





## LETTER FROM EXECUTIVE DIRECTOR

Dear Shore Community,

FY 21 has left its legacy on Shore as an organization. It was a full year with the variants and variability of the COVID pandemic. A year when students, adults, and families; teachers, therapists, nurses, managers, direct service specialists navigated the return to school and programs or continued to learn and teach remotely. It was nearly a full year of operating adult services programs at 15% of their usual capacity, and the school seeing a handful of new referrals in the spring. It was a year in which we spoke a new vernacular and executed new health and safety protocols: social distancing, quarantines, N-95 masks, medical waiting areas, close contacts, in-person, remote, sanitize, aerosolize, and, without fail -- "you're muted".

At the beginning of the fiscal year, schools and day programs were still operating remotely. State funding policies for adult services were changing to only fully paying for in-person services, and the timing and number of students planning to return to school was still uncertain. As a result, we were forced to lay-off nearly a third of our staff, more than ever in Shore's history. In late summer and fall, Shore's day programs and Owen School classrooms opened for services. December and January brought spikes in coronavirus cases and targeted quarantines for affected classrooms and workshops. Spring was the season of vaccinations, further opening up the world and returning more students and adults to our programs. We were fortunate to re-hire many of the staff we lost earlier in the year. Then, ironically, we struggled to recruit new employees necessary for the increased staffing levels needed.

It will take us some years to recover financially from this fiscal year, which ended with a three million dollar deficit. Given that Adult Services revenue was six million less than typical years, the deficit is understandable, disappointing, and miraculous all at the same time. Fixed costs, particularly payments on four large buildings (three leases and one bond) could not be cut or "managed", despite significant reductions in revenue.

The real legacy of fiscal year 2021 is the compassion, gratitude, commitment, amazing resilience demonstrated day in and day out, by so many in the Shore community. Students and adult participants were joyful to be once again be back in school and programs, to learn, play, and socialize "in-person". The staff on whom they rely worked harder than ever to make up for too much time spent at home, in chaos, isolation, or at best boredom. Staff planned lessons and activities for students and adults attending school and programs, and for those joining remotely from home. And while preparing and working in these dual roles, many also picked up the work left by vacated positions. The strength and heart exemplified by the Shore community sustained us in FY21 and will for years to come.

With Gratitude,  
Jacki Clark



*Shore Educational Collaborative's mission is to demonstrate excellence, expertise, and experience that will make us the agency of choice for students and adults with unique challenges and abilities.*

## **Shore Values**

### **Individuals First**

*We place the interests and needs of our students and adult participants first.*

### **Excellence**

*We strive to be excellent in our programs and our professions.*

### **Respect**

*We embrace our community of diverse backgrounds, experiences, beliefs, and perspectives.*

### **Compassion**

*We are kind and empathetic to the extraordinary people we serve.*

### **Integrity**

*We make our decisions based on honesty and strong moral principles.*

### **Accountability**

*We accept ownership for our decisions and commitments.*

## **Shore programs and services are provided at the following locations:**

- Owen School at 100 Revere Beach Parkway Chelsea, Mass
  - This facility is owned by Shore
- 201 Crescent Avenue Chelsea, Mass (leased by Shore)
- 10 Forbes Road Woburn, Mass (leased by Shore)
- 10 Technology Drive Peabody, Mass (leased by Shore)



Shore Board of Directors in FY21	
Paul Ruseau, Chairperson	Medford
Carrie Normand, Vice Chairperson	Somerville
- No Representative -	Cambridge
Henry Wilson	Chelsea
Millie Cardello	Everett
Michelle Luong	Malden
Stacey Rizzo	Revere
- No Representative -	Saugus
Valentino Capobianco	Winthrop
David Ela	Treasurer
Howard Greenspan	Board Counsel
Barbara Galatis	Clerk

## Shore's Leadership Team

Jacquelyn Clark, Executive Director

### Administration and Finances

Kristin Shaver, Director of Admin & Finance  
Gene LaCava, Chief Information Officer  
Jace Arrington, Facilities Manager  
Maureen McCarthy, Educational Consultant

### Student Services

Cathy MacNeil, Co-Director  
Lisa Hunt, Co-Director  
Jen Murphy, Program Coordinator  
Judy Lynch, Program Coordinator

### Adult Services

Michelle Amero, Peabody Program Director  
Donna Carrington, Chelsea Program Director  
Kate Dufort, Woburn Program Director



# THE YEAR

## 2020

### JULY

-All Shore services provided remotely.

-Engaged HVAC consultant to test & upgrade filters on ventilation systems in all buildings.

### AUGUST

All (3) Adult Services programs opened for in-person services 8/24.

School Staff returned for orientation on 8/31.

### SEPTEMBER

-Shore school staff participated in an extended 15-day orientation.

-All students' first day of school was 9/15, all remote to start the year.

### OCTOBER

We began a phased-in plan to return all students to in-person learning. Informational sessions for parents of rooms scheduled to return were held, followed by students' return. (4) classrooms returned 10/23.

### NOVEMBER

Each week throughout Nov, 3 to 5 identified groups of students returned to in-person learning, full-time, 5 days a week.

### DECEMBER

-All services were open in-person & remote.

-Board voted to terminate renovation bond issued by TD Bank for RBP.

- Covid #'s increased across the organization from (3) in Nov to (19) in Dec.

## 2021

### JANUARY

-For the 2nd month, (19) people tested (+).

-All services remained open.

-In late Jan, Adult Serv individuals and employees & some School employees became eligible for covid vaccinations.

### FEBRUARY

-Vaccinations continued for eligible staff and adult participants.

-Positive covid cases dropped to (3) across all Shore programs.

### MARCH

All School staff became eligible for covid vaccinations.

DESE conducted CPR Mid-Cycle review of the School programs.

### APRIL

-Thanks to vaccines, Adult programs began to see more individuals return to programs in person.

-The Board of Directors approved a new capital plan to be approved by each member school committee.

### MAY

The high school staff and students held a party to celebrate the accomplishments of (2) graduating seniors.

### JUNE

-School year 20-21 ended.

-A lease amendment, renewing our option to extend the Woburn lease for (5) years was executed.



## SCHOOL PROGRAMS

Shore's School Programs are provided at the Henry Owen School on Revere Beach Parkway in Chelsea. The school is licensed and approved by the Department of Elementary and Secondary Education as a public special education day school. Students' placements are determined by their IEPs and re-evaluated annually by their Teams to ensure they are making progress and benefiting from Shore services and supports.

Our school programs support children with varied disabilities, strengths, and academic goals, in pre-K to post-secondary classrooms. All students learn from the same Massachusetts Frameworks curriculum as their peers across the state, however instruction, materials, and assessment methods are adapted to meet students' learning styles and strengths. Art, music, physical education, and other electives are provided to all students along with their core subjects. Beginning in FY21, a full-time Reading Specialist provides 1:1 and small group specialized reading support to students and frequently consults with teaching staff to implement supportive interventions.

Students are supported by strong interdisciplinary teams comprised of teachers, paraprofessionals, occupational, physical, and speech therapists, nurses, behavior analysts, and school adjustment counselors. All professional teaching and therapy staff are licensed and certified by DESE and/or their professional discipline's licensing board. The School's culture, to "Be Safe, Be Responsible, Be Respectful", reflects our application of Positive Behavior Interventions and Supports (PBIS): intended to develop and strengthen prosocial, problem solving, and conflict resolution skills.

### Discovery Program (Pre-K to Post Secondary Grades)



The Discovery Program supports students with significant global delays and often complex health challenges, and multiple disabilities. Instructional strategies and teaching materials, including assistive technology, are highly individualized for each student. Strong interdisciplinary teams comprised of speech, occupational, physical therapists, and nurses join teachers and paraprofessionals in classrooms to provide well-integrated services. Goals for students in the Discovery classrooms are to acquire and strengthen developmental, motor, language, and self-efficacy skills to increase access to academics and life skills.





## Explorers Program (Pre-K to Post Secondary)

The Explorers Program supports students with autism and significant global delays to develop foundational language, sensorimotor, and self-regulation skills essential to learning. Daily schedules and routines are structured and consistent, with age and developmentally appropriate play or break opportunities provided. Many students benefit from discrete trials training in their classrooms, with oversight and training provided by a certified behavior analyst. Interdisciplinary professionals coordinate and integrate goals and strategies to teach and strengthen functional skills in all areas.



## Pathfinders Program (Pre-K to Post Secondary)

The Pathfinders Program supports students with developmental delays and/or social, emotional or behavioral challenges. Students benefit from smaller class sizes and instruction that is slower paced with many varied, opportunities to learn, practice, and demonstrate concepts. In both the classroom and therapeutic milieu, students work on communication and social skills through collaborative activities and projects with their peers. Functional life skills are a focus in all grades, but are particularly emphasized in middle, high and post-secondary classrooms. Students are supported to develop self-determination skills so they can pursue and succeed the paths that interest them most.





## SAIL Program (K to Grades 5 or 6)

The SAIL Program supports elementary students who have emotional and behavior challenges that may be related to ADHD, learning disabilities, trauma, or other factors. Students succeed in Shore's SAIL program because classrooms have fewer students, more structure, and well-defined behavioral and academic expectations. School adjustment counselors and other interdisciplinary team members are present and available in classrooms, lunch, and recess periods to ensure continuity of therapeutic and educational goals. Academic lessons are supplemented with technology, manipulatives, and motivating hands-on projects that demonstrate real life applications of concepts students are learning.

## SOAR & BRIDGES Programs (Grades 6, 7, 8)

The SOAR and Bridges Programs support middle school students who have emotional and behavior challenges that may be related to ADHD, learning disabilities, trauma, or other factors. Students succeed in SOAR and Bridges programs because classrooms have fewer students, more structure, and well-defined behavioral and academic expectations. School adjustment counselors, occupational, and speech therapists are integral in leading transition planning and





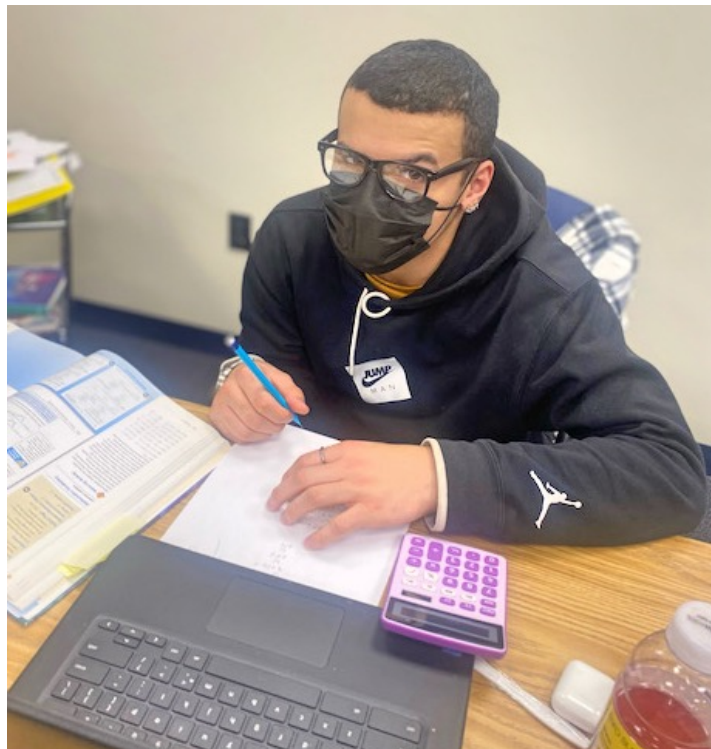


learning activities with students.

Until FY21, the Bridges program was located in a member district middle school, allowing for inclusion opportunities for many of our students. This school relocated to a newly built middle and high school where there was no longer space for the Shore students. Given the value an inclusive setting brings to students, our goal is to once again secure classroom space in a neighboring middle school.

## **Inspire Academy Program (Grades 9–12)**

Inspire Academy supports high school students who have emotional and behavior challenges that may be related to ADHD, learning disabilities, trauma, or other factors. In FY21, this high school program was on the same hallway, adjacent to SOAR middle school. Beginning in school year 2021-2022, this program was relocated to space formerly occupied by Shore's administrative offices. We also purchased Edgenuity for use by the Inspire Academy students. This on-line and blended learning curriculum can be used for credit acquisition as well as credit recovery and as a supplement to traditional instruction. The curriculum includes all core content subjects as well as numerous electives. Given the (small) size of our faculty and limited elective choices that could be offered, the Edgenuity curriculum greatly expands students' ability to take courses that match their interests and future goals.





The move to its own location in the Owen School was intended to clearly delineate a new program, space, and philosophy. We hoped to empower students to shape the culture as a safe and respectful one for all. Academically, the competency-based, personalized learning approach is intended to inspire hope and self-confidence in our secondary students so that they stay in school and earn their high school diploma.

### DISCUSSION OF EFFECTIVENESS

The differences, or cost aversion, between Shore's tuitions and comparable private schools, are considerable across all program types. Annual savings (Shore relative to privates) range from \$18,720 to \$48,531 per student, per year. Finally, transportation costs are considerably reduced when students attend Shore rather than schools in communities much further from their homes.

### SHORE VS. COMPARABLE PRIVATE SCHOOLS

	Daily Rate	Annual Extended Year (210 days) Tuition	Annual Difference in Tuition	% above Shore Tuition
<b>Shore Discovery Program</b>	\$ 331	\$ 69,510		
<b>Average of 3 similar schools</b>	\$ 492	\$ 103,422	\$ 33,912	<b>49%</b>
<b>Shore Explorers and Pathfinders</b>	\$ 331	\$ 69,510		
<b>Average of 3 similar schools</b>	\$ 562	\$ 118,041	\$ 48,531	<b>70%</b>
	Daily Rate	Annual School Year (180 days)	Annual Difference in Tuition	% above Shore Tuition
<b>Shore SAIL Program</b>	\$ 331	\$ 59,580		
<b>Average of 3 similar schools</b>	\$ 435	\$ 78,300	\$ 18,720	<b>31%</b>
<b>Shore SOAR, Bridges, Inspire</b>	\$ 306	\$ 55,080		
<b>Average of 3 similar schools</b>	\$ 469	\$ 84,416	\$ 29,336	<b>53%</b>





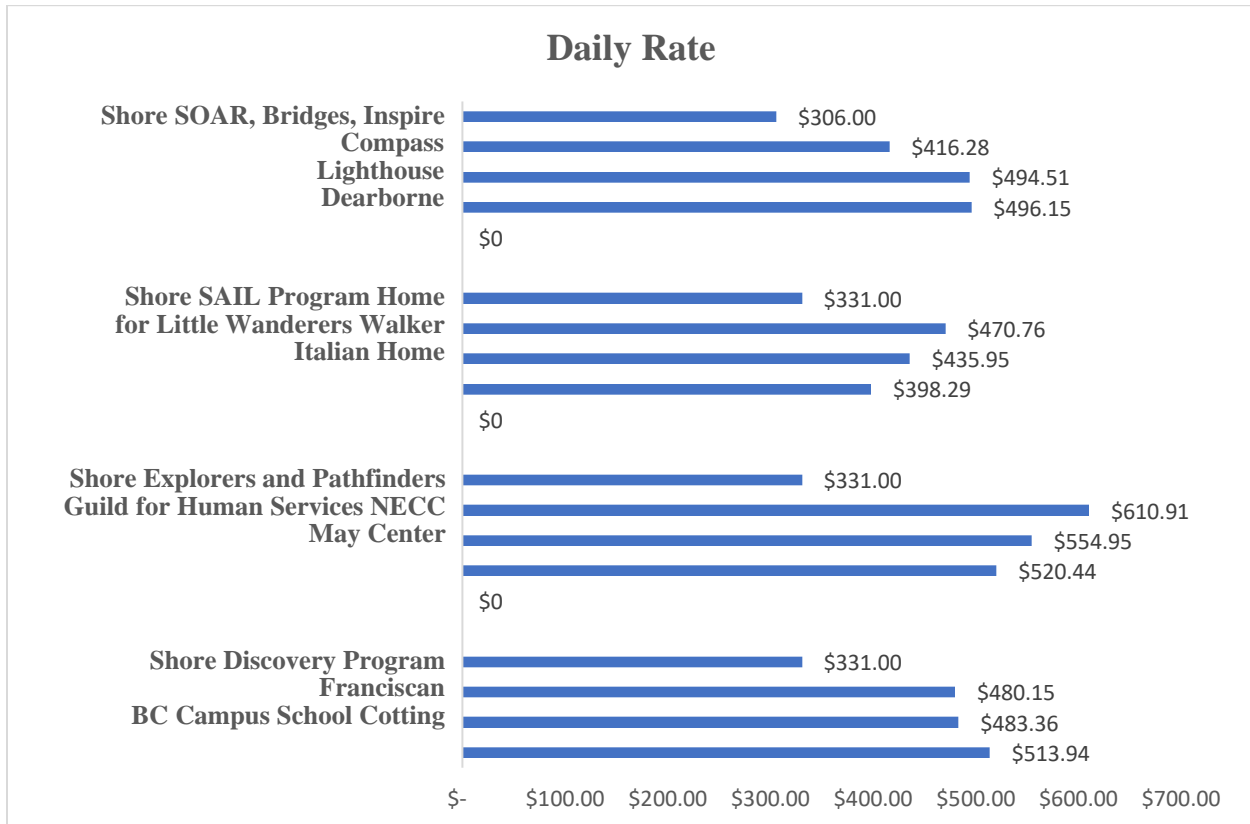
## Specific Comparative Program Tuitions

Medically Fragile, Multidisability	Daily Rate	Annual Rate @180 days	Annual ESY Rate @210 days
Cotting	\$ 513.94	\$ 92,509	\$ 107,927
BC Campus School	\$ 483.36	\$ 87,005	\$ 101,506
Franciscan	\$ 480.15	\$ 86,427	\$ 100,832
Shore Discovery Program	\$ 331.00	\$ 59,580	\$ 69,510

Developmental, Social & Language-Based	Daily Rate	Annual Rate @180 days	Annual ESY Rate @210 days
May Center	\$ 520.44	\$ 93,679	\$ 109,292
NECC	\$ 554.95	\$ 99,891	\$ 116,540
Guild for Human Services	\$ 610.91	\$ 109,964	\$ 128,291
Shore Explorers and Pathfinders	\$ 331.00	\$ 59,580	\$ 69,510

Therapeutic Elementary	Daily Rate	Annual Rate @180 days
Italian Home	\$ 398.29	\$ 71,692
Walker	\$ 435.95	\$ 78,471
Home for Little Wanderers	\$ 470.76	\$ 84,737
Shore SAIL Program	\$ 331.00	\$ 59,580

Therapeutic Middle and High	Daily Rate	Annual Rate @180 days
Dearborne	\$ 496.15	\$ 89,307
Lighthouse	\$ 494.51	\$ 89,012
Compass	\$ 416.28	\$ 74,930
Shore SOAR, Bridges, Inspire	\$ 306.00	\$ 55,080



## ADULT SERVICES

Shore's Adult Services programs provide Day Habilitation and Community Based Day Supports to individuals with highly diverse needs and interests. Adult Services uses an individualized approach to meeting people where they are and providing the services and opportunities that are meaningful in their lives.

Individuals range in age from 22 to 70+ years old. They live in community residential programs or with their families, and attend Shore as their day program. Participants commute to Shore programs from over thirty communities in the greater Boston and North Shore area.







## **Employment and Community Services:**

**Community Based Day Services** include opportunities for true community integration, in areas



that interest the individuals involved. These may include employment, volunteering, joining a club or organization, shopping or banking, becoming a “regular” at a coffee shop or health club. The goals are for individuals with disabilities to fully explore their interests, exert control over and direct their own lives to the fullest extent possible, and be fully accepted members of the community. To this end, Community Based Day and Supported Employment services at Shore focus on assisting our individuals in building skills and exploring or cultivating interests so that they can be confident and successful.

**Day Habilitation Services** include skill acquisition and therapeutic services so that people are more self-reliant, independent, and interactive at Shore, in their homes, and in their communities. Nurses, occupational, speech/language, and physical therapists, mobility and behavior specialists, all evaluate participants in this program component and serve, along with program case managers, as the interdisciplinary teams that develop and monitor the progress of their individualized Day Hab Support Plans. Individuals work on their goals in a variety of functional contexts, both at program sites and in the community.

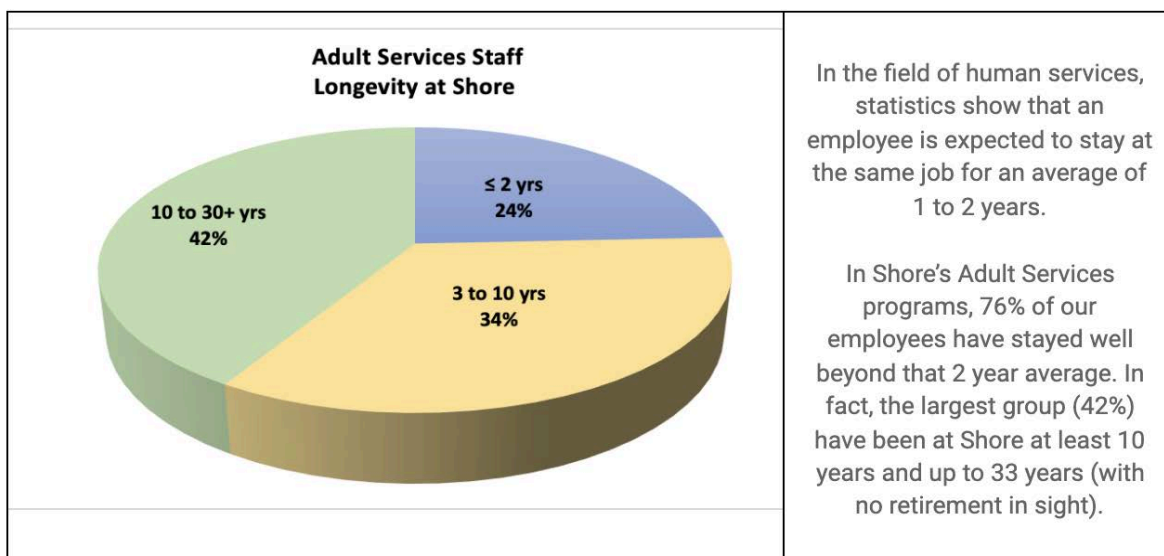
**Behavior Services and Nursing Plans of Care** are incorporated into either or both of the program models to support participants’ needs. Many people have behavior support plans to assist in successfully treating challenging behaviors that interfere with meaningful areas in their lives. Behavior support plans are reviewed and approved by individuals and their guardians. They are intended to reduce behavior dysregulation and teach effective replacement strategies, such as communication/self-expression, problem solving, and ways to seek and feel comfort and support.



Shore's nurses and therapists work along-side staff, to support individuals who are medically complex. Individuals generally have multiple disabilities and/or health conditions that require specialized supports, frequent monitoring and/or nursing interventions. In addition to direct services, special evaluations for adaptive equipment, swallowing disorders, assistive technology, are often arranged and conducted at the program sites.



Active treatment goals are the same for these participants as all others: to be as self-reliant as possible, to be exposed to new interests and activities, and to communicate their preferences in whatever ways they can. Nurses and Program Managers maintain frequent communication with individuals' families and residential service providers to ensure continuity of care and supports for optimal health and safety. Shore staff, therapists, and nurses know individuals so well that health changes are often detected early enough to prevent more serious illnesses and hospitalizations.





The Department of Developmental Services (DDS) provides referrals, funding and regulatory authority. Specifically, DDS contracts with Shore to provide community based day services (work opportunities) and supplementary behavior and health supports for individual participants. DDS Quality Assurance surveys and certifies services every two years. Individuals' Medicaid benefits fund their day habilitation services that are regulated by the Mass Health Office of Long Term Services and Supports. The Adult Services Division is proud to be accredited by CARF, an international accreditation organization of rehabilitation facilities.

**Shore's Adult Services Programs are located at:**

- 201 Crescent Avenue, Chelsea
- 10 Technology Drive, Peabody
- 10 Forbes Road, Woburn



## DISCUSSION OF EFFECTIVENESS:

Shore is the largest provider of Adult Services among the state's educational collaboratives.

Since rates are set by Department of Developmental Services (DDS) contracts and Mass Health day habilitation regulations, there are no tuition differences among providers of Adult Services.

However, indicators of effective service provision are demonstrated in the following ways.

- The numbers of individuals served (356) and revenue generated *pre-pandemic* (\$9.5M) clearly indicates that Adult Services continues to be a sought-after service for state





partners, families and individuals. The overhead generated by this service (more than \$950,000 in a typical year) continues to support the strong infrastructure of Shore, such that our human and capital resources in all divisions benefit.

Over the last year, the Adult Services division was the group most adversely impacted fiscally by the pandemic. Due to the change in policy announced in August 2020, i.e. only in-person services were fully reimbursable. Remote services could and were provided by Shore but the maximum reimbursement for these were 3 partial days (9 hours per week) even if individuals participated in 5 days of remote services for 6 hours a day (30 hours per week). Cuts to personnel costs were the primary ways in which this drastic decrease in revenue was managed. Nearly two-thirds of Adult Services staff were laid off in August, and other administrative positions and expenses were also cut to account for the reduction in overhead.

The graphic below illustrates the fully billable services, based on an average of 15% of in-person participation for the first ten months of FY21. Vaccinations in the Spring changed group home policies and increased individuals' and families' confidence in returning to day services, increasing numbers to an average of 144 participants in May and June, 40% of pre-pandemic services provided.





## PARENT TRAINING

Shore provides home-based, parent training services to families of students with disabilities who reside in member school district communities and when students have these services specified on their I.E.P.'s. Initial assessments of students' strengths and areas of need as well as families' support systems and capacities are done at the onset of services and guide the delivery of services.

Practical strategies are taught and role modeled for families in the areas of communication, social, play and self-help skills. Community-based skills are strengthened through role modeling and rehearsal in "real life situations". Shore parent trainers facilitate quarterly parent training workshops designed to increase networking, resource sharing, and troubleshoot common issues and problems. Similar workshops and forums have been provided to early learning teachers who work with at-risk preschoolers.

SHORE PARENT TRAINING HOURS TO DISTRICTS' FAMILIES									
Chelsea		Everett		Revere		Winthrop		TOTAL HRS AND REVENUE	
Hours	\$\$\$	Hours	\$\$\$	Hours	\$\$\$	Hours	\$\$\$	Hours	\$\$\$
60	\$4,266	293	\$24,784	496	\$41,419	84	\$7,161	934	\$77,630

## TRANSITION SERVICES

Shore's College/Career/Future-Ready (CCFR) Extension Program is a collaborative network of partnerships involving Shore Educational Collaborative, local school districts, community-based businesses and organizations, and post-secondary training/higher education programs working together to provide high school students with disabilities an opportunity to prepare for the future through inclusive 'real-world' learning experiences in a variety of careers, job sites, and community-based settings.

Through opportunities to model and share the skills and expertise necessary for success in the workplace and/or unique to various types of careers, community organizations, businesses and professionals contribute to an enhanced workforce for the future, while building positive community connections with students and families living in the community.

With support of Shore's Job Developers/Community Coaches/Mentors, students develop community-based 'career readiness' skills and personal networks, as the coaches work to match each student's vision for the future with certain types of skill-building experiences across various community-based businesses and organizations, using a variety of strategies and opportunities.



Referral to/Enrollment in Shore's CCFR Extension program is made through the student's school district special education liaison. S/he will complete and submit the student's Transition Plan and CCFR Referral form to the Special Education Director for approval.

CCFR Services are packaged and include an intake/planning meeting, transition consultation, portfolio, and 24 hours of personalized coach/mentoring connected to the student's vision.

In FY21, Shore's team of part time coaches/mentors provided 544.5 hours of college, career and future-ready services to 13 students. This has become a valuable service to districts, students and their families in providing cost effective, peer support to supplement in-school transition services. Students work with their Coaches in community settings, visiting colleges, applying for and getting jobs, learning interpersonal and "real world" skills. For many students, these opportunities truly help them to develop a real vision for their futures and the skills and confidence to actualize their goals.

Shore's Transition Leaders also assist secondary teams in building their in-district capacity for supporting students' transition work, through attending team meetings, consulting to teachers/administrators, and facilitating connections to state and community partners. Referrals can also be made for person-centered assessments and plans in cases where transition service planning has been stalled or difficult for a variety of reasons. These referrals should be made through the district's Special Ed Director/designee.

### CCFR FY 20-21

District	# Students	# Hours
Everett	6	241
Malden	1	7
Revere	3	143
Saugus	3	153
<b>TOTAL</b>	<b>13</b>	<b>545</b>

## MUNICIPAL MEDICAID BILLING

Shore Educational Collaborative provides Medicaid billing services to School Districts, as part of the state's school-based claiming program. All Medicaid eligible special education students who have eligible health/clinical related services identified on their IEPs and have parent authorization are billed for these services. Some years ago, Shore developed and continues to support the web-based software that practitioners use to electronically enter and submit data to Shore (ShoreDoc). Shore provides contracting member and non-member school districts with three different types of billing for Medicaid reimbursement:

- Direct Service Claiming
- Administrative Activity Claims
- Annual Cost Reports





Shore fees are based on a percentage of reimbursable funds returned to municipalities by Medicaid, through school-based claiming. The chart below indicates these revenues by communities who contract with Shore for this service.

DISTRICT	FY20	FY21
Amesbury	\$92,297.46	\$64,553.011
Everett	\$448,045.53	\$979,628.55
Georgetown	\$30,668.58	\$78,913.34
Malden	\$878,441.99	\$588,879.38
Medford	\$241,821.92	\$308,952.81
Mystic Valley	\$2,062.34	\$0.00
Northeast	\$64,391.54	\$46,168.13
Revere	\$541,238.68	\$945,853.99
Rockport	\$31,165.67	\$11,578.22
Saugus	\$144,369.86	\$177,266.26
Shawsheen	\$45,477.48	\$22,955.85
Winthrop	\$104,909.11	\$15,1595.24
<b>TOTAL</b>	<b>\$2,624,890.16</b>	<b>\$3,376,345.78</b>



## WORK ALIGNED TO OUR PURPOSE:

### OUR ACCOMPLISHMENTS

- ❖ Beginning in August with Adult Services and October with School Services, Shore was open and providing in-person educational and adult day services. This was a huge accomplishment on the part of Shore staff given the students and adults we serve.
- ❖ Throughout all of FY21, Shore continued to offer and provide remote services along with in-person services for all students, adults, families receiving home training, and transition-age young adults. These choices were extremely beneficial to our service recipients, many of whom have conditions that place them at high risk for complications from coronavirus. This effectually doubled the work of teachers, therapists, direct services staff, case managers, coaches and administrators who planned and managed direct and remote services.
- ❖ Shore's Board of Directors made the decision to repay approximately \$1.8 million designated for Revere Beach Parkway renovations. Given the sudden and unforeseeable change in space needs across all programs, renovation is no longer a short term priority and reducing this liability was in the best interests of the organization.
- ❖ With virtually no covid-related federal, state, or local aid, Shore did not cut any services and met all financial obligations. In a year that saw significant revenue reductions, a full year's rent and operating costs for a fourth building, all of the bills were paid – on time and in full.
- ❖ The School Division underwent its DESE Mid-Cycle review of special education services and policies to ensure compliance with all state regulations and laws. The outcome was a perfect score – with no findings of areas needing correction.
- ❖ Covid health and safety protocols that were put into place were consistently and conscientiously implemented throughout the organization and through the entire fiscal year.
- ❖ Parent trainers went into homes remotely, providing essential skills to parents. Since many districts provided remote or hybrid educational services for much of the year, Shore staff taught parents the skills they needed to support their children's learning, in addition to behavioral and regulation strategies.
- ❖ Coaches helped students with computer skills, studying for drivers' tests, travel training, interview and resume writing, speaking with confidence in work or social settings, buying uniforms for work, opening bank accounts, volunteering at community organizations and getting jobs.
- ❖ Shore provided numerous assistive technology assessments, more than in any other year, since students were more dependent than ever on technology for learning.