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Annual Report
2019-2020



LABBB
Collaborative Programs



LABBB Collaborative

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Labbb.com



LABBB Best Buddies





LABBB Collaborative History



The LABBB Collaborative built its 47-year history on making a commitment to give students with special needs a chance to be part of the most inclusive settings. All of LABBB's 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 acquired 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.

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

LABBB COLLABORATIVE PROGRAMS



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

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.



DIVERSITY, EQUITY, INCLUSION

We seek to understand, nurture, respect, and celebrate the individuality and diversity of students, staff and our surrounding communities in a safe and supportive environment.



MUSIC, ARTS & 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. Julie Hackett	Superintendent of Lexington Public Schools
Dr. Kathleen Bodie	Superintendent of Arlington Public Schools
Mr. Jonathan Sills	Superintendent of Bedford Public Schools
Mr. John Phelan	Superintendent of Belmont 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-school 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
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e-mail: JKelly@labbb.net

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 place on the development and refinement of those skills necessary to obtain and maintain employment within their area of interest, including problem solving, workplace 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

“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 complete 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 commonplace, 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
- Amplifi Music

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 a teaching practicum 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.

TILL and Amplifi have added value to our programs with our partnerships. TILL and LABBB partner with our Woodland house to provide students an opportunity to do overnight respite

and learn ADL's skills. These real-life experiences give them a better chance at living independently.

We bring music to all our classrooms in LABBB with Amplifi which is an adapted music program that is part of the Real School of music in Burlington.

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 FY19 LABBB tuitions ranged from **\$50,140.00 to \$61,266**. 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	\$93,171	(198)
▫ Cotting School	\$80,442	(180)
▫ Dearborn Academy	\$86,942	(180)
▫ FARR Academy	\$90,691	(180)
▫ Gifford School	\$64,152	(180)
▫ Hopeful Journeys	\$120,426	(216)
▫ League School	\$103,280	(216)
▫ Lighthouse (no summer program)	\$87,317	(180)
▫ Manville (no summer program)	\$93,565	(180)
▫ May Institute	\$119,064	(235)
▫ Melmark	\$116,888	(237)
▫ Milestones	\$97,315	(216)
▫ Nashoba Learning Group	\$111,239	(216)
▫ New England Center for Children	\$122,098	(226)

▫ Realizing Children’s Strengths	\$93,333	(221)
▫ Walker	\$91,671	(216)

LABBB BUDGET AND APPROVED FY20 TUITIONS

The FY20 total budget was: **\$25,839,168** which is a .55 increase from FY19. LABBB Tuition increase was 1.8% from FY19 to FY20.



LABBB COLLABORATIVE FY20 TUITION RATES AND FEE’S MEMBER DISTRICTS

All tuitions include summer programs

PROGRAM	TUITION	LOCATION
Lexington Vocational	\$52,549	Lexington HS, Burlington HS, Bedford HS, Belmont HS, John Glenn Middle, Chenery Middle
Lexington Life Skills	\$59,282	Lexington HS, Burlington HS, Bedford HS, Belmont HS, John Glenn Middle, Chenery Middle
Arlington BIP	\$59,282	Arlington High School, Arlington Ottoson Middle, Belmont Wellington Elementary
Minuteman	\$52,549	Minuteman Tech Lexington
IDEAL	\$59,282	Burlington Francis Wyman Elementary
Memorial Elementary	\$61,266	Burlington Memorial Elementary (Pre-School K-5)
Fox Hill Elementary	\$50,140	Burlington Fox Hill Elementary
Butler Elementary	\$51,827	Belmont Daniel Butler Elementary
Assessment Programs & Additional Services		
45 Day Assessment	\$12,585	<i>Flat Rate</i>
Transition Assessment	\$1,200	<i>Flat Rate</i>
Vocational Assessment	\$900	<i>Flat Rate</i>
SWAT Assessment	\$1,300	<i>Flat Rate</i>
i-Work	\$251	<i>Daily Rate</i>
BCBA Consultation	\$95	<i>Per Hour</i>
BCBA Direct Service	\$55	<i>Per Hour</i>
1:1 Aide	\$225	<i>Daily Rate</i>
1:1 Aide – required LPN	\$275	<i>Daily Rate</i>
1:1 Aide – required RN	\$325	<i>Daily Rate</i>
LSEP (LABBB Summer Extension Program) Located at Lexington High School (Aug 2019)		
Elementary – High School	2 Week Session (Flat Rate)	
Member District	\$1,350	

LABBB’S BILLING POLICY:

- LABBB bills monthly
- Summer tuitions are included
- LABBB Summer Extension Program (LSEP/LSTEP) is billed separately

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.

FY20 annual cost for per student for the LABBB Transportation project

- **In-District Students (students attending an in-district program) 173 students**
 - Average Annual cost per student = \$6,899 (180+20 summer days)
- **Out of District Students (Students attending an out of district placement) 329 students**
 - Average Annual cost per student = \$15,586 (180+20 summer days)
- **LABBB Internal Transportation (Students attending a LABBB Program and transported on a LABBB Vehicle, by a LABBB staff person) 97 students**
 - **Average annual cost per student \$3,278 (183 + Summer)**

➤ 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 FY19 assessment was done in October 2018. 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.

FY 20 Costs for Member Internal Transportation

District	# of Students Transported		Total Annual Cost
Lexington	32	33%	\$ 104,907.22
Arlington	17	18%	\$ 55,731.96
Burlington	18	19%	\$ 59,010.31
Bedford	9	9%	\$ 29,505.15
Belmont	21	22%	\$ 68,845.36
	97	100%	\$ 318,000.00

*These costs represent all the students being transported for the district annually, not per pupil

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)



FY19 was our sixth year of the Inclusive Concurrent Enrollment Initiative (ICEI) at Middlesex Community College. We increased enrollment to 12 students for the first 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 289 students enrolled as of September 1, 2019

LABBB Preschool & Elementary Programs



LABBB values the arts as a means of self-expression. We provide our preschool and elementary students opportunities in art and music through various platforms. LABBB has an exciting partnership with Amplifi, an adaptive music school located in Burlington, to allow our students access to classes and curriculum implemented by an adaptive music educator.

Butler Elementary School, Belmont, MA

Grades: K-2 and 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. Curriculum is based on the

Massachusetts Standards with modifications and accommodations offered on an individual basis to meet each student's academic learning profile. 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, counseling, and consultation from a BCBA.

Fox Hill Elementary School, Burlington, MA

Grades: K-2 and 3-5

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

LABBB's classrooms at Fox Hill Elementary School provide a setting with therapeutic supports for students who are performing at or close to grade level academically. These students require more structure and adult support to obtain the skills necessary to transition into a general education classroom. The curriculum is aligned with the general education classroom and modifications and accommodations are assessed and implemented on an individual basis. Opportunities for inclusion are available and implemented as the students are ready to meaningfully participate. A team of specialists include a counselor, BCBA, speech and language pathologist, occupational therapist, and physical therapist. Services are provided according to each student's IEP. Staff teams 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.

Francis Wyman Elementary, Burlington, MA

Grade/Age: Pre-K to Age 7 and 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 intellectual, physical and language impairments, is on communication, assistive technology, socialization, motor development, academics modified to meet students' developmental readiness, and activities of daily living. The program is staffed with a nurse to assist children who require medical support. Speech and language, occupational, and physical therapies are also provided. Other required therapies, such as vision, orientation and mobility are rendered through providers contracted by LABBB.

Memorial Elementary School, Burlington, MA

Grade: Pre-K - 2 and 3-5

Population: Students with autism spectrum disorder, or other developmental needs, who benefit from visual supports and a highly structured academic environment

These two classrooms at the Memorial Elementary School utilize highly specialized 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 methodology across the day, which can include Natural Environment Teaching, Task Analyses, Incidental Teaching, and Direct Instruction. Our staff is trained using ABA methodology in order to guide instruction and incorporate sensory integration with 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. Students may also attend inclusion opportunities with the general education classrooms and "specials" as determined appropriate on an individual basis. The program includes speech/language, occupational, and physical therapies as well as behavioral consultation from a BCBA.

Grade: K-2

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

LABBB has a classroom at Memorial Elementary School that provides therapeutic supports for students who are performing at or close to grade level academically and 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 and accommodations are assessed and implemented on an individual basis. Opportunities for inclusion are available and implemented as the students are ready to meaningfully participate. A team of specialists include a social worker,

counselor, BCBA, speech and language pathologist, occupational therapist, and physical therapist. Services are provided according to each student's IEP. Staff teams 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.

Wellington Elementary, Belmont, MA

Grade: Pre-K - 2 and 3-5

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

The LABBB Program at Wellington Elementary School emphasizes intensive and individualized instruction in small, structured, self-contained classrooms. The program utilizes principles of Applied Behavior Analysis / Verbal Behavior Therapy and is highly individualized and delivered in a combination of 1:1 and small groups. The program 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.

LABBB Middle School Programs

The LABBB Middle School Programs are located within the following three LABBB communities: Belmont, Bedford and Arlington. Most students attending our Middle schools will have the opportunity to participate in a Best Buddies or PALS program with typical peers and can choose to be involved in LABBB's expansive afterschool recreation program. We also provide our Middle School students opportunities in art, music, and theater through various platforms. LABBB has partnered with Amplifi, an adaptive music school located in Burlington, to allow our students access to classes and curriculum implemented by an adaptive music educator.

Chenery Middle School, Belmont, MA

Grade: 5-8

Population: Students with mild to moderate intellectual and or neurological disorders

The educational focus is based on the development of academic skills, social competencies, and pragmatic language development. The program focuses on the development of student independence, both socially and academically. Students have access to inclusion for specials and elective courses with the support of a LABBB staff. Inclusion for content courses is considered where students can meet the academic expectations in the general education setting. Academic content within the LABBB classroom is based on the Massachusetts Standards and is modified and specially designed to meet the individual needs of the students. The classroom utilizes rule-based reading and writing programs, graphic organizers and writing templates to address the needs of executive functioning and organizational deficits. The program provides speech and language therapy, occupational therapy, physical therapy, counseling services, and behavior consultation from a BCBA as indicated on each student's IEP. Some students in this classroom take the standardized MCAS with accommodations, while others participate in the MCAS Alternate Portfolio.

Grade: 5-8

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

This program provides specially designed instruction to students with moderate to severe special needs with a focus on life applications. The curriculum is aligned with the state standards with significant modifications to address entry points and application to independent living skills. In addition to the general curriculum, this class provides access to adaptive physical education, community skills, and a weekly meal preparation class. Emphasis on the development of social, communication, and behavior skills are thread throughout daily classroom activities. Some students may also participate in inclusion in art class. The program provides speech and language therapy, occupational therapy, physical therapy, counseling services, and behavior consultation from a BCBA.

Grade: 5-8

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

This program provides specially designed guided instruction created to address individual academic, social, emotional, and behavior needs. There is a strong emphasis on visual supports throughout classroom activities and lessons which are provided in both small groups and individual instruction. Social and communication skills are embedded into the curriculum and emphasized throughout daily activities. The curriculum is aligned with the state standards with significant modifications to address entry and access points and application to independent living skills. In addition to the general curriculum, this class provides access to adaptive physical education, community skills, and a weekly meal preparation class. Students in this program typically meet the qualifications to participate in the MCAS Alternate portfolio. The program provides speech and language, occupational, physical therapy, and behavior consultation by a BCBA.

John Glenn Middle School, Bedford, MA

Grades: 6-8

Population: Students with specific learning disabilities, mild neurological impairments including Autism Spectrum Disorder (ASD), mild to moderate social and emotional disorders, and anxiety disorders. Students who struggle with social pragmatics, executive functioning and other neuro-cognitive challenges may also benefit from this program.

This program has a strong focus on the development of academic skills, social-emotional learning competencies, and pragmatic language development. The program fosters independence across academic settings (sub-separate and inclusion), personal responsibility and social awareness in order to prepare for high school and beyond. Students may participate in inclusion classes for content area academic subjects, electives (academic and nonacademic), and extracurricular activities. Students take the standardized MCAS with accommodations. For students who require social-emotional support, individual counseling is available as well as teacher-led groups that address social-emotional competencies. Our specialists teach using an integrated model for speech, occupational therapy (including activities of daily living) and physical therapy.

Ottoson Middle School, Arlington, MA

Grade: 6-8

Population: Students who have autism spectrum disorders, significant intellectual 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. Instruction is highly individualized and is delivered 1:1 or in small groups. Emphasis is placed on generalizing acquired skills into social settings and the community. Social and communication skills are an embedded part of the curriculum throughout the school day. Classroom activities focus on developing student independence in life skills as well as skills that transfer to job related tasks. The team

includes speech/language, occupational, and physical therapies and consultation from a BCBA. Students participate in a Best Buddies program initiated and developed by student at Ottoson Middle School.

Grade: 6-8

Population: Students with intellectual disabilities, neurological impairments and/ or significant medical challenges

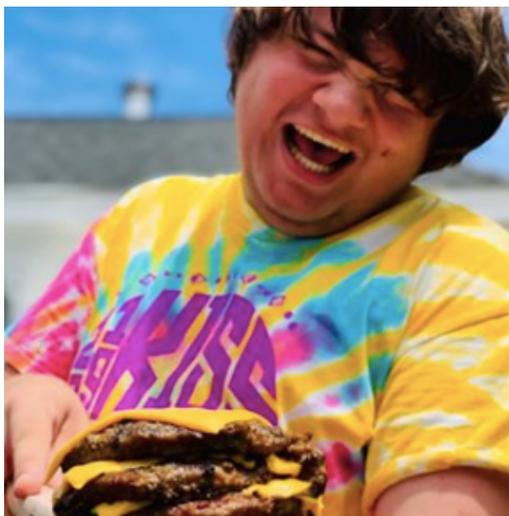
This program is designed for students who require intensive specialized instruction with highly specialized services to accommodate each individual, i.e., Nurse, Behaviorist, Orientation and Mobility Therapist, Vision Therapist, etc. Classroom teacher and specialists incorporate communication, motor, vision, hearing, cognition, and mobility throughout all aspects of the school day. Specialized teaching methods are used such as PECS, Communication Devices and Assistive Technology devices. Students participate in a Best Buddies program initiated and developed by students at Ottoson Middle School.

Grade: 6-8

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

This classroom at Ottoson Middle School provides an academic setting with therapeutic supports for students who are performing at or close to grade level academically and 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 and accommodations are assessed and implemented on an individual basis. Opportunities for inclusion are available and implemented as the students are ready to meaningfully participate. A team of specialists include a 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.

LABBB High School Programs



All of the approximately 200 students within our seven high school programs have the opportunity to participate in the local Chapter of Best Buddies or PALS. We are proud to acknowledge that these Chapters have won numerous State, National and International awards. In 2018, Lexington High School was awarded the Massachusetts Best Buddies Chapter of the year and was the 2018 runner up for National Best Buddies Chapter of the year! We feel honored and grateful to be able to work with these talented students. We also provide our High School students opportunities in art, music, and theater through a partnership with Amplifi, an adaptive music school located in Burlington. This allows our students access to classes and curriculum implemented by an adaptive music educator. We have also facilitated “Performance LABBB” which is a unified, integrated initiative

for any high school student interested in the opportunity to participate in a theater production and theatrical performance.

Arlington High School (Grades 9-12+)

Population: Students with significant intellectual, 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 content is highly individualized, delivered in small groups, with social skills woven into the content. The focus is on generalizing all acquired skills into various social settings. As the students approach sixteen years of age, they have the opportunity to participate in LABBB Transition Readiness Activities in the Community (TRAC) along with added vocational experiences.

Bedford High School (Grades 9-12+)

Population: Students with moderate intellectual, social, and neurological impairments

Specially designed instruction is created to address individual student academic, social, emotional, and behavior needs. The teachers use specialized instruction to address specific learning needs of the students. Within reading, writing, and math programs, graphic organizers and writing templates are used to support student organizational needs. Students are taught academic concepts from the Massachusetts Curriculum Frameworks in conjunction with functional academic skills in the classroom and community environments. In 10th grade, students either partake in standardized MCAS with accommodations, or participate in the MCAS Alternative Assessment Portfolio. As students progress through high school, they will have increased opportunities for community-based work experiences and internships via the LABBB Transition Department, providing a platform to cultivate worker traits and ethics along with enhancing work-based skills.

Belmont High School Transitions Program

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

Students in the LABBB Transitions Program divide their five-day school week into two segments with the goal of preparation for life after they turn twenty-two years of age. They participate in functional classroom and community-based academics for two days and staff supported, work related, internships and work experiences for three days. Some students may require individual support plans and specialist consultation. Students are able to participate in the PALS Program, community recreational, and educational events.

Functional Academics: The in-school days address community academics focused on experiential learning, expanding functional academic, daily living, vocational, and social behavior skills to promote independent living. Students work on budgeting, time management, travel training, executive functioning, social skills, and self-regulation related to independent living tasks within simulated and real-life experiences, in community-based settings.

Work related Internships: On the other three days, students participate in school supported, community internships and work experiences, through the LABBB Transition Department focused on developing skills necessary for potential, future vocational opportunities.

Burlington High School (Grades 9-12+)

Population: Students with mild to moderate intellectual, social, emotional, and neurological impairments (Multiple classrooms)

Students are presented with specially designed curriculum including the provision of small group academic instruction. The teachers use specialized instructional 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 access the material utilizing the Massachusetts Curriculum Frameworks, in addition to blending functional, applied academics into natural environments. Students also focus on making effective and responsible choices in all settings, social skill building, self-regulation, executive functioning skills, and fostering overall independence.

Most students participate in the standardized 10th grade MCAS with accommodations. As students progress through high school, they will have increased opportunities for community-based work experiences and internships via the LABBB Transition Department, providing a platform to cultivate worker traits and ethics along with enhancing work-based skills

Lexington High School (Grades 9-12 +)

Population: Students with mild to moderate intellectual, social, emotional, and neurological impairments (Multiple classrooms)

As at Burlington High School, Lexington High School students are presented with specially designed curriculum including the provision of small group academic instruction. The teachers use specialized instructional 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 access the material utilizing the Massachusetts Curriculum Frameworks, in addition to blending functional, applied academics into natural environments. Students also focus on making effective and responsible choices in all settings, social skill building, self-regulation, executive functioning skills, and fostering overall independence. Most students participate in the standardized 10th grade MCAS with accommodations. As students progress through high school, they will have increased opportunities for community-based work experiences and internships via the LABBB Transition Department, providing a platform to cultivate worker traits and ethics along with enhancing work-based skills.

Lexington High School Life-Skills Program (Grades: 9-12+)

Population: Students with global deficits, significant intellectual, neurological impairments, and/or significant medical challenges

This program is 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 strategies and support throughout all classroom activities. Specialized accommodations including augmentative communication systems and assistive technologies are applied. The classroom presents an integrated model where services are delivered in the context of natural learning environments. Students are provided opportunities to generalize acquired classroom skills across all settings. In 10th grade students either partake in the standardized MCAS testing with accommodations or participate in the MCAS Alternative Assessment Portfolio. As the students approach sixteen years of age, they have the opportunity to participate in LABBB Transition Readiness Activities in the Community (TRAC) along with other vocational experiences.

Career Directions (Grades 9-12+)

Population: Students with mild intellectual, social, and emotional challenges

Students access the general education curriculum with necessary modifications, in addition to an applied integration of functional academics, focusing on young adult and independent living skills. Students are presented with specially designed instruction that focuses on the provision of small group academics. The staff utilize specialized instructional pedagogy to address the specific learning needs of the students. Within reading, writing, and math programs, graphic organizers and writing templates are used to address executive functioning and organizational needs. Students typically partake in the standardized 10th grade MCAS testing with accommodations. Additionally, students participate in community-based work experiences, staff supported internships, and integrated, academic mainstream opportunities to foster necessary soft skills, worker traits and ethics as well as developing vocational skills.

LABBB Transition Services / i-Work

i-Work - interest driven Transitional Work experiences

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.

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

Students who attend academic and transitional classes 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

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 worksite
- 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

Woodland Respite House



LABBB partnered with TILL (Toward Independent Living and Learning) in September 2017 to offer weekend and vacation respite with 24-hour support for up to six guests with learning differences, developmental disabilities or autism spectrum disorder. The Woodland Guest

House is located in a cozy four-bedroom cape-style home in Lexington, Massachusetts.

The Woodland Guest House emphasizes learning through social/recreational activities where guests enjoy practicing independent living skills, exploring new interests, and working on social skills through exciting activities with peers. We offer growth opportunities through community exploration, learning household tasks, and sharing meals prepared together.



The Woodland House provides a safe, friendly, home-like environment.:

- Experienced staff, trained to provide individualized, quality supports, and make each guest's stay as comfortable as possible
- A variety of recreational and social activities based on the interests of the guests
- Comfortable dining, living and sleeping accommodations
- Assistance with daily living skills as needed
- Healthy meals and snacks (dietary restrictions reviewed individually)
- Laundry and housekeeping

- Transportation to planned recreational activities

Omar's World of Comics and Hobbies



In the summer of 2017 LABBB partnered with Mr. and Mrs. Masood to create a unique opportunity for students with special needs. The Masood's son, Omar, was graduating from in June 2018 and they wanted to create a store in Lexington Center that supported Omar's interests. Omar's has always had an interest in superhero's and comic books. The Masood's also wanted this store to be co-managed by the LABBB Transition Department and have LABBB students work in the store every week. In early Spring of 2018 'Omar's World of Comics and Hobbies opened its doors! The town of Lexington was very accommodating and welcomed this store to the community.



Greater Opportunities (GO)

LABBB Post-22 Adult Program

LABBB now offers adult services to people with disabilities who have turned 22 years old and/or graduated from high school and have been approved for funding through the Department of Developmental Services (DDS).

Community Based Day Services (CBDS)

LABBB's Community Based Day Services are offered five days a week, Monday through Friday from 8:30 to 2:30. While we maintain a home base where people gather in the morning and end their day in the afternoon, the majority of each day is spent in various community settings where the focus is on developing independent living skills, social skills, work related skills, community and travel skills, and recreation/leisure skills. Services are supported by staff in a 1:5 ratio. The community is accessed both by a LABBB van driven by our adult service staff and by various methods of public transportation. The goal of CBDS is to help individuals continue to develop their independence in the skill areas mentioned in preparation for either group or individual employment.

Individual Employment Services

LABBB provides on-the-job support to individuals who have secured gainful employment. This service is typically limited in hours and can be front loaded to help the individual acclimate to the new job, create relationships with supervisors and colleagues, and establish a routine. Once the individual is acclimated to the new job, the LABBB staff will provide weekly support to the individual as needed with the goal of fading the need for support completely. Even after complete independence is achieved, LABBB staff remain available to help the individual with any challenges that may periodically arise, or to assist the individual to expand their role or develop their career.

Group Employment Supports

LABBB has a long history of strong ties to the business community and continuously works to develop new opportunities for paid group employment in local community businesses. Group Employment Supports is an avenue where individuals can experience paid employment with the support of an onsite LABBB employment coach. This is a more flexible model where individuals may spend anywhere from one to five days per week in a group employment setting supplemented with time spent in independent employment job or LABBB's CBDS program.

