



# RESILIENCE

## LETTER FROM THE EXECUTIVE DIRECTOR

Dear All,

Resilience. *The ability to withstand adversity and bounce back from difficult life events.* When I wrote in last year's annual report that "it will take some years to financially recover from this fiscal year which ended with a three million dollar deficit," I underestimated the Shore community's capacity for resilience. Following the adversity wrought by the pandemic in FY21, Shore bounced back and realized a surplus of \$678,000 for the 2022 fiscal year.

Each month of FY22 saw more growth and stabilization than the one before it. Existing students and adults returned to services, and new people enrolled at all Shore programs. Further expansion was limited only by our capacity to hire enough new staff. With great persistence, over thirty new employees were added in FY22 but it was still not enough given our depleted workforce and the high demand for services. Ever-changing covid protocols and the surge of cases in December and January were reminders that covid still disrupted operations but never stopped them. No programs closed at any time due to covid. In other words, things began to look gloriously normal again.

The report that follows describes the full continuum of services Shore provides for children and adults with disabilities, their families, school districts, and state agencies. The cost effectiveness of Shore's public day school programs is more demonstrable with each passing year. The savings in placing a child at Shore rather than a comparable private school ranges from \$20,500 to \$52,000 annually, and the quality of educational and therapeutic services is unmatched. The increasing number of students who graduate from our school to adult programs validates the trust and confidence families have in Shore's continuum of services.

This will be the last time I have the opportunity to reflect and report on Shore's annual accomplishments. After thirty years at Shore, the last thirteen as its Executive Director, I am retiring at the end of December 2022. I am honored to have had a job I love, working with extraordinary people to provide services of which I am so proud. The Board selected Kristin Shaver to lead Shore as its next Executive Director. ~~SGHVKHEDGHIKUSRINVKUERPPUWVEHGDGHIJDJHGHDG~~ the talent and experience of Kristin, Shore is positioned to continue growing to meet the high-demand for its current services and create new opportunities and partnerships.

Many Thanks,

*Jacquelyn Clark*



**Shore Board of Directors**

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**Shore Leadership Team**

Jacki Clark	Executive Director
Kristin Shaver	Director of Finance and Administration
Michelle Amero	Program Director: Peabody Adult Services
Donna Carrington	Program Director: Chelsea Adult Services
Kate Dufort	Program Director: Woburn Adult Services
Lisa Hunt	Co-Director Student Services – Owen School
Cathy MacNeil	Co-Director Student Services – Owen School
Jen Murphy	Program & Health/Related Services Coordinator
Judy Lynch	Program & Clinical Services Coordinator
Jace Arrington	Facilities Manager
Barbara Galatis	Executive Assistant

**Shore Locations**

Administrative Office & Chelsea Adult Services Program	210 Crescent Ave, Chelsea
Owen School	100 Revere Beach Parkway, Chelsea
Peabody Adult Services Program	10 Technology Drive, Peabody
Woburn Adult Services Program	10 Forbes Road, Woburn

## 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. Whenever possible, our goal is for students to demonstrate the progress necessary to return to their districts' schools and continue to experience the success they had at Shore.

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 all core subjects. 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 boards. Team meetings are held regularly to get input from all disciplines and ensure continuity of services. Shore staff communicate regularly with parents and other collaterals providing counseling or home-based services to families.

The culture promotes all members of the school community, to "Be Safe, Be Responsible, Be Respectful." This reflects our application of Positive Behavior Interventions and Supports (PBIS): intended to develop and strengthen prosocial, problem solving, and conflict resolution skills. In this model, children are supported at the level they need to be successful. For some, these tier one "group rules and expectations" may be enough. For others, individualized behavior programs with more opportunities for feedback and reinforcement are needed.

Shore's programs are described in the pages that follow.

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

The Discovery Program, comprised of five to seven classrooms, supports students with significant global delays and often complex health challenges. Goals for students in Discovery classrooms are to acquire and strengthen developmental, motor, language, and self-efficacy skills to increase access to academics and life skills.

Instructional strategies and teaching materials, including assistive technology, are highly individualized for each student. Communication devices and pictures, standers and walkers, switches and “reachers” are among the many items that students access when learning and interacting.

Most students in the Discovery program receive direct, one to one services provided by Speech and Language, Occupational, and Physical Therapists, in addition to health services and monitoring by Nurses. Teachers, Therapists, Nurses, and Paraprofessionals work side-by-side to integrate mobility, positioning, communication, focusing, and grasping into all aspects of students’ activities.

### Ages & Grades

Ages → 3 1/2 to 22

Grades → Pre-Kindergarten to 12+ (Post-Secondary)

### Disabilities

Complex Health, Physical Disabilities, Intellectual Impairment, Developmental Disabilities

### Programs

All Discovery Classrooms are located at the Henry Owen School in Chelsea

Pre-K to Elementary Hours are 8:00 am to 2:00 pm

Middle, High School, and Post-Secondary Hours are 8:00 am to 2:30 pm

Annual Shore Tuition vs. Comparable Private Schools	
*Based on an Extended School Year (210 days)	
<b>Shore - Discovery Program</b>	<b>\$69,510</b>
Average of (3) Comparable Private Schools	\$105,538

Shore is  
34%



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

The Explorers Program, comprised of five to seven classrooms, 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.

Speech and Language Therapists work directly with students 1:1 and then integrate effective strategies for expressing their needs and preferences into all academic and daily, functional routines. Similarly, Occupational Therapists assess and teach students sensory integration strategies to enhance brain development, regulate senses, and replace anxiety with feelings of security and calmness. Many students benefit from increasing their focus and attention through discrete trials training in their classrooms, with oversight and training provided by a certified behavior analyst.

Therapists work side-by-side with Teachers and Paraprofessionals to integrate goals and strategies so that students acquire and strengthen academic and functional skills throughout all activities.

#### Ages & Grades

Ages → 3 1/2 to 22

Grades → Pre-Kindergarten to 12+ (Post-Secondary)

#### Disabilities

Autism, Intellectual Impairment, Developmental Disabilities

#### Programs

All Explorers' Classrooms are located at the Henry Owen School in Chelsea

Pre-K to Elementary Hours are 8:00 am to 2:00 pm

Middle, High School, and Post-Secondary Hours are 8:00 am to 2:30 pm

Annual Shore Tuition vs. Comparable Private Schools	
*Based on an Extended School Year (210 days)	
<b>Shore - Explorers &amp; Pathfinders Programs</b>	<b>\$69,510</b>
Average of (3) Comparable Private Schools	\$120,709

Shore is 42%



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

The Pathfinders Program, comprised of six to eight classrooms, 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, rehearse, and demonstrate concepts. Materials such as pictures, manipulatives, audio and video supplements are used alongside traditional academic teaching tools.

In both the classroom and therapeutic milieus, students work on communication, social, and self-regulation skills through collaborative activities and projects with their peers. All groups have classroom-wide Positive Behavior Support goals and incentives and look forward to shopping at the Shore Store weekly. Some students may have individual or group therapeutic or social skills services as part of their IEP’s.

Functional life skills are a focus in all grades, but are particularly emphasized in middle, high and post-secondary classrooms. Pathfinder students operate “Pop-Up” shops where hand-made crafts and food items may be purchased or coffee delivery service is provided. Students get the full experience and skills associated with shopping for ingredients/materials, preparing items, and providing effective customer service. In all activities, students are supported to develop self-determination skills so they can pursue the paths that interest them most.

### Ages & Grades

Ages → 3 1/2 to 22

Grades → Pre-Kindergarten to 12+ (Post-Secondary)

### Disabilities

Intellectual Impairment, Developmental Disabilities

### Programs

All Pathfinders’ Classrooms are located at the Henry Owen School in Chelsea

Pre-K to Elementary Hours are 8:00 am to 2:00 pm

Middle, High School, and Post-Secondary Hours are 8:00 am to 2:30 pm

Annual Shore Tuition vs. Comparable Private Schools	
*Based on an Extended School Year (210 days)	
<b>Shore - Explorers &amp; Pathfinders Programs</b>	<b>\$69,510</b>
Average of (3) Comparable Private Schools	\$120,709





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

The SAIL Program, comprised of five or six classrooms, 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.

Teachers emphasize essential foundational skills, particularly in math and literacy, in these critical early years of school. Strategies are highly individualized based on students’ learning styles. Academic lessons are supplemented with technology, manipulatives, and motivating hands-on projects that demonstrate real life applications of the concepts that students are learning.

School adjustment counselors and other interdisciplinary team members are often in and out of the classrooms and are scheduled to assist with lunch and recess periods to ensure continuity of therapeutic and educational goals. A reading specialist works 1:1 with students who are evaluated as needing this extra intervention.

#### Ages & Grades

Ages → 3 1/2 to 11

Grades → Kindergarten to Grade 6

#### Disabilities

Emotional Disabilities, Health (ADHD, ADD), Learning Disabilities

#### Programs

SAIL Classrooms are located at the Henry Owen School in Chelsea

Hours are 8:00 am to 2:00 pm

Annual Shore Tuition vs. Comparable Private Schools	
*Based on a Typical School Year (180 days)	
<b>Shore - SAIL Program</b>	<b>\$59,580</b>
Average of (3) Comparable Private Schools	\$80,069

Shore is  
26%



**SOAR & BRIDGES Programs (Grades 6 - 8)**

The Bridges & SOAR Program, comprised of three classrooms, supports middle school students who have emotional and behavior challenges that may be related to ADHD, learning disabilities, trauma or other factors. Students succeed in the Bridges and SOAR 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.

Teachers employ highly individualized strategies based on students’ learning styles. Academic lessons are supplemented with technology and hands-on projects to engage students. School adjustment counselors and other interdisciplinary team members are often in and out of the classrooms and are scheduled to assist with lunch and recess periods to ensure continuity of therapeutic and educational goals. A reading specialist works 1:1 with students who are evaluated as needing this extra intervention.

FY21, the Bridges program was located in a member district middle school, allowing for inclusion opportunities for many of our students. Issues of limited space in our member districts’ schools necessitated moving this program to the Owen School. However, given the value an inclusive setting brings to students, our goal is to once again secure classroom space in a neighboring middle school.

**Ages & Grades**

Ages → 11 - 14

Grades → Grades 6 - 8

**Disabilities**


Emotional Disabilities, Health (ADHD, ADD), Learning Disabilities

**Programs**

Bridges Classrooms are located at the Henry Owen School in Chelsea

Hours are 8:00 am to 2:30 pm

Annual Shore Tuition vs. Comparable Private Schools	
*Based on a Typical School Year (180 days)	
<b>Shore - SOAR &amp; Bridges Programs</b>	<b>\$55,080</b>
Average of (3) Comparable Private Schools	\$86,324

Shore is **36%** 

## Inspire Academy Program (Grades 9 – 12)

Inspire Academy, comprised of three to four classrooms, supports high school students who have emotional and behavior challenges that may be related to ADHD, learning disabilities, trauma, or other factors. The Inspire high school is located in its own section of the school, with a separate entrance, kitchen, meeting spaces and classrooms. A large, open community space allows students to collaborate with one another on projects, or work 1:1 with teachers on courses necessary to meet their school districts’ graduation requirements.

Inspire Academy students learn through traditional pedagogy as well as on-line, blended learning where courses can be taken for credit acquisition as well as credit recovery. The curriculum includes all core content subjects as well as electives. Given the (small) size of our faculty and limited elective choices that could be offered, the “Imagine Edgenuity” curriculum greatly expands students’ ability to take courses that match their interests and future goals.

A primary focus for each student in Inspire Academy is a personalized learning and transition plan. Students are encouraged to explore their strengths, interests and post-secondary goals by participating in career fairs, college tours, and internships.

Ages → 14 and up

Grades → High School, Grades 9 - 12

### Disabilities

Emotional Disabilities, Health (ADHD, ADD), Learning Disabilities

### Programs

Inspire Academy Classrooms are located at the Henry Owen School in Chelsea

Hours are 8:00 am to 2:30 pm

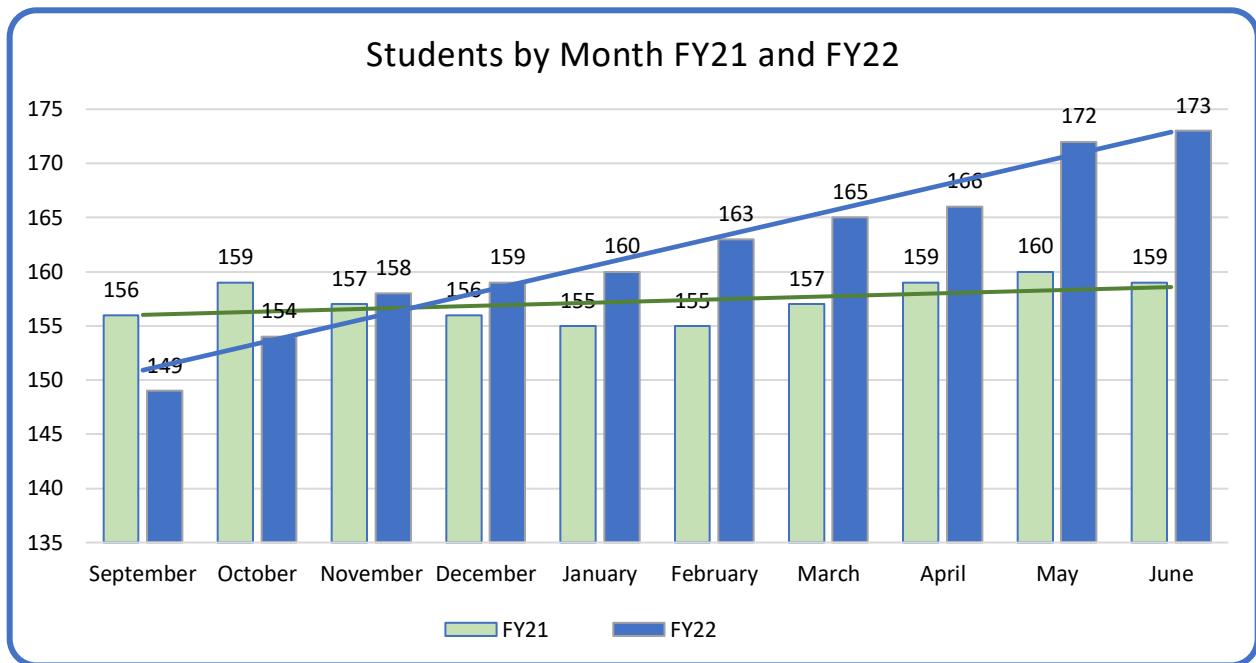
Annual Shore Tuition vs. Comparable Private Schools	
*Based on a Typical School Year (180 days)	
<b>Shore – Inspire Academy</b>	<b>\$55,080</b>
Average of (3) Comparable Private Schools	\$86,324

Shore is  
36% 

**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 private schools) range from \$20,489 to \$51,199 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’s student enrollment numbers increased every month of the school year, indicating the need for and value of Shore services to our districts. Growth was highest in our Discovery, Explorers, and Pathfinders programs that serve children with complex health needs, global delays, and autism. The enrollment data in FY22 reflects Shore’s typical growth trend unlike FY21 when many of the Shore districts offered remoted learning for the balance of the school year.



Although the net growth in enrollment was +24 in FY22, additional students were referred but could not be accommodated due to staff shortages. Program leaders across the organization spent considerable time recruiting and interviewing applicants throughout the year. This resulted in a net gain of (33) employees agency-wide.

## ADULT SERVICES

Shore's Adult Day Programs are safe and supportive communities designed to enhance the lives of people with intellectual and developmental disabilities. Our person-centered programs meet the needs and interests of the people we are here to serve. 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.

### **At Shore, Individuals:**

- ~ Feel accepted, respected and understood
- ~ Make new friends
- ~ Are supported by friendly and compassionate staff
- ~ Discover new interests
- ~ Get the encouragement they need to be their best
- ~ Improve skills
- ~ Explore their communities
- ~ Experience fulfilling days, with a wide variety of meaningful activities
- ~ Benefit from strong advocates who truly care about each person's well-being
- ~ Let natural abilities and unique gifts shine

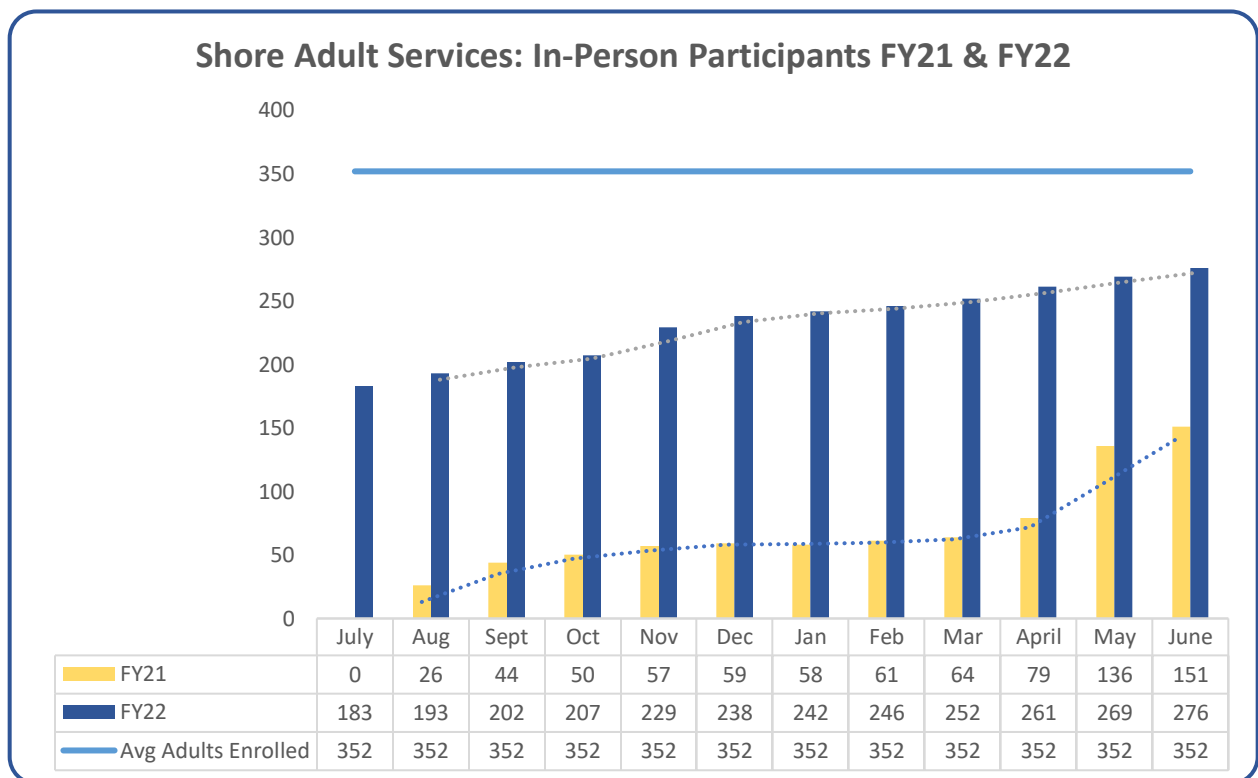
**Employment and Community-Based Day Services:** include opportunities for true community integration, in areas that interest the individuals involved. These may include employment, volunteering, joining a club or organization, shopping or banking, becoming a "regular" at a coffee shop or health club. The goals are for individuals with disabilities to explore their interests, direct their own lives to the greatest extent possible, and be fully accepted members of the community. These services are funded by the Department of Developmental Services (DDS).

**Day Habilitation Services** include skill acquisition and therapeutic services so that people are more self-reliant and independent at Shore, and in their homes and communities. Nurses, occupational, speech/language, and physical therapists, mobility and behavior specialists, evaluate participants using a service needs assessment tool. These professionals, along with program case managers, comprise the interdisciplinary teams that develop and monitor the progress of goals in each participant's individualized Day Habilitation Support Plans. These services are funded by MassHealth.

**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.

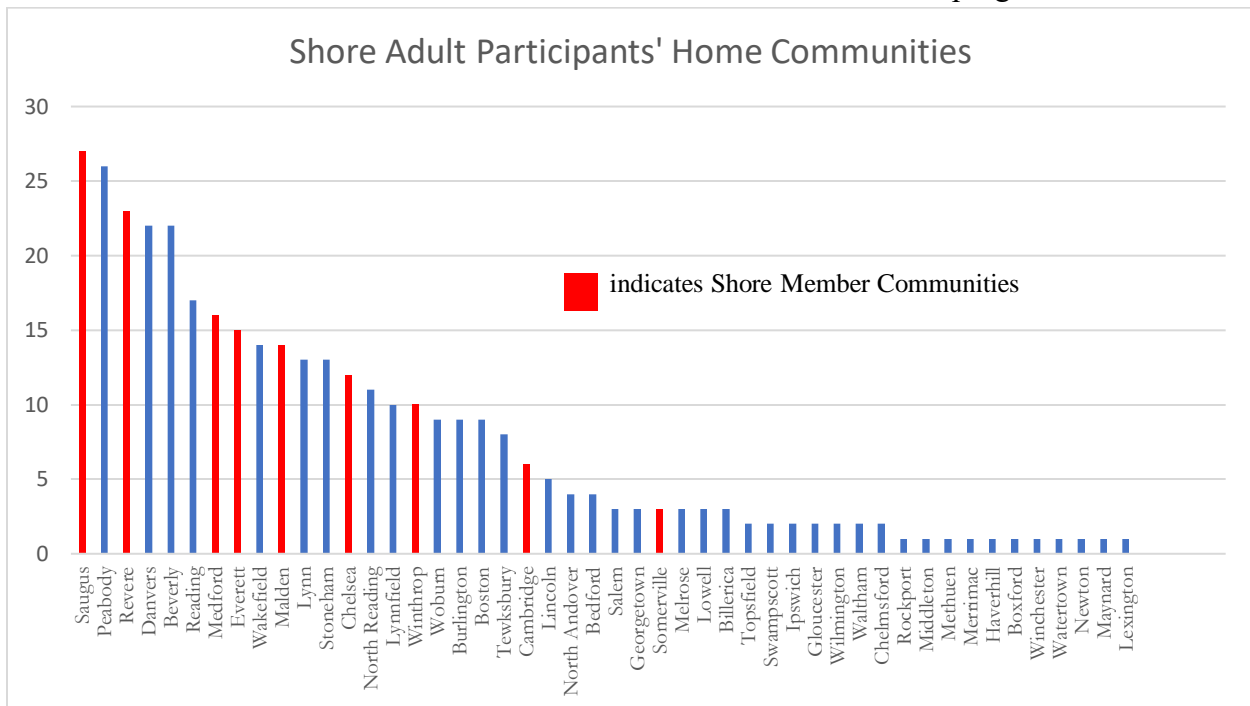
Shore’s nurses and therapists work along-side staff, to support individuals who are medically complex. Many Shore participants have multiple disabilities and/or health conditions that require specialized supports, frequent monitoring and/or nursing interventions. In addition to direct services, special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

Funding, certification, and regulatory authority of the Adult Services programs are the responsibilities of the Department of Developmental Services (DDS) and the Mass Health Office of Long Term Supports and Services. Shore was awarded another 3-year accreditation from the Commission on Accreditation of Rehabilitation Facilities (CARF) in March 2022.



Like Shore’s Student Services, the Adult Services division rebounded in FY22 after the significant impact that Covid had on the programs in FY21. In FY21, approximately 300 fewer adults returned to programs on-site for most of the year, and instead continued to participate in remote services. Covid vaccinations became available in the spring of 2021 which changed the policies of many residential providers, enabling individuals to return to day services programs. In FY22, on-site participation grew each month of the year, at every program site. Because some individuals actually prefer remote services, the Adult Services programs have continued to offer these daily. Individuals and their families get a weekly schedule of remote sessions every Sunday evening and can join when they want. Ongoing challenges in rehiring staff, at Shore programs as well as transportation providers, remain a barrier to some individuals returning.

Shore is unique among collaboratives in operating a large Adult Services division. Not long after Shore was established, its leaders, staff, and families recognized the need to continue providing educational and therapeutic services to students who aged out of school, but were certainly not finished learning and progressing. Offering this full continuum, literally lifetime, of services as an option to individuals and their families has remained a core value of Shore. Today, Shore has over forty people who are “graduates” of our School programs and participating in our Adult programs. This continuity has been a great source of comfort for families when their children transition from school into Adult Services. Shore communities are well represented by 126 adults who live in these nine cities and towns and attend Shore’s Adult Services programs.



## DISTRICT SERVICES

### 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 and the many families with whom we work, lost a long-time friend when Leslie Servideo, a Parent Trainer for sixteen years, passed away in August 2021. Leslie went above and beyond in her work with families and children to strengthen skills and strategies that improved family interactions and lives. Kristy Moylette and Leslie worked together for decades, and both were quite familiar with the goals of all the families receiving parent training services. This enabled Kristy to work with Leslie's families, as well as her own, for the FY22 year.

### TRANSITION SERVICES

Shore's CCFR services provide coaching and support services to young adults (ages 14 - 22) who are preparing for "life after high school." Students referred for this service are generally going to their community's high school where they are working on transition skills and goals, along with completing other academic requirements. Shore's CCFR services are provided after school or on weekends for those students who need more assistance and in the actual settings where their skills are needed. Examples of activities that Shore Coaches do with students are:

- Assisting students to prepare for job interviews or college information meetings, and accompanying them to interviews or meetings to provide support.
- Working with students and families to match skills and interests with job opportunities. Explore job opportunities by visiting workplaces or arranging to "shadow" employees who are working at jobs of interest.
- Provide coaching on job-sites to assist students in learning new jobs or to problem solve ways to overcome specific obstacles students are experiencing at their jobs.



CCFR services are generally focused and short term, 24 hours, flexibly used and determined by the students and their specific needs. Services can be extended if more time is needed to achieve the students' intended 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.

### CONSULTATION SERVICES

Other Shore District Services included in this category in FY 22 are:

- ETL Forum – monthly networking and professional development sessions facilitated by former Special Education Director, Kathy Medaglia and offered to all of our member districts' Special Education Team Liaisons.
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- Out-of-District Monitoring – Districts contract with Shore to provide out-of-district monitoring, required for all students who receive special education services at out of district placements.
- Assistive Technology – Student-specific assessments, including recommendations and/or consultation for individualized devices, software tools, and strategies that assist students in making academic progress.

	Consultation	Parent Training	Transition Services	All District Services
<b>Cambridge</b>	\$28,270.00			\$28,270.00
<b>Chelsea</b>		\$4,505.00		\$4,505.00
<b>Everett</b>	\$5,005.00	\$26,658.75	\$20,500.00	\$52,163.75
<b>Malden</b>				
<b>Medford</b>	\$825.00			\$825.00
<b>Revere</b>	\$2,530.00	\$26,242.50	\$19,250.00	\$48,022.50
<b>Saugus</b>	\$165.00		\$15,500.00	\$15,665.00
<b>Somerville</b>	\$7,105.00			\$7,105.00
<b>Winthrop</b>	\$990.00	\$6,175.00		\$7,165.00
	\$44,890.00	\$63,581.25	\$55,250.00	\$163,721.25

### 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	FY21	FY22	▲ FY21 --> FY22
Amesbury	\$ 64,553.01	\$ -	\$ (64,553)
Everett	\$ 979,628.55	\$ 1,449,880.57	\$ 470,252
Georgetown	\$ 78,913.34	\$ 147,560.24	\$ 68,647
Malden	\$ 588,879.38	\$ 1,000,501.16	\$ 411,622
Medford	\$ 308,952.81	\$ 549,274.23	\$ 240,321
Northeast	\$ 46,168.13	\$ 55,722.80	\$ 9,555
Revere	\$ 945,853.99	\$ 1,125,082.38	\$ 179,228
Rockport	\$ 11,578.22	\$ 53,410.13	\$ 41,832
Saugus	\$ 177,266.26	\$ 234,112.98	\$ 56,847
Shawsheen	\$ 22,955.85	\$ 766,144.53	\$ 743,189
Winthrop	\$ 151,595.00	\$ 208,751.89	\$ 57,157
<b>TOTAL</b>	<b>\$ 3,376,344.54</b>	<b>\$ 5,590,440.91</b>	<b>\$ 2,214,096</b>

## WORK ALIGNED TO OUR PURPOSE – OUR ACCOMPLISHMENTS

- ◆ After the significant financial impact that covid had on FY21, resulting in a \$3M deficit, Shore bounced back in FY22, ending with a surplus of \$678,000. This is a manifestation of the remarkable resilience of the Shore community.
- ◆ FY22 saw a return to student enrollment growth in our School Services, adding 24 students throughout the year, and nearly four times the number of adult participants returning to “in-person” services (an annual average of 233 people in FY22 vs. 65 in all of FY21.)
- ◆ Three Shore students turned 22 in FY22, graduated from Shore’s Student Services, and transitioned smoothly to the Chelsea Adult Services program. This brings the number of former Shore students at the Chelsea Adult Program to thirty one, representing nearly a third of the program’s total participants. This demonstrates the need for and satisfaction with Shore’s lifelong continuum of services.
- ◆ Like many others, Shore experienced the challenge of recruiting the staff necessary to keep up with student and adult referrals. Nonetheless, a net gain of (33) additional employees were added throughout the year. Shore staff in all programs, departments, and positions picked up extra responsibilities as vacancies and ongoing covid quarantines resulted in ongoing staff shortages.
- ◆ District services: parent training, assistive technology, ETL leadership forums, and transition services were utilized by nearly all Shore member districts. Shore has the resources and expertise to provide these customized services as well as the capacity to meet unique district needs as they arise.
- ◆ The Shore Board of Directors established a capital plan to anticipate and prepare for ongoing improvements to Shore’s facilities.
- ◆ In response to Jacki Clark’s notice to the Board of Directors of her intent to retire in December 2022, Board members dedicated extra time to implement a thoughtful executive director search and selection process. The Board invited staff representatives from the School, Adult Services, and Administration to join in the process. On May 31st, at a special meeting of the Board, Kristin Shaver was selected as Shore’s next Executive Director. Shore will continue to thrive under Kristin’s leadership.

## Appendix A

## Shore Tuitions and Comparable Private School Tuitions – School Year 2021-2022

Medically Fragile, Multiple Disabilities		Daily Rate	Annual Extended Year (210 days)	Avg Private School Rates	
Cotting School	\$ 523.39	\$	109,911.90		
BC Campus School	\$ 494.29	\$	103,800.90	\$ 105,608	
Franciscan	\$ 491.00	\$	103,110.00	\$ 503	34%
<b>Shore Discovery Program</b>	<b>\$ 331.00</b>	<b>\$</b>	<b>69,510.00</b>		
Global Delays, Autism, Life & Language Skills		Daily Rate	Annual Extended Year (210 days)	Avg Private School Rates	
May Center	\$ 532.20	\$	111,762.00		
NECC	\$ 567.50	\$	119,175.00	\$ 120,709	
Guild for Human Services	\$ 624.72	\$	131,191.20	\$ 575	42%
<b>Shore Explorers and Pathfinders</b>	<b>\$ 331.00</b>	<b>\$</b>	<b>69,510.00</b>		
Therapeutic Elementary		Daily Rate	Annual Typical School Year (180 days)	Avg Private School Rates	
Italian Home	\$ 407.29	\$	73,312.20		
Walker	\$ 445.80	\$	80,244.00	\$ 80,069	
Home for Little Wanderers	\$ 481.39	\$	86,650.20	\$ 445	26%
<b>Shore SAIL Program</b>	<b>\$ 331.00</b>	<b>\$</b>	<b>59,580.00</b>		
Therapeutic Middle and High		Daily Rate	Annual Typical School Year (180 days)	Avg Private School Rates	
Dearborne	\$ 507.37	\$	91,326.60		
Lighthouse	\$ 505.68	\$	91,022.40	\$ 86,324	
Compass	\$ 425.69	\$	76,624.20	\$ 480	36%
<b>Shore SOAR, Bridges, Inspire</b>	<b>\$ 306.00</b>	<b>\$</b>	<b>55,080.00</b>		