IN THIS ISSUE

MARY SAVIOLI PALLOTTA EDUCATIONAL CENTER, page 4
The Mary Savioli Pallotta Educational Center, located on our Jamaica Plain Campus, is a Department of Elementary and Secondary Education approved K–8 program for children ages 4–13 with special education needs. Our children experience social, emotional, and behavioral difficulties along with learning differences that leave them at risk of failure in a less restrictive learning environment.

100TH CELEBRATION, page 8
In 2019, Italian Home will celebrate a century of service to children and families. We have served thousands, and we have experienced many changes over the years. We started out with the specific mission to serve Italian girls whose parents died in the Spanish Flu epidemic, and now we serve kids from all over Boston and Eastern Massachusetts who have seen trauma in their lives. We have evolved with the times while maintaining the core values of hospitality, community, and service to others.

OUR MISSION

Italian Home for Children provides an integrated network of powerful and effective programs to help children and families with emotional, behavioral, and educational challenges thrive in their communities.

OUR VISION

At Italian Home for Children, we are creating communities where all children, adults, and families are embraced and empowered to reach their full potential.

We will be celebrating our 100th anniversary for the next 18 months so follow us on Facebook and watch for our e-newsletter to keep up to date on our progress.
FROM ALAN JACOBSON, CEO

We all went to elementary school, and if you are like me, I’m sure you can still remember the occasional struggle. Was it the first time you had to read a chapter book? Wrestled with long division? Could not memorize all fifty state capitals? Botched that science project? Now imagine being back there but after five cups of coffee, or if the teacher turned the page upside down and backwards. Imagine loud and disruptive music playing, or your teacher sounding to you like the adults on the Charlie Brown cartoons. Think of a time you were very anxious for a few minutes and imagine that lasting a whole school day. Now take any two or three of these possibilities and combine them.

For children who have ADHD, learning differences, sensory processing issues, depression, anxiety, or a combination, that is what school can feel like. They face those same challenges that all of us did, but with those added barriers each and every day. As you can imagine it’s not about intelligence, potential, and motivation. It’s about the persistent effect a mental health diagnosis, learning difference, or sensory integration issue can have.

At the Pallotta School the amazing staff breaks down those barriers and brings out the potential of the kids. We see children who were struggling in school suddenly blossom. School liaisons and teachers from the home districts who come for scheduled meetings are often astounded at what they see—they knew that the child could do better, but that much better?!

I’m glad to take this opportunity to thank the staff at the school, our volunteers, and everyone who supports our work for making this possible. Bringing out the true potential in children is what we do at our school, and the effects can last a lifetime.

FROM DAN BRENNAN, BOARD CHAIR

If you know me, you are aware that I am a numbers person. In my career as an accountant and a banker, I look at things from an analytical perspective every day. Before I became the Board Chair last year, I was charged with heading the Finance Committee. Over the last couple of years, we have substantially improved our financial position. You can see that in the financial and program numbers in the pages of this annual report. I am very pleased with the steady progress that we are making on this front, and our intention is that it will only get better.

Even though I am definitely a numbers person, I also have an appreciation for the quality of the hardworking staff and diverse programs at Italian Home. While attending this summer’s SunsSplash, I saw many happy children, dedicated employees, and amazing volunteers. It was an example of us at our best and what we can accomplish when we pool our resources. It is my hope that all of our efforts will culminate in healthier children and stronger families. Those smiles and relationships are sometimes hard to report on, but they are the numbers that we should be the most proud of!
PROGRAMS AND SERVICES

RESIDENTIAL TREATMENT PROGRAM—JP AND CRANWOOD CHILDREN’S SERVICES
This program provides intensive group home services of varying durations for children ages 4–12 on either our Jamaica Plain or East Freetown campus. In Jamaica Plain, we have as many as 30 children while Freetown (“Cranwood”) has 18 children. Services offered include milieu treatment, individual therapy, focused group treatment, spiritual enrichment, intensive family treatment, and family preservation services. As well, many children benefit from sensory integration, nursing, medication management, and occupational therapy. Children attend local public schools or the special education program on the Jamaica Plain campus at the Mary Savioli Pallotta Educational Center. As children transition out of the group home, we also sometimes offer a service called Follow Along where their clinician assists their reintegration to their new home from the 24/7 program.

COMMUNITY BASED ACUTE TREATMENT PROGRAM (CBAT)
Our co-ed Community-Based Acute Treatment program (CBAT) is a 24/7 hospital diversion service that provides stabilization and comprehensive assessment services for 18 children, ages 4–12. These children present with a wide range of diagnoses and backgrounds including emotional, learning, and behavioral concerns as well as autism spectrum and/or cognitive limitations. Each child participates in an intensive short-term program of individual, family, group, and milieu therapy as well as daily educational tutoring and ongoing medication management. Other services are often utilized including sensory integration, occupational therapy, expressive arts therapy, and nursing. The average length of stay is 7–10 nights. Imbedded in the CBAT are Transitional Care Unit (TCU) beds for children who no longer meet hospital level of care but whose disposition plan is not yet finalized. The average length of stay is 30–45 days in TCU.

BRIGHTON ALLSTON MENTAL HEALTH ASSOCIATION CLINIC
Our clinic provides outpatient mental health services, including individual, group, and family therapy, to children, adults, and families. The services are provided at our clinic site in Brighton. This clinic also provides licensed clinicians to a few Boston Public Elementary and High Schools. Our professionals provide case management and drop-out prevention services to students within their school setting.

SPIRITUAL ENRICHMENT
The Spiritual Enrichment Program is designed to present a message of hope, healing, and wholeness to children who are recovering from the trauma of abuse and neglect along with other family struggles. Our hope is to create a spiritual nurturing, caring, loving, and safe environment which helps our children flourish in life. Spiritual care is offered to all children no matter their faith background through the participation of community churches and volunteers.
CHILDREN’S BEHAVIORAL HEALTH INITIATIVE (CBHI)

Therapeutic Mentoring
Therapeutic Mentoring (TM) is an individual service for youth (ages 3–20) who need a mentor to help them generalize the skills they are learning from their therapist into community settings—for example, mastering communication skills, enhancing the ability to make friends, and addressing day-to-day challenges like how to handle conflict. The Therapeutic Mentor brings a child to locations that are very natural for them but sometimes include challenges such as navigating making friends at the park, following directions at dance class or minimizing conflict during a basketball game at the YMCA. The Therapeutic Mentor is part of a team of providers dedicated to wraparound services and treatment planning for a child’s best possible development.

In Home Behavioral Services
In-Home Behavioral Services (IHBS) is a teamed approach that works with youth (ages 3–20) and their family to resolve conflict and decrease concerning behavior, while teaching the family techniques that lead to more positive behaviors and independence that are sustained throughout their lifetime. Some of the concerning behaviors are aggression, self-injury, and non-compliance, and the skills learned help to break down communication barriers, increase independence, foster socialization, and enrich family cohesion. The team of a masters level professional and a paraprofessional also work closely with other providers involved in the child’s care through team meetings and constant communication.

In Home Therapy
In-Home Therapy (IHT) is a teamed approach that works with youth (ages 3–20) and their family to increase their ability to provide effective support for their child, and to promote healthy functioning within the family. Upon graduating from this program, children often report feeling more in control and happier while caregivers report increased confidence in safety planning and improved family dynamics. The masters level clinician and paraprofessional also regularly speak with the child’s other providers for excellent continuity of care and best outcomes for the child’s wellbeing.
The Mary Savioli Pallotta Education Center was opened in 1994. The school was named in memory of Mary Pallotta in thanksgiving for a very generous donation by her grandson, Jim.

DAY SCHOOL
Our special education program consists of six classrooms with up to eight students in each. Classrooms are run by a certified Special Education Teacher supported by two assistant teachers. Specialized clinical, academic, and behavioral supports are available to all students. Our children are ages 4–13 with special education needs including emotional and/or behavioral difficulties, learning disabilities, language disorders, mental illness, high functioning autism spectrum disorders, and developmental delays. The school serves both day and residential children who are at risk of failure in a less intensive learning environment.

THERAPEUTIC AFTER-SCHOOL SUMMER CAMP SCHOOL VACATION WEEK PROGRAMS
Our out-of-school-time programs are therapeutic day services for co-ed children ages 4-13. The children attend group therapy and engage in activities that will enhance their therapeutic and academic progress. Our clinicians and childcare workers serve children who have varying needs including emotional and/or behavioral concerns; developmental, cognitive, or learning disabilities; autism; and other mental health issues.
ACADEMIC SERVICES

- A comprehensive curriculum of Reading, Language Arts, Spelling, Math, Science, Social Studies, Art/Humanities, and Physical Education is provided. Teachers access the Massachusetts Curriculum Frameworks and Common Core, and plan differentiated lessons to fit students’ needs.

- Students participate in the MCAS testing conducted annually.

- The Resource Teacher assesses all students in reading and math and consults with the classroom teacher to assure that lessons are tailored to students’ needs.

- The Physical Education program is designed as a structured program emphasizing proper behavior, teamwork, sportsmanship, health, and wellness.

- One period per week of art and music instruction is provided; Arts and Humanities lessons interface with classroom activities and students are exposed to a wide variety of materials.

- Enrichment Activities as part of an extended day help promote social skills.

THERAPEUTIC SERVICES

- Clinicians provide weekly individual therapy, therapeutic group work, family treatment, case management services, and crisis intervention; as well as ongoing consultation and collaboration with the school staff.

- All school staff participates in ongoing Trauma Informed Care training.

- All staff are trained in Therapeutic Crisis Intervention (TCI) in order to help students with behavioral and emotional regulation.

- Speech and Language Therapy and Occupational Therapy Services are provided for those students for whom therapy is part of their Individualized Education Program. In addition, each therapist also integrates lessons within the classroom and consults with teachers on an ongoing basis. Social skills curriculum, self-regulation tools, and assistive technology contribute to student success within the school.
Reading independently is fear-inducing for some students at Italian Home. They are afraid to try anything where they believe they will not be successful. Often reading skills progress slowly, and reading independently is not much fun. Students can feel that it takes too long to get to the good parts. Often by the time they get there, they have forgotten what they read.

Like most schools, we require Sustained Silent Reading daily. This time is to give students the opportunity to read books other than the assigned books for class. It also gives them the opportunity to improve their reading skills. There are a few fifth grade students who are significantly struggling with this requirement. We do not want to cause them to hate reading by forcing the issue, but there are many benefits to independent reading time.

We have started collecting iPods to help with this problem. Our Curriculum Coordinator, Andrea Wakefield, has downloaded audio books for students who struggle with the skill of reading, but are interested in novels. They have the opportunity to read along with the audio book. This gives them the opportunity to participate in the subject, and feel successful. We are working to build a lending library of iPods and MP3 players that students can borrow for Sustained Silent Reading time.
Candy* came to the IHC day school in September 2016. Diagnosed with PTSD and ADHD, she has experienced significant abuse and neglect, exposure to sexual content, homelessness and multiple placements. With all she had experienced so early in her life, Candy was not able to function in the local public school setting, even with the support of her foster mother. She could not focus, she was aggressive, disorganized and hearing voices. Academic progress was minimal at best. Candy immediately responded to the structure and nurturing environment at IHC. She has grown to love school and has made excellent academic progress. In addition through clinical work/expressive and play therapy she has been able to process past and current events. The IHC team has helped her work through significant issues around family, and she is finally looking forward to being adopted by her foster family and relocating to another state. She came into the program looking disorganized and depressed. She is leaving with confidence and happiness!

*names have been changed due to HIPPA regulations
Our theme for the upcoming year "Where Compassion Meets Promise" brings us back to our roots. Italian Home is a place where children and families come to find stability and healing. For a century, we have embodied caring and empathy through relationships. Every child is treated with dignity and respect as we seek to prepare them for the road ahead.

CELEBRATE WITH US!

APRIL 27, 2019
CENTENNIAL GALA AT LARZ ANDERSON PARK IN BROOKLINE
A festive celebration celebrating past, present, and future. Italian hospitality at its best!

JUNE 17, 2019
PLAY FOR KIDS—100TH ANNIVERSARY EDITION
Hit the links to help support our programs. Always a favorite!

AUTUMN 2019
CENTENNIAL REUNION
An opportunity for past residents, clients, students, staff, and supporters to come together.

OCTOBER 2019
100TH ANNIVERSARY ANNUAL MEETING
Help us look at where we have been and share a vision of the future!

Throughout the year we will be hosting small groups on campus to discuss the future of Italian Home. Follow us on Facebook and join our mailing list for more information.
The roots of the Italian Home are in the early 20th century when Boston’s Italian community established an orphanage to take care of its own in the wake of the Spanish flu epidemic. Although we serve children of all nationalities and races today, the Italian values of home and family continue to infuse the culture of the organization. While many agencies serving children come and go, only a few reach the 100-year landmark. We have done so by successfully changing and innovating over time to meet new needs. Italian Home’s goal is to bring a measure of stability, progress and permanence to children living in what is currently a fragile existence. Helping kids feel safe, and that they are loved, is our top priority. Your commitment to our mission will assist us in continuing to serve children and families.
BY THE NUMBERS

FY 18 YEAR END FINANCIALS
All numbers are unaudited.

REVENUE
Residential Programs $7,378,527
Mary Savioli Pallotta Educational Center $3,504,698
Family and Community Solutions (BAMHA) $1,050,280
Community Programs $1,457,138

CONTRIBUTIONS
FOUNDATIONS $288,479
INDIVIDUAL DONATIONS $548,741
CORPORATE DONATIONS $189,578
PLANNED GIFTS $11,573
TOTAL CONTRIBUTIONS $1,038,371
TOTAL RESTRICTED AND OTHER $71,433
TOTAL REVENUE $14,500,477

UNDUPLICATED NUMBERS FOR FY18
BAMHA
Total number of clients served (all ages) 867
Total number served by BAMHA outreach services 176

BOSTON
Total number of children in residential program 41
Total number of children served in CBAT/Respite 202
Total number of children served in Day School 53
Total number of children served in After School and Summer Camp 38
Total number of children served by CBHI Services 182

EAST FREETOWN
Cranwood Group Home Clients 29

CLIENT DEMOGRAPHICS

This breakdown is based only off of reported ethnicities.

COMMUNITIES SERVED

This is a list of communities served by BAMHA:

ABINGTON, ALLSTON, ARLINGTON, BEDFORD, BELMONT, BOSTON, BOURBON, BRIGHTON, BROCKTON, BROOKLINE, CAMBRIDGE, CHARLESTOWN, CHELSEA, Dedham, DORCHESTER, EAST FREETOWN, EAST HARRICH, EAST HAM, EASTON, EVERETT, FALL RIVER, FRAMINGHAM, HUDSON, HYDE PARK, JAMAICA PLAIN, LYNN, MALDEN, MANSFIELD, MATTAPAN, MEDFORD, MILEN, NEEDHAM, NEW BEDFORD, NEWTON, NORWELL, NORWOOD, QUINCY, RANDOLPH, RAYNHAM, REVERE, ROCKLAND, ROSLINDALE, ROXBURY, SOMERVILLE, SOUTH BOSTON, SOUTH HADLEY, SOUTHBRIDGE, STOUGHTON, SWAMPSOCTT, TEWKSBURY, UXBRIDGE, WALTHAM, WATERTOWN, WAYLAND, WELLESLEY, WEST ROXBURY, WEYMOUTH, WINTHROP, WOBURN, WORCESTER
Planned gifts can come in many forms—bequests, commodities, life insurance beneficiaries, or retirement plans. Planned gifts are often called “legacy” gifts because many are created to make an impact on future generations.

Bob was a neighbor of Italian Home and a loyal donor for many years. He was a talented athlete, and played semi-professional baseball in his youth. One of his joys as he aged was seeing kids happily playing on the field on the campus of Italian Home. He decided that he wanted to make sure that our children had a ballfield for years to come which led him to name Italian Home as a major beneficiary of his estate. Today, our children play on the baseball diamond that bears his name!

The easiest way to include Italian Home in an estate gift is through a designation in your will. You can also assign Italian Home as a beneficiary to your life insurance policy or designate Italian Home as a beneficiary on your retirement account. If you would like more information or appropriate wording for your will, please call Patti McKenna, SVP Development at 617.524.3116 x310.

We are seeking to secure 100 planned gift commitments before the end of 2019. We need everyone’s participation to make this happen. What role will you play to ensure that Italian Home for Children continues to serve the children and families of Boston and Eastern Massachusetts? Consider making your legacy today.
OUR EFFECTIVE 45-DAY ASSESSMENT PROGRAM

Our school offers a unique opportunity for potential new students. Our 45-day assessment program allows a student to be integrated into the classroom without other students knowing that they are here for a trial basis. During this 45-day assessment period we can review their behavior and work with their IEP to be sure that the Italian Home School is the right fit for this student. This process can be a challenge for the teacher because adding a new student for a short amount of time disrupts the classroom dynamic, but we feel it works out better for the student.

“At Italian Home for Children I picked up academic, social and mental skills I could not find anywhere else until I came here. Everyone is really nice and inviting—that’s probably what helped me talk to people, so they could help me.”
Deion Howe, 2018 Graduate

“When I had arrived at the Italian Home I was out of control. All my reasoning had been erased, and I wanted things my way. While at Italian Home the staff showed me devotion, time and effort. I felt more at home by the day. I will never forget those who helped me to be the man I am today. I feel like it’s an honor to have had such a good connection with the staff at Italian Home.

I have a lot to thank the staff for teaching me—how to be a leader and not a follower and helping me get my first job. Now I have the privilege of sharing the lessons I learned here with other kids. I hope to give back to Italian Home as much as it has given me.” Devin Hamber-Tuitt, Alumnus
AN ACCEPTING AND PERSONALIZED APPROACH WITH EVERY CHILD

Jason* arrived at Italian Home School from another program where he could not be maintained. His behavior included throwing objects, running away, refusing to get on the bus and using the words “kill” and “destroy.” Jason has a diagnosis of Asperger’s Syndrome. When he visited the program with his father, he was able to sit in the classroom at Italian Home and was actually interested in what the other students were learning.

His father knew Italian Home was a fit based on Jason’s reaction to the school on that first day. Although there have been ups and downs, Jason has made incredible progress. We have been able to challenge him academically—and we found that he has superior math abilities. We have also been able to address his many sensory needs which have resulted in helping him to cope with the day-to-day school activities.

Jason has been the “poster child” for sensory integration materials. Often when Jason was feeling stressed he would wear a therapeutic tool called a body sock in class. This helped him to get through an activity at his desk. The accepting, personalized atmosphere at Italian Home allowed Jason to feel comfortable wearing the body sock. He was able to work through much of his rigid thinking, and he got to the point where he did not need to use a lot of the sensory tools that made him look different. He was able to transition to a new classroom where he became flexible and much more sociable. He is a child who truly excelled and was able to transition into a mainstream classroom and eventually attended college!

*names have been changed due to HIPPA regulations
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Naomi Tsuda
TVI, INC
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United Way of Merrimack Valley
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