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Annual Report

2013-2014



LABBB
Collaborative Programs



LABBB Collaborative

36 Middlesex Turnpike
Bedford, MA. 01730
Tel. 339-222-5615 Fax. 781-290-4925



LABBB Collaborative History

The LABBB Collaborative built its 40 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 three 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

For LABBB to constantly evolve in response to the district needs and establish its position as leaders in providing educational programs for students with special needs, vocational training, school to work and other services determined by the member districts.

Mission Statement

The LABBB Collaborative helps students with special needs reach their full potential through high quality programs that integrate academics, social, recreational, and vocational services and enable participation in the least restrictive environment.

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.

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. Paul Ash	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
Lindsay Rice	Assistant Program Director, High School Programs
Alyssa Limerick	Assistant Program Director, 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.

See appendix A for full program descriptions of educational programs

LABBB Central Office Contacts

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Educational Programs and Referrals Contacts

Pre-School Elementary Students

LABBB Collaborative

Attn: Donna Goodell

Middle School Students

LABBB Collaborative

Attn: Alyssa Limerick

High School Students

LABBB Collaborative

Attn: James Kelly

123 Cambridge Street
Burlington, MA 01803

36 Middlesex Turnpike
Bedford, MA 01730

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

Alyssa Limerick – Assistant Program Director
LABBB Collaborative, Ottoson Middle School
36 Middlesex Turnpike
Bedford, MA. 01730
Tel: 339-222-5625
e-mail: ALimerick@labbb.net

- ***High School Programs:***

James Kelly – Program Director
LABBB Collaborative, Lexington High School
251 Waltham Street
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Lindsay Rice – Assistant Program Director
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Vocational Training Program

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, vocational and 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, 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

➤ **Vocational**

The i-Work Program is designed to provide interest-driven, community-based work experiences for students. All company employees who are natural supporters 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 life 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 that have been offered after school, evenings, weekends, and extended overnight trips.

Examples of these 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 parents 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.

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 in Waltham
- Boston 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.

Cost Effectiveness of LABBB Services for Member Districts

The following list is a comparison of the private school FY14 tuitions that our current LABBB members send students to and is comparable to most LABBB programs.

Private Schools Tuitions Educating Students similar to those going to LABBB

	Tuition	# of student school days
▫ Boston College Campus School	\$74,382	(198)
▫ Cotting School	\$71,955	(180)
▫ Dearborn Academy	\$62,252	(180)

▫ Dr. Franklin Perkins	\$61,597	(218)
▫ FARR ACADEMY	\$72,125	(180)
▫ Germaine Lawrence	\$55,617	(216)
▫ Gifford School	\$50,160	(180)
▫ Lighthouse	\$61,536	(180)
▫ Manville	\$71,787	(180)
▫ May Institute	\$82,811	(242)
▫ Melmark	\$104,564	(237)
▫ Milestones	\$87,048	(216)
▫ Nashoba Learning Group	\$99,502	(216)
▫ New England Center for Children (Autism)	\$73,474	(226)
▫ New England Center for Children (intensive)	\$98,306	(226)
▫ Riverside Community Care	\$56,433	(226)
▫ Seven Hills Academy	\$48,364	(226)
▫ St. Ann's Day School	\$46,012	(180)
▫ Wayside Academy	\$49,783	(220)
▫ Realizing Children's Strengths	\$69,745	(221)

In FY14 LABBB had 9 tuitions ranging from **\$39,418 to \$54,383**. All our programs except for our Fox Hill program have 198 and 216 student days. Our highest tuition is for students with severe behavior challenges, students on the Autism spectrum, and students with multi-handicaps. LABBB also added a 45 day assessment program which costs \$250 per day which is at least \$50.00 lower than most 45 day assessment programs.

It is important to note that all LABBB tuitions include summer programming and all therapies are included. There are no additional costs, except for our Fox Hill Elementary School Program. Many Private schools bill additional fees for support related services by the hour above and beyond there tuition. LABBB summer programs consist of 5, 6 or 7 weeks programs depending on the need of the student.

LABBB Approved FY14 Tuitions

***All tuitions include summer programs (Except Fox Hill)**

Lexington Vocational \$48,207.00 *(Lexington HS, Burlington HS, Bedford HS, Belmont HS, John Glenn Middle School, Chenery Middle School)*

Lexington Life Skills \$54,384.00 *(Lexington HS, Burlington HS, Bedford HS, Belmont HS,*

Glenn MS, Chenery MS, Ottoson MS)

Arlington BIP	\$54,384.00	<i>(Arlington HS, Ottoson MS, Wellington Elementary)</i>
Career Directions	\$39,418.00	<i>(Minuteman Tech Lexington)</i>
IDEAL	\$54,384.00	<i>(Burlington Francis Wyman Elementary)</i>
Memorial Elementary	\$56,203.00	<i>(Burlington Memorial Elementary (Pre-School K-5)</i>
Fox Hill Elementary*	\$40,461.00	<i>(Burlington Fox Hill Elementary)</i>
Butler Elementary	\$47,545.00	<i>(Belmont Daniel Butler Elementary)</i>
45 Day Assessment	\$250 per Day	

LSEP (LABBB Summer Extension Program)

Elementary – High School	3 Week Session	2 Week Session
	\$1,860.00	\$1,240.00

APPROVED FY15 TUITIONS

Most of LABBB Tuitions increased by 1.5% for all programs including summer except for Career Directions at Minuteman Technical High School.

FY15 Approved Tuitions

Lexington Vocational	\$48,395.00	<i>(Lexington HS, Burlington HS, Bedford HS, Belmont HS, John Glenn Middle School, Chenery Middle School)</i>
Lexington Life Skills	\$55,205.00	<i>(Lexington HS, Burlington HS, Bedford HS, Belmont HS, Glenn MS, Chenery MS, Ottoson MS)</i>
Arlington BIP	\$55,205.00	<i>(Arlington HS, Ottoson MS, Wellington Elementary)</i>
Career Directions	\$40,798.00	<i>(Minuteman Tech Lexington)</i>
IDEAL	\$55,205.00	<i>(Burlington Francis Wyman Elementary)</i>
Memorial Elementary	\$57,052.00	<i>(Burlington Memorial Elementary (Pre-School K-5)</i>
Fox Hill Elementary	\$46,072.00	<i>(Burlington Fox Hill Elementary)</i>
Butler Elementary	\$48,263.00	<i>(Belmont Daniel Butler Elementary)</i>
45 Day Assessment	\$12,375.00	
Transition Assessment	\$1,200.00	
Vocational Assessment	\$900.00	
BCBA Consultation	\$90.00	

BCBA Direct Service	\$50.00	
LSEP (LABBB Summer Extension Program)		
Elementary – High School	3 Week Session	2 Week Session
	\$1,860.00	\$1,240.00

Services that provide cost savings for member districts

Regional Transportation

➤ **LABBB TRANSPORTATION PILOT PROJECT**

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 400 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.

FY14 Average number of students transported and Annual Cost.

- **In-District Students = 174**
 - Annual cost per student = \$4,771
- **Out of District Students =271**
 - Annual cost per student = \$12,948

➤ **LABBB INTERNAL TRANSPORTATION**

A unique feature for LABBB is that we currently transport all students from or member districts attending a 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 LABBB / EDCO transportation or the LABBB Internal Transportation.

FY 14 LABBB / EDCO Transportation Network (445 Students)

- **Annual** Out of district cost per student
 - **\$12,948** (School year + Summer)

FY14 LABBB Internal Transportation (102.5 Students)

Total students transported increased from 87 to 102.5 from FY13 to FY14.

- **Annual** LABBB Internal cost per student
 - **\$1,895** (School year + Summer)

*Below is the assessment for LABBB Internal member transportation in FY14. This transportation service is a significant savings for our member districts. Please note cost annual cost comparisons with the LABBB / EDCO Transportation. Please note that LABBB Internal transportation is also for 11 months. Both Transportation services have provided significant cost savings.

	# OF STUDENTS TRANSPORTED IN OCTOBER 2012	% OF STUDENTS TRANSPORTED IN OCTOBER 2012	FY14 TRANSPORTATION ASSESSMENT
ARLINGTON	16	18.4%	\$33,120
BEDFORD	15	17.2%	\$31,140
BELMONT	18	20.7%	\$37,260
BURLINGTON	19	21.8%	\$39,240
LEXINGTON	<u>19</u>	<u>21.8%</u>	<u>\$39,240</u>
	87	100.00%	\$180,000

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 Program (ICE)



LABBB was invited to be part of a planning committee with Middlesex Community College to write a grant that will support students who want to have a college experience. Students who meet the requirements for this grant would be eligible for dual enrollment in LABBB and Middlesex Community College. The planning grant required a commitment for LABBB to participate in this

planning committee and with a goal for implementation for September 2014.

LABBB Educational Programs

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.