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Annual Report

2016-2017



LABBB
Collaborative Programs



LABBB Collaborative

Central office: 36 Middlesex Turnpike

Bedford, MA. 01730

Tel. 339-222-5615 Fax. 781-290-4925

Labbb.com





LABBB Collaborative History

The LABBB Collaborative built its 43 year history on making a commitment to give students with special needs a chance to be part of the least restrictive program. All of LABBB's thirty-four classrooms are located within public school buildings. The LABBB members include: Lexington, Arlington, Burlington, Bedford and Belmont.

"LAB" 1972 - 1974

In late 1972, three parents from Lexington and Arlington ("L.A.") met together in a living room with the Directors of Special Education in hopes that a program be developed for their children (17 & 18) to prepare them for the adult work world. The parents purchased a house in Lexington and a teacher was hired to begin the initial LABBB program. The "LAB" Collaborative was formed in response to the need for more specialized programs. The Massachusetts Department of Education approved the "LAB" Collaborative to begin in 1974, which included Lexington,

Arlington and Burlington. The Superintendents clearly stated that, "...the programs are for our students, they are our responsibility and they must be of a very high quality." Parental responses to the programs were highly positive.

"LABB"

1979 - 1995

Soon neighboring school districts recognized the high quality of the programs and began requesting to enroll their students who had similar needs in "LAB." The town of Bedford formally became a member in 1979 ("LABB").

"LABBB"

1996 - Present

In 1996, the town of Belmont joined the collaborative ("LABBB"). This completed the LABBB Collaborative membership as it exists today. Currently, LABBB provides educational programming and support services for over 350 special needs students from over 65 districts.



LABBB serves students with a variety of special needs including students on the autism spectrum, students with multi-handicaps, pervasive development disorders, developmental delays, language deficits and social/emotional challenges. The LABBB Collaborative Programs are all located in public school buildings. The unified leadership of the LABBB Superintendents was a key factor in establishing the Collaborative. They continue to promote all programs; keeping them strong and progressive.

Vision Statement

Within the next 5 years we will create special education programs beyond our public schools; increasing our services to students on the Autism Spectrum and for students 22 and over.



Mission Statement

We design and deliver special education services that promote academic, social and career independence in the most inclusive settings possible.

The LABBB Philosophy

The Philosophy of the LABBB Collaborative is to promote the social, cognitive and emotional growth of each child to his or her potential.

The LABBB philosophy of support for the "whole child" includes cooperative and wrap around programs that define our commitment to all our students regardless of their handicapping conditions. We believe every student is unique and requires a specialized team to meet their needs. Each student has special talents and abilities that must be cultivated in a learning environment.

The LABBB community has a vision of skill-based instruction that considers the whole student from early childhood to adult living. We proceed by building skills and aptitudes to move towards independence. Self-reliance is a goal shared by all.

LABBB Core Values

QUALITY

We provide high quality programming to each unique child attending our schools.

PARTNERSHIP

Partnership between home and school is essential to the success of our students.

INDEPENDENCE

We foster an environment that enables our students to acquire the necessary skills to lead more independent lives.

STUDENT STRENGTHS

We create and promote opportunities to maximize our students' strengths.

COMMUNICATION

Our staff is committed to creating a professional working and learning environment through teamwork, communication, and respect.

MIND BODY MANAGEMENT

We believe in a culture that supports the practice of mind / body exercises for staff and students.

MUSIC, ARTS AND THEATER

We believe that music, art, and theater are healthy forms of expression and an important part of our students' education.

Governance

BOARD OF DIRECTORS

LABBB Collaborative Board of Directors is comprised of the Superintendents from Lexington, Arlington, Bedford, Burlington and Belmont districts.

Dr. Eric Conti	Board Chairperson, Superintendent of Burlington Public Schools
Dr. Mary Czajkowski	Superintendent of Lexington Public Schools
Dr. Kathleen Bodie	Superintendent of Arlington Public Schools
Mr. Jonathan Sills	Superintendent of Bedford Public Schools

Administrative Leadership Team

Patric Barbieri	Executive Director
James Kelly	Program Director, High School Programs
Donna Goodell	Program Director, Pre-school, Elementary and Middle School Programs

Programs and Services

LABBB is committed to building programs in the least restrictive environment possible. All LABBB Educational programs, preschool – high School, are located in 16 different public schools buildings. All students have the opportunity to be integrated and participate in all host building activities, events and sports.

LABBB Central Office Contacts

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Educational Programs and Referral Contacts

Pre-School / Elementary / Middle School Referrals

LABBB Collaborative
 Attn: Donna Goodell
 123 Cambridge Street
 Burlington, MA 01803

High School Referrals

LABBB Collaborative
 Attn: James Kelly
 251 Waltham Street
 Lexington, MA 02421

For more information about LABBB Collaborative Programs please contact respective Program Directors:

- **Pre-School, Elementary and Middle School Programs:**

Donna Goodell – Program Director
 LABBB Collaborative, Burlington High School
 123 Cambridge Street
 Burlington, MA 01803
 Tel: 781-273-7056
 e-mail: DGoodell@labbb.net

- **High School Programs:**

James Kelly – Program Director
 LABBB Collaborative, Lexington High School
 251 Waltham Street

Transition Services

Preparing students with the end in mind...

LABBB's goal is to prepare all students for a meaningful, successful adulthood at their highest level of independence:

The focus for younger students is on:

- Development and application of communication, pragmatic language, and social skills
- The importance of taking responsibility for their actions
- Development of strategies for managing time, materials and belongings
- Management of personal needs
- Self advocacy skills



As students transition to middle school, they are introduced to work related activities within the school setting. These activities help them apply academic knowledge and develop foundational work skills necessary for employment.

For students attending LABBB High School Programs, transition services are an inherent and ongoing process. This involves continuous assessment and development of academic skills, independent living skills, and vocational training, in preparation for the transition to adult life.

Academic Teachers, Vocational Counselors, Specialists, and Vocational Instructors collaborate to provide a full continuum of services and learning environments, where

students understand the connection between school and work.

High school students have the opportunity to participate in school and community-based vocational training and exploration. LABBB provides a continuum of vocational experiences designed to help students identify vocational strengths and interests, build skills and increase their level of independence.

The range of experiences consist of:

- School-based work activities

- Small group vocational training at community-based work sites, directly supervised by a LABBB Vocational Instructor
- Independent internships utilizing employer provided natural supports
- Competitive employment

Students are encouraged to learn and grow by taking risks and expanding the boundaries of their current knowledge and skill set. Emphasis is placed on the development and refinement of those skills necessary to obtain and maintain employment within their area of interest, including problem solving, work place behavior, and industry specific skills.

The determination of settings and time allocated toward vocational training activities is individualized.

Determining factors consist of:

- The student's age
- The student's post secondary goals
- The Team's transition discussion at the annual IEP meeting
- The student's interests
- The student's aptitude
- The student's level of independence socially and behaviorally

i-Work (School to Work Program)



i-Work Purpose:

To prepare students for the transition from school to competitive employment and adult life with the skills they need to live as independently as possible as contributing members of their community.

Entrance criteria:

Students must have the level of social, emotional and behavior independence to attend a community-based job site with natural supports and periodic job coach support. Students must have a desire to work.

Curriculum and Design:

➤ ***The i-Work Classroom***

For students who attend academic and transitional classes, course work will focus on connecting academic learning with employment and career readiness. In addition to academics

aligned to the state curriculum standards, students will learn the skills needed to live and work independently. Courses may include:

- travel training
- home management
- basic financial management
- self determination
- Health and nutrition
- Personal care
- Social skill development/Social pragmatics
- Problem solving/conflict resolution
- MS Excel / Word / PowerPoint
- Web 2.0

➤ **Transition Services**

The i-Work Program is designed to provide interest-driven, community-based work experiences for students. All company employed natural supports are CORI'd, understand the purpose of our program and have agreed to participate as mentors.

The vocational experiences are intended to help students:

- explore their vocational interests
- narrow their field of interest
- develop independent work skills
- develop specific job related skills
- begin to build a network
- build a resume
- collect work references

Building Friendships through Participating in Social and Recreational Events

“The variety of events and activities are vast. Each event is looked forward to with great anticipation. Because of LABBB Recreation, my daughter is having a typical teenage, high school, social experience. This would not have been possible without this wonderful program. Thank you for giving our unique teenagers what their peers have.” -Carleen West



LABBB Prom 2017

“Not only does he have fun, he learns to go out in the community without us. We enjoy seeing Brian with such an active social like and feel comfortable knowing that LABBB staff is there to make sure the outing is a success.”

-Ann & Martin Guay

Labbb offers a variety of after school, evening, weekend, and overnight activities throughout

the year. The mission of LABBB's Recreation Program is to provide students with a wide variety of events where they can build and extend friendships outside of the school environment, as well as experience many of the recreational activities available within the community.

Recreational opportunities have been offered after school, evenings, weekends, and extended overnight trips.



Examples of recreation activities:

After School

Music Recording
Photography Club
Indoor Skydiving
Yoga

Evening

Around Town Dining
Off Broadway Plays
Monthly Themed Dances
High School and College Sporting Events

Weekends

Hiking and Biking Clubs
Cross Country Skiing
Boston Excursions
Professional Sporting Events

Overnight Trips

Disney
Skiing
New York City
Camping

Team Sports

Students can compete in interscholastic sports which have included basketball, soccer, and volleyball. Team sports have many benefits such as fostering friendships, team building, and sportsmanship.

Social Connections

Opportunities for social interactions and activities also occur during and throughout the school day with integrated activities including: Best Buddies / Special Olympics / Student interns / PALS

LABBB Family Support and Parent Consultation Program

This program offers families assistance and guidance on issues specifically related to life with their child at home and in the community. Home-based behavioral supports focus on teaching



parent's strategies to decrease their child's challenging behaviors while promoting skill development and independence in the domains of communications, socialization, self-regulation, activities of daily living, and play. Behavioral consultants work together with parents to find family-friendly interventions that can be easily implemented, consistently and effectively, in real-life situations. Consultants also collaborate with the student's educational team to promote

effective behavior change across settings.

LABBB SWAT Team

When a district has a student who is experiencing behavioral challenges in his/her public school setting, the district can request SWAT Team assistance from LABBB.

Upon request, a LABBB administrator will discuss the case with the district and seek the following information:

- What is happening with the student currently?
- What they have already done/tried?
- What evaluation reports or current staff observations or incident reports are available?
- What they think would be helpful from LABBB?

With the answers to these questions, together we (the district and LABBB) can design the specific SWAT intervention that would be most helpful.

What could that look like?

BCBA or Counselor (or team of both) might interview staff and observe the student.

BCBA or Counselor would then follow up with the staff regarding their observations, preliminary thoughts and likely, follow up questions.

In most cases districts will have already engaged their own counseling staff, BCBA's and teachers regarding the student/situation.

Because our staff are coming from a different environment where it is likely that the situation/behaviors are more common place, we may add a fresh perspective and new ideas or strategies to try.

The SWAT team may also involve other professionals (SLP, OT, etc.) who might add insight to the situation.

The SWAT team, whomever it entails, may likely need more than one observation, as well as some lead time to review assessments and records already on file.

We can use current information (reports) together with our observations to offer new insight or proposed strategies.

We can have the SWAT team staff provide training to district staff (including modeling) if it is determined that would be helpful.

We can provide the district with an ABA trained TA for a period of time to train classroom staff in implementation of strategies with the student. This would include a prescribed plan of training and a fading to district staff (much like the goal of home services). The TA would continue to receive oversight and supervision from our BCBA to monitor implementation and progress until all parties agree that either, things are much better and district staff are comfortable with plan implementation, or the district decides that further action is necessary (i.e. full 45 day eval, or out of district placement).

CELC Professional Development Services

LABBB, EDCO, and CASE Collaboratives work together to provide special education professional development for its member districts. One Professional Development Coordinator is hired by all three Collaboratives to coordinate all professional development for member districts. We believe that professional growth is important to supporting best practices in special education. By collaborating we can offer high quality and cost effective professional development for all members both for collaborative and for member district staff.

CPI Training Program

Non-Violent crisis intervention (CPI) is a world recognized program designed to teach staff safe and effective methods for preventing and managing crisis situations. LABBB has three certified CPI staff that provides training for LABBB staff and the member district staff.

LABBB Partnerships

- Shriver Center
- Boston University
- Middlesex Community College
- TILL (Towards Independent Living and Learning)
- Harvard University

LABBB has worked with two organizations participating in research projects within the LABBB program settings. Both the Shriver Center and Boston University are currently working in our programs with our teachers and support staff. This initiative was introduced to parents by the Researchers from the Shrive center headquarters in Waltham.

LABBB works with Boston University to provide teaching practicum's within the LABBB Collaborative. Each year Boston University sends students teachers to our program to complete their 6 month practicum in one of our classrooms.

Special Education Services Cost Savings

LABBB has the similar programs and serves the same population of students as the following 766 private schools that are listed below. In FY16, LABBB tuitions ranged from **\$46,855.00 to \$58,022**. Our highest tuition is for students with severe behavior challenges, students on the Autism spectrum, and students with multi-handicaps.

It is important to note that all LABBB tuitions include summer programming (198-215 days) and all therapies are included. There are no additional costs. It is clear that LABBB tuitions are well below the average 766 schools. Our lower tuitions and lower transportation costs for transporting LABBB students, proves to be cost effective for our member districts.

	Tuition	# of student school days
▫ Boston College Campus School	\$88,717	(198)
▫ Cotting School	\$83,972	(205)
▫ Dearborn Academy	\$69,480	(180)
▫ FARR Academy	\$81,927	(205)
▫ Gifford School	\$66,727	(200)
▫ League School	\$81,413	(216)
▫ Lighthouse (no summer program)	\$69,813	(180)
▫ Manville (no summer program)	\$73,928	(180)
▫ May Institute	\$95,434	(242)
▫ Melmark	\$107,682	(237)
▫ Milestones	\$92,663	(216)
▫ Nashoba Learning Group	\$105,920	(216)
▫ New England Center for Children	\$101,238	(226)
▫ Riverside Community Care	\$58,116	(226)
▫ Realizing Children's Strengths	\$88,871	(221)

LABBB BUDGET AND APPROVED FY17 TUITIONS

The total budget was \$24,797,815.

All LABBB Tuitions increased byexcept for Career Directions at Minuteman Technical High School which was increased by

FY17 Approved Tuitions

Lexington Vocational	\$50,057	<i>(Lexington HS, Burlington HS, Bedford HS, Belmont HS, John Glenn Middle School, Chenery Middle School)</i>
Lexington Life Skills	\$56,471	<i>(Lexington HS, Burlington HS, Bedford HS, Belmont HS, Glenn MS, Chenery MS, Ottoson MS)</i>
Arlington BIP	\$56,471	<i>(Arlington HS, Ottoson MS, Wellington Elementary)</i>
Career Directions	\$45,836.00	<i>(Minuteman Tech Lexington)</i>
IDEAL	\$56,471.00	<i>(Burlington Francis Wyman Elementary)</i>
Memorial Elementary	\$58,360.00	<i>(Burlington Memorial Elementary (Pre-School K-5)</i>
Fox Hill Elementary	\$47,128.00	<i>(Burlington Fox Hill Elementary)</i>
Butler Elementary	\$49,370.00	<i>(Belmont Daniel Butler Elementary)</i>
45 Day Assessment	\$12,585.00	
Transition Assessment	\$1,200.00	flat rate
Vocational Assessment	\$900.00	flat rate
SWAT	\$1,300.00	flat rate
BCBA Consultation	\$90.00	Per hour
BCBA Direct Service	\$50.00	Per hour
LSEP (LABBB Summer Extension Program)		
Elementary – High School	3 Week Session	2 Week Session
	\$1,878.00	\$1,252.00

Regional Transportation Cost Savings



LABBB TRANSPORTATION NETWORK

In 2008, to contain the increasing costs of special education transportation, LABBB started a Transportation Pilot project with three LABBB districts (Lexington, Arlington, Burlington). During this year, we worked with local transportation vendors to study transportation routes and place students on runs to maximize the van capacity. We transported a total 25 students during the first year of this project. In 2009, the total number of students transported was approximately 100 students. The following year LABBB expanded its transportation services and invited EDCO communities to be involved in this project. We added two more districts (Watertown, Waltham) and for the past two years we have been transporting over 500 students. This service includes students being transported to in-district and out of district programs. The costs savings and quality of services has increased significantly. All transportation saving are now considered cost avoidance as this significantly decrease transportation budgets for members of the transportation pilot project. In FY16 we added Weston to our network.

	Oct 2015	Oct 2016
ARLINGTON	\$55,417	\$68,421
BEDFORD	\$44,909	\$60,000
BELMONT	\$79,455	\$92,000
BURLINGTON	\$62,182	\$80,000
LEXINGTON	\$79,455	\$80,000
	\$266,000	\$312,000

FY17 annual cost for per student for the LABBB Transportation project

- **In-District Students (students attending an in-district program) 195 students**
 - Average Annual cost per student = \$5,707
- **Out of District Students (Students attending an out of district placement) 297 students**
 - Average Annual cost per student = \$17,048

➤ LABBB INTERNAL TRANSPORTATION

A unique feature for LABBB is that we currently transport all students from our member districts that attend LABBB program. LABBB has 25 vans that we lease that are used for transporting our students to our vocational worksites. As an added value, LABBB uses these vehicles for transporting students to and from school and we hire LABBB staff as drivers. Below is an example of the cost of transportation when a student is transported through the Network transportation vs. the LABBB Internal Transportation.

The chart below is the annual assessment for LABBB Internal member transportation which is assessed in October. Our FY16 assessment was done in October, 2015. This transportation service is a significant savings for our member districts. Please note cost annual cost comparisons with the LABBB Transportation Network. LABBB Internal transportation is 11 months. Both Transportation services have provided significant cost savings.

FY16 LABBB Transportation Network (Vendors provide transportation to out of district and member in-district programs and coordinated by LABBB Transportation Coordinator).

- **Annual Out of district placement** cost per student.
- **\$17,048 average cost** per student (School year + Summer)

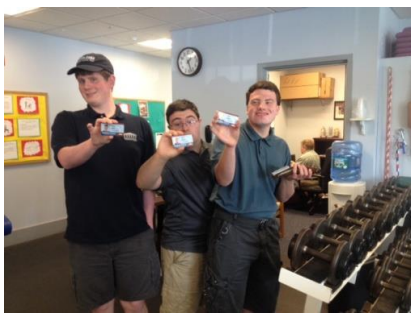
FY16 LABBB Internal Transportation (For students attending a LABBB Program and transported on a LABBB Vehicle, by a LABBB staff person) 116 students

- **Annual** LABBB Internal cost per student
- **\$2,564 average cost** per student (School year + Summer)

ASSESSMENTS

- **Assessment of Transitional Preparedness** is a comprehensive process of obtaining, organizing, and utilizing assessment information to assist students, their families, and school districts, with making important life decisions regarding transitioning successfully to adult life. Assessments can be customized to answer specific questions regarding an individual student's transition readiness in the areas of travel training, independent living skills, and vocational skills and interests.
- **LABBB's Vocational Assessment Battery** provides a systematic, organized method of determining an individual's vocational strengths, limitations, and behaviors and provides specific recommendations which may be used in the development of an individual's vocational goals/plans.
- **45 Day Assessment Program** (also known as an Interim Alternative Education Setting, IAES) is designed to provide educational and assessment services to students in grades K – 12 who are demonstrating difficulty in the public school setting due to emotional and behavioral challenges. Assessments are offered in both a substantially separate 45-day assessment classroom as well as integrated within LABBB's current classroom locations. All classrooms are staffed with a Massachusetts licensed teacher and teaching assistants to maintain a low staff to student ratio.

The assessment process will be coordinated by a social worker and offers a “whole child” approach, incorporating information from all aspects of a student’s life including: home, school, community groups, outside counseling and other services provided to the child or family. LABBB’s assessment approach looks at the student’s needs in a variety of areas, thus may involve other staff in the process including: a BCBA, occupational therapist, physical therapist and a speech and language pathologist.



Inclusive Concurrent Enrollment Initiative (ICEI)

FY17 was our third year of the Inclusive Concurrent Enrollment Initiative (ICEI) at Middlesex Community College. We increased enrollment to 10 students per semester. The ICEI program

provides an opportunity for high school students with severe disabilities, ages 18 to 21, who attend a participating school district to attend a college environment which is fully inclusive.

ICEI Program students receive: Specialized enrollment, registration and academic advising, Community-based employment and individualized career support, Educational coaches and peer mentors, Participation in selected co-curricular events at UMass Lowell, Full access to MCC clubs, student activities, Fitness Center and academic resources.

The LABBB Middlesex Community partnership has been very successful and we have been asked to present to many different districts considering doing their own ICEI initiative. We also presented at the first Ruderman Inclusion Summit at the World Trade Center in Boston.

ICEI Program students work towards increasing:

- Independence and Confidence
- Social and Communication Skills
- Friendships and Networks
- Campus Life Involvement
- Competitive Employment Skills
- Student Success Skills
- Wellness and Accomplishment

The ICEI Program is supported by a state-funded grant awarded to MCC and the LABBB Collaborative

The ICEI Experience Diagram



LABBB Educational Programs



LABBB started with 320 students enrolled as of September 1, 2017

ELEMENTARY AND PRESCHOOL PROGRAMS

- Memorial Elementary, Burlington, MA
Grade: Pre-K

Population: Students with autism spectrum disorder, or other challenges, who benefit from the visual supports and highly structured academic environment.

The focus of this full-day program is to develop skills and independence in the areas of communication, socialization, academic readiness, motor development, and activities of daily living. Teaching strategies are based on the principals of Applied Behavioral Analysis (ABA) including discrete trial training, and guided individual and group instruction. Speech and language, occupational, and physical therapies, as well as behavioral consultation from a BCBA are provided. This program also offers opportunities for inclusion with typically developing peers.

Francis Wyman Elementary, Burlington, MA

- **Memorial Elementary, Burlington, MA**
Grade: Pre-K - Grade 1

Population: Students with global developmental delay who benefit from a highly structured academic environment.

The focus of this full-day program is to develop skills and independence in the areas of communication, socialization, cognition, motor development, and activities of daily living. The program uses a multi-sensory, total communication approach through individual, small and large group instruction. Students have the opportunity for inclusion with same age typically developing peers. In addition, students participate in a PALs program where older peers within the school come into the classroom to join various activities such as art, play time, lunch and recess. Speech and language, occupational, and physical therapies are provided. The program is also staffed with a nurse to assist students who require medical support.

- **Butler Elementary School, Belmont, MA**
Grade: K-1-2 3-4

Population: Students experiencing moderate to severe developmental delays.

The LABBB Elementary Program at Butler Elementary School is a self-contained classroom setting. The emphasis is on maximizing academic accomplishments with a strong focus on literacy development and math skills. Opportunities for inclusion in the greater school community occur daily for a variety of activities which may include recess, lunch, gym, art, music, library as well as academic subject areas. The team includes speech/language, occupational, and physical therapies and consultation from a BCBA.

- **Wellington Elementary, Belmont, MA**
Grade: K-1-2 3-5

Population: Students who have autism spectrum disorders, moderate to profound delays, and present with challenging behaviors.

The LABBB Elementary Program at Wellington Elementary School emphasizes intensive and individualized instruction in small structured self-contained classrooms. The program utilizes principles of Applied Behavior Analysis, provides intense visual supports and emphasizes growth and development in communication, activities of daily living, and

academics modified to meet the needs of each individual student. The program provides speech/language, occupational, and physical therapies as well as behavioral consultation from a BCBA.

- **Francis Wyman Elementary, Burlington, MA**
Grade: Pre-K to Age 7 Age 7 to 11

Population: Students experiencing global developmental delays, neurological impairments, and/or significant medical challenges.

The LABBB classrooms at the Francis Wyman Elementary School serve students in a continuum from age 3 through 11. The emphasis for these students, who display varying degrees of motor and language impairments, is on communication, assistive technology, socialization, motor development, developmentally appropriate academics, and activities of daily living. The program is staffed with a nurse to assist children who require medical support and provides speech/language, occupational, and physical therapies.

- **Fox Hill Elementary School, Burlington, MA**
Grade: K-2 3-5

Population: Students who are experiencing social/emotional and behavioral challenges.

LABBB's classrooms at Fox Hill Elementary School provide a therapeutic setting for students who require more structure and adult support to acquire the skills necessary to transition into a general education classroom. The curriculum is aligned with the general education classroom and modifications are assessed and implemented on an individual basis. Opportunities for inclusion are available and implemented as the students are ready. A team of specialists include a social worker, counselor, BCBA, speech and language pathologist and occupational therapist. These staff work closely together to help students find the tools and strategies that help them self regulate, learn to use their language to communicate effectively with others, and engage in academic curriculum.

- **Memorial Elementary, Burlington, MA**
Grade: Pre - K K-2 3-5

Population: Students with autism spectrum disorder, or other challenges, who benefit from the visual supports and highly structured academic environment.

The classrooms at the Memorial Elementary School utilize highly individualized instruction in small group and individual settings. The primary focus is to build communication, social, and academic skills. The program utilizes principles of Applied Behavior Analysis in order to guide instruction, and incorporates sensory integration and a strong emphasis on visual supports throughout the classroom activities and lessons. Students enjoy all aspects of elementary school life in activities such as recess, assemblies, reading buddies, and field trips and are integrated into general education classrooms and "specials" on an individualized basis. The program includes speech/language, occupational, and physical therapies as well as behavioral consultation from a BCBA.

MIDDLE SCHOOL PROGRAMS

- **Chenery Middle School, Belmont, MA**
Grade: 5-8

Population: Students experiencing global delays, neurological impairments, and/or significant medical challenges.

This program is created for students who require intensive specialized instruction, with highly specialized therapeutic work to accommodate each individual, i.e., Nurse, Behaviorist, Orientation and Mobility Therapist, Vision Therapist, etc. Classroom teacher and specialists incorporate communication, motor, vision, hearing, cognition and mobility. Specialized teaching methods are used such as PECS, Communication Devices and Assistive Technology devices. Students have the opportunity to participate in the Best Buddies Program.

- **Chenery Middle School, Belmont, MA**
Grade: 5-8

Population: Students with intellectual and or neurological disorders.

Students are presented with specially designed instruction that focuses on the provision of small group academic instruction. The teachers use specialized instructional methods and critical pedagogy to address the specific learning needs of students, rule-based reading and writing programs, graphic organizers and writing templates are used to address the needs of executive functioning and organizational deficits. The program provides speech and language, occupational therapy, physical therapy and behavior consultation from a BCBA. Some students are able to take the standardized MCAS with accommodations, while others participate in the MCAS Alternate Portfolio. Students have the opportunity to participate in the Best Buddies Program, LABBB's recreational events, and school-based work activities.

- **Chenery Middle School, Belmont, MA**
Grade: 5-8

Population: Students who have autism spectrum disorders, intellectual and/or health impairments.

Specially designed guided instruction is created to address individual academic, social, emotional, and behavior needs. There is a strong emphasis on visual supports throughout classroom activities and lessons. Social skills are embedded into the curriculum. The program provides speech and language, occupational and physical therapy, and behavior consultation by a BCBA. Students have the opportunity to participate in the Best Buddies Program and community recreational and educational events.

- **Ottoson Middle School, Arlington, MA**
Grade: 5-8

Population: Students who have autism spectrum disorders, significant cognitive challenges, and require ongoing behavioral support.

Specially designed instruction is given to address the individual academic, social,

emotional, and behavioral needs of students. The curriculum focuses on functional academics and is based upon the principles of Applied Behavioral Analysis (ABA)/Verbal Behavior Therapy and is highly individualized as it is delivered 1:1 or in small groups. Acquired skills are generalized into social settings and the community. Social skills are an embedded part of the curriculum. There is a large emphasis on pre-vocational activities. Behavioral consultation from a BCBA is included or in small groups. Students have the opportunity for inclusion.

- **John Glenn Middle School, Bedford, MA**
Grade: 5-8

Population: Students with Asperger's Syndrome, anxiety disorders, non verbal learning disabilities (NVLD) and other neuro-cognitive challenges.

The educational focus is based on the development of academic skills, social competencies, and on pragmatic language development. The program fosters the values of independence, responsibility and community awareness in order to prepare for high school. Students participate in mainstream classes for academic and extracurricular subjects. Students are able to take the standardized MCAS with accommodations. Students also have the opportunity to participate in the PALS program. Individual counseling is available.

HIGH SCHOOL PROGRAMS

- **Burlington High School (Grades 9 - 12+)**
Lexington High School (Grades 9-12)

Population: Students with mild to moderate cognitive challenges, social, emotional, and neurological impairments.

Students are presented with specially designed instruction that focuses on the provision of small group academic instruction. Students focus on making effective and responsible choices in all environments. The teachers use specialized instructional methods and critical pedagogy to address the specific learning needs of students. Within reading, writing and math programs, graphic organizers and writing templates are used to address the organizational needs of students. Classes focus on Common Core State Standards material and blending functional, applied academics into natural environments. Most students participate in the standardized 10th MCAS with accommodations. As students progress through high school they will have increased opportunities for community based work experiences.

- **Lexington High School (Grades 9-12+)**
Bedford High School (Grades 9-12+)

Population: Students with moderate cognitive challenges, social, and neurological impairments.

Specially designed instruction is created to address the individual academic, social, emotional, and behavior needs. The teachers use specialized instructional methods and critical pedagogy to address the specific learning needs of students, reading and writing programs, graphic organizers and writing templates are used to address the needs of

executive functioning and organizational deficits. Students are taught math concepts from the 10th grade core curriculum in conjunction with functional math skills in the classroom and community environments. In 10th grade either partake in standardized MCAS with accommodations, or participate in the MCAS Alternative Assessment Portfolio.

- **Belmont High School Transition Program (Grades 12+)**

Population: Students with mild to moderate educational, social and adaptive needs.

Students in this program are typically on track to earn a high school diploma and live autonomously in the community. The program focuses on the development of transitional skills, fostering connections with adult service agencies, employment, career development, and post-secondary exploration for young adults to successfully participate in their community after leaving high school. Academic concepts are combined and tailored for individual students to support the development of community, daily living, employment and readiness skills for post-secondary education. Students who participate in the Transition Program focus on a blend of classroom-based curriculum, generalizing skills into the community setting, and working three days a week at LABBB supportive worksites or OJT (on the job training) work placements. are taught functional concepts based on the Common Core State Standards. Skills are taught in both the classroom and community environments. There is an emphasis on life skills, self advocacy and communication. Students in 10th grade either partake in standardized MCAS with accommodations, or participate in the MCAS Alternative Assessment Portfolio.

- **Minuteman High School (Grades 9-12+)**

Population: Students with mild to moderate cognitive, social and emotional challenges.

Students alternate weekly between the classroom and shop environments, while focus on making effective and responsible choices. During the classroom week, students are presented with specially designed instruction that focuses on the provision of small group academics. The teachers use specialized instructional methods and critical pedagogy to address the specific learning needs of students. Within reading, writing and math programs, graphic organizers and writing templates are used to address the needs of executive functioning and organizational needs. Students typically participate in the standardized 10th grade MCAS with accommodations. During the shop week, students are supported by a LABBB teaching assistant in a typical shop rotation.

- **Arlington High School (Grades 9-12+)**
Ages: 18-22

Population: Students with mild to moderate cognitive challenges, social, emotional, and neurological impairments.

Specially designed instruction is provided to address the individual academic, social, emotional, and behavioral needs of students. The curriculum focuses on functional academics and is based upon the principles of Applied Behavioral Analysis (ABA). The curriculum is highly individualized, delivered in small groups, with social skills woven

into the curriculum. The focus is on generalizing all acquired skills into social settings, the community including vocational training environments.

- **Lexington High School (Grades: 12+)**

Population: Students with global delays, neurological impairments, and/or significant medical challenges.

This program is created for students who require intensive specialized instruction, with highly individualized therapeutic support, i.e., Nurse, Behaviorist, Physical Therapist, etc. The classroom teacher and specialists incorporate communication, motor, vision, hearing, cognition and mobility throughout all classroom activities. Specialized accommodations such as PECS, Communication Devices and Assistive Technology devices are used. The classroom presents an integrated model where services are provided in the context of a natural learning environment. In 10th grade, the students typically participate in the MCAS Alternative Assessment Portfolio. As the students approach 16, they are often exposed to the LABBB Vocational Training Center and other vocational opportunities.

LABBB Summer Extension Programs



The LABBB Summer Extension Program provides recreational opportunities for student's ages 3-22 during the month of August.

LABBB also provided a Transition Program (LSTEP) during August which focused on transition skills for high school students.

Hours: Monday – Friday: 8:30am-2:00pm

LABBB Summer Extension Program (LSEP)

An opportunity for enrichment activities for students elementary through high school

- Thematic units
- Recreational activities
- ADL's
- Community Trips
- Social

LABBB Summer Transition Extension Program (LSTEP)

A Focus on Community Based Transition Skills for High School Students

Independent Living Skills - Time Management

- Organizational skills
- Banking
- Recreational skills! Leisure activities! Social networking

- Healthy Eating – ordering, budgeting

Travel Training

- Street crossing – side streets
- Street crossing- using crossing signals
- Lex Express
- MBTA

Vocational Skills

- Community Learning Project - Vocational work-site
- Interview Skills
- Cover letters / Resume writing - Job search

Social Emotional

- Transitioning to adulthood
- Planning social activities

Sample Schedule

8:30-9:00	Side street crossing drill
9:00-10:30	Community planning
10:30-11:00	Travel training
11:00-12:00	Activity in the community
12:00-12:45	Lunch
12:45-1:15	Travel training
1:15-2:00	Independent living skills lesson



**LABBB Chenery Middle School Best Buddies Chapter wins
2017 National Chapter of the Year!**



LABBB has many Best Buddies Chapters in its host districts. This is the second time that a LABBB Best Buddies Program has won the National Chapter of the Year. This year our Chenery Middle School program in Belmont won the National Chapter of the Year!

In 2002, a LABBB Inclusion Specialist, and a Chenery Middle School Art Teacher, formed the first Best Buddies Middle School Chapter in Massachusetts. What is interesting about this relationship is that These two teachers did not see eye to eye when they first started working together.

What is amazing is that they ended up forming a strong relationship, and together, they wanted to start a Best Buddies Chapter at Chenery Middle school in Belmont. I remember the staff around the table hearing, "Inclusion" and "Social" opportunities for LABBB students and we all said "Yes" without even knowing what Best Buddies was. These two teachers applied for a chapter and were approved, making this chapter the first middle school Best Buddies Chapter in Massachusetts.

This chapter has been successful for so many years and continues to thrive. The Chenery Chapter is where every other Best Buddies Chapter in LABBB has its roots.