garden and learn how to compost. These are just some of the learning opportunities and activities that were available to Quest students.

Curriculum

Instruction in the Quest Program follows the MA Curriculum Frameworks for all subject areas. Given that all classrooms are self-contained and students are coming from more than 20 districts, planning lessons that are appropriately rigorous and differentiated at the same time can be challenging for the teaching staff. To support the teachers in their planning and instruction, the Director of Student Services continued to support teachers in implementing Math, ELA and Science/Technology curriculum that meet the needs of the majority of our students. All classrooms used Pearson's Social Studies curriculum which is aligned with the updated Massachusetts frameworks. Middle school teachers continued to use Carnegie Math as well as the online component Mathia. Elementary school teachers continued to have access to the Panorama science curriculum which has been created by National Geographic. This program has the tools to differentiate for all students, including English Learners, built in. Also provided to the elementary teachers is the REACH for Reading program to teach ELA through science content and is also produced by National Geographic. Middle school teachers also are accessing the Benchmark curriculum for science and social studies. These materials present the content into manageable parts and the texts look like magazines and graphic novels. In addition to these initiatives, teachers used many online programs, such as IXL, Mystery Science and Readworks, to support students learning in school and remotely.

Summer Program:

The 2020 Summer Program was presented in a hybrid format as described above with 53 students enrolled. This number was lower than in years past so we had a total of 8 classrooms (5 in Quest, 3 in AIM) for ESY 2020. Academic content was primarily provided remotely with students reviewing skills they had learned the previous school year. Counseling, social skills and reading instruction was also provided remotely. Students attended in person one or two afternoons a week to receive occupational and physical therapy in person as well as to spend a few hours with their teachers and a small group of peers. Teachers planned hands on activities and other projects that had been put on hold due to remote learning. We were also able to provide school lunches for students and send home food weekly to families in need. In home behavioral services also resumed during ESY 2020 after being provided remotely during the spring. Having students in person for ESY 2020 helped the program be more prepared to welcome students back fully in person for the fall of 2020.

Home and Community Involvement:

This year we continued to place an emphasis on parent involvement. Daily communication was provided between home and school. Some teachers used a communication log while others used digital formats such as the Goggle Classroom. Regardless of modality, parents were asked to acknowledge the communication daily to strengthen the connection between home and school. Classroom pod members also had weekly phone or email contact with parents. This enabled us to share positive accomplishments with parents on a regular basis as well as to quickly address concerns. In addition, families were included in the graduation as described above. The program behaviorist was also able to complete home/school FBAs and in home consultation for those students whose team determined required the service. Quest counselors also continue to work closely with community based providers working with our students.

Outreach Initiative

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

Technology

The Quest Program, in line with the SSEC Strategic Plan, continues to be dedicated to increasing the availability and usability of both assistive and instructional technology for students and staff. Each professional staff member has been given an iPad, Chromebook or laptop to use for instruction, data collection and accessing teach point and working on the DESE teacher evaluation. Students continue to use iPads, laptops and Chromebooks to support their learning. All Quest students have access to a Chromebook in their classroom throughout the school day. Having 1:1 devices has allowed students to utilize assistive technology, such as Clicker 7 and Read, Write, Google, to help them access the curriculum. Students receive direct instruction from an Assistive Technology teacher weekly in their classrooms to learn how these tools can be used to access their schoolwork. In the spring, students have typically then used their devices to take the next generation MCAS on the device they have been using throughout the school year. Each Quest classroom continues to have an interactive white board with at least two desktop computers and there are laptops available that can be signed out for student and staff use. Teachers continue to have access to an Instructional Technology consultant who was available to provide 1:1 support and training to teachers. Members of the Tech Team also provided training in available technology to interested staff members.

SSEC continued to loan Chromebooks to any student or staff member who needed a device to remain engaged in remote learning due to COVID 19. Teachers utilized the google classroom as well as other google extensions, IXL, brainpop and the online portion of the curriculum programs as they planned their lessons to be delivered remotely or in person depending on the changing needs of their students.

Quest School Handbook:

A school handbook was revised before school reopened in the fall of 2020. It was received positively by parents/guardians as well as staff and students. When home and school join efforts to create a safe environment that fosters academic and emotional growth, while providing care and support, each student can be successful. Close communication and clear, consistent guidelines are key to the process and are the prime reasons for the handbook. The handbook is attached to this report.

Year in Summary

In total, the Quest Program serviced 82 students this school year. We began the school year with 66 students and ended the year with 74 students. The 82 students that we serviced came from a total of 28 different school districts.

We serviced 6 S.T.A.R.T.S. students, providing them with an extended evaluation. Five of the students remained at the Quest Program for part or all of the remainder of the school year. One student required a more restrictive placement following the extended evaluation period.

During the 2020-2021 school year, 4 students left after ESY. Three moved to their high school programs as they had graduated from grade 8 the previous spring and one returned to his sending school district. Over the course of the year, 1 student returned to their sending district and one student required a more restrictive setting. In June we graduated 7 grade 8 students. Of the 7 students, 5 students moved to a South Shore Educational Collaborative high school program. Three will attend South Shore High School and two will attend the Careers High School. One student will return to their sending district for high school and one required a more restrictive school setting. At the end of the school year, two other students also returned to their sending district for a total of 4 over the course of the school year. Quest also transferred 3 students to the South Shore High School grade 8 Bridge classroom for the start of the 2021-2022 year. Two students moved on from the Quest Program to a more restrictive setting for the upcoming school year.

Quest enrollment remained steady over the course of the school year. The enrollment was at capacity by the end of the school year. Quest began the 2021-2022 school year with 64 students.

Despite the challenges presented by the COVID-19, SSEC and the Quest Program continued to provide high quality instruction and services to students in a safe and supportive school setting.

South Shore High School Annual Report 2020-2021

Program Description

South Shore High School (SSHS) is a public therapeutic day school within the South Shore Educational Collaborative. SSHS is designed to support students with significant social and emotional challenges in a small, therapeutic environment in order to promote academic, social, and emotional success and well-being. South Shore High School services students in grades 8-12 in a highly structured environment with low student to staff ratios allowing for the ability to provide intensive support and consistency in a safe learning environment.

Student Population

The majority of students referred to SSHS have been identified as having an emotional disability via their Individualized Education Plan (IEP). In addition, SSHS services students with specific learning disabilities, high functioning autism spectrum disorder (ASD), and social pragmatics difficulties. Students are mainly of solidly average cognitive ability, some slightly above and some slightly below. Students tend to be treated for diagnoses that include, but are not limited to, attention deficit hyperactivity disorder (ADHD), anxiety disorders (post-traumatic stress disorder, generalized anxiety disorder, obsessive compulsive disorder) and mood disorders (depression, bipolar disorder, disruptive mood dysregulation disorder). Many students referred to South Shore High School have a history of absenteeism due to multiple psychiatric inpatient hospital stays, short term acute care stays, and school avoidance. Many students have a history of trauma and disrupted home-life and caretaker consistency. Most students receive treatment supports outside of school including individual therapy, family therapy, therapeutic case management, psychiatric/medication management, in home behavioral consultation, and agency involvement (DCF, DMH). SSHS has a strong population of students that also identify as LGBTQ.

Monthly Enrollment

(SSHS students/ Bridge Classroom Students/STARTS Evaluation Students)

| | | | |
|-----------|----|-----------|-----------|
| Sept. '20 | 46 | +3 Bridge | +1 STARTS |
| Oct. '20 | 45 | +3 Bridge | |
| Nov. '20 | 46 | +3 Bridge | |
| Dec. '20 | 46 | +3 Bridge | +1 STARTS |
| Jan. '21 | 48 | +3 Bridge | +1 STARTS |
| Feb. '21 | 50 | +3 Bridge | |
| March '21 | 52 | +4 Bridge | |
| April '21 | 52 | +5 Bridge | |
| May '21 | 55 | +5 Bridge | +1 STARTS |
| June '21 | 55 | +5 Bridge | +1 STARTS |

South Shore High School had between 46 and 55 students enrolled between September and June of the 2020-2021 school year. In addition, SSHS was able to accommodate 3 students for a STARTS extended evaluation. Of the 55 students present through the end of the school year, *South Shore High School successfully graduated 10 seniors*. All seniors were able to meet the credit and course requirements of their sending districts and meet all MCAS graduation requirements. SSHS was able to creatively plan for an off-site graduation ceremony in keeping with Covid-19 protocols. The graduating class of 2021, their families, SSHS staff, and our Executive Director were able to celebrate in a meaningful ceremony at The Hingham Community Center. In addition to the success of graduating seniors, *SSHS successfully returned three students to their sending district*.

Program Staff

During the 2020-2021 school year, South Shore High School operated 8 classrooms led by a special education teacher and supported by paraprofessionals. One of the 8 classrooms, our Bridge Classroom, is a transition classroom for students primarily in the 8th grade who demonstrate some readiness to gain an introduction to a high school model. Students in the Bridge Classroom remain in a self-contained classroom with access to high school aged peer role models, teaching staff, clinicians, and related service providers to support their successful transition to high school. In addition to teachers and paraprofessionals, SSHS staff included 3 clinical social workers, a milieu coordinator, a part-time speech and language pathologist, part-time occupational therapist, part-time reading specialist, and two part-time transition specialists. In addition, SSHS added a .5 BCBA position to the program. The program is also supported by SSEC program nurses, our program secretary, the SSEC Clinical Director, Tim Handorf and the SSEC contracted psychiatric consultant, Dr. Jeff Turley.

Academic Structure

Students at SSHS are assigned courses designed to meet the graduation requirements from their sending school district. Upon graduation, students receive an official transcript and diploma from their sending school district. Classroom instruction is differentiated to meet the needs of diverse learners in order to ensure the academic success of all students. Class sizes remained at 8 students or less to provide for maximum instructional and social/emotional support. With the exception of our Bridge classroom, the majority of students change classes each period per subject matter. SSHS follows the Massachusetts Curriculum Frameworks. In addition to the standard classes that SSHS offers, SSEC has a contractual arrangement with an online learning platform called Fuel Education. Students are offered the opportunity to take a Fuel Ed course through independent study classes with support from a SSHS teacher that acts as a liaison with Fuel Education to monitor their progress and offer any support if needed. Fuel Ed offers a robust course choice to supplement and enhance student transcripts, to provide students the opportunity to pursue a particular academic interest, and to support college readiness and competitiveness in the college application process. With the support of our transition specialists, students in primarily the 12th and at times 11th grade may take a dual enrollment course at a local community college. SSHS is a PSAT and SAT approved testing site for our students.

Clinical Support and Counseling

For the 2020-2021 school year, SSHS had three full-time clinical social workers. In addition, the program has support from a clinical director and psychiatric consultant. SSHS is a trauma informed school. Principles of Solution Focused Narrative Therapy, Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), and Collaborative Problem Solving (CPS) are used in the counseling work with students. In addition, SSHS clinicians write all of the social emotional IEP goals, collect data on goals, and report on IEP goal progress four times per year. Clinicians meet twice weekly for advanced case consultation and discussion; once with the clinical director and program director and once in a weekly psychoeducational seminar run by Dr. Jeff Turley, the program's psychiatric consultant. Clinicians provide significant home to school communication to support families and caretakers and act as a liaison to outside treatment providers per parent request and consent. The primary focus of counseling at SSHS is to assist students in countering the problems that have had a negative impact on their academic, social, and emotional success through accurate problem identification and the development of healthy, effective coping strategies. To support in the moment crisis assessment and intervention, SSHS utilizes an on call clinician schedule at all times throughout the school day.

Transition Services

SSHS has a part-time Transition Specialist and a part time Transition Assistant that meet with all students to develop solid transition plans (TPF) for every student turning 14 or older. The transition staff works with all students to assist them in:

- Self-advocacy (understanding their IEP's, their disability area, their accommodations, their strengths and weaknesses as learners)
- Vocational skills (establishing onsite vocational opportunities, off site internship sites, resume writing, mock interviewing, employment applications, assessment of vocational skills with the Workplace Soft Skills rubric)
- Career/Trade identification (online research tools, O*Net Interest Profiler)
- College identification and readiness (scheduling PSAT and SAT testing, college search engines, college tours, assistance with signing up for and supporting dual enrollment classes at the community college level, attending college fairs)
- Establishing connections with adult support agencies (completing direct referrals to the Massachusetts Rehabilitation Commission, attending meetings with student and MRC case managers, supporting the Pre-ETS pre-employment transition skills program through Tempus Unlimited)
- Establishing community service experiences (both onsite experiences and offsite experiences to meet sending district community service requirements or per student interest)

During the 2020-2021 school year, SSHS students were unable to attend the variety of on and off site vocational and academic opportunities typically offered due to Covid -19 protocols. Our transition specialists continued to support students in taking college level classes at Quincy Community College and Massasoit Community College remotely. Transition staff also coordinated tours at local colleges, college fair nights, informational sessions with trade schools, and informational sessions with Job Corps in a remote fashion. In previous years, students attended onsite vocational opportunities in our industrial

kitchen, in our Greenhouse, working with younger students in our Quest Program, and working with multi-handicapped students in our Community Program; as well as off-site internships at Old Navy, Boston Bowl, and Bolt Depot.

Related Services

Speech and language supports are provided for students with identified speech and language needs and social pragmatics needs on their individualized education plan. Most of the students requiring speech and language supports at SSHS are students with identified weaknesses in social skills and social pragmatics. Our speech and language pathologist provides small group sessions to improve students' social-verbal interactions, perspective taking, and conversational skills following the Social Thinking Curriculum developed by Michelle Garcia Winner. All students in our Bridge classroom receive a social skills group co-lead with teaching staff to support carry over of skills and promote improved social interactions.

Occupational Therapy supports are provided for students with identified executive functioning deficits, sensory integration deficits, and sensory regulation needs. The occupational therapist works directly with students on understanding their sensory profile and sensory needs, creating motor break schedules when needed. The occupational therapist meets with students individual and in small groups.

Reading Support is provided for those students with an identified reading disability on their individualized education plan. The SSHS reading specialist meets with students individually to support improved reading skills and improved access to their curriculum.

Data Collection Methods

Staff continued to work with our data consultant, Marc Hauser to collect data, track progress, and use the data to make informed program decisions and individual student interventions. The data team used two platforms, Educata and Goal Seeker. The Educata platform was able to collect data throughout each day on any time off learning, a key indicator in determining successful outcomes and a student's ability to return to their sending district. Goal Seeker was utilized to collect individual student data for both IEP goals and clinical counseling goals. In addition, data was taken on class participation, teacher redirections, and teacher prompts. Data informed decision making was utilized for programmatic interventions and student interventions and discussed at TEAM meetings and shared with parents.

Program in Review 2020-2021

Covid-19 School Protocols: As with all other schools in the Commonwealth of Massachusetts, the 2020-2021 school year posed many unique challenges. Prior to the start of the school year, nursing staff provided staff trainings on safety/cleaning protocols, appropriate use of PPE, and applicable Covid 19 protocols. SSHS staff worked diligently to create a cohort and pod schedule that allowed for safe, 5 day a week in person learning. Those students requiring remote learning had access to the full schedule via livestreaming. Although only two students opted for a full remote schedule, this format allowed students and staff dealing with brief illnesses or Covid exposures to continue learning/teaching.

Weekly staff meetings, IEP meetings, clinical meetings and administrative leadership meetings occurred remotely. SSEC offered the services of Dr. Jeff Turley to any staff member, student, or parents of students that required additional psychiatric consultation or support to manage the stressors related to Covid-19.

Parent Involvement: Parents are encouraged to take an active role in their children's education. Successful outcomes occur most often when parents feel comfortable to share their expertise and unique knowledge of their child, partner in the process, and feel as though they have a trusting, mutually supportive relationship with SSHS. Parents have an understanding that they may request to speak to their child's teacher, clinician, related service provider, or program director whenever needed. SSHS held a virtual open house for parents in the fall of 2020. SSEC held virtual informational sessions for parents in each of its programs. A weekly email update to all parents with programmatic information and updates was provided.

Noteworthy Achievements:

- SSHS remained in person, 5 days per week all year without any Covid related shutdowns
- Despite the Covid-19 pandemic, SSHS successfully graduated all 10 seniors
- SSHS seniors were accepted and plan to attend the following colleges: Curry College, Springfield College, Landmark College, and Massasoit College.
- A meaningful in person graduation ceremony occurred at the Hingham Community Center in June of 2021.
- The SSHS Class of 2021 was able to plan and attend a Senior Class Field trip to The New England aquarium and Faneuil Hall via the MBTA Commuter Ferry.
- SSHS successfully returned three students to their sending school districts.
- Despite the previous year's Covid-19 related shutdown, SSHS met with significant ***MCAS success*** in the Spring of 2021. Of the sixteen 9th grade students that took the Biology portion, 13 met the MCAS Science graduation requirement. All 10th grade students that took the exam met the ELA and Math graduation requirement.
- Establishment of a February Vacation Tutoring program for those students in need of additional support to achieve passing grades and/or who fell significantly behind due to Covid related stressors.
- Addition of detailed mid- term warning reports with added "crunch" days prior to the close of the term for students to maximize opportunities to utilize staff support toward assignment completion.
- Despite the significant emotional and behavioral presentation of our population (including the dysregulation noted due to covid related lack of structure), significant staff training in WELLE (crisis prevention and intervention training) led to limited need for physical intervention (three incidents for the entirety of the school year) and minimal use of out of school suspensions (2 for the 2020/2021 school year).
- To improve and maintain parent communication and foster a sense of collaboration, a weekly parent email titled "The Wednesday Weekly" was initiated for the schoolyear containing key programmatic information, photos of special events, educational materials, and calendar events.

- To enhance a positive school culture and climate the following initiatives were started in the 2020-2021 school year:
 - Honor Roll Ice Cream Social each term for students receiving grades in the A/B range.
 - Spirit Week with class and individual participation prizes
 - March Madness Classroom Door Decorating Contest with prizes
 - Class of 2021 survey to officially choose SSHS Class Colors
 - Caps and Gowns ordered in school colors

SSHS Goals for the 2021-2022

In addition to the already established highly specialized and accomplished components of the program, South Shore High School will continue to evaluate and seek areas for continued growth and improvement, including the following:

- Continue to be responsive to member and non-member districts to provide comprehensive, highly effective programming for students with social and emotional challenges.
- To increase enrollment in order to support district needs and requests
- Continue to promote culture and climate through the development of a school logo
- Development of a Student Council to enhance student representation in programmatic decisions
- Continue to promote increased parent communication and involvement during Covid protocols via the use of weekly parent updates
- Continue to improve the efficacy of data collection and intervention
- Increase social/academic opportunities for students to the extent Covid protocols allow (resume students switching classes, resume having breaks and lunches in the larger recreation room, resume on campus college tours).
- Addition of a Physical Education teacher and resume P.E. classes
- Addition of a .6 clinician to support increased referrals
- Use of on-site consultant/professor to promote Critical Thinking skill development in teaching methods and student learning. All students/teachers will receive a half year elective entitled L.I.F.E.
 - L.I.F.E. is a class designed to engage students to Listen to each other, Interpret what others believe and do, Formulate powerful reasons and arguments for their decisions and actions, and Empathize with others, focusing on topics that they naturally care about. Each class will use short films, podcasts, provocative essays, television court cases, games, and civically-oriented projects to not only develop the core competencies that L.I.F.E. targets, but to ensure that students are thoroughly engaged, confident, and motivated to grow and contribute to topics that are central to human flourishing.

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

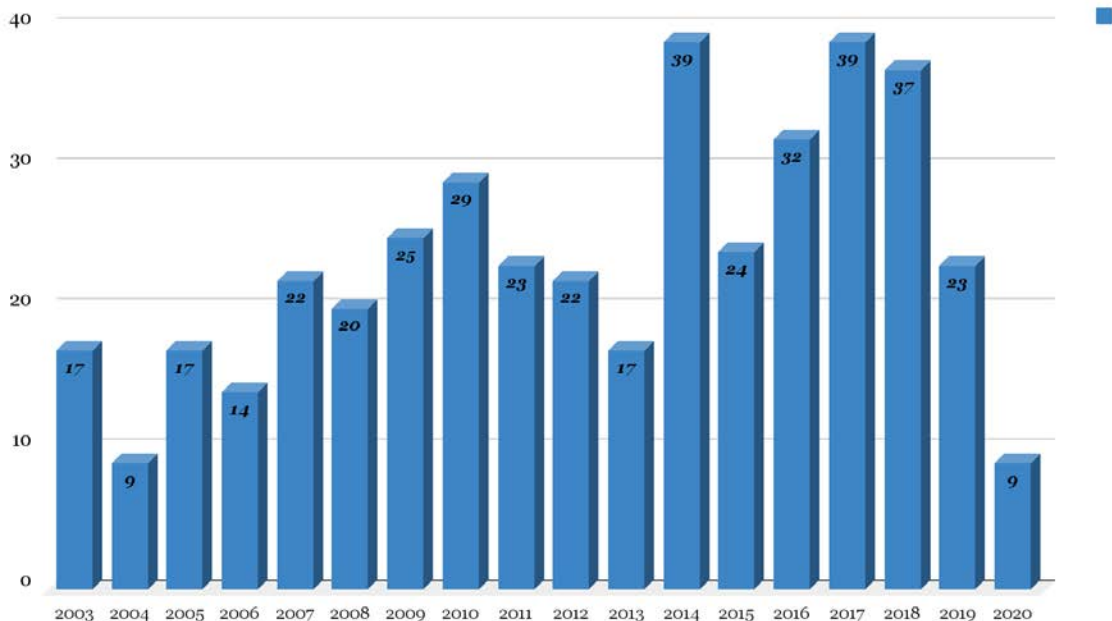
ANNUAL REPORT 2020-2021 Anne Rowland, Psy.D. Program Coordinator

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

S.T.A.R.T.S. (Short-Term Assessment and Return to School) is an Alternative Interim Educational Setting (A.I.E.S.) which provides an opportunity for extended evaluations utilizing educational, psychological and psychiatric assessment for students who are having serious difficulties in their school and require evaluation to better understand their challenging behavior and learning styles. It now accommodates students in grades K-12, for up to 40 school days, after which recommendations for future educational, social/emotional and psychiatric supports are made. For high school age students, STARTS students have been assessed while in small classrooms (8-10 students) within the South Shore High School (SSH) and the Careers High School (CHS). Elementary and middle school age students are assessed while in small classrooms (7-8 students) within the Quest Program or AIM classrooms (Quest/Community Program hybrid). Some students have been evaluated while in the Mini School at Hull's Jacob's Elementary School, or in the Community Program in Hingham. STARTS students participate in and have access to all the activities and learning that are provided for all students within each age-appropriate school. For example, opportunities for job interest exploration (Graphic Design, Greenhouse, 3-D Printing, Industrial Kitchen, AV) are available and are incorporated into the assessment. CHS and SSHS also offer two different types of classroom settings (self-contained and integrated), which allows for students with a greater range of needs and disabilities to come to SSEC for a STARTS assessment.

Table 1

STARTS ENROLLMENT 2003- 2020

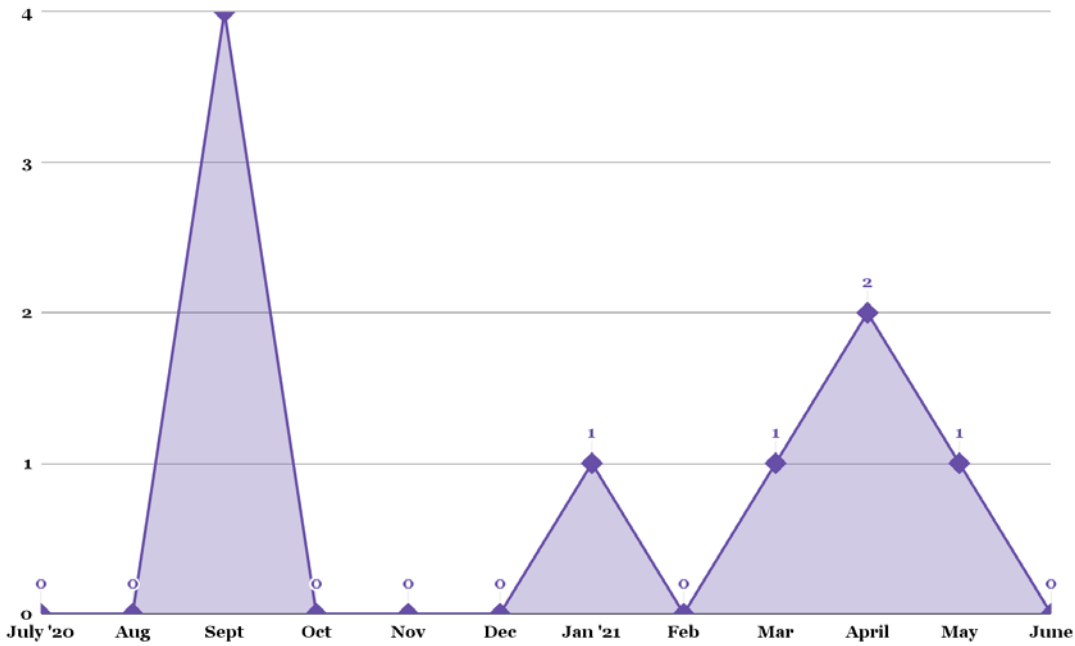


2020-2021 was the 18th operational year of STARTS. Whereas unique to last year was the COVID-19 pandemic and subsequent closing of school buildings from March 13 through the end of the school year, this year COVID-19 impacted STARTS differently. Enrollment for STARTS was significantly lower (9 students) in large part because so many districts were operating remotely so they did not have the in-school issues and behaviors that typically generate referrals. As seen in Table 1 above, enrollments over the years have fluctuated; the current average number of enrollments is 23; the current mode (most frequently occurring student enrollment number) is 17, which has occurred 3 times. 39, 23, 22 and 9 annual student enrollments have all occurred two times. And the current sum of the number of student enrollments over the last 18 years is 418.

Of the nine students enrolled in STARTS this year, four were males and five were females. This is the first time we had more females than males. Referrals came either from districts' mainstream classrooms or their alternative classrooms within mainstream buildings.

Two evaluations were completed within SSHS, six were completed in Quest, and one was completed within the CHS. This was the fifteenth year that a pre-doctoral psychology intern was placed at SSEC via Aspire Health Alliance (formerly South Shore Mental Health) APA internship program, and the second year that two interns were placed instead of one. This allowed STARTS to continue to assess more elementary age students for evaluation. Within Quest, the intern completed six evaluations. And within the two high schools, the intern completed three. This year there was no need to have other SSEC clinicians completing STARTS evaluations. Similarly, since there were fewer STARTS students this year, both the Quest intern (6) and the high schools intern (7) completed psychological and achievement testing (WAIS/WISC/WIAT) for students in need of their IEP mandated 3-year re-evaluation process. SSEC hired (hourly) a psychology intern from 2019-2020 to complete additional 3-year re-evaluation tests (26). SSEC has created a contracted position for testing for the 2021-2022 academic year.

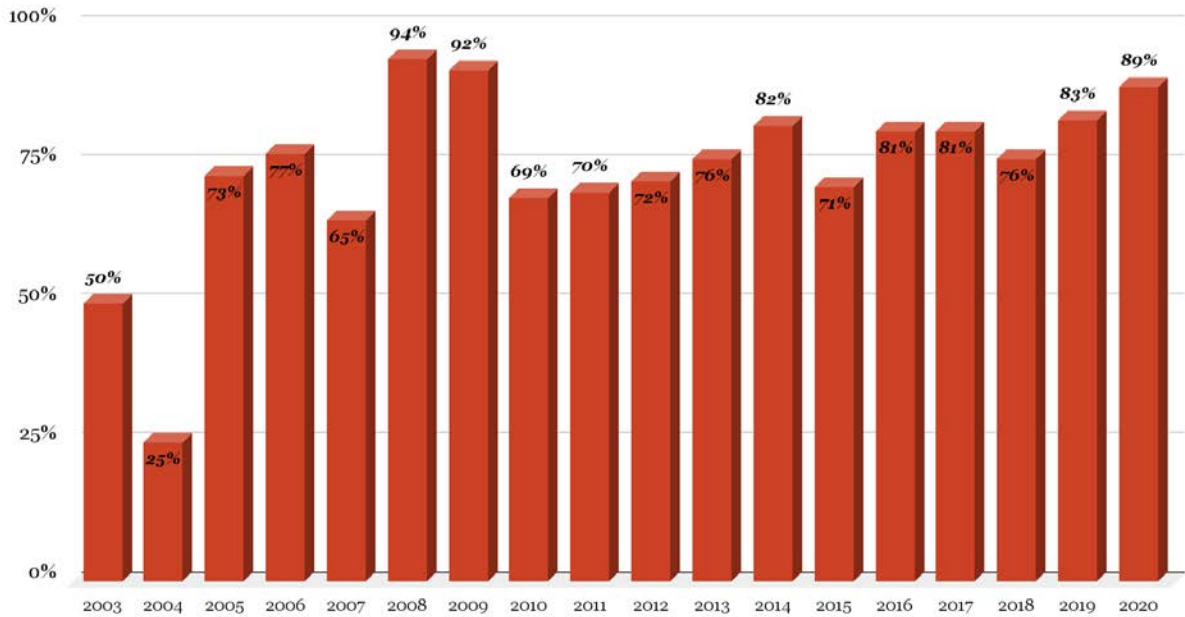
STARTS Number of Students Beginning Assessment by Month 2020-21



The Table 2 graph shows the number of STARTS students who began each month in order to give a more accurate visual of peak and ebb times of enrollments. The largest peak was mid-September when school began (two week delay due to COVID-19 DESE mandate).

Table 3

Percentage of Students Remaining in SSEC After STARTS

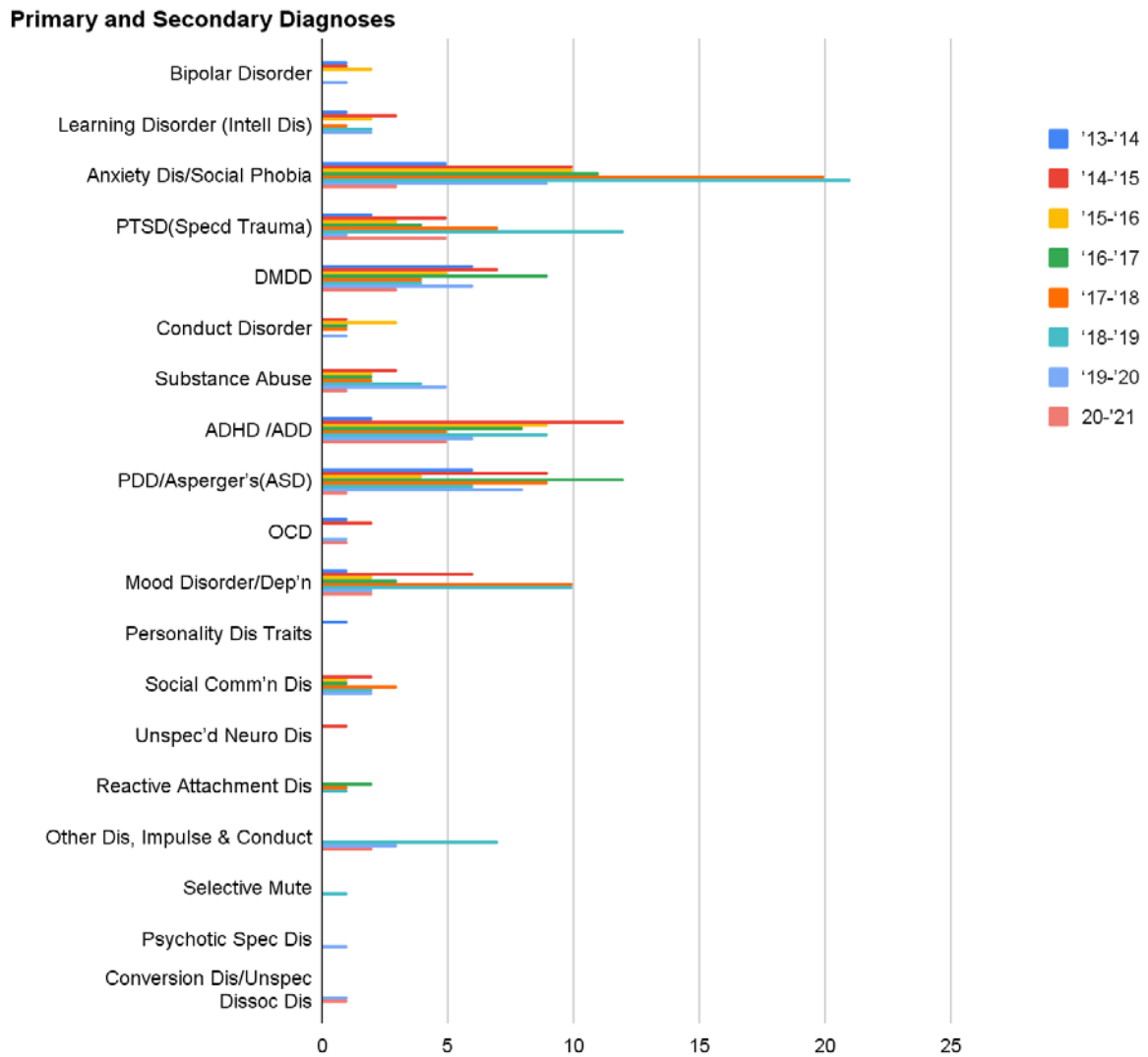


This year, 8 out of the 9 students remained at SSEC. One student required a higher level of care (residential school).

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, 81% remained in years fourteen and fifteen, 83% remained in SSEC programs after their STARTS evaluation in 2019-20, and 89% in 2020-2021.

Table 4
Primary and Secondary Diagnoses (DSM-V)

Number of Primary and Secondary Diagnoses by Year



| Number of Primary and Secondary Diagnoses by Year | | | | | | | | |
|----------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Primary and Secondary Diagnoses | '13-'14 | '14-'15 | '15-'16 | '16-'17 | '17-'18 | '18-'19 | '19-'20 | '20-'21 |
| Bipolar Disorder | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 0 |
| Learning Disorder (Intell Dis) | 1 | 3 | 2 | 0 | 1 | 2 | 2 | 0 |
| Anxiety Dis/Social Phobia | 5 | 10 | 10 | 11 | 20 | 21 | 9 | 3 |
| PTSD(Spec'd Trauma) | 2 | 5 | 3 | 4 | 7 | 12 | 1 | 5 |
| DMDD | 6 | 7 | 5 | 9 | 4 | 4 | 6 | 3 |
| Conduct Disorder | 0 | 1 | 3 | 1 | 1 | 0 | 1 | 0 |
| Substance Abuse | 0 | 3 | 2 | 2 | 2 | 4 | 5 | 1 |
| ADHD /ADD | 2 | 12 | 9 | 8 | 5 | 9 | 6 | 5 |
| PDD/Asperger's(ASD) | 6 | 9 | 4 | 12 | 9 | 6 | 8 | 1 |
| OCD | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 1 |
| Mood Disorder/Dep'n | 1 | 6 | 2 | 3 | 10 | 10 | 2 | 2 |
| Personality Dis Traits | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Social Comm'n Dis | n/a | 2 | 1 | 1 | 3 | 2 | 2 | 0 |
| Unspec'd Neuro Dis | n/a | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reactive Attachment Dis | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 0 |
| Other Dis, Impulse & Conduct | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 2 |
| Selective Mute | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Psychotic Spec Dis | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Conversion Dis/ Dissoc Dis | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |

The primary and secondary diagnoses are listed in the statistics chart (Table 4). All students presented with multiple diagnoses. Since most STARTS students receive an extensive psychiatric evaluation and diagnosis completed by Dr. Jeff Turley, there is consistency in the procedure. Of note is the APA's publication of the DSM-V, which includes changes in diagnostic categories in 2015-2016. During the 2020-2021 year, one can see there was an uptick in PTSD/Trauma (within both the high schools and elementary school), and a decrease in anxiety, substance abuse and ASD (Autism Spectrum Disorder).

Number of Students Enrolled by District by Year

| School District | '12-'13 | '13-'14 | '14-'15 | '15-'16 | '16-'17 | '17-'18 | '18-'19 | 19-'20 | 20-'21 |
|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|---------------|
| Abington | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 2 | 0 |
| Attleboro | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Avon | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Braintree | 4 | 1 | 3 | 2 | 6 | 4 | 6 | 3 | 1 |
| Bridge/Rayn | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| Canton | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| Carver | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Cohasset | 2 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 |
| Dennis | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Duxbury | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Easton | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 0 |
| East Bridgewater | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| Falmouth | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Foxboro Charter | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Foxboro Reg Dist | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Hanover | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Hingham | 1 | 0 | 4 | 2 | 1 | 4 | 1 | 1 | 0 |
| Holbrook | 1 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 |
| Holliston | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Hull | 1 | 2 | 5 | 5 | 4 | 2 | 2 | 0 | 1 |
| King Philip RSD | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Marshfield | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Milton | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 0 |
| Nantucket | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Needham | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| Norwell | 0 | 1 | 5 | 2 | 0 | 3 | 1 | 1 | 0 |
| Pembroke | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| Plymouth | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Quincy | 1 | 1 | 3 | 1 | 3 | 3 | 2 | 1 | 0 |
| Randolph | 1 | 0 | 1 | 0 | 1 | 0 | 3 | 0 | 0 |

| | | | | | | | | | |
|---------------------|---|---|---|---|---|---|---|---|---|
| Rising Tide Charter | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| Rockland | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 |
| Sandwich | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Scituate | 1 | 3 | 0 | 3 | 1 | 4 | 5 | 0 | 1 |
| Sharon | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Silver Lake RSD | 2 | 2 | 1 | 0 | 2 | 1 | 0 | 1 | 0 |
| South Shore VoT | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Stoughton | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Taunton | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Walpole | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 |
| Wareham | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Westwood | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| Weymouth | 1 | 3 | 6 | 0 | 5 | 3 | 4 | 0 | 1 |
| Whitman/Han | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |

STARTS OUTCOMES

Again this year, STARTS had multiple repeat enrollments from previous years from multiple districts, indicating a level of satisfaction through meeting these goals for the districts. Enrollments of students from *member* districts in the past three years ranged from 68% to 30% and to 44% this year. Evaluations were completed with students from two districts (Nantucket and Carver) who were new to the STARTS program.

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

The opportunity to integrate STARTS students into other SSEC programs enriches the assessment process and final product; the small team setting provides quick, frequent and thorough communication between staff, as well as creativity and flexibility of programming to meet the myriad needs of students and demands of districts. Additionally, immersion in other programs and utilizing multiple clinicians as evaluators enables STARTS to accept a greater range of students, thus more immediately meeting the needs of the districts.

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