SOUTH SHORE EDUCATIONAL COLLABORATIVE

www.ssec.org

ANNUAL REPORT

TO THE

COLLABORATIVE BOARD of DIRECTORS

2025 - 2026

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SOUTH SHORE EDUCATIONAL COLLABORATIVE BOARD MEMBERS

2025 - 2026

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2025 – 2026

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Arthur Sullivan	Assistant Treasurer
Jill Lawrence	Executive Secretary/HR Coordinator
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Stacy Lemieux	Accounts Receivable
Sara Wayman	Business Office Assistant
Kathleen Flaherty	Payroll
Erin Holder	Director of Student Services
Jon Reynard	School Business Administrator
Hannah Emery	Community School Program Director
Danielle Burke	Assistant Program Director
Denise Demaggio	Program Secretary
Maureen Gattine	Mini School Program Director
Shannon Boyd	Assistant Program Director
Karen Thomsen	Program Secretary
Rosanna Warrick	Quest Program Director
Kim Foresta	Assistant Program Director
Mike Pagan	Program Secretary
Cheryl Jacques	South Shore High Coordinator
Tara Sepeck	Program Secretary
Kristen Skjerli	Director of Related and Specialized Services

Introduction and Letter from the Executive Director

South Shore Educational Collaborative was founded in 1976 and, for its 49th school year, provided high-quality services to its students and school districts through its four programs, district services, specialized (home) services, assessment, and professional development. During the 2025-2026 school year, SSEC programs were located in Hingham (main campus, Careers High School, Community School, Quest Elementary, and South Shore High), and Hull Public Schools (The Mini School),

The 25-26 school year was one of new beginnings. With the combination of our High School Emotional Impairment programs, the new South Shore High model and staff were ready to support over 70 students for the school year. The 2025-2026 school year also brought about the creation of the Specialized Services department of SSEC. In trying to further meet the needs of our sending school districts and diversify our revenue streams, Specialized Services was born. The Specialized Services department will provide services to students and families outside of the typical school day hours.

Over the 2025-2026 school year, SSEC provided over 25 professional development opportunities and over 173 PDP's, with 466 [artoco[ants. Our team was proud of the positive feedback we received and plans to expand our offerings for the 2026-2027 school year.

From a referral and budgetary perspective 2025-2026 was not a typical school year. While we averaged the same amount of student referrals as we do for most school years, the peak of referrals came about two months later than we typically anticipate. The delayed referrals impacted our budget process, and the collaborative had to go through a reduction-in-force process. In the 2nd week of April, 15 staff members were notified that, at this point of the school year, they were either being non-renewed or their position was being eliminated for the 2026-2027 school year.
As the year progressed and referrals started to come into our programs at their typical pace, the collaborative was able to restore the majority of the reduced positions. We attribute the pace of our referrals to the state of the economy and the lack of state and federal funding received by our sending districts. We anticipate our ESY and 26-27 student census to be a healthy position to support our Board-approved budget.
Our programs yielded excellent results for graduates and students returning to their home districts:

Program:	Graduated:	Returned to District:
South Shore High	14	5
Quest	17	9
Mini	2	1
Community	7	0

At the end of the 2025-2026 school year, South Shore Educational Collaborative served over 300 students from over 40 districts and employed 283 staff. SSEC ended up with a budget surplus of over 1.4 million. At the end of the school year, we identified several capital projects to support students and staff, including new truncated domes across our Hingham Campus, over ten Cleartouch screens were installed, three filtered and refrigerated water stations, and our pool is back up and running.

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As the Executive Director of South Shore Educational Collaborative, I can say without any reservations that we made significant progress in meeting our Mission, Objectives, and Purposes in our Collaborative agreement. The following pages of this annual report will show that progress in greater detail.

2025-2026 Director of Student Services Annual Report

Programming Overview

During the 2025-2026 school year, all SSEC's programs ran in a typical manner. We continued to look at ways to expand our five programs overall, support our member districts with new enrollments and increase staffing and staff morale across all programs. We continued to offer our member and non-member districts ancillary services (i.e. Psychiatric Evaluations, Assistive Technology Evaluations, Vision and O&M Services) when needed. Depending on the area of need by the districts some of our availability resulted in a wait list in some and even unavailability in others.

All activities, including Community Based Instruction and Transitional Vocational job opportunities on- and/or off-site, continued. Community Based Instruction across our SSEC programs can include: college/career focus, leisure/recreation, part-time jobs/internships and functional life skills. For transition-aged students, Community Based Instruction is tied directly to the transition plan, as well as to the vision statement, which is developed with the student across all ages but tied more directly to goals during the transition period. Students in our high school programs were able to consistently work in our on-site locations such as our greenhouse, kitchen and copy center. These on-site work opportunities were also able to welcome students from our other programs to participate and integrate with students from differing programs and explore preferred activities and new interests.

ELL Teacher and Home Liaison

Our ELL teacher continues to support students and families across SSEC's four programs. Over the course of the year, SSEC was able to continue to establish more consistent services and structures to support those who either require or could benefit from ELL services. For many of our students, there is the presence of a language/communication-based disability in addition to having English as a second language. Our EL family Liaison was able to increase our translation and interpretation supports to multiple families by providing in-person and virtual interpreters for SSEC's open House (walking Chromebooks), live-streamed virtual meetings interpreted for several languages with information about school paperwork, Common language meetings for families across the collaborative and interpreters "for your language" for Community School's PTO meetings. Our family liaison set up interpreters for any of our four graduations that were held at the end of the year for families attending in person and/or virtual. Collaboration between our ESL teacher and Lexikeet (our translation/Interpretation contracted company) resulted in our SSEC Family Line which allows families to call the school in their language at any time. This is promoted directly with the families along with directions and script samples and is also found directly on our website.

The ELL teacher contacted and encouraged ELL families to attend free, anonymous virtual meetings provided (and simultaneously translated) by Lexikeet on current events, legal changes to the immigration policies in the U.S. and a variety of other topics offered.

Additional curricular content and materials (i.e. Bilingual Picture Dictionaries) continue to be used. Using, and sharing with families, applications like Unite for Literacy allows students and families to hear stories both in English and in home language. As we continue to expand our ELL resources, the PTO for Community School has upgraded their email platform to allow easy translation. Our ELL teacher models for other teachers on how to better support both the students and their families. Additionally, our ELL teacher shares materials and consultation for staff completing the SEI course. ELL services were also available for homebound students and as part of our home visitation as needed or per request of the family. This continues to be a successful expansion and will continue to be a focus.

The ELL teacher attends or is available to consult for IEP meetings of English Learner students. Additionally, translation of all annual paperwork for our ML families is facilitated by the ELL teacher.

In FY26, we had 10 students taking ACCESS, in mid-January through early February. Three students (two in Mini and one in SSHS) took the ACCESS test. Seven students (one in Community and six in Mini) took the Alternate ACCESS. The eight Mini students were supported through the year by a licensed ESL Teacher/Reading Specialist. Their ACCESS testing was completed by the same ESL Teacher. In addition to the students who took the ACCESS test last year, we have since added four new students (three in Community and one in Mini). With the addition of ELL students in Mini, a part time ESL teacher has been added to the staff. There are ten students (all in Community) who are not designated as ELs but whose families speak languages other than English. Our ESL teacher acts as a Family Liaison, consulting with teachers and providing resources and assistance with parent contact as needed.

The families currently served by the ELL Department represent speakers of the following Languages:

- Arabic
- Brazilian Portuguese
- Myanmar (Burmese)
- Chinese: Cantonese
- Chinese: Mandarin
- Haitian Creole
- Meghrebi Arabic
- Nepali
- Pashto
- Spanish
- Vietnamese

ELL Learners Translation Services

SSEC continues to contract with Lexikeet to provide written, spoken and multi-language interpretation for our needs. This allows for more genuine, real-time communication with families on a routine, on-demand

and emergency basis.

ELA and Literacy

Over the course of the FY26 school year, SSEC applied for DESE's PRISM II and III grant which will support our evaluation, selection and purchase of High Quality Instructional Materials (HQIM) for our K-3 and 4-12 grades. These grants will help SSEC consider ways to expand the type of literature the students across programs are engaged with to promote well-being, belonging and to reflect the backgrounds and lived experiences of our students.

Stonehill Partnership

FY26 was the sixth year SSEC participated in the Stonehill College Teacher Residency Program. SSEC had 1 participant who worked as a paraprofessional in the Mini School in Hull. Teacher Residents participating in this program continue to receive a special tuition rate from the college and have an opportunity to finish their degree and license in one year (moderate Pre-k-8 or 5-12). We will continue to offer this opportunity again in the FY27 school year as the planning stages take place a year in advance.

Psychiatric services

SSEC brought on NP Anne Turley Griffiths, a Psychiatric Mental Health Nurse Practitioner at the start of the FY25 school year. Anne Turley was able to take referrals from each of SSEC's four programs as well as outside referrals from member and non-member districts for Psychiatric Evaluations.

Professional Development

SSEC continued to offer in-house training throughout the FY26 school year. These included Title IX/Civil Rights, ALICE, Welle (our Non-Abusive, Physical and Psychological Intervention) and CPR/First Aid. Four new staff Welle trainings were held periodically throughout the FY26 year in addition to the recertification training that takes place annually for returning staff. Our Welle Trainers (eight staff) participated in their annual Train the Trainer Recertification virtually with Welle facilitators. SSEC sent three staff members to become Welle Trainers in November 2025. CPR/First Aid courses continued to follow their bi-annual schedule and SSEC moved to a virtual platform for certification management.

For ongoing consistency, SSEC hosted a representative from iReady, our benchmarking tool, to return from the previous year to provide three specific professional development opportunities for staff across SSEC after diagnostic 2 to analyze and utilize the data more effectively. For new staff, iReady provided an introduction and solid basis to better understand and become familiar with the tool itself. For veteran users, our reading specialists and our content area teachers, iReady provided personalized instruction and usage guidance to reinforce the many tools and resources available. SSEC hopes to provide ongoing professional development with iReady throughout the FY27 school year in order to continue to increase its use and effectiveness across programs.

Over the course of FY26, SSEC hosted trainings, both in-person and virtual in the following areas:

- Instructional Strategies: Differentiation and Implementation of Standards-Based Learning
- Executive Function Training with Nancy Clements (Social Thinking)
- IEP Training with Allan Blume
- Strategies / Differentiation in Learning
- Turning Understanding into Action: Practical Behavioral Strategies to Support Student Behavior & Skill Development Evaluation
- Behavioral Training
- GoGuardian
- Magic school
- Assistive Technology Trainings
- "How to Read a Neuropsychological Evaluation Report"
- Canva Training
- Educator Evaluation Training 2025-2026
- Collaborative Goal Writing and New IEP for OT and PT Practitioners
- Bouncing back from Adversity 2026-2027- MEGA Training

In FY26, SSEC identified the ongoing needs across programs for areas of professional development that will be needed in FY27. With a focus on instruction, differentiation and paraprofessional training and wellness, SSEC began planning for the FY 27 PD day which is now in the school year calendar after being added to our annual calendar starting in FY25. FY27 PD day will be March 26, 2027.

Benchmark & Screening Assessments

- **iReady:** continued to be implemented in each program during FY25. Our SSEC leadership team's goal for iReady was to increase usage across all programs. All five SSEC programs increased their student participation and completion rate throughout FY25 from FY24. Testing can be difficult for some of our students due to frustration, regulation and other needs which may take priority at any given moment. Administrators, Reading Specialists, our ELL and Assessment teachers were all available to step in to help support a student using iReady if needed.
- **IXL:** IXL can be used for discrete skill development across ELA, Math, Science, and Social Studies in grades K-12+ in all programs (to varying degrees and as appropriate). IXL provided direct support for content and skills with formative data tracking, assessment and skills/concept reinforcement if used. IXL will have a diagnostic that SSEC will utilize next year for FY26.
- **Dyslexia Screening:** SSEC first implemented the Shaywitz Dyslexia Screener for grades K-3 in FY21 and continued through FY24 In FY24, SSEC also implemented the adolescent version of this tool, which was used to screen students aged 14+. In FY25, SSEC had a team of 5 staff participate in DESE's Dyslexia Institute throughout the school year. The result of the institute was a Dyslexia Action Plan (DAP) noting iReady diagnostic 2 & 3 as SSEC's early literacy and dyslexia screener. The DAP also includes the procedure for communicating results with the family and the district.

- **Policies and Procedures**

Over the course of FY26 the following SSEC policies and procedures were revised or updated and/or newly proposed and presented to SSEC's Board of Directors for approval.

Newly proposed and Approved in FY26

- Policy: SSEC Public Participation at Board Meeting - 3/6/26
- Policy: SSEC Physical Restraint Policy and Procedures (First Draft) - 5/15/26

2025-2026- School Business Administrator- Financial Overview

The FY25 budget was approved by the SSEC Board on April 5, 2024, with a tuition increase of 5% for Member Districts and 7% for Non-member Districts. The FY25 final board-approved budget with the aforementioned tuition increase was implemented for the start of the FY25 School Year. This budget called for 263 FTE Extended School Year enrollments and 319 FTE School Year Enrollments. SSEC did not meet these target enrollments. Year-end enrollment numbers came in at 242.17 FTE's for the Extended School Year and 297.86 FTE's for the School Year. Enrollment trends during the school year did trend in a positive direction when compared to the last few years. SSEC saw consistent and substantial start to finish gains in enrollment with a total increase of 14.97 FTE's during the FY25 School Year. SSEC experienced an easier time hiring for open positions than the last few years. This was particularly relevant as it related to SSEC's paraprofessional needs. Improved staffing was a key factor in SSEC's ability to accept referrals. Although target enrollments were not realized, staffing levels were kept in line with SSEC's student needs. That coupled with a conservative approach toward spending helped SSEC end the FY25 School Year with a budget surplus of just over $1.04 million. Due to the tentative enrollment numbers, SSEC did not contribute to the OPEB Trust in FY25.

Cost Effectiveness of Programs and Services

With the enactment of Chapter 43 of the Acts of 2012- *An Act Relative to Improving Accountability and Oversight of Education Collaboratives,* one of the areas to be included in the annual report is the cost-effectiveness of our programs and services.

The schools, programs, and services offered at SSEC are specialized and focused to meet the needs of students with intense, complex learning profiles that include physical, medical, emotional, cognitive, and learning challenges. By the time a student is referred to SSEC, the public school has initiated interventions that have not been able to demonstrate that adequate progress can be accomplished. The SSEC mission states that the collaborative will provide innovative, fiscally sound high-quality educational programs and services. Due to the level of specialized educational services required, the tuition and fees must be reviewed annually to keep cost increases to a minimum. Each year, the Board of Directors and SSEC administrators review the budget and compare tuitions of other collaboratives and private day schools before approving annual costs. Negotiated salary increases, health insurance, utilities, and lease expenses are required financial obligations that have an impact on the budget each year.

Since most of the revenue and expenses are related to the schools and programs at SSEC, this report will include cost comparisons with some of the schools where students apply and/or attend before enrollment at SSEC.

During 2024-2025, SSEC leased one building at 75 Abington Street in Hingham and classroom space in Randolph and Hull. The classroom rentals in public schools are the most cost effective to the SSEC and also for the districts. The students from the district where a classroom is rented may save significantly on transportation and the families are pleased to have the students in their home town. However, the needs of the students who attend the Community School, Quest School, South Shore High School, and Careers High School require a location with a different setting than a traditional school. The physical, medical, and emotional needs of the students require a substantially separate location with the ongoing goal of

considering the return to a traditional school whenever feasible. The SSEC schools are licensed by DESE and are able to compete with more costly private schools. We are located geographically where all member districts have access with a minimum transportation expense. This is a significant cost-effective measure. Situations where students travel long distances to attend a private school may cost a school district more than when they attend more locally.

As requested, the following comparisons by program will demonstrate cost effectiveness to districts when a student is placed at SSEC rather than a competing private school. The data below was taken from SSEC's FY25 rate sheet and MOEC's FY25 Collaborative Tuition Rates sheet which provides coast comparison information between Collaborative's and Private Schools.

SSEC Community School- FY25 tuition- $83,699 (includes 23-day summer program)
Private School-Perkins Watertown FY25 tuition- $171,055
Private School- BC Campus School FY25 tuition- $119,770
Savings per student $36,071 to $87,356

SSEC Mini School- FY25 tuition- $83,699 (includes 23-day summer program)
Private School- Boston Higashi FY25 tuition- $101,213
Private School- May Institute FY25 tuition- $153,054
Savings per student $17,514 to $69,355

SSEC Quest School- FY25 tuition- $72,344 (includes 23 day summer program)
Private School- Brandon FY25 tuition- $103,846
Private School- Walker FY25 tuition- $117,842
Savings per student $31,502 to $45,498

SSEC SSH and Careers- FY25 tuition- $60,983 (includes 23-day summer program)
Private School- Brandon FY25 tuition- $103,846
Private School- Walker FY25 tuition- $117,842
Savings per student $42,863 to $56,859

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

Energy Savings

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

GAS	**Savings**	**ELECTRIC**	**Savings**
Plymouth Public Schools	$122,672	Plymouth Public Schools	$180,630
Town of Plymouth	$67,679	Town of Plymouth	$154,867
Cohasset PS	$68,926	Cohasset PS	$38,606
Cohasset Town	$11,739	Cohasset Town	$82,332
Scituate schools	$90,388	Scituate Schools	$49,793
Norwell schools	$19,425	Norwell schools	$38,019
Hull	$24,985	Hull	$0
SSEC	$798	SSEC	$0
Total gas Savings	**$406,616**	**Total electric saving**	**$544,247**

2025-2026 Community School Annual Report

The South Shore Educational Collaborative's **Community School Program** is a day school that provides educational services to students with severe and multiple disabilities from preschool through transition age (up to their 22nd birthday). Students typically engage in the curriculum at access and entry levels and may present with communication and mobility challenges, complex medical needs and/or behavioral challenges. Classroom cohorts are developed by taking student age, academic level, social interests and functional skills into consideration. Due to the extensive needs of the student population, the Community School attempts to provide a 1:2 staff to student ratio. Students are provided with 1:1 support on an individual basis as determined by the team process.

The 2025-2026 School Year began with 104 students across 14 classrooms at 75 Abington Street in Hingham. Program wide, staff included 14 classroom teachers (14 DESE licensed, 2 with DESE waivers long-term substitute), 41 paraprofessionals, 29 related services staff (9 SLPs, 8 PTs, 3 PTAs, and 10 OTs), 2 social workers, 1 BCBA, 2 Behavior Technicians, and 3 special area teachers (music therapy, adapted physical education, and greenhouse). Over the course of the school year the program was able to welcome 4 new students.

Program successes over the course of the year included:

- Regularly scheduled Community-Based Instruction including outings to BJ's, Stop & Shop, and Ryan Family Amusements to support pre-vocational and leisure skills.
- Student Council elections were held, including the first annual Candidate Speech Day to encourage student leadership and public speaking.
- A Boosterthon Fun Run was hosted by the PTO. Students, families, and staff all had a great time at the "Under the Sea" themed "Move and Groove" event.
- Students celebrated fall with a Halloween Parade and Literary-Themed Pumpkin Decorating Contest, and a "Balloons Over Broadway" Thanksgiving Parade.
- AIM classrooms continued to operate the Snack Cart and began a year-long school-wide recycling project. Funds raised from the recycling project were used to support classroom field trips.
- The Early Childhood classrooms performed a Winter Concert for families and friends.
- Students across classrooms learned about the Winter Olympics, including research projects and exciting outdoor practice sessions.
- Student Council sponsored the second annual visiting author event, giving students opportunities to ask questions and connect with a professional writer.
- Student Council sponsored a Valentine's Day Dance for students in multiple SSEC programs.
- March Madness Spirit Days were held across the collaborative.
- An AIM classroom elective class filmed a Student Store commercial, with students serving as actors, directors, scriptwriters, and filmmakers.
- Integrated basketball practices with students from South Shore High continued this year.
- The annual Art Show was held. This year's theme was "Our Place in Space."
- In May, the Community School celebrated seven graduates transitioning toward adulthood.

- June concluded with a “Dreaming of Summer” end of the year event. Highlights were the switch activated “selfie station” and the ice cream cart!
- During Extended School Year in July and August, students enjoyed farm animals and “Crazy Critters,” African drumming, and weekly ice cream truck visits.

2025-2026 Mini School Annual Report

Program and Services

Established in the early 1970s as part of a Commonwealth of Massachusetts initiative to create "mini-schools" for special needs students throughout the state, the Mini School Program has long served students diagnosed with Autism Spectrum Disorder. The program joined the South Shore Educational Collaborative in 1987.

During the 2025-2026 school year, the Mini School Program started the school year with a census of 65 students and ended the school year with 71 students, ages 5 to 22, in classrooms located in Hull, MA at the Memorial School and Hull Middle/High School. The Memorial School in Hull houses seven Mini School classrooms serving students in Kindergarten through Grade 8 as well as a high school room that moved over from Randolph High School after SSEC closed off that location. We also have three classrooms located at Hull Middle/High School on Main Street in Hull.

The Mini School specializes in educating children diagnosed with Autism Spectrum Disorder, developmental or intellectual disabilities, and other similar learning profiles. The program uses a multidisciplinary approach that incorporates best practices in applied behavior analysis, positive behavioral programming, language-based instruction, incidental teaching, augmentative and assistive technology, and sensory integration. Students at the Mini School are provided meaningful access to the Massachusetts Curriculum Frameworks through individualized instruction at a variety of levels, including grade-level standards, entry points, and access skills based on each student's unique learning needs and abilities. Our values emphasize safety, respect, relationships, and growth, fostering an environment that promotes optimal student development.

Classrooms at the Mini School maintain a high staff-to-student ratio due to the level of support required by our students. The program consists of a Program Director, a Program Coordinator, and an Administrative Assistant. The Mini School employs 10 special education teachers—one for each classroom. We had a total of 27 paraprofessionals, with 2–4 assigned to each classroom.

Specialist staff include 3.5 speech and language pathologists, 2.5 occupational therapists, and .84 Certified Occupational Therapy Assistant (COTA). The program also has a part-time physical therapist and part time assistive technology staff. In addition, the Mini School employs one full time BCBA and two full-time behavioral therapists that offer behavioral support in classroom and home training services to families and a full time Social Worker. The program also includes a full-time Adapted Physical Education teacher and two clinicians and part-time ESL/Reading Specialist. The Mini School has 2 full time nurses. The Mini School also has a full time Adapted Physical Education teacher, a part-time Music Therapist as well as part time Reading/ELL teacher.

Changes and Accomplishments

- Two students aged out and successfully transitioned to adult programming through Mass Health at Amego, Inc. in Holbrook.
- One eighth-grade student returned to their district for high school.

- Two students were mainstreamed at Hull Middle School for most of their school day with special education support.
- The Mini School and Hull Public Schools partnered to support a student moving into full-time inclusion as a ninth grader for 2026–2027.
- Vocational experiences included recycling, school store, Meals on Wheels, local restaurants, cafeteria work, greenhouse and more.
- The Mini School participated in the Bridgewater T@B program every Friday where students from partnering school districts attended a variety of transition workshops on Bridgewater State University's campus and enjoyed an integrated college experience where they are able to put into practice their developing independent living skills.
- Mini School participated and had a successful season for Unified Basketball. Coaches included our Mini School Middle School teacher, Dan Tramontana as well as Erin Holder, Director of Student Services as well as the Hull Public School nurse. There were approximately 15 students in total and played against Pembroke, Hingham and Quincy. We ended the season with a Jamboree in Hull including all four towns.
- Successful year at Swim With A Special Child program located at the Weymouth Connell Pool Center where they had over 30 Red Cross certified swim volunteers to give 1:1 swim instruction to our students on Tuesday mornings from October - April
- The Mini School had a dental clinic come out and do cleanings. This also helped our students experience something difficult with a lot of support in a familiar environment.
- The Mini School had its annual Walk-a-Thon for Middle School and High School students. Each classroom had a specific color and walked 45 minutes worth of laps around the school track. Medals and certificates were given out at a ceremony. This was a family event and we had many family members join in on the walking and then the ceremony celebration.
- Evan's Walk/Run was the biggest staff turn out yet. We had over 50 staff participating and received a grant to do recreational activities with the students.
- Special events throughout the school year included Halloween costume party, Turkey Trot, Polar Express Activity and Movie, holiday craft workshop, World Kindness Week, Valentine's Day Party and Field Day.
- A Science Fair was held for K-8 at the Memorial School. All classrooms participated in either individual or group science displays and experiments. Families attended and got to walk around while students demonstrated their science experiments.
- Each classroom hosted a family event, "Awards Day" and an Art Fair at the end of the school year where a slide show representing the school year and awards were given out to the students. There were many family participants in this event and they got to see art projects from across the school year.
- Summer recreational activities included swim sessions at Cohasset Town Pool, beach trips, Crazy Critter Show, African Drum Show, Field Day, Musical Bubble Barge, Waterslide, going to the Carousel, student run car wash, visit from Hull Fire Department.
- Hosted the annual sibling day in which we had 30 siblings attend and participate in activities for a full day.
- AbleSpace training began for IEP goal tracking, data collection and progress notes.

- Professional development included WELLE, First Aid/CPR, ALICE, MCAS/MCAS-ALT, mandated reporting, IEP development by Alan Blume, Instructional Strategies, DESE regulations on Seclusion and more..
- Four staff attended Ukeru training in Maine and became certified to teach the course. The goal is to reduce and eliminate the use of physical restraint and seclusion..
- The Mini School supported social work field placement, BCBA supervision and occupational therapy/speech therapy mentoring.

2025-2026 Quest Annual Report

The Quest School is a public day school located at 75 Abington Street in Hingham, MA 02043 designed to serve special needs students in grades K-7 (ages 5-14) in need of individualized educational, clinical, behavioral and/or remedial services. Students present with varying social, emotional, behavioral and learning challenges. Challenges associated with diagnoses of attention-deficit hyperactivity disorder (ADHD), anxiety, autism spectrum disorder (ASD), depression, mood disorders, trauma and specific learning disabilities are common for Quest students. Quest is also supportive to students that identify as LGBTQIA+. The program/school provides a highly structured, safe environment that ensures consistency and support needed to help these students succeed. The mission of the Quest School is to provide a safe and respectful learning environment where relationships between staff and students can be nurtured and developed and where students can learn new skills for continued growth.

Students attending Quest are provided with grade level curriculum, modified as necessary to meet individual student needs as noted in their individualized education program (IEP). Students are provided accommodations to help them access the curriculum. Small class sizes are assigned to provide students the support to realize their learning potential. All students have the opportunity to participate in a variety of "specials" such as art, greenhouse, physical education, music, health and field trips. Most Quest take On-Demand MCAS exams, while others complete the MCAS-Alt in accordance with the state timeline and schedule. Quest also offers an extended school year (ESY) program for six weeks in July and August to prevent the regression of skills.

Quest utilizes a structured, trauma-informed behavior management system in which students are provided consistency and support while also being challenged to work on their goals. The program also uses incentives, such as the school store and group contingency plans to encourage expected behaviors. Quest is supported by a board certified behavior analyst and they provide consultative services to the staff and develop student support plans as outlined in the students' IEP.

School-based mental health clinicians and social workers provide comprehensive treatment in the form of individual and group therapy, family support, and collaboration with outside treatment providers. Students develop and practice coping strategies to assist them in effectively managing emotional stressors and to counter the problems that have previously stood in the way of their social and academic success. In addition to school-based clinicians, weekly consultation and potential treatment from a prescriber are available; as well as the services of a full-time nurse with a background in psychiatric medicine.

The AIM (Achieve, Inspire, Motivate) classrooms within Quest services students that present with below average cognition and are in need of a higher staffing ratio than what a traditional Quest classroom provides. The AIM classrooms have a focus on activities of daily living (ADLs) and functional communication.

For the 2025-2026 school year, Quest ran nine classrooms (seven traditional Quest/2 Quest-AIM) and serviced over 70 students. Quest graduated 5 eighth-grade students in June 2026. Quest was led by a Program Director and Program Coordinator with support from an administrative assistant. The Quest team consisted of an assistive technology specialist, a board certified behavior analyst, two certified therapy dogs, a consulting psychiatric mental health nurse practitioner, five licensed clinicians (social

worker or mental health counselor), one licensed English language learner teacher, eight licensed special education teachers, one long-term substitute, two milieu coordinators, two registered nurses, two occupational therapists, twenty-one paraprofessionals, two physical therapists, three reading specialists, two speech language pathologists and one teacher of the visually impaired. The Quest School also has access to SSEC's school resource officer (Hingham Police officer).

Notable changes and accomplishments for the 2025-2026 school year include: the last year for Quest to service 8th graders, art club two times a week to build upon the students' competency, a new and improved sensory room, free book fairs hosted by the reading team, and created a middle school "chill space." Some traditions that continued in Quest were the annual Open House in September, annual Thanksgiving Dinner in November where families are invited to attend and the annual holiday support provided to Quest families in need in December. Quest also brought back the eighth grade field trip and had a successful graduation ceremony in June 2026.

2025-2026 Related Services Annual Report

OVERVIEW

During the 2025-2026 school year, related services, assistive technology (AT), and vision services were provided to each Collaborative program and local school districts. The primary objective of these services is to assess student needs and, when appropriate, provide supports that enable students to access the school environment, participate in classroom instruction, and develop essential life skills. SSEC also seeks to increase awareness of assistive technology and connect students with disabilities to technology systems that expand opportunities in education, daily living, and employment.

Between SSEC and district services, SSEC employed 4 AT Specialists, 3 Teachers of the Visually Impaired, 1 Orientation and Mobility Specialist, 15 Occupational Therapists, 1 Occupational Therapy Assistant, 8 Physical Therapists, 5 Physical Therapist Assistants, and 16 Speech Therapists. SSEC utilized internal personnel and additional hires to cover leaves and resignations, thereby reducing reliance on agency staff.

Therapy Services

Occupational Therapy, Physical Therapy, and Speech-Language Therapy

- SSEC therapy staff provided occupational therapy, physical therapy, and speech-language therapy to all 4 SSEC programs and 8 local school districts.
- Occupational therapists, physical therapists, and speech-language pathologists serving SSEC programs implemented a new documentation system in Ablespace.
- SSEC therapy staff provided supervision and support to 4 occupational therapy interns, 1 physical therapist assistant intern, and 1 speech therapy intern from 6 different graduate programs throughout the 2025-2026 school year.
- On a bi-monthly basis, all SSEC occupational therapists, physical therapists, and speech-language pathologists convened in person to address topics related to therapy service delivery, intervention planning, and implementation of School-Based Medicaid Program directives.
- SSEC Community School hosted 31 scheduled equipment repair clinics, 22 new equipment clinics, and 37 orthotic clinics to address bracing needs. These clinics enabled therapists to participate in the acquisition and maintenance of equipment and bracing options for students.
- Therapy staff participated in yearlong professional development focused on school-based documentation.

Assistive Technology Services

- AT consultation hours were integrated into all SSEC programs to promote student access to the school environment and curriculum.
- SSEC assistive technology specialists conducted supported AAC trials for 12 SSEC students.
- SSEC assistive technology specialists provided ongoing consultation to 9 local school districts and supported 11 trials of new speech devices.
- Assistive technology evaluations were completed for 26 district students across 13 local districts.

- The SSEC Center for Assistive Technology coordinated the purchase and implementation of assistive technology software, applications, and subscriptions in bulk at reduced costs for SSEC programs.
- The SSEC Center for Assistive Technology and SSEC speech therapists continued to coordinate repairs, adaptations, and orders for new adaptive equipment through meetings and email and telephone communication with families and vendors.
- Twelve SSEC student trials of new speech devices were completed to ensure that students had access to the most appropriate communication devices. The assistive technology team and speech therapists prepared funding letters and letters of medical necessity for required adaptive equipment.

Vision District Services

- Teacher of the Visually Impaired (TVI) evaluations were completed for 6 district students, and TVI consultation was provided for 19 district students.
- Orientation and Mobility (O&M) evaluations were completed for 14 district students, and O&M consultation was provided for 35 district students.
- Vision services, including TVI and O&M services, were reorganized under the Director of Therapy and AT to enhance service tracking and streamline coordination with districts.

Specialized Services

- SSEC started a specialized services division designed to support districts in providing home services and district-based services.
- SSEC provided home services to 2 districts across 5 student cases.
- SSEC also started providing Transition Evaluations to outside districts.
- The Specialized Services division slowly became a resource for outside districts throughout the school year.

<u>Cost Efficiency of Related Services</u>

- SSEC includes IEP Related Services within their tuition. Those disciplines include evaluation, consultation, and direct services from Assistive Technology, Behavioral Support, Occupational Therapy, Physical Therapy, Speech Therapy, Teacher of the Visually Impaired, and Orientation and Mobility.
- SSEC district rates were adjusted for the 2025-2026 school year to align with other school districts and collaborative providers. In addition, we adjusted some rates and added a travel charge for non-member districts.
    - Assistive Technology (AT/ AAC) evaluations were separated into AT evals, which remained the same and AAC evaluations, which increased by $125.
    - Assistive Technology consultation increased by $2/ hr to align with the staff salary increases for FY 26.
    - Therapy services increased by $2/ hr to align with the staff salary increases for FY 26.

- Vision services increased by $14/ hr to align with the other collaborative and private rates.
- BCBA services by a licensed provider increased by $2/ hr to align with the staff salary increases for FY 26.
- ABA hourly services by a non-licensed provider increased by $4/hr to align with staff salary increases and other collaborative and private rates.

- In addition, SSEC admin researched outside providers and their rates to create member and non-member rates for the April 2026 board meeting.

Comparison of SSEC Related Services Rates				
Related Service	**SSEC Rate**	**Public Member Rates**	**Public Non-Member Rates**	**Private Rates**
BCBA	$106	$117	$137	$150
Behavior Tech	$70	$80	$96	$72-92
AT evaluation	$1,665	$1,725	$1,900	$2,500
AT hourly	$106	$145	$152	$205
Therapy hourly	$106	$123	$142	$110+
Vision hourly	$118	$152	$170	$205

2025-2026 South Shore High Annual Report

South Shore High School (SSHS), located at 75 Abington St. in Hingham, is a therapeutic high school program offering special education services to students in grades 8-12.

STUDENT POPULATION:
With approximately seventy-three students and room to grow, comprehensive therapeutic services are offered to students with a variety of social, emotional, learning, and mental health challenges. SSHS also services students with a diagnosis of high functioning autism spectrum disorder and is an LGBTQ+ supportive community. Typically students are of solidly average cognitive abilities, with a cohort of students above average and a cohort of students slightly below average. SSHS offers a rigorous academic program with IEP driven accommodations and modifications to support learning challenges and assist students to achieve their potential.

SSHS STAFF:
At the current time, South Shore High School students are supported by fourteen special education teachers, two paraprofessionals, four licensed mental health licensed clinicians, one milieu coordinator, two transition specialists, a reading specialist, a speech and language pathologist, an occupational therapist, and a Board Certified Behavior Analyst (BCBA). In addition, students have access to elective staff which include, a certified art teacher, a certified physical education teacher, a greenhouse/horticultural teacher, a digital visual arts teacher, and the cafeteria culinary arts staff. All SSEC staff have access to consultation from a psychiatric nurse practitioner (with potential to see students for evaluation and medication management via an arrangement with their sending school district). In addition SSEC contracts with a Neuropsychologist to provide consultation and evaluation per sending district requests. Both the consulting psychiatric nurse practitioner and neuropsychologist offer staff trainings and seminars on information pertinent to our student population. SSHS supervises and mentors two Master's Degree Stonehill College educators and one Master's Degree Lesley University mental health clinician.

2025-2026 INITIATIVES and ACCOMPLISHMENTS:

- Successful merger of the South Shore High School program and the Careers Program into a unified comprehensive therapeutic high school.
- Became a Sandy Hook Promise School, including staff and student use of the Say Something Anonymous Reporting System
- Graduated 14 students and returned 5 students to their sending districts.
- Comprehensive 8th grade "Bridge" to high school classroom that supported 3 students to return to their sending district for high school.
- A thriving Student Council that was instrumental in planning activities, managing challenges, promoting fundraising, and promoting a safe and positive school culture.
- SSHS Sea Dogs Basketball Team
- Creation of the REACH (Return and Achieve) classroom for students with emotionally based school avoidant challenges.

- Vocational opportunities within the Greenhouse/Horticulture program, culinary arts, 3D design (added two additional 3D printers) and print tech, classroom support in the SSEC Community Program
- Accomplished music program in which students worked alongside industry professionals to compose, perform, score, and produce two original songs within Boston based professional recording studios.
- A well-attended Junior/Senior Prom
- Celebrated two staff retirements; one who started at SSEC in 1989 and one in 1990.

GRADUATES:
South Shore High School graduated fourteen students with a high school diploma last year. Post high school, the majority of our graduates entered the work force or attended college. Colleges our graduates are attending include: UMASS Dartmouth, UMASS Dartmouth's School of Nursing, Dean College, Bridgewater State University, and Massasoit College. Students entering the work force included careers in culinary arts and welding (having completed a 15 week welding course at SS Tech). Two students continued with training programs; one in music production/sound engineering and one student at Job Corps.

South Shore High School Special Events:
- Sandy Hook "Start with Hello" Week
- Student Council led Spirit Weeks
- Hosted Halloween party for Community students
- Pink Shirt/Kindness Day
- Pickleball Tournament
- Honor Roll event each term
- "Candy Canes for Kindness" winter fundraiser
- "Compliments Day" on Valentine's Day
- Talent Show
- Senate Immersion Program at The Edward M. Kennedy Institute for the US Senate
- "Seniors for Seniors": seniors designed patriotic cards for a senior citizen's home
- Senior class trip to Apex Entertainment