



South Coast Educational Collaborative

2201 G.A.R. Highway, Swansea, MA 02777-3924,
Telephone: 508.379.1180 & 800.423.1074, Fax: 508.379.1231,
www.scecoll.org

MISSION: To provide to students, families, educators, school districts, and agencies high quality, cost effective, value-added, and sustainable education, professional development, technical assistance, and resources that are grounded in our core values and appropriate research-based content and best-practices.

CERTIFICATE OF APPROVAL

At their Executive Board Meeting held on December 15, 2016, the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2015-2016 Annual Report of South Coast Educational Collaborative and instruct the Board Chair and the Executive Director to certify that this action was taken by signing a document that memorializes the action taken.”

Richard Medeiros, SCEC Board Chair

Date

David R. Heimbecker, Executive Director

Date



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Richard Medeiros, SCEC Board Chair

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David R. Heimbecker, Executive Director

Date

*South Coast
Educational
Collaborative*

**ANNUAL
REPORT
2015-2016**

Doing Exceptional Work with Exceptional People



Exceeding Expectations

South Coast Educational Collaborative
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MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Reader,

The 2015-2016 Annual Report for South Coast Educational Collaborative (SCEC) is designed to address its activities directed at achieving its purpose and objectives as established in its Collaborative Agreement and to update changes that have occurred since the previous Annual Report. The activities and changes will be thoroughly addressed throughout the 2015-2016 annual Report by leaders in each SCEC day school program, service, and support area.

The stated purpose of SCEC is to provide intensive education programs and services for students with disabilities, professional development to educators, and related services to students with disabilities in member and non-member districts, and to provide other high quality, cost-effective services to meet the changing needs of member districts. SCEC's Strategic Plan and Collaborative Agreement provide guidance in forming, pursuing, and assessing success of goal pursuits. The objectives being pursued to fulfill the purpose will be clearly delineated as this 2015-2016 Annual Report unfolds.

Progress on achieving the objectives is monitored consistently by the Leadership Team (LT) and the Board of Directors (Board) at SCEC. Monthly reports are provided for the Board and the LT from an accounting firm that analyzes SCEC finances on a monthly basis. Educational experts assist the Board and the LT by assessing the quality and effectiveness of the professional development that is being provided continuously by SCEC staff. Also, the majority of SCEC leaders are licensed special education administrators and they constantly monitor the quality, appropriateness and cost-effectiveness of SCEC programs and services. Expert data collection and analysis, benchmarking, and gap analyses were common practices throughout 2015-2016.

According to data analysis completed continuously by internal and external experts and shared with the LT and the Executive Board of Directors at SCEC, it appears that when partnering together, member, non-member and SCEC staff members strengthen and complement their programs mutually. The lines of demarcation between and among programs and services are blurred as students, staff and families are served productively. High quality, intensive educational programs and services for students with disabilities, professional development to educators, and related services to students with disabilities are delivered in a cost effective manner that meets the changing needs of all who partner with South Coast Educational Collaborative.

Sincerely,

David R. Heimbecker, Ed.D
Executive Director

SOUTH COAST EDUCATIONAL COLLABORATIVE

South Coast Educational Collaborative was established in 1974 (known then as Cooperative Production Collaborative) with its original member school districts of Berkley, Dighton, Dighton-Rehoboth Regional, Seekonk and Swansea. South Coast Educational Collaborative began with one program, providing educational services to a low-incidence, previously un-served special needs population. In 1984, the Somerset School District was welcomed as a new member, followed by the Freetown-Lakeville Regional School District in 2007 and Taunton Public Schools in 2014.

Through the years, legislative actions and the Board of Elementary and Secondary Education policy acted to strengthen and give impetus to Massachusetts collaboratives to move from single purpose entities to full-service organizations. South Coast Educational Collaborative followed this trend by increasing and expanding its level of services in special education, general education support, professional learning, clinical and therapeutic consultant resources, technology, family supports and partnerships with institutions of higher learning.

SOUTH COAST EDUCATIONAL COLLABORATIVE AGREEMENT

The South Coast Educational Collaborative (SCEC) Agreement, updated as required by amendments to M.G.L. c. 40, § 4E and regulations 603 C.M.R. 50.00, was approved by the Commissioner of the Massachusetts Department of Elementary and Secondary Education (DESE) on June 30, 2014. As per the SCEC Agreement, the Board of Directors is comprised of one superintendent or school committee member from each member school district as well as an appointee of the Commissioner of the Massachusetts DESE. The executive director, or designee, acts as executive secretary to the Board, which meets at least six (6) times annually. The Board members elect a chairperson and a vice-chairperson at the first Board meeting of each fiscal year. In 2013-2014, the Board appointed a DESE licensed Business Manager as well as a Treasurer, both of whom have continued in their positions. All Board meetings are posted and conducted in accordance with the Open Meeting Law, M.G.L. c. 30A, Secs. 18-25 and the open meeting regulations, 940 CMR Sec. 29.00. The SCEC Agreement was approved by the Board of Directors on August 5, 2013 and approved by all eight (8) member school committees by May 22, 2014.

MISSION STATEMENT

To cooperatively develop and deliver high quality, cost-effective, value-added and sustainable education, technical assistance and resources for students, families, educators, school districts, partner organizations, and communities that increase educational opportunities for children ages 3 to 22, improve educational outcomes for students, and are grounded in our core values and appropriate research-based content and best practice.

PURPOSE

To provide intensive education programs and services for students with disabilities, professional development to educators, related services to students with disabilities in member and non-member districts, and other high quality, cost-effective services to meet the changing needs of the member districts.

OBJECTIVES

1. To improve the academic achievement of students with low-incidence disabilities in the least restrictive environment.
2. To offer a variety of quality professional development opportunities to general and special education teachers, administrators and related service providers.
3. To provide all programs and services in a cost-effective, value-added and sustainable manner.

CORE VALUES

- Respect for the natural environment and effective green enterprise practices are reflected in our daily operations and in the design and delivery of our products and services. Staff are crucial partners in achieving and sustaining our ecological goals.
- South Coast Educational Collaborative must be a reflective learning community for students and their families, staff, consultants, middle managers and the Board of Directors.
- Our ultimate goal is to enable students to participate and contribute as fully as possible in the communities in which they live and to begin planning upon admission for transitioning to their home, school, community or adulthood.
- The family unit and family-school collaboration are essential factors in supporting and sustaining a student's learning and development.
- The South Coast Educational Collaborative community is focused on teaching and learning and on continual professional learning and inquiry that creates the conditions necessary for optimal teaching and learning.
- Mutual respect, reflection and collaboration are expected and infused into all partnerships.
- Staff productivity, especially team productivity, means exceeding expectations, increasing team efficiency, and enhancing individual team members' professional growth.
- Teams are best supported when they have compelling direction, the materials and resources they need, incentives for excellent team performance, and targeted professional development and coaching.
- Cultural diversity enriches and enhances all members of South Coast Educational Collaborative.
- Conducting "business as usual" is not an acceptable option for sustaining our work.

Board of Directors

Mr. Richard Medeiros, Board Chairperson
Superintendent, Freetown-Lakeville Regional School District

Mr. Thomas J. Lynch, Superintendent, Berkley Public Schools

Dr. Anthony Azar, Superintendent, Dighton-Rehoboth Regional School District

Ms. Arlene Bosco, Superintendent, Seekonk Public Schools

Mr. Jeffrey Schoonover, Superintendent, Somerset Public Schools and
Somerset Berkley Regional School District

Mr. John Robidoux, Superintendent, Swansea Public Schools

Dr. Julie Hackett, Superintendent, Taunton Public Schools

Ms. Paula Jo Gaines, Department of Elementary and Secondary Education Liaison

Board Employees

Dr. David R. Heimbecker, Executive Director

Mr. Joseph DeLude, Treasurer

Ms. Jennifer Prendergast, Business Manager

Member Districts

Berkley Public Schools

Dighton-Rehoboth Regional School District

Freetown-Lakeville Regional School District

Seekonk Public Schools

Somerset Public Schools

Somerset-Berkley Regional School District

Swansea Public Schools

Taunton Public Schools

GOVERNANCE AND LEADERSHIP COORDINATED PROGRAM REVIEW

COORDINATED PROGRAM REVIEW: 2015-2016

During school year 2015-2016, South Coast Educational Collaborative (SCEC) participated in its first Coordinated Program Review conducted by the Massachusetts Department of Elementary and Secondary Education (DESE). We were pleased to welcome the team of Christine Romancewicz and Amy Paulin to our main campus and many of our school sites.

During the summer and early fall of 2015, members of the SCEC Coordinated Program Review committee were busy uploading required documents and information via the PQA Web Monitoring portal. Once acclimated to the process, we found this link easy to manage and user friendly. On March 2nd and 3rd, Christine and Amy spent time at the main campus to review sixty-two (62) student records. During the week of March 14th, the team visited the programs located in the following public schools: Freetown Elementary, Palmer River Elementary, Somerset Middle School, and Dighton-Rehoboth Regional High School. The team also visited the following approved public day schools: North Seekonk Elementary, Middle and High School, ACE Elementary, Gallishaw High School, and Gallishaw Middle School. Site visits included the following:

- Interviews of five administrative staff.
- Interviews of 31 teaching and support services staff across all levels.
- Student record review: A sample of 62 special education student records were reviewed.
- Surveys of parents of students with disabilities: Fifty-seven parents of students with disabilities were sent surveys that solicited information about their experiences with SCEC's implementation of special education programs, related services and procedural requirements. Seven of these parent surveys were returned to DESE.
- Observations of classrooms and other facilities. A sample of fifteen instructional classrooms and other school facilities used in the delivery of programs and services was visited to examine general levels of compliance with program requirements.

SCEC staff were extremely pleased with the final Report of Findings. This report can be reviewed at the Department of Elementary and Secondary Education's Office of Public School Monitoring:

<http://www.doe.mass.edu/pqa/review/crs/reports/>



DAY SCHOOL PROGRAMS

Overview of South Coast Educational Collaborative Day School Programs

South Coast Educational Collaborative (SCEC) is dedicated to offering high quality educational programming for students of all ages in response to the educational needs within our collective communities. SCEC day school programs address the educational needs of students with a wide array of abilities and challenges. Integrated classrooms are provided in public school settings for elementary through high school students, ages 3-22 years. Public day school programs support students in grades K-12+ who require more restrictive programming.

Table DS1 Day School Programs for Students with Special Needs South Coast Educational Collaborative SY 2015-16	
<i>Integrated Programs</i>	<i>Public Day Programs</i>
Early Childhood - Berkley Elementary Early Childhood - Palmer River Elementary * Berkley Elementary School * Freetown Elementary School * George Austin Intermediate School Palmer River Elementary School Somerset North Elementary School South Coast Middle Alternative School Somerset Middle School Dighton-Rehoboth Regional High School Somerset Berkley Regional High School * New Programs in 2015-2016	Seekonk North ACE Elementary School Seekonk North Elementary School Gallishaw Middle School Seekonk North Middle School Gallishaw High School Seekonk North High School

All SCEC programs focus on high-quality instruction using evidence-based practices. Classrooms have high standards for academics that are aligned with state and national standards, including the Massachusetts Curriculum Frameworks and the Common Core Standards. The curriculum is modified and adapted on an individual student basis to ensure all students are participating in standards-based learning. In addition to academics, students receive functional education in life skills, language, socialization, independent living, recreation and leisure activities. Social-emotional well-being and student self regulation are a major focus in every program, and parents are embraced as active and contributing members of the educational team at every site.

Students throughout SCEC participate in inclusionary instruction, whether within district classrooms or community settings, to support transitional skill development as well as generalization and internalization of learned skills. SCEC's integrated classrooms are located in eight public school settings across the South Coast region. These integrated programs are a less restrictive alternative to most private school or public day settings. Students enrolled in integrated programs attend academic, music, arts and/or physical education classes with their district peers, and also join those peers during nonacademic times such as lunch, assemblies or after-school sports. If behavior or other factors preclude that involvement, students from the district school participate in SCEC classroom instruction using a reverse inclusion model. Experiences in the community are an essential component of the curriculum at every SCEC site. Each classroom participates in opportunities to interact within local communities appropriate to the learning objectives in the student's educational plan and prepares students to be contributing members of their own community, be it in the school, home, neighborhood or other community setting.

DAY SCHOOL PROGRAMS

All programs are staffed by highly qualified interdisciplinary teams that include educators, therapists, clinicians, nurses and paraprofessionals who work together to ensure optimal educational experiences for each student. All members of the interdisciplinary team participate in program planning and support, including team meetings, curriculum development, transition planning, and integration supports. Every team member is trained in Positive Behavioral Intervention and Supports (PBIS) and is certified in nonviolent crisis intervention, cardiopulmonary resuscitation and first aid. Research-based best practices are ensured through rich, embedded professional development for all staff in the form of scheduled release days for professional learning, regular staff meetings and focused teacher meetings. Best practices are further supported through routine consultation and technical assistance from a network of expert consultants, including a developmental pediatrician and behavioral experts, who further augment the services provided to each student at no additional cost to districts.

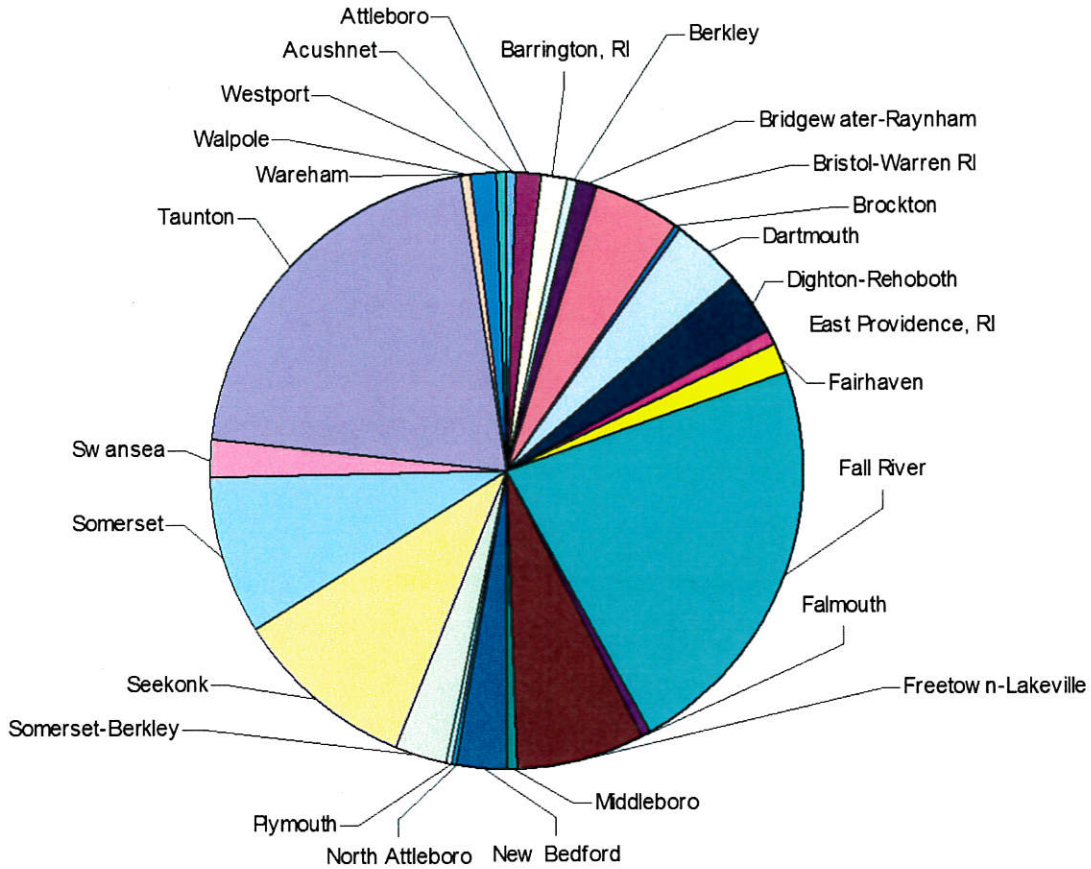
Transition planning is a key component of the education for every student throughout his or her academic career at SCEC. It is the goal of every SCEC program to prepare students to transition back into their own public school district with support from the SCEC team as needed to ensure the student's success. As students approach their fourteenth birthday, transition planning becomes more formalized and intensive. Focus is placed on preparing students for life after public education as necessary for success in today's society. Instruction expands to include positive work habits and independent living skills. Each student's independence is maximized as needed to produce his or her best outcome, whether it is paid employment, higher education and/or being an active and contributing member of the community in which he or she lives.

SCEC day school programs are fully supported by state-of-the-art assistive technology to support learners within the classroom. Technology is heavily integrated into every classroom through the daily use of specialized materials and equipment includes hardware (e.g., interactive white boards, laptop and desktop computers, iPads), software (e.g., BoardMaker, word prediction, text-to-speech), adaptive access equipment (e.g., mechanical switches, switch interfaces, environmental control units, adaptive keyboards), communication devices (e.g., GoTalk, BigMack, Step-by-step), seating and positioning equipment (e.g., adaptive chairs, standing frames) and mobility equipment (e.g., walkers, gait trainers, wheelchairs), as well as fine motor, visual motor, sensory, feeding and oral motor equipment.

SCEC uses sophisticated data collection practices to gather information on student performance in academics, social-emotional well being, self regulation and behavior. Daily analysis of collected data is used to guide instructional practices as needed to maximize student success. Progress for each student is articulated through ongoing communication with the family throughout the year using culturally sensitive best practices, as well as through progress reports at five intervals throughout the school year and annual IEP meetings.



2015-2016 Day School Enrollment by District



DAY PROGRAM ENROLLMENT TOTALS FY 16

Total Students Enrolled (FTEs):	225.31
Enrollment, Member Districts (FTEs):	122.25
Enrollment, Participating Districts (FTEs):	103.06
Total Students Enrolled During 2015-16:	301
Enrollment, Last Day of School 2016:	233
Total Districts Served: 26	

**ENROLLMENT BY LEVEL:
LAST DAY OF SCHOOL 2016**

Early Childhood Level:	15
Elementary School Level:	93
Middle School level:	39
High School Level (up to age 22):	86
Total:	233

DAY SCHOOL PROGRAMS: STUDENT ENROLLMENT DATA

PRIMARY DISABILITY CATEGORIES OF DAY PROGRAM STUDENTS 2015-2016

Emotional	38.90%
Autism	26.00%
Intellectual	16.20%
Developmental	6.70%
Health	6.60%
Neurological	5.60%

STUDENT TRANSITIONS DURING SCHOOL YEAR 2015-2016

Returned to home district - less restrictive prototype:	24
Moved out of area:	19
Transferred to another SCEC program - same prototype:	17
Transferred to another SCEC program - less restrictive prototype:	16
Placed residentially/hospitalized/DYS:	12
Transferred to day school program outside SCEC:	8
Graduated with high school diploma:	7
Transferred to another SCEC program - more restrictive prototype:	6
Attained age 22:	5
Withdrawn due to poor attendance/non-attendance:	5
Withdrawn because needs of student changed:	4
Withdrew self from school (age 16+):	3
Summer student only (to provide ESY services):	2
Changed to home-schooling due to medical issues:	1
Withdrawn as per parental decision:	1

Total number of students who transitioned out of or within SCEC during FY 16: 131

School Lunch Program

A healthy breakfast and lunch is an important component in the educational process. SCEC runs the National School Breakfast and Lunch Program in all public day programs. Menus are created to meet the nutritional standards set by the USDA. Our goal is to serve children nutritious meals at an affordable price. Students can excel when they eat nutritiously and lead an active lifestyle. By providing healthy meals, SCEC believes it will help keep children in school and provide them with the nutrition they need to grow and succeed.

Meals are prepared on site in the cafeterias by Servsafe certified managers and food handlers according to the Massachusetts state nutritional requirements. Special diets are accommodated on an as-needed basis. Students have choices at every meal to suit their preferences. Staff members are served from the same cafeteria, the same food and the same menu as the students each day. Lunch periods are timed to allow students to eat their lunch in an uncrowded lunch room that is clean, well lit and well staffed. Certified food managers and food handlers are available at every meal period. Menus are generated monthly and are available at least a week in advance. Copies of menus are retained as per Massachusetts nutritional standards. Water is available at all times without cost or restriction as per DESE standards. Between-meal foods (snacks) are available as needed and are always heart healthy and nutritious and choices conform to the Massachusetts Hunger Free Child Act. Kitchens and dining rooms are kept clean, safe and sanitary as per the 2013 FDA Food Code, Massachusetts state health regulations and the town of Seekonk, MA Health Department.

**DAY SCHOOL PROGRAMS
COST EFFECTIVENESS**

COST EFFECTIVENESS OF DAY SCHOOL PROGRAMS

South Coast Educational Collaborative (SCEC) day school programs offer uniquely intensive educational environments for students who are currently unable to receive an appropriate education for their needs within their district community schools. Research has shown that the low incidence and constantly changing population within special education often makes it economically unfeasible to develop district-based classrooms (Jackson 2005). Educational collaboratives are designed to provide high-quality services to students in a more cost-effective way than if the district had to create the programs and services on their own. Through the concept of economies of scale, collaboratives combine the resources of the school districts to create programs that are needed by multiple districts. All of the programs and services at SCEC have been structured to meet the needs of our students and districts in the most cost-effective way possible. In school year 2015-16, students enrolled in SCEC classrooms came from 27 different school districts in Massachusetts and Rhode Island. By bringing together students from multiple communities, particularly those with low-incidence conditions and highly-specialized needs, SCEC can provide a comparatively low-cost option for districts.

SCEC tuition includes a wide array of specialized student services, resulting in a significant overall reduction in cost to the district. Tuition rates are simplified and all-inclusive and eliminate a-la-carte pricing for services that can add up for sending school districts. Services included in tuition at SCEC are outlined in Table CE1.

Table CE1 Services Included in SCEC Tuition Fiscal Year 2015-16	
Adapted physical education	Parent and family education
Applied behavioral analysis	Physical therapy
Behavior therapy	Reading teacher
Career exploration	School health services
Clinical psychology services	Developmental pediatrician
District consultation services	Sensory programs
Family outreach	Social work services
Instructional assistants	Speech language therapy
Job coaching for students	Student internships
Job development for students	Therapeutic counseling services
Nursing services	Transition assessment and services
Occupational therapy	

Member districts typically consider both SCEC day school programs and private school placements when a student requires an out-of-district placement. Tuition was compared between SCEC day school programs and private schools in our geographic region that offer comparable educational services for students with similar needs. Private school tuitions were determined using the Massachusetts Operational Services Division authorized prices for Special Education Programs for fiscal year 2015-2016. The daily rate for each SCEC program and/or private school was multiplied by 180 days to establish an equivalent tuition across programs and sites regardless of the number of days of operation. SCEC day school program tuition was substantially less than private school tuition in all cases, as outlined in Table CE2. The average annual member district savings per student in school year 2015-2016 was \$19,794, for a total combined savings to member districts of \$2,419,817.

DAY SCHOOL PROGRAMS: COST EFFECTIVENESS

Table CE2 Tuition Comparison SCEC vs. Private School			
<i>SCEC Day School Program</i>	<i>Member District Tuition¹</i>	<i>Average Tuition of Comparison Schools^{1,2}</i>	<i>Annual Member District Savings per Student^{1,2}</i>
Early Childhood <i>Integrated Sites</i>	\$48,060	\$70,551	\$22,491
Berkley Elementary <i>Integrated Site</i>	\$44,820	\$79,437	\$34,617
Freetown Elementary <i>Integrated Site</i>	\$44,820	\$53,792	\$8,972
George Austin Intermediate School <i>Integrated Site</i>	\$44,820	\$53,792	\$8,972
North Seekonk Elementary Alternative Center for Education <i>Public Day Site</i>	\$43,560	\$53,792	\$10,232
Seekonk North Elementary <i>Public Day Site</i>	\$45,720	\$68,014	\$22,294
Palmer River Elementary <i>Integrated Site</i>	\$44,820	\$69,532	\$24,712
Somerset North Elementary <i>Integrated Site</i>	\$44,820	\$71,556	\$26,736
South Coast Middle Alter- native School <i>Integrated Site</i>	\$44,460	\$53,792	\$9,332
Somerset Middle School <i>Integrated Site</i>	\$43,560	\$52,819	\$9,259
Seekonk North Middle School <i>Public Day Site</i>	\$46,800	\$75,679	\$28,879
Gallishaw Middle School <i>Public Day Site</i>	\$44,460	\$59,572	\$15,112
Seekonk North High School <i>Public Day Site</i>	\$44,820	\$75,679	\$30,859
Gallishaw High School <i>Public Day Site</i>	\$43,380	\$59,572	\$16,192
Dighton-Rehoboth Regional High School <i>Integrated Site</i>	\$44,820	\$68,841	\$24,021
Somerset-Berkley Regional High School <i>Integrated site</i>	\$44,820	\$68,841	\$24,021
Average member district savings per student (all programs)			\$19,794
Total member district savings SY 2015-2016			\$2,419,817

1. Tuition for all programs and comparison schools was annualized to a 180 day school year
2. A list of the private schools that were used for comparison will be provided upon request.

DAY SCHOOL PROGRAMS: COST EFFECTIVENESS

SCEC integrated sites are a value-added service for districts in that they are able to provide the expertise, staffing, equipment, related services and inclusion opportunities for the students while the students remain within the less restrictive public school setting. The alternative private school placement for these students would typically be located in a special education facility that does not allow inclusion opportunities. SCEC public day classrooms can be a viable alternative to a residential placement which would be significantly more costly for the sending school district.

District Services: 45-Day Placements

The day school programs at SCEC offer 45-day placements as a support and resource for local school districts. A 45-day placement is a short-term evaluation period for students who have experienced significant difficulties in their sending school despite intervention attempts. The 45-day placement provides the student with academic instruction, behavior stabilization strategies and therapeutic support. Evaluations are conducted and data on student performance is collected to help the sending school district determine the appropriate placement and intervention techniques for the student. During the 45-day placement, the educational team compiles information and obtains feedback from the sending school district, family and outside supports to identify the student's strengths and areas of difficulty as related to school functioning. A complete written report outlines recommendations for the student's success and is presented at the final meeting.

The 45-day placement is a cost-effective strategy for sending school districts. The daily rate of the 45-day placement at SCEC includes all specialist evaluations and/or related services required by the student during the placement. By providing these services in one location and at one fixed rate, SCEC allows districts to receive the information they need at a cost that is much less than if they were provided in-district or at specialty care centers, while continuing the student's education during the placement.

References:

- Jackson, RM. (2005). Curriculum access for students with low-incidence disabilities: The promise of universal design for learning. National Center on Accessing the General Curriculum, Wakefield, MA.
- Special Education Programs: Authorized Prices Fiscal Year 2016. Commonwealth of Massachusetts Operational Services Division website. <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>. Accessed September 26, 2016

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

EARLY CHILDHOOD LEVEL

2015-2016 SNAPSHOT
Grades: PK - 1
Average Enrollment: 16
Two Inclusionary Settings
215 Days

EARLY CHILDHOOD SERVICES

Francis Gallishaw Jr., MS.Ed
Special Education Administrator
(508) 922-1401
fgallishaw@scecoll.org

Donna Cranshaw Gabriel, Ed.S
Special Education Administrator
(508) 726-8452
dcranshaw-gabriel@scecoll.org

Berkley Elementary School
59 South Main Street
Berkley, MA 02779

Palmer River Elementary School
326 Winthrop Street
Rehoboth, MA 02769

Programs and Services

South Coast Educational Collaborative (SCEC) provides 215-day early childhood programs designed to facilitate the continued development of children ages three to seven years who demonstrate developmental delays and a variety of disabilities. The primary goal of the Early Childhood Program is to maximize each child's potential in the areas of self-regulation, social interaction, communication, activities of daily living, readiness skills, and overall independence to facilitate a smooth transition back to their sending school district or to an appropriate kindergarten or elementary setting. In FY 2016, the average enrollment was 16 students, with an average class size of eight students and an average staff to student ratio of 1:2.5.

SCEC's programs incorporate research-based best practices into the classroom curriculum, including routines-based interventions, visual structure and support, and language-based learning across all aspects of a student's school day. Educators are trained in evidence-based practices, including Positive Behavioral Intervention and Supports (PBIS), Picture Exchange Communication System (PECS) and Applied Behavior Analysis (ABA). As part of a strong community of learners, SCEC's Early Childhood Program continues to seek opportunities to learn and grow in practices that will have a positive impact on student learning.

SCEC's early childhood educators participated in professional learning activities in school year 2015-2016 ranging from Crisis Prevention and Intervention, First Aid/CPR training and life guard certification, to master's level university coursework in special education. Methodology in data collection and analysis of data for improvement in teaching practices and student learning continued to be a strong focus of embedded professional development for all staff members in FY 2016.

SCEC's Early Childhood Program at the Berkley Community School provides a well-established classroom serving students with low incidence disabilities within the Berkley Public School's preschool program site. This setting affords SCEC students who might otherwise be unable to participate within a public school the opportunity to learn in an inclusive preschool environment as appropriate to their individual learning needs. Students learning in this classroom have a variety of unique physical, developmental, and at times medical challenges, including students with global developmental delays as well as degenerative and neurological disorders.

SCEC's Early Childhood Program at the Palmer River Elementary School in Rehoboth is designed for students with developmental delays and disorders, including Autism Spectrum Disorder, Down syndrome, and other significant social and communication-related challenges. This classroom provides a structured environment and a high staff to student ratio designed to promote communication, self-regulation, imitation, and the independence within classroom routines needed prior to participating in less restrictive settings.

SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

EARLY CHILDHOOD LEVEL

Curriculum & Technology

Curriculum in each of the Early Childhood classrooms at SCEC is aligned with the *Guidelines for Preschool Experiences* published by the Massachusetts Department of Elementary and Secondary Education as well as the more recent Common Core mandates articulated through the *Massachusetts Curriculum Frameworks for Pre-Kindergarten* in both math and English language arts. This ensures that all students are able to access appropriate national and statewide curriculum standards to their maximum potential in preparation for kindergarten and grade one transitions. Each of our Early Childhood classrooms is equipped with technology for learning, providing a Smart Board and iPads to help engage students in visual, interactive, technology-based learning opportunities throughout their school day. Accessibility to iPads is especially beneficial for those students requiring an augmentative means of communication, providing the dynamic accessibility to information and communication necessary in preschool.

Services for Families

Home-School Coordination

SCEC's Early Childhood Program provides a strong focus on families and the unique challenges related to transitioning from an early intervention model of service to an educational setting, as well as supportive transitions from early childhood to elementary programming. Home-school collaboration is supported through home visits from teaching staff, as well as family get-togethers in our classrooms. Our educators and families work with a social worker providing support, guidance for available services within the community, and group parent education and socialization opportunities throughout the school year. Parent education programs have addressed topics including picky eating, feeding, sensory integration strategies, and use of visual systems.

Parent Programs

SCEC has partnered with community resources to fund parent education programs free of charge to local families. Programs have included ***More Than Words® - The Hanen Program® for Parents of Children on the Autism Spectrum***, providing parents with practical strategies for addressing their child's specific needs and building their children's communication and social skills during every day routines and play; and ***TalkAbility™ - The Hanen Program® for Parents of Verbal Children on the Autism Spectrum***, designed for parents of verbal children with high-functioning autism, including Asperger's Syndrome and other social communication difficulties. *TalkAbility®* shows parents how to use their child's unique interests to help them build stronger social skills, understand other points of view, and make friends more easily.

Clinical Family Consultation

The goal of the family consult model is to improve collaboration with families, coordinate resources in the community, and increase the knowledge of both educators and parents in key areas of child development and family systems (e.g., cognitive; social and emotional development; medication use; developmental psychopathology). Family consult is coordinated through SCEC social workers and is led by a clinical psychologist, in consultation with a developmental pediatrician and any other professionals working with the student or family.

Accomplishments 2015-2016

In the 2015-2016 school year, the Early Childhood Program addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Successfully moved early childhood classrooms from the Hoyle School in Swansea to Palmer River Elementary School in Rehoboth, and from Chace Street School in Somerset to the Berkley Community School in Berkley.
2. In June 2016, four students returned to their home district, transitioning to less restrictive placements.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

ELEMENTARY LEVEL

North Seekonk Elementary Alternative Center for Education

2015-2016 SNAPSHOT
Grades: K - 5
Average Enrollment: 34
Public Day School
205 Days

NORTH SEEKONK ELEMENTARY ALTERNATIVE CENTER FOR EDUCATION

Carolyn McKearney, Ed.D.
Special Education Administrator
(508) 399-7801
cmckearney@scecoll.org
2 North Street, Seekonk, MA 02771

The North Seekonk Elementary Alternative Center for Education (Elementary ACE), an approved public special education day school, provides comprehensive educational services to children in grades kindergarten through five whose social-emotional and behavioral challenges preclude successful participation in the public school setting at this time. Elementary ACE offers a 205-day school year. Our goal is to effect academic and social-emotional growth through specialized counseling, academic instruction and positive behavioral supports so that students will successfully transition to a less restrictive educational setting.

It is our mission is to offer students cutting-edge services that are based on researched best practices. To do this effectively, professional development in curriculum and therapeutic supports is a priority. All educators receive rich professional development in the form of scheduled release days for professional learning, embedded professional development, regular staff meetings, focused teacher meetings, and routine consultation from outside expert consultants.

Accomplishments 2015-2016

In the 2015-2016 school year, Elementary ACE addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. In addition to the student emotional regulation data collected by the web-based *Educata* system, staff developed support rubrics that quantify and qualify the amount and type of supports that students benefit from in order to maintain optimal self-regulation.
2. Five students from five school districts were successfully transitioned back to less restrictive settings in their home districts. An additional six students were transitioned to less restrictive settings within South Coast Educational Collaborative.
3. The 2015-2016 school year saw a significant increase in 45-day placements. Students were enrolled into our classrooms, participated in a battery of assessments, and returned to their districts (when deemed appropriate by the TEAM).
4. SCEC Elementary ACE was identified as a professional development model site. Professional development model sites are utilized for collaboration and training of district personnel. Two districts participated in this training opportunity as they developed therapeutic classrooms at the district level.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

ELEMENTARY LEVEL

Seekonk North Elementary School

2014-2015 SNAPSHOT
Grades: K - 5
Average Enrollment: 9
Public Day School
220 Days

SEEKONK NORTH ELEMENTARY SCHOOL

Carolyn McKearney, Ed.D.
Special Education Administrator
(508) 399-7801
cmckearney@scecoll.org
2 North Street, Seekonk, MA 02771

This approved public special education day school serves a kindergarten to grade five population of students with diagnoses of autism spectrum disorder, moderate to severe cognitive impairments, sensory processing and communication impairments, neuromotor deficits and/or medical and psychiatric needs. Students are provided with a 1:2 staff to student ratio. It is our mission to offer students cutting edge services that are based on researched best practices by engaging students in meaningful instruction aligned with the Massachusetts Curriculum Frameworks and supported by adapted curriculum materials. The desired outcome of instruction is increased potential in the areas of self-regulation, social skills development, communication and cognitive development with the ultimate goal of placement in a less restrictive school setting. All educators receive rich professional development in the form of scheduled release days for professional learning, embedded professional development, regular staff meetings, focused teacher meetings, and routine consultation from outside expert consultants.

Accomplishments 2015-2016

In the 2015-2016 school year, Seekonk North Elementary addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. In addition to the student emotional regulation data collected by the web-based *Educata* system, staff developed support rubrics that quantify and qualify the amount and type of supports that students benefit from in order to maintain optimal regulation.
2. Four students were transitioned to less restrictive settings within South Coast Educational Collaborative.
3. Seekonk North Elementary was identified as a professional development model site. Professional development model sites are utilized for collaboration and training of district personnel. Two districts participated in this training opportunity as they developed therapeutic classrooms at the district level.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

2015-2016 SNAPSHOT

ELEMENTARY LEVEL

**Palmer River Elementary, Somerset North Elementary
and Berkley Elementary**

**Grades: K - 5
Average Enrollment: 30
Three Inclusionary Settings
220 Days**

**PALMER RIVER ELEMENTARY
SOMERSET NORTH ELEMENTARY
BERKLEY ELEMENTARY**

Donna Cranshaw Gabriel, Ed.S
Special Education Administrator
(508) 726-8452
dcranshaw-gabriel@scecoll.org

Palmer River Elementary School
326 Winthrop Street, Rehoboth, MA 02769

North Elementary School
580 Whetstone Hill Road, Somerset, MA 02726

Berkley Elementary School
59 South Main Street, Berkley, MA 02779

South Coast Educational Collaborative (SCEC) offers these structured classroom learning environments located in public elementary schools, providing a total of five classrooms for grades K - 5 that provide comprehensive services to low-incidence student populations whose adaptive behavior challenges, cognitive challenges, communication deficits, emotional and behavioral challenges, developmental delays and/or medical needs preclude them from full time inclusive opportunities. Average enrollment for the 2015-2016 school year was 30 students between the three sites: 20 students from member districts and 10 students from participating districts.

Our mission is to offer focused specialized services, including all therapies. Classrooms within these elementary settings have high standards for academics that are aligned with the Massachusetts Curriculum Frameworks/Common Core. The curriculum is modified, adapted and/or used as a developmental framework to ensure students are participating in standards-based learning. Families are invited to be part of our weekly family consult meetings to extend supports beyond the school day, which allows for productive student engagement. Our goal is to prepare students to transition back into their district schools as well as be seen as integrated members of their community, be it school, home and/or neighborhood.

Accomplishments 2015-2016

In the 2015-2016 school year, the elementary programs at Palmer River Elementary School and Somerset North Elementary School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Worked with expert consults to institute positive therapeutic programming that shapes students' positive identity.
2. Continued the development of comprehensive data collection systems that informed practice and improved student performance.
3. Provided intensive therapeutic supports to decrease interfering behaviors, allowing for more student engagement.
4. Developed wellness instruction using all members of the educational and medical team.
5. Continued development of family/school partnership through the use of parent consult meetings.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

2015-2016 SNAPSHOT

ELEMENTARY LEVEL

**Freetown Elementary School and
George R. Austin Intermediate School**

**Grades: K - 5
Average Enrollment: 10
Two Inclusionary Settings
205 Days**

**FREETOWN ELEMENTARY SCHOOL
GEORGE R. AUSTIN INTERMEDIATE SCHOOL**

Donna Cranshaw Gabriel, Ed.S
Special Education Administrator
(508) 726-8452
dcranshaw-gabriel@scecoll.org

Freetown Elementary School
43 Bullock Road, East Freetown, MA 02717

George R. Austin Intermediate School
112 Howland Road, Lakeville, MA 02347

South Coast Educational Collaborative (SCEC) developed two structured learning environments for students who present with social emotional challenges located at Freetown Elementary School (grades K-3) and at the George R. Austin Intermediate School (grades 3-5). These classrooms provide a Step-Up (students from public day classrooms) and Step-Down (students from district regular education classrooms) environment within a public school setting with the goal to work closely with district personal to therapeutically support all students within the public school environment. The average enrollment during 2015-2016 was 10 students.

Our mission is to offer supported transition opportunities that develop student success across educational environments. To do this effectively, embedded professional development focused on therapeutic supports and curriculum design that allows for student self-regulation. Embedded opportunities are provided to allow for immersion within the field to design and implement practices that positively affect social emotional and academic development.

Accomplishments 2015-2016

In the 2015-2016 school year, the elementary programs at Freetown Elementary School and the George R. Austin Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Successfully developed classrooms for students who present with social-emotional challenges within public school settings.
2. Worked with expert consultants to implement therapeutic practices informed by data.
3. Developed a data collection system on student regulation that is web-based and modified the system to provide richer data.
4. Began building partnerships with the district personnel at these two new host schools.
5. Provided inclusive experiences for students.
6. Provided assessments for district-based students.
7. Developed home/school partnerships using a parent consult model.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

**MIDDLE SCHOOL LEVEL
Somerset Middle School**

**2015-2016 SNAPSHOT
Grades: 6 - 8
Average Enrollment: 8
Inclusionary Setting
220 Days**

SOMERSET MIDDLE SCHOOL

Jennifer Faria, Ed.D
Teacher/Leader
(508) 962-5872
jfaria@scecoll.org

Somerset Middle School
1141 Brayton Avenue, Somerset, MA 02726

South Coast Educational Collaborative (SCEC) has two classrooms at the Somerset Middle School that provide educational services to children ages 11 to 15 years (grades 6-8) whose moderate to severe developmental delays, adaptive behavior challenges, language delays and/or social-emotional issues interfere with their success in a regular education setting. The program operates 220 days a year and offers small group instruction with a staff to student ratio of 1:2. The students' needs frequently arise from diagnoses of autism spectrum disorder, attention deficit hyperactivity disorder, and/or social-emotional challenges. The program has been operating at Somerset Middle School since 1986. During the 2015-2016 school year, there was an average enrollment of eight students, with four students from member districts and four students from participating districts.

The site offers a comprehensive academic curriculum, pre-vocational component and related services. Opportunities are provided for participation in regular middle school activities and classes. Our mission is to provide a middle school experience that focuses on the functional academic and transition skills necessary for success in today's society. An introduction to work habits and skills is emphasized to develop each student's level of independence. Educators incorporate research-based best practices such as Positive Behavioral Intervention and Supports (PBIS), Applied Behavior Analysis (ABA), direct instruction, and Social Communication Emotional Regulation Transactional Supports (SCERTS). Educators are supported by continual, embedded professional development, technical assistance and a network of expert consultants. Our goal is to prepare the student to return to his/her own public school district and/or a high school setting that will meet his/her educational needs.



Students from Somerset Middle School at the Fall Show at Bristol Agricultural High School in Berkley

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

**MIDDLE SCHOOL LEVEL
Somerset Middle School**

Students from Somerset Middle School learn about horticulture at "Share the Harvest" in Dartmouth



Accomplishments 2015-2016

In the 2015-2016 school year, SCEC at Somerset Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Transitioned three students to a less restrictive program in their home school districts.
2. Developed, implemented, and updated a digitized web-based data collection system that records and tracks student self-regulation, participation and behavior on a daily basis.
3. The SCEC Transition Specialist provided training on improving and expanding upon the program's transition services and writing and implementing transition-based IEPs.
4. Expanded our prevocational, independent living skills and community experiences by creating and expanding the classroom environment to include extension activities, task boxes and units of instruction that are based on functional daily living skills.
5. Expanded our involvement with and inclusion of our students in extra-curricular activities offered at the Somerset Middle School. Students participated in their first school dance and their first semi-formal 8th grade dance.
6. Two students were nominated by the Somerset Middle School staff as "Renaissance Student of the Month" and one student received the award.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

**MIDDLE SCHOOL LEVEL
Seekonk North Middle School**

**2015-2016 SNAPSHOT
Grades: 6 - 8
Average Enrollment: 9
Public Day School
220 Days**

SEEKONK NORTH MIDDLE SCHOOL

Carolyn McKearney, Ed.D.
Special Education Administrator
(508) 399-7801
cmckearney@scecoll.org
2 North Street, Seekonk, MA 02771

The Seekonk North Middle School program is an approved special education public day school which provides educational services to students between the ages of 11 and 15 years (grades 6-8) with diagnoses of autism spectrum disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical and psychiatric challenges.

The program of studies is a functional curriculum that is highly modified to meet the specific individual needs of the students by focusing on individual students' learning styles and communication methods. Technology is heavily integrated into the curriculum through the daily use of computers, Smart Boards, iPads, communication systems and other assistive devices in the classrooms. Our primary goal is to enable our students to achieve success in community integration, functional daily living skills and social relationships through specialized techniques, adaptations and modifications of the curriculum and the environment, and through the use of Positive Behavioral Intervention and Supports methodology.

Accomplishments 2015-2016

In the 2015-2016 school year, Seekonk North Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Consultation from our outside behavioral consultant focused on an individualized approach to programming for the purpose of increasing engagement levels for all learners.
2. Increased opportunities for community and recreational experiences. Documentation and data collection on recreation/ leisure interests was taken and included in the students' individual transition portfolios.
3. Received training from the SCEC Transition Specialist on the creation and development of transition portfolios.
4. Data on student self-regulation and self-control was collected and then managed by the web-based *Educata* system. *Educata* provides an in-depth analysis of data, arranged by individual student and by classroom. Staff were able to interpret and draw conclusions from data trends, which they utilized to inform their daily practice.
5. After assessing the impact of frequent transitions within the school day, program restructuring for the Middle School was successfully instituted.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

MIDDLE SCHOOL LEVEL

South Coast Middle Alternative School (SCMAS)

2015-2016 SNAPSHOT
Grades: 6 - 8
Average Enrollment: 5
Inclusionary Setting
205 Days

SOUTH COAST MIDDLE ALTERNATIVE SCHOOL

Evan Salvo, MS.Ed
Teacher/Leader

(508) 889-1123

esal-

vo@scecoll.org

Somerset Middle School
1141 Brayton Avenue, Somerset, MA 02726

The South Coast Educational Collaborative (SCEC) alternative inclusion classroom, currently housed at Somerset Middle School, continues to progress since it opened in 2003. The initial objective of the alternative inclusion classroom was to provide a pathway for at-risk students in grades 6-8 to grow from the SCEC separate day programs into public inclusion opportunities. Since that time, it has expanded its scope and objectives to include supporting students in transitioning back to their sending districts from various alternative programs. The population consists of students with emotional disorders, grades 6-8. Primary diagnoses are Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Oppositional Defiant Disorder, Post Traumatic Stress Disorder, and Mood Disorders. In academic year 2015-2016, there was an average of 5 students and the average staff to student ratio was 2:5.

The primary goal is to promote self-regulation to allow students to achieve as close to the general education setting as possible. Staff consists of one licensed teacher and two paraprofessionals for delivery of instruction, therapeutic support, and assessment. A clinician provides individual and group support 1.5 days per week. Staff professional development comes with collaborative-wide trainings and in-services. It also includes embedded professional development with staff by utilizing a wide variety of consultants. The majority of the staff and program development has been achieved through monthly consultation with a behavioral psychologist. Monthly consultations consist of programming for individual students and for program development to improve classroom practices.

The collaborative currently leases this classroom housed within the Somerset Middle School in Somerset Massachusetts. The classroom has been at this site since the beginning of the 2015-2016 academic year. The administration at Somerset welcomes and accommodates our students in general education classes and school-wide activities, including bullying prevention programming, high school preparation assemblies, after school clubs, and school dances.

Since 2007, 100% of the SCEC students attending this program have participated in general education inclusion classes. The academic program provides differentiated instruction through the use of general education inclusion. It is also able to provide therapeutic/academic support within a self-contained environment, as needed by individual students. Students attend general education classes with the support of the SCMAS staff who attend each inclusion class with students to provide academic and social emotional support, while following all IEP goals, objectives, and accommodations. Both inclusion classes and SCMAS program classes are aligned with Massachusetts Curriculum Frameworks. This inclusive approach aligns closely with the SCEC objective of improving academic achievement of students in the least restrictive environment. The classroom utilizes Smart Board technology for much of the delivery of instruction, and provides a computer lab setting for students to utilize on a daily basis within the classroom.

How We Evaluate Student Growth

Our evaluation goal is to help students grow by collecting, analyzing and using the highest quality evidence. By using objective and meaningful information for each student, we design highly personalized instruction, enabling

SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

MIDDLE SCHOOL LEVEL

South Coast Middle Alternative School (SCMAS)

significant learning and emotional growth. Each student is assessed on one to three essential goals. An essential goal is usually a particularly challenging behavior or emotion that prevents the student from reaching his or her maximum potential. By assessing such behaviors or emotions on a regular basis, we are not only able to see changes in student growth, but determine what supports are necessary to achieve such growth.

The 2015-2016 academic year focused on implementing new data collection tools. The goal was to design data collection tools that provide information to guide decision making that will support improved student self-regulation. Particular attention was given to tracking pro-social behavior. Improved self-regulation leads to improved academic performance with this population of students. We have built these tools using the Goal Seeker platform, in conjunction with direct consultation from Dr. Marc Hauser. We have set up school-wide measures to track time on learning, respect, and mood regulation. Students also have individual, essential goals that daily data is tracking. Each student's essential goal was defined by staff and individual student rubrics were created. This has allowed us to take accurate data on student self-regulation. This data has become essential to informing IEP goals and reporting to districts. Our goal for 2016-2017 is to involve students in self-scoring and self-monitoring of their evaluation goals.

MCAS testing showed that the students enrolled in SCMAS in 2015-2016 had an average student growth percentile of 34.5% for Mathematics and an average student growth of 52% for English Language Arts.

Three current students have transitioned from more restrictive settings in 2015-2016 to the SCMAS inclusive classroom. The SCMAS classroom is able to provide this level of service in a public school setting while meeting a high level of need for at-risk students. This is a value-added service that the program offers to districts.

In 2011, the sole 8th grade student transitioned back to district to begin 9th grade at the high school level. In the 2012-2013 year, 100% of our 8th grade students transitioned back to district high school programs. 50% percent of eighth grade students transitioned back to district high school programs at the end of the 2013-2014 year. In 2014-2015, again all of grade 8 students transitioned back to district high school programs. In 2015-2016, 1 out of 2 grade 8 students transitioned back to district high school programs:

<u>Year</u>	<u>No. of 8th Graders</u>	<u>No. Returned to District</u>
2011-2012	1	1
2012-2013	6	6
2013-2014	2	1
2014-2015	4	4
2015-2016	2	1

Accomplishments 2015-2016

In the 2015-2016 school year, SCMAS addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. 100% of students participated in general education classes.
2. Developed and implemented a new web-based data collection tool.
3. Three students successfully transitioned from a more restrictive setting to our inclusive site.
4. General education teachers awarded one of our grade 8 students "The Renaissance Student Award."
5. Average student growth percentile for MCAS testing was 43% for the class.
6. 50% of grade 8 students transitioned back to district high school programs.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

**MIDDLE SCHOOL LEVEL
Gallishaw Middle School**

**2015-2016 SNAPSHOT
Grades: 6 - 8
Average Enrollment: 15
Public Day School
205 Days**

GALLISHAW MIDDLE SCHOOL

Jason Dorrance, M.Ed
Principal
(508) 336-8213 X44
jdorrance@scecoll.org

320 Pleasant Street, Seekonk, MA 02771

Gallishaw Middle School provides high quality, cost effective academic programming for students in grades 6 through 8 who present with cognitive challenges and social-emotional deficits. In school year 2015-2016, there was an average of 15 students. Gallishaw Middle School is located in Seekonk Massachusetts in the Francis W. Gallishaw Building at 320 Pleasant Street. South Coast Educational Collaborative leases the building from the Town of Seekonk.

Gallishaw Middle School students participate in a rigorous academic curriculum that is aligned with the Massachusetts Curriculum Frameworks. Students participate in academic classes of history, science, mathematics and English language arts. The majority of the students participate in MCAS on demand testing.

Our mission is to prepare students for the demands of high school through the implementation of student counseling, academic support, transition planning, and positive behavioral supports. The goal for each child is to gain their full potential. Intensive school counseling support is offered to each student so that they can achieve a high rate of success. Our clinicians work with teachers, support staff, consultants and clinicians outside of school who work with our students. This assists us in building a heavily therapeutic environment for our students.

Educators incorporate research-based best practices with supports provided by continual, embedded professional development and technical assistance. The Gallishaw Middle School staff participate in four professional development days each year with various trainings available to them. Gallishaw High School uses a variety of expert consultants such as clinical and behavioral psychologists and a development pediatrician to assist in providing each student with the appropriate education to meet their needs.

Accomplishments 2015-2016

In the 2015-2016 school year, Gallishaw Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. One student returned to their home district. This student demonstrated that he was ready to return to a public school setting and meet the rigorous academic demands that public schools require.
2. Continued to refine and implement data collection techniques in order to document student behaviors. The data was then analyzed in order to make the necessary changes so each student could appropriately access their education.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

**HIGH SCHOOL LEVEL
Seekonk North High School**

**2015-2016 SNAPSHOT
Grades: 9 - 12+
Average Enrollment: 23
Public Day School
220 Days**

SEEKONK NORTH HIGH SCHOOL

Carolyn McKearney, Ed.D.
Special Education Administrator
(508) 399-7801
cmckearney@scecoll.org
2 North Street, Seekonk, MA 02771

Seekonk North High School is an approved special education public day school which provides educational services to students between the ages of 14 to 22 years (grades 9-12+) with diagnoses of autism spectrum disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical and psychiatric challenges.

Our mission is to develop skills that will enable students to become productive citizens of their communities and to participate as fully as possible in all areas of life. We seek to increase the skills of the students in the following areas: communication and language, cognitive development, activities of daily living, vocational skills, social relationships, physical education/recreation, positive behavior and community inclusion. Focus is placed on producing desirable outcomes for students such as paid employment and being active, contributing members of the communities in which they live. Educators incorporate research-based best practices with supports provided by embedded professional development, technical assistance and a network of expert consultants.

Accomplishments 2015-2016

In the 2015-2016 school year, Seekonk North High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. After assessing the impact of frequent transitions within the school day, program restructuring for the High School was successfully instituted.
2. Increased embedded professional learning through internal and external consultants focused on an individualized approach to programming for the purpose of increasing engagement levels for all learners.
3. Provided professional learning through the SCEC Transition Specialist based on the creation and development of transition portfolios to document vocational experiences.
4. Introduced the use of situational assessments to document student interest in vocational opportunities.
5. Data on student self-regulation and self-control was collected and then managed by the web-based *Educata* system. *Educata* provides an in-depth analysis of data, arranged by individual student and by classroom. Staff were able to interpret and draw conclusions from data trends, which they utilized to inform their daily practice and IEPs/progress notes development.
6. The High School held their third annual Prom at the Venus DeMilo in May 2016, enhancing opportunities for family involvement. Prom participation continues to increase each year.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

**HIGH SCHOOL LEVEL
Gallishaw High School**

**2015-2016 SNAPSHOT
Grades: 9 - 12 +
Average Enrollment: 56
Public Day School
220 Days**

GALLISHAW HIGH SCHOOL

Jason Dorrance, M.Ed
Principal
(508) 336-8213 X44
jdorrance@scecoll.org

Seekonk High School
261 Arcade Avenue
Seekonk, MA 02771

Gallishaw Building
320 Pleasant Street
Seekonk, MA 02771

Gallishaw High School provides high quality, cost effective academic, vocational, transition and therapeutic services for students in grades 9 through 12+ who present with a variety of significant disabilities. Many of our students will remain with the program until they turn age 22, but are afforded the option of completing the requirements necessary to obtain their high school diploma with their same age peers. In school year 2015-2016, there was an average enrollment of 56 students with a staff to student ratio of 1:3. Students participate in academic, vocational and transition classes at Gallishaw High School. Students also participate in community based activities such as driver's training, job fairs, work internships and job exploration. Students have the opportunity to practice and/or complete the interviewing process both at school and in the community, with the goal of receiving paid employment. Offsite training opportunities are provided by area vocational-technical schools and community colleges. Our mission is to prepare students for careers and independent adult life through the implementation of counseling, academic support, transition planning, internships and positive behavioral supports. Our School Adjustment Counselors/Social Workers assist in building a therapeutic environment to enhance student learning outcomes. Educators incorporate research-based best practices with supports provided by continual, embedded professional development and technical assistance.

Gallishaw High School students participate in an academic curriculum that is aligned with the Massachusetts Curriculum Frameworks. Students' academic schedules depend on age, credits earned/needed, and team decisions. Various elective courses are offered which are established by student needs and interests. Project-based and place-based learning opportunities are provided for our students so they can access the curriculum using a more hands-on approach. These opportunities are aligned with our academic curriculum.

Students participate in a variety of vocational activities at school and in the community. Modules include landscaping, horticulture, hospitality, culinary arts, and cafeteria management. All students participate in a transition curriculum that helps prepare them for their adult lives. Students learn about resume building, job employment scenarios, and independent living skills such as personal hygiene, basic cooking, and daily household maintenance activities. Students work on budgetary activities and learn how to research options for adult living facilities and support services.

Accomplishments 2015-2016

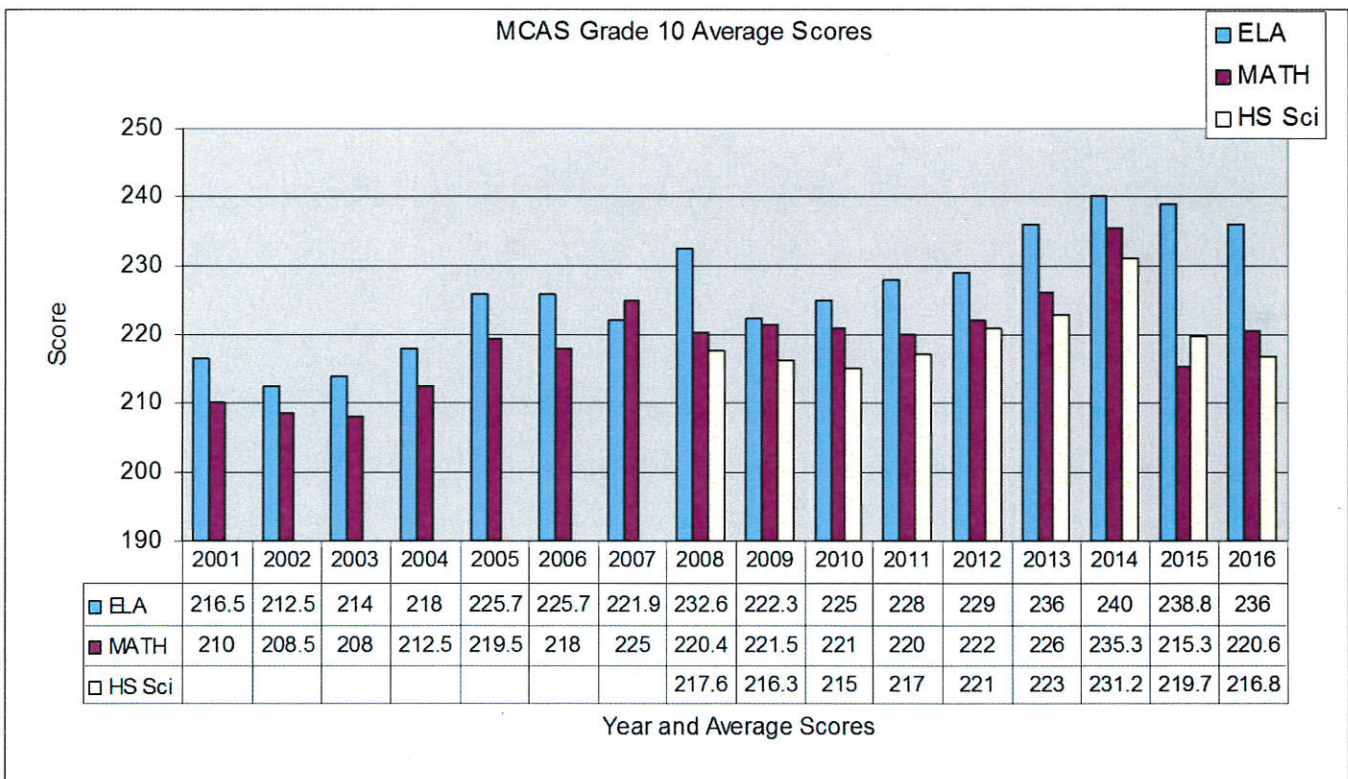
In the 2015-2016 school year, Gallishaw High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Continued to refine and implement data collection techniques in order to document student behaviors and to support students in tracking individual social-emotional goals.

**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

**HIGH SCHOOL LEVEL
Gallishaw High School**

2. A number of students successfully completed internships at places such as Grace Barker Nursing Home, Forever Paws, Taunton Animal Shelter and Nancy's Bakery.
3. Facilitated students obtaining paid employment at UPS, Quick Build, Crazy Corner Bagel and Liberty Tax.
4. Seven students graduated with a high school diploma.
5. Students continued to participate in a work experience in the kitchen at the North School in Seekonk. One staff person with a crew of 4 or 5 students provided lunches for all of the students in that building. These students studied food preparation and received Servsafe certification.
6. Received a grant from Youth Connections and created paid work for students in the area of horticulture and landscaping.



**SPECIAL EDUCATION DAY SCHOOL PROGRAMS
FOR STUDENTS WITH DISABILITIES**

**HIGH SCHOOL LEVEL
Bridge High School**

**2015-2016 SNAPSHOT
Grades: 9 - 12 +
Average Enrollment: 17
Two Inclusionary Settings
220 Days**

BRIDGE HIGH SCHOOL

Kevin Hurley, M.Ed
Teacher/Leader
(508) 252-1240
khurley@scecoll.org

Dighton-Rehoboth Regional High School
2700 Regional Road, North Dighton, MA 02764

Somerset-Berkley Regional High School
625 County Street, Somerset, MA 02726

Bridge High School at Dighton-Rehoboth Regional High School (DRRHS) and Bridge High School at Somerset Berkley Regional High School (SBRHS) are integrated programs that aim to prepare students with moderate to severe disabilities to be productive citizens in their local communities. The program hours are 7:45-2:15 pm with a 220 day schedule. Bridge High School DRRHS was established in 2008 and Bridge High School SBRHS was established in 2010. During school year 2015-2016, eleven full time students attended Bridge High School DRRHS. Staff included a teacher and three paraprofessionals. Bridge High School SBRHS had six full time students with a teacher and one paraprofessional. In addition, each site has a school nurse to meet the specific health related needs of students. Students receive the following related services as part of their weekly programming: speech and language, music therapy, counseling, occupational and physical therapy, and adapted physical education as indicated in each student's educational plan.

Transition programming is the cornerstone of the curriculum at these two sites. Students participate in community-based vocational, recreational, and independent living activities each day. In addition, both classrooms are integral parts of their host high schools and students participate in many school-sponsored activities. Students also provide services to the school through their school-based vocational activities.

In addition to the large vocational and community-based component, students receive classroom based instruction designed to support their community learning and to address functional academics linked to the Massachusetts Curriculum Frameworks, modified to meet the individual abilities of students. Students in 10th grade participate in the MCAS Alternate Assessment, while Rhode Island students participated in the Multistate Alternate Assessment (MSSA) and Rhode Island Alternate Assessment (RIAA) for Science.

Accomplishments for 2015-2016

In the 2015-2016 school year, Bridge High School-DRRHS and Bridge High School-SBRHS addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Two students from Bridge-DRRHS and one student from Bridge-SBRHS participated in the Bridgewater State University T@B Program (Transitions at Bridgewater). The program ran from September through May and included a diverse syllabus of weekly transition-themed lessons, such as money management, developing resumes, healthy eating, and a train ride to Boston's South Station. The program culminated with PowerPoint presentations displayed by all participants for their families and classmates.
2. Students and educators at Bridge-SBRHS continued exploring STEAM (Science, Technology, Engineering, the Arts and Mathematics) by consulting with experts in the field and incorporating robotics and new technology into the classroom setting.
3. Four students from Bridge-SBRHS and ten students from Bridge-DRRHS participated in the 2016 Special Olympics Attleboro School Day Games.

SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

HIGH SCHOOL LEVEL

Bridge High School

4. Four students from Bridge-SBRHS and seven students from Bridge-DRRHS attended the 2016 South Coast Educational Collaborative Prom.
5. The Bridge-SBRHS site established several new community vocational site opportunities, working on the development of diverse vocational skills for students.
6. Two students from Bridge-DRRHS participated on the DRRHS Unified Basketball and Unified Track teams.
7. Five students from Bridge-DRRHS were active participants in the DRRHS "Best Buddies" organization, attending movie nights, holiday parties, and the 2016 Massachusetts "Best Buddies" Prom.
8. Bridge-SBRHS students began working at a greenhouse on the South Coast Educational Collaborative campus in Swansea, learning a diverse set of horticultural skills.



A Bridge High School student participating in Unified Sports basketball with classmates from Dighton-Rehoboth Regional High School

SERVICES AND SUPPORTS

RELATED SERVICES

RELATED SERVICES

Linda K. Cullen, MS, CCC-SLP
Teacher/Leader
(508) 962-6807
lcullen@scecoll.org

Bethany A. DeNardo, PT, DPT, MPH
Teacher/Leader
(508) 962-6521
bdenardo@scecoll.org

The Related Services Department addresses the mission and purpose of South Coast Educational Collaborative (SCEC) by providing comprehensive therapeutic services to children ages 3 through 22 who are students in SCEC programs and/or local school districts. This report summarizes programs, services and accomplishments during the 2015-16 fiscal year.

Therapy Services

All related services are provided as outlined in the students' IEPs and are designed to support students within the least restrictive educational setting. Our therapists work closely with the student's educational team and family to provide integrated services that support the student's individual development and academic growth. Therapy services provided by the Related Services Division during the 2015-16 school-year included:

- **Speech-Language Therapy** addresses the student's receptive and expressive language, social pragmatics, and speech production skills to increase overall functional communication skills. Augmentative and alternative communication supports and intervention are provided for students with complex communication needs.
- **Occupational Therapy** addresses the student's ability to participate in functional, educationally relevant activities, including sensory processing, fine motor skills, visual motor control, visual perception, activities of daily living, and/or adaptive skills that may impact classroom performance and educational progress.
- **Physical Therapy** addresses the student's physical ability to effectively access the educational curriculum and to move safely and efficiently throughout the school environment. Functional mobility, muscle and joint function, strength, endurance, posture, balance, gross motor development, and use of adaptive equipment are addressed.
- **Adapted Physical Education** addresses the student's locomotor skills, object control skills, fitness, and lifetime recreational skills, as well as the student's ability to follow directions, interact with peers and participate in a large group setting.
- **Educational Services for the Visually Impaired:** A licensed Teacher of Students with Visual Impairments (TVI) determines what and how a visually impaired student sees in the school setting, and will use this information to determine necessary adaptations and modifications for the education of that student.
- **Orientation and Mobility:** An Orientation and Mobility Teacher works with visually impaired students to help them learn to travel safely and independently in both familiar and unfamiliar environments. Body awareness and sensory skills are addressed as well as overall travel skills.
- **Assistive Technology** specialists address a student's need for assistive technology to facilitate access to the curriculum and increase independence. Supports may include hardware, software, adaptive equipment, low-tech supports, and/or recommendations for staff training or curriculum modification.
- **Applied Behavior Analysis** is the process of systematically applying evidence-based best practices in education to effect meaningful improvement in socially significant behaviors while demonstrating that the interventions employed are responsible for those improvements in behavior.

SERVICES AND SUPPORTS

RELATED SERVICES

The number of students receiving related services and the number of staff who provided them during the 2015-16 fiscal year are outlined in Table RS1.

<i>Related Service</i>	<i>Number and Type of Related Service Providers</i>	<i>Total Number of Students Served</i>
Speech Therapy	SLP= 8 SLPA= 9	432
Adapted Physical Education	APE teacher=4	355
Occupational Therapy	OTR= 5 COTA= 5	325
Physical Therapy	PT=3 PTA=3	132
Assistive Technology	AT specialist = 5	110
Teacher of Visually Impaired Students	TVI=2	54
Orientation and Mobility	O&M specialist =2	21
Applied Behavior Analysis	BCBA = 1 RBT = 3	53

Student Evaluations

Related service providers at SCEC conduct comprehensive student evaluations utilizing evidence-based measures and testing protocols. Evaluators across disciplines utilize a universal template to achieve uniformity in the presentation of evaluation results. Discipline-specific evaluation templates ensure that the content and presentation of evaluation results is consistent across evaluators and settings. High-quality, comprehensive evaluations are a critical first step in identifying the individual needs of students. SCEC Related service providers conducted a total of 484 evaluations during the 2015-16 fiscal year (Table RS2).

<i>Service type</i>	<i>Number</i>	<i>Service type</i>	<i>Number</i>
Occupational therapy	80	Physical therapy	54
Speech therapy	153	TVI/Vision evaluations	28
Assistive technology	68	Orientation and mobility	14
Adapted physical education	73	Applied behavior analysis	14
Total number of Evaluations: 484			

SCEC Classroom Services

Related service providers are active members of the SCEC educational teams supporting initiatives at the early childhood, elementary, middle and high school levels. They provide individual and group therapy, consultative

SERVICES AND SUPPORTS

RELATED SERVICES

student. Related Service providers are embedded in SCEC programs and are actively involved in all program initiatives. They participate in program planning and support, which includes: team meetings, curriculum development, transition planning, and integration supports. Related Service providers support the team in meeting student-specific needs by suggesting environmental modifications and providing specialized training. By working closely with educational teams, related service providers ensure that therapy goals and objectives are addressed by all members of the team and integrated throughout the school day. These sustainability efforts by the related service providers ensure that SCEC educational teams are able to address student’s therapeutic needs throughout the school day, thus optimizing student performance. The related services provided to students within SCEC classrooms are summarized in table RS3.

<i>Related Service</i>	<i>Number of SCEC Students Served</i>
Adapted Physical Education	225
Speech Therapy	223
Occupational Therapy	168
Physical Therapy	48
Assistive Technology	32
Teacher of Visually Impaired Students	25
Orientation and Mobility	7
Applied Behavior Analysis	25

General Education Supports and Services

SCEC related service providers support member and participating districts throughout southeastern Massachusetts by working as members of the general and special education teams to meet district needs. In-district related services were provided to 19 school districts during the 2015-16 fiscal year (Table RS4).

Acushnet Public Schools	Martha’s Vineyard Public Schools
Argosy Regional Charter School	Norfolk Public Schools
Berkley Public Schools	Norton Public Schools
Dartmouth Public Schools	Rehoboth Public Schools
Dighton Public Schools	Seekonk Public Schools
Dighton-Rehoboth Regional School District	Somerset Public Schools
Fairhaven Public Schools	Somerset-Berkley Regional High School
Fall River Public Schools	Swansea Public Schools
Franklin Public Schools	Taunton Public Schools
Freetown Lakeville Regional School District	

SCEC related service providers are active members of district educational teams and work to optimize student success within least-restrictive environments. In addition to providing direct, consultative, evaluation and screening services, SCEC related service providers offer a range of services to enhance student outcomes in each district, including:

- Response to Intervention (RTI) initiatives
- Supporting child find and transition from early intervention to school-based services
- Developing and implementing building-based service plans and 504 plans

SERVICES AND SUPPORTS

RELATED SERVICES

- Offering suggestions for environmental modifications
- Training educational teams regarding student-specific needs
- Arranging equipment trials, making purchase recommendations and assisting with identification of the least expensive alternative that will adequately meet student needs
- Supporting transition planning
- Providing family support, education and training

Accessing the expertise of SCEC related service providers can be a key factor that allows a student to remain in the least-restrictive environment. Sustainability efforts by related service providers ensure that district educational teams are able to address students' therapeutic needs throughout the school day, thus optimizing student performance in the general education setting. During the 2015-2016 year, member and participating districts contracted with SCEC to provide services from the following disciplines:

- Physical therapy
- Occupational therapy
- Speech language therapy
- Adapted physical education
- Teacher of the Visually Impaired
- Orientation and mobility
- Assistive technology
- Applied behavior analysis

Every member district contracted with SCEC to provide at least one related service, and many districts accessed multiple services. District students served by SCEC related service providers during the 2015-16 fiscal year are illustrated in table RS5.

<i>Related Service</i>	<i>Number of Students Served</i>
Speech Therapy	209
Occupational Therapy	157
Adapted Physical Education	132
Physical Therapy	85
Assistive Technology	78
Teacher of Visually Impaired Students	31
Orientation and Mobility	14
Applied behavior analysis	28

Family Services

Family-centered care and family services are high priority for all SCEC related service providers. Our educators and therapists work closely with families to provide information and training as needed to ensure that families have the supports and resources they need to provide optimal care for their child at home. Related service providers also help families obtain needed adaptive equipment for home, working directly with third party payers to insure that all medically-necessary equipment is covered at no cost to the family whenever possible. Related service providers work with state and federal agencies on the student's behalf to assist in disability determination as needed for the student to

SERVICES AND SUPPORTS

RELATED SERVICES

qualify for assistance programs such as Social Security, Massachusetts Rehabilitation Commission, and/or accessible housing. Related service providers support families through parent trainings and presentations to local Parent Advisory Council (PAC) groups.

Professional Development

SCEC related service providers meet monthly in discipline-specific groups to share knowledge and experience within their area of practice as needed to ensure best practices are met within each discipline. Evidence-based practice, real-time data collection, and improving student outcomes are the major themes driving discipline-specific work groups. All related service providers remain current in their field through participation in SCEC professional learning opportunities, attendance at workshops and conferences, and other continuing education opportunities. Related Service providers participated in additional continuing education during the 2015-16 fiscal year in the following areas:

- Evidence-Based Physical Therapy Interventions for Students with Special Needs (full-day course)
- Shallow water lifeguard trainings (half day course)
- Deep water lifeguard training (full day course)
- Registered Behavior Technician Certification (40 hour course)
- Feeding and swallowing
- Lifting and handling non-ambulatory students
- Google Apps for Education
- Clicker software and apps

Related service providers also conduct inservices and workshops by request in district and other settings. Workshops and inservices sponsored by related service providers during the 2015-16 fiscal year included:

- Augmentative Communication in the Preschool Setting
- Augmentative Communication Strategies to Support Students with Poor Intelligibility (Presentation at Assistive Technology of New England Conference November 2015)
- Assistive Technology for Communication (PAC Presentation)
- iPad Training

Cost Effectiveness

Related services for students enrolled in SCEC classrooms are included within the tuition the local school district pays for student enrollment. Physical therapy, occupational therapy, speech therapy, and adapted physical education are all included within tuition at no additional cost to the sending school district, resulting in a tremendous cost savings. In-district related services are provided to local school districts at substantially reduced rates as compared to the statewide average for private agencies. Member school districts contracted for in-district physical therapy, occupational therapy, speech therapy and adapted physical education at the low hourly rate of \$75 per hour during FY 2016. We surveyed private agencies that provide these services within the geographic region of SCEC and found that the cost ranges from \$125-\$220 per hour. Thus, SCEC in-district related services save local school districts a minimum of \$50 per hour. The total cost savings to all districts combined using this model is well over two million dollars per year. Districts in need of a greater amount of in-district related services were offered the option of purchasing services at a daily rate which further augmented their savings. Districts benefit from additional cost savings because SCEC related service providers bring SCEC-purchased testing and treatment materials into the district at no additional cost to the district. Finally, SCEC maintains a large inventory of positioning equipment and assistive technology that related service providers utilize with district students for evaluation and trial purposes at no additional cost to the district.

SERVICES AND SUPPORTS

Therapeutic Counseling Services

THERAPEUTIC COUNSELING SERVICES

Kristin Aylward, LICSW
Clinical Services Facilitator
(508) 336-8213
kaylward@scecoll.org

At South Coast Educational Collaborative (SCEC), counseling services were provided across all grade levels and sites by nine counselors during the 2015-2016 school year. In March 2016, SCEC added a per diem Licensed Mental Health Counselor to our staff to further meet the social-emotional needs of our students. During the 2015-2016 school year, SCEC also hosted a Master of Social Work intern from the University of New England. The student intern under the supervision of a Licensed Independent Clinical Social Worker was able to gain valuable training and experience while supporting the work of SCEC to further meet the needs of students.

Counselors are trained in a variety of disciplines and are licensed as School Adjustment Counselors/Social Workers or School Psychologists by the Massachusetts Department of Elementary and Secondary Education. Counselors provide a variety of direct and support services to the various sites, students and families. Counselors provide individual counseling services as determined by the student's Individual Educational Plan and the student's team. Counselors also provide small group counseling services as determined by the needs of the students serviced at a particular site. Counselors serve as an important part of the educational team by providing consultation to staff in the areas of therapeutic rapport and programming, mental health diagnoses, educational approaches, positive behavioral interventions and supports, development of social skills and peer relationships, and family systems, among other areas. Counselors are available to provide crisis intervention as necessary to help support staff and students and can provide assessment in suicidal and homicidal risk. Counselors provide services as part of the educational classroom, joining the therapeutic milieu and modeling and generalizing positive behavioral interventions and supports in the classroom setting. Counselors provide case management services which assist in providing support to families, referring families for various services in the community, including outpatient mental health, psychiatry, home based services, and recreational services. One of the main functions of case management is as a school to home source of communication to assist families with generalizing skills developed at school to the home environment.

Professional Development

Clinicians provide and participate in professional development at SCEC at the sites they service. Clinicians are an integral part of staff meetings, trainings and development of therapeutic approaches, often focusing on implementing positive behavioral supports at our sites and educating staff on mental health diagnoses, family systems, community resources, and therapeutic educational approaches. Clinicians also participated in professional development activities on collaborative-wide professional learning days and participated in a partnership with a community mental health agency, Quality Behavioral Health, on three dates during the 2015-2016 school year to receive professional development in areas related to clinical practice, including executive functioning and Dialectical Behavioral Therapy.

Accomplishments 2015-2016

During school year 2015-2016, SCEC clinicians addressed the purpose and objectives outlined in the South Coast Education Collaborative Agreement by:

1. Providing intensive therapeutic counseling services to students with disabilities in a high quality, value-added and cost effective manner.
2. Participating in, providing and sharing professional learning activities on-site and as members of a larger educational team with varying members, including general and special educators, administrators and related service providers.

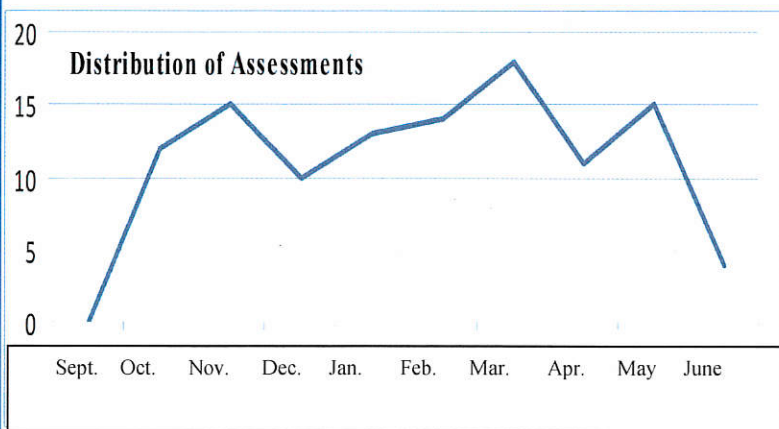
SERVICES AND SUPPORTS

Clinical Assessment Services

CLINICAL ASSESSMENT SERVICES

Catherine C. Vieira-Baker, Ph.D.
 Licensed Psychologist-Provider
 (508) 336-8212
 cvieira-baker@scecoll.org

Assessment Services is responsible for completing evaluations of a psychological nature of children ages 3 – 21 that contribute to the data when reviewing a child’s eligibility for special education. These evaluations occurred within the academic setting (within SCEC programs and within general educational settings) irrespective of the referral question. In this way, obstacles preventing access to clinical evaluations have been removed. Family involvement in the evaluation process begins with the completion of a developmental questionnaire related to the student and may include face-to-face or telephone interviews to gather additional information within which to interpret test findings.



Over the course of the academic year, referrals for evaluation clustered. March was the peak month in which evaluations were due followed by spikes in November and May. The total number of referral requests received for the academic year was 132. Several requests were rescinded when students transferred or districts/parents made other arrangements, resulting in 128 evaluations that SCEC staff were responsible for completing. This represents a doubling of the number of request from the previous school year and the second highest number of requests to date.

SCEC works cooperatively with school districts. There were two contracts with general education settings which accounted for the dramatic increase in the number of referrals received for various psychological/psychoeducational evaluations. A licensed health services provider psychologist provided services to both Argosy Collegiate Charter School and Dighton-Rehoboth Regional High School (DRRHS) for one day per week throughout the school year. In addition to completing the required evaluations, attendance at re-evaluation meetings to explain results, consultation with teachers and staff, and participation in meetings for non-referred students were also involved in the services provided at both sites. A first year practicum student received training and supervision as she assisted in the completion of evaluations at DRRHS.

In addition to formal testing referrals, SCEC staff also worked with districts to provide community outreach through participation in a panel discussion of cross-

School or District	# of requests
Argosy	29
Bristol-Warren	5
DRRHS	36
Fairhaven	3
Fall River	3
Freetown-Lakeville	13
Somerset	13
Seekonk	8
Swansea	6
Taunton	5
Others	7
Total	128

SERVICES AND SUPPORTS

Clinical Assessment Services

curricular, project-based learning in Seekonk and coordination with general education support staff to discuss relevant issues related to assessments and student needs. These meetings between SCEC assessment staff and Seekonk adjustment counselors and school psychologists occurred twice during 2015-16.

Cost Effectiveness: Assessment Services offers a cost-effective way for the member districts to access services for students in need through flexible contracting. Districts that choose to contract for a day of service have the flexibility to deploy the knowledge and expertise of a licensed psychologist-provider in whatever capacity is needed, whether it is face-to-face testing, consultation to the educational team, or coordination with outpatient providers. In addition to providing flexibility with regard to how the district might use the staffing resources, it offered predictability for the educational team to know when questions might be answered or when to schedule meetings. It also allowed for greater productivity at a cost savings rather than paying per hour or per evaluation.

Approximately 14% of the evaluations were the result of requests from school districts to place students at SCEC for a 45-day evaluation period as a way to gather additional information related to their needs. Approximately half of those students had social-emotional manifestations that required a more in-depth clinical evaluation that was conducted over several sessions and in a way that is not possible in an outpatient, office-based manner. Another 25% of the evaluations were for students already enrolled at SCEC, which allowed district evaluators freedom to focus on their population of students within the district rather than using their time for traveling to an out-of-district placement. The time for travel is a hidden cost for districts with regard to evaluation as it prohibits an individual from completing the tasks actually associated with administering, scoring, interpreting, and documenting the results of test batteries. The savings provided to districts by having the capacity to test their students on-site is a significant cost-savings.

High Quality: In addition to being cost effective, SCEC takes pride in the completion of high quality evaluations with a comprehensive approach toward assessing students' needs based on the concerns of the educational team. Whereas the majority of the referrals were associated with routine re-evaluations for special education eligibility, more than 60% of the evaluations across settings involved the assessment of some social-emotional components that had the potential of impacting learning and achievement. In a small percentage of cases, there were voiced concerns that encompassed more complex needs, which warranted the assessment of neuropsychological processes.

Assessment Type	% of the Total
Cognitive	83.59%
Achievement	43.75%
Social-Emotional	60.94%
Adaptive	22.66%
Executive Functioning	6.25%
Clinical	17.19%
Guardianship	3.13%

Sustainability: The staff included one trainee from William James College, one master's level, and two doctoral level evaluators. Although Dr. Vieira-Baker was involved in 87.5% of the evaluations (a total of 112) across settings, the availability of other evaluators allows for flexibility in the allocation of testing resources given the uneven distribution of referrals throughout the year. This is the first year of partnership with William James College, which has included SCEC as a training site for their doctoral students in clinical psychology. The partnership builds community ties, offers opportunities to broaden the scope of a trainees' experience with regard to the operation and expectations of school-based intervention, and helps to expand the field of well-trained and qualified professionals who can assess the multi-dimensional needs of our students.

SCHOOL HEALTH SERVICES

Margaret Arruda, MS, RN
Nurse Leader
(508) 965-6239
marruda@scecoll.org

At South Coast Educational Collaborative (SCEC), the School Nurse is the cornerstone of the school health service program, and her/his role interacts with three major systems affecting children and adolescents: education, health, and public health. We recognize that a student centered approach is necessary and the nurses at SCEC pride themselves on being part of a multidisciplinary team who share in the responsibility to increase and improve educational opportunities for students that are grounded in our core values as well as appropriate research-based content and best practice. During the school year 2015-2016, SCEC employed 10 full time nurses who were responsible for managing the health needs of students ages 3-22 years of age within our 16 educational programs.

The primary focus of SCEC's health services team during FY 2016 was to establish a health and wellness program for staff and students and to analyze its impact on student self-regulation levels through analysis of Health Office data to make informed decisions for adjusting individual practices. In October 2015, our wellness committee launched a monthly newsletter. Each edition had a theme and SCEC staff and students were encouraged to develop, participate in and share activities based on those themes. The photos below shows an example of our December 2015 edition.



Our primary goal was to understand the impact of health and wellness activities on creating environments that support staff and students in making positive health decisions and in turn improve learning outcomes. This requires both clinical and management expertise, as well as the ability to work with families and a range of disciplines within both the school and community. Access to professional nursing care during the school day is said to be beneficial in improving attendance, academic performance, staff wellness and agency accountability (National Association of School Nurses [NASN], 2013). In March of 2016, with the assistance of Dr. Marc Houser, we were able to make changes to our Health Office Anywhere (HOA) database that would allow us to monitor levels of student self-regulation during office visits.

Our school nurses are committed to continued professional learning and they participate regularly in professional development offered by the Northeastern School Health Institute. This allows us to stay current in school health policies and trends, thereby keeping the agency well informed in providing care that is based on current evidenced-based practices. Changes are being made by Department of Public Health (DPH) to improve and increase learning opportunities in order to accommodate new Department of Elementary and Secondary Education (DESE) mandates

SERVICES AND SUPPORTS

SCHOOL HEALTH SERVICES

and Massachusetts legislation that impact school health services. New initiatives include medical emergency response planning that include substance use, nurse leadership courses through Boston University and increased offerings of RETELL courses to meet CEU requirements in the category of culturally competent care and disability.

Our nursing team manages students with chronic conditions such as asthma, diabetes and seizure disorders to allow them to stay in class and be ready to learn. We are responsible for identifying and treating accidents and injuries. We have designed tools that assist our student populations in being screened for vision, hearing, posture and body mass index. We also counsel and educate students on a variety of social, emotional and behavioral health issues. Over the course of FY 2016, our nursing staff instructed and certified both staff and students in the American Heart Association's (AHA) Heartsaver First Aid and CPR. Providing internal courses provides SCEC with substantial cost savings. According to data on the AHA website, the average cost for certification in First Aid and CPR is \$80.00 per person. Through the use of SCEC nurses as instructors, SCEC delivers this at a rate of \$37.50 per person. Below is a table that displays SCEC's staffing levels in Health Services for FY 2016.

FY 2016 Staffing Levels

Level of Nursing Service					# of Hours Employed		Licensure			DESE Licensed	
Building Nurse	Classroom -Based Nurse	1:1 Nurse	1:1 CNA	Nurse Leader	*Full Time	Per Diem	RN	LPN	CNA	Initial	Professional
2	7	0	1	1	11	0	9	1	1	6	3

Note: *FT staff is contracted 37.5 hours/week.

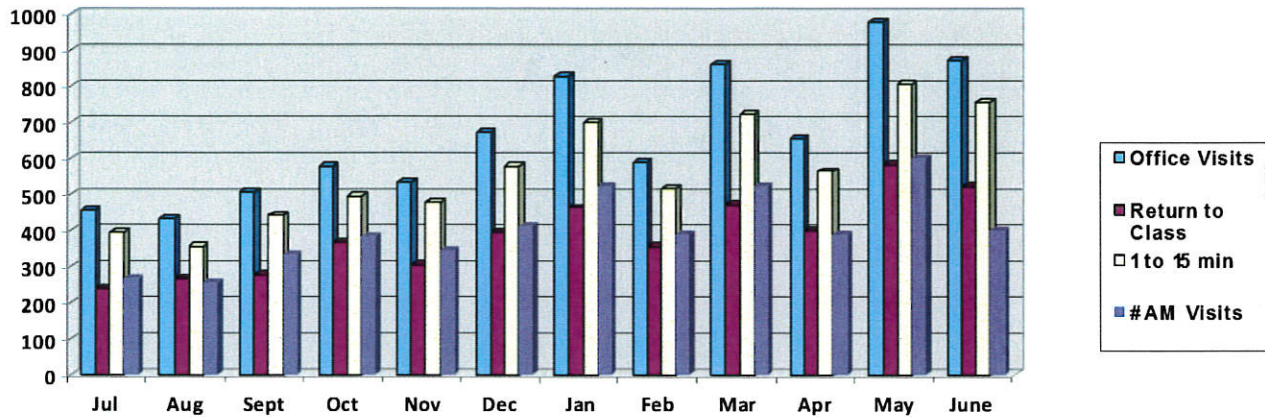
The cost effectiveness of school based nursing services is difficult to measure in terms of monetary values since this service is embedded into full tuition rates. However, when considering the cost of providing 1:1 nursing care, our districts can save approximately \$139.00 per day by contracting with SCEC for nursing coverage. On average, home care agencies (Bayada, Ready Nurse, 2016) charge \$56.00/hour for 1:1 nursing coverage which equals an average daily cost of \$420.00. SCEC offers those same services at a rate of \$281.00/day. In addition, studies have shown that having a nurse available in the schools is a cost effective investment, saving principals one hour per day, teachers 20 minutes per day, and support staff over 45 minutes per day that they would have been used to address health concerns (NASN, 2013). In FY 2016, the nurses collectively logged 7,955 office visits, which in turn resulted in an 85.3% return to class rate. This was a 10% improvement from the previous school year. Furthermore, in 86% of all office visits completed in FY 2016, students were returned to class in less than 15 minutes. This was a 1% improvement from the previous fiscal year. Additional statistics related to office visit frequency that were analyzed for FY 2016 revealed that Tuesdays had the highest office visit frequency (22.6%) and Fridays had the lowest office visit frequency (15.9%). The majority of office visits occurred in the mornings (62%).

Following is a chart that provides a visual comparison of the number of office visits, duration and return to class statistics. It should be noted that some of the nominal increases over the course of the year could be attributed to the increase in the number of students being tracked in the electronic health database and may also correspond with the nurses' increased understanding of how to effectively use the database:

SERVICES AND SUPPORTS

SCHOOL HEALTH SERVICES

FY 2016 Office Visit Statistics



In FY 2016, six of our Department of Elementary and Secondary Education (DESE) licensed nurses underwent the 2nd year of the educator evaluation process. Our student learning and professional practice goals were centered on improving student self-regulation through enhanced communication and collaboration with students, families and multidisciplinary team members. Increasing our understanding on all aspects of technology used to collect and analyze data related to self-regulation was achieved through participation in learning opportunities, including embedded professional development, webinars and continuing education courses.

For FY 2017, the health services team will focus on creating safe school environments while maintaining goals that aim to improve student self-regulation skills. We will be measuring this by analyzing data on behavioral health and injury visits. Our goal is to achieve an 50% reduction in the number of visits related to injury or behavioral issues. Currently, 17.7% of office visits are related to injury and behavioral assessments. We will also strive to maintain a high return to class rate for students and reduce the percentage of office visits lasting more than 15 minutes by an additional 10% through the development and implementation of more efficient assessment tools and increased opportunities for staff and students to participate in health education classes, as evidenced by data collected in Health Office Anywhere. In addition, we strongly believe that safety, health and wellness begin with the School Nurse. Lambert (2014) states that taking steps to create safe learning environments can reduce stress, increase motivation and influence self-regulation by creating improved life-work balance. Therefore, we are also planning to explore opportunities to expand our safe school policies and to create partnerships with community providers that focus on positive health decision making.

References:

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- National Association of School Nurses [NASN], (2013). *Five ways a School Nurse Benefits the School*. Retrieved 11/22/13, from <http://www.nasn.org/Portals/0/about/FiveWays.pdf>

SERVICES AND SUPPORTS

TRANSITION SERVICES

TRANSITION SERVICES

Lisa Fournier, Ed.D
Transition Specialist
(508) 509-1808
lfournier@scecoll.org

South Coast Educational Collaborative (SCEC) has always strived to prepare students with disabilities for a high quality adult life. Community-based vocational and employment experiences for students, with ongoing data collection, have been an integral component of secondary level programming for our students for four decades. The organization continues to work diligently to align our transition services and programming with IDEA 2004, evidence based practice, and policy guided by DESE.

Accomplishments for 2015-2016

The transition related accomplishments listed here are not a finite list. While transition has been a focus of educational opportunities for our secondary level students, one can expect to read other accomplishments listed under specific secondary level sites and this is not designed to be redundant. What follows are accomplishments that are not necessarily site specific, but have benefitted each site and the organization as a whole.

1. SCEC was one of the founders of the Greater Fall River Interagency Transition Team. This team continued to grow in FY 2016, adding the Department of Children and Families, Atlantis Charter School, and UMass Dartmouth as members. We continued to meet monthly to discuss the transition needs of students and families and plan four collaborative events. In October 2015, we hosted our Second Annual Transition Fair at Bristol Community College. This event allowed families in the Greater Fall River area to meet a variety of adult service providers and receive resources for their child's future planning. Over twenty local adult service providers attended and shared their information and resources. In December 2015, we hosted a financial planning workshop for families at Somerset-Berkley Regional High School. In March 2016, we hosted a guardianship workshop at Seekonk High School and finally, we hosted our second annual Meet Your Adult Agencies at Diman Regional Technical High School. This team allows SCEC to partner with local schools and agencies focused on a common vision.
2. Our Community Partners Database continued to grow and a new Community Liaison/Job Developer was added to our internal transition team. We developed systems and protocols to assist all of our students in having meaningful, individualized community based experiences.
3. SCEC developed policies and documents to comply with the Fair Labor Standard Act Ch. 64c08. We educated parents, business partners and our staff members as we continued to develop world-class transition services.
4. Three of our secondary level sites continued to attend the Transitions at Bridgewater (T@B) program. Students attended weekly transition classes on the campus of Bridgewater State University taught by teachers from other local school districts. Students ate lunch on campus and participated in a completion ceremony at the end of the program. We look forward to attending again during 2016-2017.
5. SCEC continued to develop and expand internal site-based vocational opportunities in landscaping and meal preparation at our main office and public day programs. These programs allowed students to integrate their classroom-based learning into hands-on, place-based learning and prepare for community-based experiences in these vocational fields.
6. SCEC once again participated in a Workforce Investment Board grant program to pay students for their vocational learning experiences.
7. Ongoing, targeted professional development continued in several transition related topics for teachers, paraprofessionals, and related service providers. We continued to align our practice with evidence based practice.

SERVICES AND SUPPORTS

TRANSITION SERVICES

meaningful post secondary IEPs based on assessment, provide students with a variety of transition services, and build our capacity to provide world class transition planning for our students while supporting their families throughout the process.

Cost Effectiveness and Value Added Service

Typically, our 14-22 year old students represent roughly half of our total enrollment. The focus of programming for these students is transition related based upon their individual vision and age appropriate transition assessment. Transition assessment is provided as part of a student's tuition, adding no extra cost to our districts. Private organizations can charge up to \$3000 for a comprehensive transition assessment with a community component. To date, 98 transition assessments for district and SCEC-attending students have been completed and are driving the programming and IEP goals for these students. Some of our staff are specifically trained to provide job-coaching services to students by performing assessment, training, and experience in community-based places of employment. In addition to internal professional development, six of our staff members have secured ACRE Certification to provide supported employment and job development services to our students. Contracting for highly qualified job coaching services through private companies costs up to \$45.00 per hour, which does not include job development or transportation. Local bus companies calculate the cost for transportation to provide this service by both hours and mileage. Our job coaches have 7-D licensing and access to our fleet of 15 vehicles, all included as part of an SCEC's student tuition.

Transition activities that occur on a regular basis at SCEC sites include:

- Age appropriate Transition Assessment and Summary of Performance
- Ongoing data collection
- Student-led IEP meetings
- Community-based vocational experiences
- Community-based employment - paid and non-paid - with job coaching supports
- Community-based recreation and leisure activities
- Community-based independent life skills activities
- Vocational classes
- School-based vocational experiences
- Independent life skills and pre-employment training
- Transition based curricular materials
- Tours, activities and educational programming at institutions of higher learning (MTTI, BCC, and BSU)

Research indicates that many pre-service teaching programs nationwide fail to provide adequate training pertaining to transition services (Morningstar & Clark, 2003). Therefore, professional development and job-embedded training is the current vehicle best demonstrated to provide the required training. SCEC has been able to provide internal cost-effective professional development and support to staff and districts in transition, specifically, training around age appropriate transition assessment, Indicator 13 requirements, self-determination, and post secondary based IEPs.

SCEC Mission and Purpose

Transition services at SCEC include professional development to SCEC staff members and local school districts. Having a DESE-endorsed Transition Specialist on staff to support staff members, students and families offers value-added and sustainable practice within the organization. Membership on the Greater Fall River Interagency Transition Team also allows SCEC to partner with local organizations and school districts to develop common practice, highlight common issues and develop collective strategies to address the transition needs of schools, adult service providers, students and their families. Ongoing transition related policy, procedures, and practice continue to evolve within the state, and SCEC as an organization remains informed as we build capacity in transition and share our experiences with our partners.

SERVICES AND SUPPORTS

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

Francis Gallishaw Jr. MS.Ed
Coordinator of Continuous Professional Learning
(508) 922-1401
fgallishaw@scecoll.org

During the 2015-16 school year, South Coast Educational Collaborative (SCEC) continued to provide comprehensive, high quality and cost effective learning experiences to professionals and educators at SCEC and throughout Southeastern Massachusetts and Rhode Island. SCEC is committed to supporting the pursuit of professional learning by:

- Facilitating and supporting on-going, job-embedded professional learning.
- Developing and offering quality courses, workshops and in-service training.
- Providing financial support for employee professional learning.
- Providing adequate time, space and technology for employees to pursue professional learning.
- Providing access to human resources for consultation, peer coaching, and mentoring.
- Providing choices for individual professional learning that accommodate a variety of learning styles and preferences.
- Assisting staff with the development and monitoring of their educator plans and individual professional development plans.
- Providing professional learning release days for employees designed to meet specific SCEC professional development goals and fulfill state and federal training mandates.
- As a registered provider, awarding professional development points for successful completion of SCEC-sponsored professional learning activities.
- Maintaining a database of employee participation in professional learning activities (*SmartPD*).

Professional Learning for SCEC Employees

SCEC provided extensive in-house training for SCEC employees during the 2015-2016 school year. Annual training in all DESE mandated training topics was completed during two "opening days" on September 8th and 9th. These professional release days were attended by all SCEC employees and course evaluations indicated that the training programs were highly effective. Additional professional development was provided to employees throughout the year. Professional development offerings for SCEC staff during the FY 2016 included the following topics:

BoardMaker
Bullying prevention and intervention
Civil rights
Classroom management
CPR and first aid
Curriculum alignment
Data and documentation
Developing individual health care plans
Educator evaluation
Fair Labor Standards Act
Food allergy management in school
Hanan© Parent Education
Introducing STEAM to your classroom
iPad communication and applications
Lifting students

Maintaining student confidentiality
Maximizing student engagement
Mentor training
MTEL preparation
New restraint law
Nonviolent crisis intervention
Positive behavioral instructional supports
Preventing and reporting discriminatory harassment
Preventing and reporting child abuse and neglect
Safe schools
Self-regulation for students
Sheltered English Immersion
SmartBoard

Statewide testing
Social and emotional learning
Student-led IEP meetings
Therapeutic supports
Transition planning and services
Transportation safety
Understanding data input and student output
Universal precautions and medication administration
Using Google for education
Using Transition Binders
Wellness activities
Writing transition-based IEPs

SERVICES AND SUPPORTS

PROFESSIONAL DEVELOPMENT

Annual Special Education Law Update

On May 6, 2016 all SCEC employees attended the annual Special Education Law Update, presented by attorney Felicia Vasudevan from the law firm of Murphy, Hesse, Toomey and Lehane. The primary focus of this yearly training is reviewing and ensuring the protection of civil rights for students with disabilities and their families. At the 2016 workshop, topics included bullying and harassment, transition services, truancy, service animals, and the BSEA year in review. New regulations were highlighted and case studies were reviewed and discussed. Member district administrators attended this three-hour inservice at no cost.

Regional Professional Development

Since 2009, SCEC has been an active and integral member of the Southeast Collaborative Regional Organization (SCRO) which represents Region 5 collaboratives (CHARMSS Collaborative, Bi-County Collaborative, Pilgrim Area Collaborative, READS Collaborative, Southeastern Massachusetts Regional Collaborative, South Shore Educational Collaborative, North River Collaborative, Cape Cod Collaborative and SCEC). Each year in November, SCRO members offer a day of workshops open to employees of all nine collaboratives. On November 3, 2016 SCEC sponsored two SCRO regional trainings: *Introducing STEAM to Your Elementary and Middle School Classroom: Integrating Science, Technology, Engineering Arts and Mathematics through the Curriculum Frameworks* (presented by Charles Seekell) and *Developing Individual Health Care Plans (IHCP) for Schools* (presented by Maggie Arruda, MS, RN).

Cost Effectiveness

Professional development at SCEC is highly cost effective, both for our organization and for member and participating districts. High quality professional development for SCEC employees is typically provided in-house by SCEC staff, which saves thousands of dollars each year by avoiding the expense of contracting with outside experts. For example, SCEC nurses provide the training to certify all SCEC employees in the American Heart Association's (AHA) Heartsaver First Aid and CPR course. According to the AHA, the average cost for certification in First Aid and CPR is \$80.00 per person. By using SCEC nurses as instructors, SCEC delivers this at a rate of \$37.50 per person, which represents an annual cost savings of \$8,925 for CPR alone. Regional professional development programs offered by SCEC are a substantial cost savings to districts. The annual legal update workshop is offered at no charge to member district leadership, which is extremely cost effective for those districts. SCRO day offerings are provided to districts at the nominal cost of \$50 per day. When compared to comparable programs that typically charge \$175 or more per person, this represents a substantial cost savings.

SERVICES AND SUPPORTS

GENERAL EDUCATION SUPPORTS

GENERAL EDUCATION SUPPORTS

Donna Cranshaw-Gabriel, Ed.S
Carolyn McKearney, Ed.D
Patricia Steele, Ed.S

The SCEC Prevention intervention training team expanded its training to include the consultation model. This expansion allowed our member districts the opportunity to partner with the members of the SCEC team to identify students in need and facilitate the implementation of Response to Intervention supports. Instituting this process allowed districts to incorporate high-quality interventions and supports in their schools, thus allowing students to remain in their home district and eliminating the cost that would be incurred for collaborative or private school tuitions.

In the 2015-2016 school year, Dr. Carolyn McKearney consulted with teachers within the Seekonk and Dartmouth Public Schools. Her accomplishments and initiatives included:

- Small group presentations regarding the restraint and seclusion laws with Seekonk Public School staff at the elementary-middle level.
- Provided trainings on Social Emotional Learning at the elementary level.
- District wide “brown bag” sessions with special education personnel.
- Job-A-like sessions with special education teachers at the middle school level to facilitate alignment between classrooms.
- Individualized teacher consultation around designing therapeutic classrooms.
- Teacher consultation around improving student supports in an effort to maintain the child’s placement in the regular education classroom.

In the 2015-2016 school year, Patricia Steele expanded her training opportunities to include an individual consultative model and promoted the use of preventive strategies in the classroom by aligning with the national Positive Behavior Interventions and Support (PBIS) and Nonviolent Crisis Prevention and Intervention. Her accomplishments and initiatives included:

- FY 16 was SCEC’s 18th year providing the Crisis Prevention Institute’s Nonviolent Crisis Intervention (CPI) training program to member and participating districts.
- Provided CPI and PBIS trainings and consultation to Dartmouth, Fall River, Freetown-Lakeville, Somerset, and Acushnet public school districts.
- Coached/facilitated the implementation of school-wide Positive Behavior Intervention and Supports (PBIS).
- Bus driver training in Somerset and Seekonk.

In the 2015-2016 school year, Donna Cranshaw-Gabriel consulted with teachers within the Freetown/Lakeville Public Schools. Her accomplishments and initiatives included consultation and collaboration with district teachers around the development of therapeutic classrooms.

Cost Effectiveness

By utilizing SCEC experts for embedded professional learning at a reduced cost, districts do not have to pay outside experts from colleges, universities or professional development providers. By providing professional development at their school sites, districts avoid the cost of sending educators to off-site workshops (workshop fees, travel expense, substitutes).

SERVICES AND SUPPORTS

ASSISTIVE TECHNOLOGY

ASSISTIVE TECHNOLOGY

Bethany A. DeNardo, PT, DPT, MPH
Teacher/Leader
(508) 962-6521
bdenardo@scecoll.org

Linda K. Cullen, MS, CCC-SLP
Teacher/Leader
(508) 962-6807
lcullen@scecoll.org

Many of the students who attend South Coast Educational Collaborative (SCEC), as well as students in member and participating districts who receive various therapies from SCEC Related Service providers, require the use of assistive technology supports and devices to facilitate their access to the curriculum and increase independence. Supports may include hardware, software, adaptive equipment, low-tech supports, and/or recommendations for staff training or curriculum modification. The following is a sample list of Assistive Technology devices that includes specialized materials and equipment available at South Coast Educational Collaborative for its students:

Hardware

Interactive white boards; laptop computers; desktop computers; iPads; portable word processors.

Software

BoardMaker (BoardMaker Plus, BoardMaker SdPro, BoardMaker Studio); Google Apps for Education; Word Prediction (Co:Writer, WordQ, iPad apps); Text-to-speech (Write:OutLoud, iPad apps); Speech-to-text (Dragon Naturally Speaking, Siri, Google extensions); iPad apps (cause/effect, learning/educational, social skills).

Adaptive/Access Equipment

Mechanical Switches (JellyBean, Specs, Toggle); Computer switch interfaces (Don Johnston, QuizWorks); iPad switch interface (Pretorian Applicator); Environmental control units (PowerLink); Adaptive keyboards/mice (keyguards, joystick, trackball).

Subscription Services

HelpKidzLearn (www.helpkidzlearn.com); BookShare (www.bookshare.com); News2You (www.n2y.com); UniqueLearning Systems (www.n2y.com); Edgenuity (www.edgenuity.com).

Communication Devices

Single message devices (Step-by-Step, BigMack); Mid-tech devices (GoTalk 4+, GoTalk 9+, GoTalk 20+; Relationships with vendors to obtain dedicated devices for loaners/trials as needed; one full size and one iPad Mini with a variety of Communication Apps (Proloquo2Go, LAMP, TouchChat) for evaluations and trials.

Seating/Positioning

Adaptive chairs, various sizes and manufacturers; Rifton toddler chairs; Rifton activity chairs; Rifton compass chairs; Special tomato seats; Hi-Lo tilt-in-space chairs; Tumbleforms feeder seats; Corner seats, various sizes and manufacturers; Theradapt posture chairs; Prone standers, various sizes and manufacturers; Supine standers, various sizes and manufacturers; Vertical standers, various sizes and manufacturers; EasyStand Evolv sit-to-stand standers; Rifton dynamic standers; Rifton Blue Wave toilet systems; Adjustable height mat tables; Tumbleforms bolsters; Tumbleforms side-lyers.

SERVICES AND SUPPORTS

ASSISTIVE TECHNOLOGY

Activities of Daily Living

Switch activated measuring cups; Zipper rings; Power-links; Sock-aids; Adapted gardening tools; Mirrors; Dressing boards (snap, button, zip, tie); Built-up can openers; Reachers; Ergonomic work stations.

Feeding/Oral Motor

Adapted cups: Nosey, trainer, 2-handled, Kennedy, sippy, cut-out; Adapted plates and bowls: scoop bowls and plates; Adapted flatware/utensils: Built-up handles, weighted, curved, maroon spoons; Universal cuffs ; Dycem; Foot stools; Food processors; Oral motor chew tubes.

Mobility/Gross Motor/Transport

Anterior walkers, various sizes; Posterior walkers, various sizes; Gait trainers, various sizes and manufacturers, including Rifton, Leckey, SnugSeat, and more; Rifton Pacer gait trainers, all sizes; KidWalk gait trainers; Canes: Quad, straight and offset; Forearm crutches; LiteGait partial body weight supported treadmill systems; Trampolines; Therapy mats; Tunnels; Scooterboards; See-Saws; Therapy balls; Hoyer lifts; Emergency evacuation chairs; Transport wheelchairs; Tilt-in-space wheelchairs, various sizes; Adaptive transport strollers; Adaptive bikes and tricycles; Training stairs; Balance beams; Gait belts; Climbing equipment; Ball pits.

Fine Motor/Visual Motor

Pencil grips; Chubby crayons/markers/pencils/pens; Pencil weights; Adaptive scissors (loop/table top/electric); Raised lined paper; Slant boards; Easels; Name stamps; Light boxes; Lighted easels; Adapted keyboards; Wiki sticks; Stencils; Bingo markers; Vibrating pens; Theraband; Theraputty; Switch-operated toys; Light tables; Lighted easels.

Sensory

Bean bags, various sizes; Video rocker; Kinder mats; Therapy mats, assorted sizes; Peanut balls; Therapy balls; Wedges, various sizes; Tactile bins; Trampolines; Weighted blankets; Weighted vests; Vibrating snakes; Suspended equipment- net swings, trapezes, bolster swings, platform swings, tire swings; Weighted backpacks; Pressure vests; Move-and-sit cushions; Wrist and/or ankle weights; Head phones; Sound machines; Hand-held massagers; Therapy ball stabilizers; Body socks; Vibrating toys; Massage pads; Rocking chairs; Weighted lap pads; Tunnels; Tents; Neck pillows; Weighted neck/shoulder pads; Fidgets; Massagers; Soothing aqua bottles; Sensory lights; Guinea pigs/cages; Sand tables; Medicine balls; Scooterboards; Parachutes; Sand tables; Wilbarger brushes; Sensory bins.

Cost Effectiveness

1. All specialized materials and equipment are available for students' use at school, as outlined in their Individual Education Plan.
2. If a student's family is looking to purchase assistive technology for their child for use at home, SCEC can have the student test various devices to determine the best option, allowing the family to make the best choice and avoid costly errors.
3. By purchasing specialized materials and equipment in larger quantities than a school district might, SCEC realizes cost savings by buying in bulk.

ORGANIZATIONAL SUSTAINABILITY

Michael Novick, M.S., M.Ed., Ed.S.
(508) 726-8898
Procurement Officer, M.C.P.P.O.
mnovick@scecoll.org

In fiscal year 2015-2016, South Coast Educational Collaborative (SCEC) engaged in two major initiatives relative to capital improvement and organizational and environmental sustainability. The first and most ambitious was the replacement and resurfacing of all the driveways and parking surfaces at the main office site at 2201 G.A.R. Highway in Swansea. The project was bid pursuant to Ch. 30/39 M of the public procurement laws. The resulting engineering and construction project provided for an increase in parking capacity of approximately 35% and the increase in driveway width necessary for compliance with current codes relative to emergency vehicle access to the property. Because of the surface area increase, the project was subject to site plan review and compliance with the Massachusetts Storm Water Management Act. The resulting project called for the creation of six bio retention areas on the property. With the addition of a full lighting plan, the Swansea campus has been significantly improved relative to safety, functionality and aesthetics.

In other supplies and service areas, SCEC concluded its energy purchasing contract with Direct Energy for natural gas and has entered into the regional energy purchasing group with the South Coast municipal purchasing program. We continue to utilize the state contract for a variety of services and supplies. We purchase fuel for the vans and utilize the contract for telecommunications services in both wireless service and landline access. The capital plan calls for the updating of the collaborative van fleet for which we will use the VEH 98 contract.



FISCAL SUSTAINABILITY

Jennifer Prendergast, M.Ed.
Business Manager
(508) 379-1180 X22
jprendergast@scecoll.org

South Coast Educational Collaborative (SCEC) continues to enhance its business operations to ensure transparency, accountability and efficiency in operations. SCEC generates and examines monthly financial management reports as a way to maintain and determine the financial picture of the collaborative. Sustainability of each collaborative program and service is reviewed monthly along with a program budget analysis. Organizational and student to staff ratios are also examined monthly. By monitoring the financials on a monthly basis, SCEC can quickly make adjustments as needed. Financial reports and operational needs are communicated with the Board of Directors regularly throughout the year. SCEC strives to provide cost-effective, value-added and sustainable educational programs.

Following is the Fiscal Year 2015-2016 Audit Report.

ADDENDUM
FY 16 AUDIT REPORT

**SOUTH COAST EDUCATIONAL
COLLABORATIVE**

BASIC FINANCIAL STATEMENTS
AND
MANAGEMENT'S DISCUSSION AND ANALYSIS
TOGETHER WITH INDEPENDENT AUDITORS' REPORT
FOR THE YEAR ENDED JUNE 30, 2016

SOUTH COAST EDUCATIONAL COLLABORATIVE

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Business Advisors
Certified Public Accountants

Independent Auditors' Report

To the Board of Directors
South Coast Educational Collaborative
Swansea, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities of South Coast Educational Collaborative as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the Collaborative's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of South Coast Educational Collaborative as of June 30, 2016, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 – 5 and the budgetary comparison information on page 22 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the South Coast Educational Collaborative basic financial statements. The supplementary information contained on page 24 is presented for the purpose of additional analysis and is not a required part of the financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 21, 2016, on our consideration of South Coast Educational Collaborative's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering South Coast Educational Collaborative's internal control over financial reporting and compliance.

Franklin, Massachusetts
September 21, 2016

SOUTH COAST EDUCATIONAL COLLABORATIVE

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

The following discussion and analysis of the South Coast Educational Collaborative's (the Collaborative) financial performance provides an overview of the Collaborative's financial activities for the fiscal year ended June 30, 2016 and summarized comparative information for 2015. Please read it in conjunction with the Collaborative's financial statements which begin on page 6.

THE COLLABORATIVE AS A WHOLE

The Collaborative provides educational programs and services, which primarily serve the low-incidence special needs of children and adults (aged three through twenty-two). In addition, the Collaborative provides professional development programs and services that enhance education improvement and leadership. Provision of services is confined to public school systems in the Southeastern Massachusetts and Rhode Island regions. The Collaborative is supported through tuitions and fees for clinical services from contracting municipalities. The Collaborative is governed by a seven member Board of Directors representing eight member districts (one board member represents two districts).

OVERVIEW OF THE FINANCIAL REPORTS

This discussion and analysis is intended to serve as an introduction to the Collaborative's financial reports, which consist of a series of financial statements and other information as follows:

- *Management's Discussion and Analysis* introduces the basic financial statements and provides an analytical overview of the Collaborative's financial activities.
- *Government-wide financial statements* consist of the Statement of Net Position and the Statement of Activities. These provide both short-term and long-term information about the Collaborative's overall financial status.
- *Fund basis financial statements* focus on individual parts of the Collaborative, reporting the Collaborative's operations in more detail than the government-wide statements. The *governmental funds* statements tell how basic services were financed in the short-term as well as what remains for future spending.
- *Notes to the financial statements* explain some of the information in the statements and provide more detailed data.
- *Supplementary information* includes both additional financial information which provides more detailed support of the basis financial statements and information required by the Massachusetts Department of Elementary and Secondary Education.

Government-wide Statements

The government-wide statements (*statement of net position* and *statement of activities*) report information about the Collaborative as a whole using accounting methods similar to those used by private sector companies.

- The *Statement of Net Position* presents information on all of the Collaborative's assets and liabilities with the difference between the two reported as *net position*. It is one way of measuring the Collaborative's financial health or position.
- The *Statement of Activities* presents information showing how the Collaborative's net position changed during the most recent fiscal year. All of the current year's revenues and expenses are accounted for in the *statement of activities* regardless of when cash is received or paid.

Over time, increases or decreases in the Collaborative's net position is an indicator of whether its financial position is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions when evaluating the overall financial health of the Collaborative.

SOUTH COAST EDUCATIONAL COLLABORATIVE

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

OVERVIEW OF THE FINANCIAL REPORTS *(continued)*

Fund Financial statements

Funds are accounting devices used to keep track of specific sources of funding and spending in particular categories: governmental funds, proprietary funds, and fiduciary funds. Presently, the Collaborative has only governmental funds.

Governmental funds – The Collaborative's basic services are included in governmental funds, which generally focus on: 1) how cash and other financial assets that can readily be converted to cash flow in and out, and 2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the Collaborative's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, additional information (reconciliation schedules) is provided following the governmental funds statements that explains the relationship (or differences) between these two types of financial statement presentations.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The following summarized *Statement of Net Position* is for the fiscal year 2016 with comparative information from fiscal year 2015.

	June 30, 2016	June 30, 2015
Current assets, i.e. cash, accounts receivable and prepaid expenses	\$4,553,289	\$5,915,876
Capital assets	<u>1,357,749</u>	<u>1,092,232</u>
Total assets	<u>\$5,911,038</u>	<u>\$7,008,108</u>
Current liabilities, i.e. accounts payable, accrued expenses, debt, and unearned income	\$1,996,530	\$2,876,786
Non-current liabilities	<u>24,685</u>	<u>40,346</u>
Total liabilities	<u>\$2,021,215</u>	<u>\$2,917,132</u>
Net position:		
Invested in capital assets, net of related debt	\$1,317,404	\$1,037,080
Restricted	-	-
Unrestricted	<u>2,572,419</u>	<u>3,053,896</u>
Total net position	<u>\$3,889,823</u>	<u>\$4,090,976</u>

SOUTH COAST EDUCATIONAL COLLABORATIVE

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2016

As indicated in the following summarized *Statement of Activities and Changes in Net Position*, net position decreased by (\$198,806) during the current fiscal year. Revenues decreased due to an unexpected decrease in students after the fiscal year began. Staffing was adjusted during the year to match the decline in student enrollment, but staffing began fiscal year 2016 at higher levels than the prior year because originally, more students were enrolled. Operating expenses increased overall, but were consistently decreased throughout the year to try to mitigate the unexpected decrease in enrollment. Throughout the fiscal year 2016, there was a conscious reduction in discretionary expenses prompted by lower revenues. Intergovernmental revenue and expense ("on behalf" pension payments made by the Commonwealth of Massachusetts) increased by \$568,790. This number is generated by the Commonwealth and does not affect net position because it is recorded as both revenue and expense and nets to zero.

	Year ended June 30, 2016	Year ended June 30, 2015	% Change
Revenues:			
Charges for student services	\$15,899,397	\$16,531,356	-3.8%
Intergovernmental revenue	1,798,099	1,229,309	
Grants and contributions	-	6,000	
Interest income	<u>1,599</u>	<u>1,643</u>	
Total revenues	<u>17,699,095</u>	<u>17,768,308</u>	
Expenses:			
Student services	14,423,803	14,108,182	+2.2%
General and administrative	1,579,607	1,452,227	+8.8%
Depreciation	98,739	95,624	
Intergovernmental expense	<u>1,798,099</u>	<u>1,229,309</u>	
Total expenses	<u>17,900,248</u>	<u>16,885,342</u>	
Change in net position	(201,153)	882,966	
Net position – beginning	<u>4,090,976</u>	<u>3,208,010</u>	
Net position – ending	<u>\$ 3,889,823</u>	<u>\$ 4,090,976</u>	

GENERAL FUND BUDGETARY HIGHLIGHTS

The budget for fiscal year 2016 was based on the assumption that revenue from charges for student services would increase by approximately three percent. Actual revenues were lower than budgeted due to one town withdrawing their students after the beginning of the fiscal year, but then sending some of them back to the Collaborative during the fiscal year. Actual expenditures were under budget by approximately \$711,523 due to staffing reductions to adjust to the student enrollment numbers and due to the ongoing cost containment measures.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Collaborative's finances for all those with an interest in the Collaborative's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Business Office of the Collaborative.

SOUTH COAST EDUCATIONAL COLLABORATIVE

STATEMENT OF NET POSITION

JUNE 30, 2016

	Governmental Activities
CURRENT ASSETS:	
Cash and cash equivalents	\$2,898,045
Accounts receivable (net of allowance for doubtful accounts of \$49,902)	1,409,662
Prepaid expenses	<u>245,582</u>
Total current assets	<u>4,553,289</u>
DEPRECIABLE CAPITAL ASSETS, net of accumulated depreciation	852,774
LAND	<u>504,975</u>
Total capital assets	<u>1,357,749</u>
Total assets	<u>\$5,911,038</u>
CURRENT LIABILITIES:	
Accounts payable and accrued expenses	\$897,573
Current portion of long-term debt	15,660
Unearned revenue	<u>1,083,297</u>
Total current liabilities	<u>1,996,530</u>
LONG-TERM DEBT	<u>24,685</u>
	2,021,215
NET POSITION:	
Investment in capital assets, net of related debt	1,317,404
Unrestricted	<u>2,572,419</u>
Total net position	<u>3,889,823</u>
Total liabilities and net position	<u>\$5,911,038</u>

The accompanying notes are an integral part of these financial statements.

SOUTH COAST EDUCATIONAL COLLABORATIVE

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2016

FUNCTIONS/PROGRAMS	Charges for Expenses	Program Revenue Charges for Services	Total
Governmental Activities:			
Student services	\$14,423,803	\$15,899,397	\$1,475,594
General and administrative	1,579,607	-	(1,579,607)
Depreciation	98,739	-	(98,739)
Intergovernmental revenue	<u>1,798,099</u>	<u>1,798,099</u>	<u>-</u>
TOTAL GOVERNMENTAL ACTIVITIES	<u>\$17,900,248</u>	<u>\$17,697,496</u>	<u>(202,752)</u>
General revenue:			
Interest			1,599
Other			<u>-</u>
Change in Net Position			<u>(201,153)</u>
NET POSITION, BEGINNING OF YEAR			<u>4,090,976</u>
NET POSITION, END OF YEAR			<u>\$3,889,823</u>

The accompanying notes are an integral part of these financial statements.

SOUTH COAST EDUCATIONAL COLLABORATIVE

BALANCE SHEET – GOVERNMENTAL FUNDS

JUNE 30, 2016

ASSETS:	
Cash and cash equivalents	\$2,898,045
Accounts receivable (net of allowance for doubtful accounts of \$49,902)	1,409,662
Prepaid expenses	<u>245,582</u>
Total assets	<u>\$4,553,289</u>
LIABILITIES:	
Accounts payable and accrued expenses	\$ 561,022
Unearned revenue	<u>1,083,297</u>
Total liabilities	<u>1,644,319</u>
FUND BALANCES:	
Nonspendable	245,582
Cumulative surplus (Unassigned)	<u>2,663,388</u>
Total fund balances	<u>2,908,970</u>
Total liabilities and fund balance	<u>\$4,553,289</u>

The accompanying notes are an integral part of these financial statements.

SOUTH COAST EDUCATIONAL COLLABORATIVE

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES GOVERNMENTAL FUNDS

FOR THE YEAR ENDED JUNE 30, 2016

REVENUES:	
Direct service and administrative	\$15,899,397
Intergovernmental revenue	1,798,099
Interest income	<u>1,599</u>
Total revenues	<u>17,699,095</u>
EXPENDITURES:	
Administrative expenses	1,488,908
Intergovernmental expense	1,798,099
Program expenses	14,421,082
Capital outlay, net of debt incurred	372,665
Debt Services:	
Debt principal	14,807
Debt interest	<u>2,721</u>
Total expenditures	<u>18,098,282</u>
Revenue over (under) expenditures	<u>(399,187)</u>
FUND BALANCES, BEGINNING OF YEAR	<u>3,308,157</u>
FUND BALANCES, END OF YEAR	<u>\$ 2,908,970</u>

The accompanying notes are an integral part of these financial statements.

SOUTH COAST EDUCATIONAL COLLABORATIVE

RECONCILIATION OF THE BALANCE SHEET - GOVERNMENTAL FUNDS TO THE STATEMENT OF NET POSITION

JUNE 30, 2016

Total fund balance, governmental funds	\$2,908,970
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Capital assets used in governmental activities are not current financial resources and therefore are not reported in the fund financial statement, but are reported in the governmental activities of the Statement of Net Position.	1,357,749
Certain liabilities are not typically due and payable in the current period and, therefore, are not reported in the governmental funds.	
Notes payable	(40,345)
Compensated absences	<u>(336,551)</u>
Net Position of Governmental Activities in the Statement of Net Position	<u>\$3,889,823</u>

The accompanying notes are an integral part of these financial statements.

SOUTH COAST EDUCATIONAL COLLABORATIVE

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2016

Net changes in balances - governmental funds	\$(399,187)
Amounts reported for governmental activities in the Statement of Activities are different because:	
Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only a portion of the outlay as expense. The outlay is allocated over the assets' estimated useful lives as depreciation expense for the period. This is the amount gross capital outlays exceeded depreciation in the current period.	273,926
Governmental funds report debt service payments as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only the current year interest accrued on the debt as expense. This is the amount of debt principal payments in the current period.	14,807
Governmental funds report capital outlays used for current year acquisitions because only the current amount is a use of financial resources. In contrast, the Statement of Net Position reports capital assets at gross, net of asset disposals. This is the amount of net capital assets disposed of in the current period.	(8,409)
Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds. Net change in compensated absences accrual.	<u>(82,290)</u>
Changes in Net Position of Governmental Activities in the Statement of Activities	<u>\$(201,153)</u>

The accompanying notes are an integral part of these financial statements.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(1) NATURE OF ORGANIZATION AND REPORTING ENTITY

(a) Organization

South Coast Educational Collaborative (the Collaborative) is a public education collaborative established under Massachusetts General Law Chapter 40, Section 4E. The collaborative provides educational programs and services, which primarily serve the low-incidence special needs of children and adults (aged three through twenty-two). In addition, the Collaborative provides professional development programs and services that enhance education improvement and leadership. The Collaborative is primarily supported through program tuitions and fees for clinical services from contracting municipalities. Provision of services is confined to public school systems in the Southeastern Massachusetts and Rhode Island regions.

(b) Reporting Entity

As required by accounting principles generally accepted in the United States of America (GAAP) and in accordance with the Governmental Accounting Standards Board, the accompanying financial statements present the South Coast Educational Collaborative and its component units. Component units are included in the reporting entity if their operational and financial relationships with the Collaborative are significant. Pursuant to these criteria, the Collaborative did not identify any component units requiring inclusion in the accompanying financial statements.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Presentation

The Collaborative's basic financial statements include both government-wide and fund financial statements.

The government-wide financial statements report information on all activities of the Collaborative on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term obligations. The Collaborative's net position is reported in three parts: net investment in capital assets, restricted, and unrestricted. Net position is reported as restricted when amounts are not available for appropriation or are legally restricted by outside parties for a specific future use. The Collaborative first utilizes restricted resources to finance qualifying activities.

Fund financial statements present governmental funds on a measurement basis focusing on sources, uses and balance of current financial resources on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e. measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The general fund is the Collaborative's primary operating fund. It accounts for all financial resources of the Collaborative. Fund balances within the general fund are classified using a hierarchy based primarily on the extent to which a government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(a) Basis of Presentation (Continued)

Following are the governmental fund classifications available to the Collaborative:

Non-spendable – includes amounts that cannot be spent because they are not in spendable form or legally or contractually required to be maintained intact.

Restricted – amounts subject to constraints that are externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or due to constitutional provisions or enabling legislation.

Committed – amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the government's highest level of decision-making authority.

Assigned – amounts that are intended to be used for specific purposes but are not considered restricted or committed.

Unassigned – is the residual classification for the general fund. It represents amounts that have not been assigned to other funds and that have not been restricted, committed, or assigned to specific purposes within the general fund.

The Collaborative's spending policy is to spend restricted fund balance first, followed by committed, assigned and unassigned fund balance.

(b) Cash and Cash Equivalents

The Collaborative considers all unrestricted highly- liquid investments with an initial maturity of three months or less to be cash equivalents.

(c) Accounts Receivable and Revenue

Trade accounts receivable consist of amounts due from municipalities for program services, less an allowance for doubtful accounts. An allowance for doubtful accounts was recorded based on management's assessment of the current status of individual receivables. It is the Collaborative's policy to charge off uncollectible accounts receivable when management determines the receivable will not be collected.

Student services revenue consists of charges to districts for tuition, therapy and transportation services. Intergovernmental revenue consists of payments made to retired Collaborative employees by the Commonwealth of Massachusetts "on behalf" of the Collaborative. These payments are recorded as revenue and expenditures in the financial statements.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(d) Capital Assets

Property and equipment are recorded at cost, if purchased or at fair market value at the date of donation. Capital assets with a cost or value greater than \$5,000 are capitalized. Depreciation is computed on the straight-line basis over the estimated useful life of the asset.

(e) Allocation of Costs

Directly identifiable costs are charged to student services or general and administrative functions as applicable. Costs related to more than one function are allocated based on criteria intended to associate the cost with whichever function benefits.

(f) Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(g) Fair Value of Financial Instruments

The Collaborative's financial instruments, none of which are held for trading purposes, include cash and cash equivalents and accounts receivable. The Collaborative estimates that the fair value of all financial instruments at June 30, 2016 does not differ materially from the aggregate carrying value of its financial instruments recorded in the accompanying financial statements.

(h) Budgetary Control

The Board of Directors annually approves a budget based upon estimated enrollments for the year. Changes during the year based on actual numbers due to either enrollment fluctuations or unanticipated expenditures are presented to the Board for review through financial reports presenting budgeted to actual amounts.

The statement of Revenues, Expenditures and Changes in Fund Balance of the General Fund Budget and Actual – Budgetary Basis presents a comparison of budgetary data to actual results. The General Fund uses the same basis of accounting for both budgetary and actual amounts.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(3) CAPITAL ASSETS

Capital asset activity for fiscal year 2016 is as follows:

	Balance June 30, 2015	Additions	Disposals	Balance June 30, 2016
Capital assets:				
Land	\$ 504,975	\$ -	\$ -	\$ 504,975
Building & improvements	1,133,516	329,271	-	1,462,787
Leasehold improvements	538,125	10,900	-	549,025
Vehicles	<u>118,814</u>	<u>32,494</u>	<u>(31,020)</u>	<u>120,288</u>
Total capital assets	2,295,430	372,665	(31,020)	2,637,075
Less accumulated depreciation:				
Land	-	-	-	-
Building & improvements	681,339	61,128	-	742,467
Leasehold improvements	472,123	14,472	-	486,595
Vehicles	<u>49,736</u>	<u>23,139</u>	<u>22,611</u>	<u>50,264</u>
Total accumulated depreciation	<u>1,203,198</u>	<u>98,739</u>	<u>22,611</u>	<u>1,279,326</u>
Capital assets, net	<u>\$1,092,232</u>	<u>\$273,926</u>	<u>\$(8,409)</u>	<u>\$1,357,749</u>

Depreciation and amortization expense totaled \$98,739 and was not allocated to governmental functions. It appears unallocated on the statement of activities.

(4) RETIREMENT BENEFIT PLAN

The majority of employees of the Collaborative are covered by either the Massachusetts Teachers' Retirement System (MTRS) or the Massachusetts State Employees' Retirement System (MSERS) depending on their employment position.

The Massachusetts State Employees' Retirement System (MSERS) is a public employee retirement system (PERS), that administers a cost-sharing multi-employer defined benefit plan as defined by Governmental Accounting Standards Board (GASB) Statement No. 67, *Financial Reporting for Pension Plans*, covering substantially all employees of the Commonwealth and certain employees of the independent authorities and agencies. The Collaborative's contribution rate was 5.6% of MSERS wages as of June 30, 2016 and totaled \$244,714 for the fiscal year then ended. This contribution is calculated per MGL 32, & 28(4)(c) as a reimbursement to the Massachusetts State Retirement Board (the Board) for its share of any retirement allowance or pension amounts paid by the Board during the preceding calendar year which were based on service to the Collaborative as determined by the plan actuary.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(4) RETIREMENT BENEFIT PLAN (Continued)

Legally, the Collaborative is responsible for contributing the annual normal cost of its employees' benefits (i.e., the present value of the benefits earned by those employees in any given year) and is not legally responsible for the past service cost attributable to those employees or previously retired employees of the Collaborative. The Commonwealth, as a non-employer contributor, is legally responsible for the entire past service cost related to the collaboratives and therefore has a 100% special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. As such, the Commonwealth contributes to the Massachusetts State Employees' Retirement System on behalf of the Collaborative. In accordance with government accounting standards, the Collaborative is required to record such "on behalf payments" as revenue and expenditures in the financial statements. Contributions made by the Commonwealth "on behalf" of the Collaborative totaled \$250,494. This amount is included in the accompanying statement of activities as intergovernmental revenue and expense.

The following information was attributed to South Coast from allocation schedules prepared by The Commonwealth of Massachusetts State Retirement Board and audited by KPMG, LLP:

Net pension liability 6/30/15	\$8,857,025
Proportionate share of plan pension expense	\$999,857
Net amortization of deferred amounts from change in proportion	\$(11,520)
Total employer pension expense	\$988,337

The Commonwealth of Massachusetts contributes to the Massachusetts Teachers Retirement System (MTRS) on behalf of the Collaborative. The Commonwealth is a non-employer contributing entity and is required by statute to make all actuarially determined employer contributions on behalf of the member employers. Therefore, the Collaborative is considered to be in a special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a non-employer contributing entity in MTRS. Since the employers do not contribute directly to MTRS, there is no net pension liability to recognize for each employer. In accordance with government accounting standards, the Collaborative is required to record such "on behalf payments" as revenue and expenditures in the financial statements. Pension support provided by the Commonwealth "on behalf" of the Collaborative totaled \$1,547,605. This amount is included in the accompanying statement of activities as intergovernmental revenue and expense.

The following information was attributed to South Coast from allocation schedules prepared by The Commonwealth of Massachusetts Teachers' Retirement Board and audited by KPMG, LLP:

Proportionate share of the net pension liability at 6/30/15	\$19,080,579
Commonwealth pension support provided	\$951,652
Total employer pension expense and revenue for Commonwealth support	\$1,547,605

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(4) RETIREMENT BENEFIT PLAN (Continued)

All employees working 50% or more of a standard workweek are covered by and must participate in one of the systems referred to above depending on their type of position. Under the plans, benefits vest after 10 years of full-time employment. An employee with 20 years of service, or 10 years of service and having attained age 55, may receive retirement benefits.

Based on state statute, covered employees of the Collaborative contribute an amount ranging from 5% to 11% (depending on date of employment) of their gross earnings to the systems. The Commonwealth is required to make actuarially determined contributions that maintain the financial integrity of the retirement system.

Employees of the Collaborative that are not covered under either the MSERS or the MTRS are covered under a retirement plan established by the Collaborative in accordance with the Omnibus Budget Reconciliation Act of 1990 (OBRA). Covered employees of the Collaborative contribute 7.5% of their gross earnings to the plan. The Collaborative does not contribute to the plan.

(5) CUMULATIVE SURPLUS

In accordance with Massachusetts regulation 603 C.M.R. 50.07, the Collaborative has determined that its Cumulative Surplus as of June 30, 2016 is equal to the Unassigned General Fund Balance of \$2,714,559. The Collaborative Agreement stipulates that the Board will retain no more than 25 percent of the previous year's general fund expenditures in cumulative surplus.

(6) COMMITMENTS AND CONTINGENCIES

(a) Operating Leases

The Collaborative leases classroom and administrative space from various member and non-member school districts. Some of the arrangements are on a tenant-at-will basis and others are based on non-cancelable lease agreements with the district school committees ranging from 3 to 10 years. Included in these agreements are termination clauses providing for cancellation of the lease on the part of the school committee should the leased space become necessary for the school district's educational programs. The cancellation clauses include provisions for proper notice to the Collaborative. All lease agreements include annual renewal provisions.

Rent expense relating to all property leases totaled \$571,378 for fiscal year ending June 30, 2016. The Collaborative also leases several types of office equipment under operating leases that are rolled over to new leases and related new equipment at the end of each lease term. The amounts are not material to the financial statements are not included in the future rental payments below.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(6) COMMITMENTS AND CONTINGENCIES (Continued)

(a) Operating Leases (continued)

Minimum future rental payments for classroom operating leases for each of the next five years and in the aggregate are:

Year Ending June 30,	Amount
2017	\$ 258,091
2018	265,834
2019	273,809
2020	<u>282,023</u>
	<u>\$1,079,757</u>

(b) Employment Contract

The Collaborative has an employment contract with a key employee, which expires on June 30, 2019.

(7) ACCRUED SICK PAY BENEFITS

The Collaborative allows employees to accrue sick pay benefits from year to year. The maximum allowable accrued sick pay benefit is 140 days for eligible employees. In addition to illness, employees can use their accumulated sick time to receive a lump sum severance benefit, upon retirement or death. An employee who has worked 12 or more consecutive years for the Collaborative is eligible for the lump sum severance benefit. The benefit is equal to 35% of an employee's daily rate multiplied by the total sick days accumulated upon the day of retirement or death.

The maximum payment per employee is \$6,000 at June 30, 2016. As of June 30, 2016, the Collaborative had an estimated liability of \$336,551 relating to the lump sum benefit. This amount is included in accrued expenses in the Statement of Net Position.

(8) LINE OF CREDIT

The Collaborative has a \$1,000,000 line of credit. The obligation is secured by the Collaborative's accounts receivable and fixtures. The loan agreement contains certain restrictive covenants. Interest is payable at the National Prime Rate. The line of credit can be terminated at the discretion of the lender and expires on November 15, 2016. No balance was outstanding at June 30, 2016.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(9) DEBT

Debt consists of the following at June 30, 2016:

	Balance June 30, 2015	Amounts Borrowed	Principal Payments	Balance June 30, 2016	Current Portion
Note payable secured by a vehicle, due in monthly installments of principle and interest of \$476.20. The note matures on January 14, 2019. The interest rate is 5.95%.	18,400	-	4,748	13,652	5,038
Note payable secured by two vehicles, due in monthly installments of principle and interest of \$984.47. The note matures on November 20, 2018. The interest rate is 5.45%.	<u>36,752</u>	<u>-</u>	<u>10,059</u>	<u>26,693</u>	<u>10,622</u>
	<u>\$55,152</u>	<u>\$ -</u>	<u>\$14,807</u>	<u>\$40,345</u>	<u>\$15,660</u>

The debt is scheduled to mature as follows:

Year Ending June 30:	Principal	Interest	Total
2017	\$15,660	\$1,767	\$17,427
2018	16,562	967	17,529
2019	<u>8,123</u>	<u>132</u>	<u>8,255</u>
	<u>\$40,345</u>	<u>\$2,866</u>	<u>\$43,211</u>

Interest expense for the fiscal year totaled \$2,721.

(10) CONCENTRATIONS

(a) *Cash and Cash Equivalents*

Massachusetts General Law, Chapter 44, Sections 54 and 55 places certain limitations on the nature of deposits and investments available to the Collaborative. The law authorizes investments in FDIC insured banks and national banks, subject to certain limitations. In addition, it authorizes investments in obligations of the U.S. Treasury, agencies, instrumentalities, certificates of deposit, repurchase agreements, money market accounts, and the State Treasurer's Investment Pool.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

(10) CONCENTRATIONS (Continued)

(a) Cash and Cash Equivalents (Continued)

The Collaborative maintains its funds in a combination of federally insured banks and the Massachusetts Municipal Depository Trust, an investment fund offered by the State Treasurer's office to agencies, authorities, commissions, boards, cities and towns and other public units within the Commonwealth.

Amounts invested in the Massachusetts Municipal Depository Trust totaled \$134,456 as of June 30, 2016. According to published investment policies and restrictions, although uninsured, the Trust will invest in only high quality and primarily short-term investments.

The Collaborative follows deposit and investment policies that limit the Collaborative's allowable deposits and investments and address the specific types of risk to which the Collaborative is exposed. The Collaborative maintains cash in public funds interest-bearing bank deposit accounts, at a highly rated financial institution. Balances are insured by the Federal Deposit Insurance Corporation up to \$250,000. At June 30, 2016, the Collaborative's cash balances in excess of FDIC limits totaled \$2,953,859. As a public funds account, deposits are collateralized by securities held by the financial institution.

(b) Employees

Approximately 92% of the Collaborative's employees are members of a collective bargaining union. The Collaborative's contract with the union was renegotiated during 2014 and will be in place until 2017.

(11) RETIREE HEALTH INSURANCE

Effective July 1, 1999, the Collaborative adopted a policy to offer health benefits to eligible retirees. This policy is at the sole discretion of the Board of Directors and, therefore, encompasses no liability on the part of the Collaborative.

(12) SUBSEQUENT EVENTS

The Collaborative evaluated subsequent events through September 21, 2016, which is the date the financial statements were available to be issued.

SOUTH COAST EDUCATIONAL COLLABORATIVE

REQUIRED SUPPLEMENTARY INFORMATION
JUNE 30, 2016

SOUTH COAST EDUCATIONAL COLLABORATIVE

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF THE GENERAL FUND - BUDGET AND ACTUAL - BUDGETARY BASIS

FOR THE YEAR ENDED JUNE 30, 2016

	Original Budget	Final Budget	Actual Amounts Budgetary Basis	Variance with Final Budget - Positive (Negative)
REVENUES:				
Direct service and administrative	\$16,623,035	\$16,623,035	\$15,899,397	\$(723,638)
Interest income	-	-	1,599	1,599
Other income	-	-	-	-
Total revenues	<u>16,623,035</u>	<u>16,623,035</u>	<u>15,900,996</u>	<u>(722,039)</u>
EXPENDITURES:				
Administrative expenses	2,054,928	2,054,928	1,488,908	566,020
Program expenses	<u>14,566,585</u>	<u>14,566,585</u>	<u>14,421,082</u>	<u>145,503</u>
Total expenditures for operations	<u>16,621,513</u>	<u>16,621,513</u>	<u>15,909,990</u>	<u>711,523</u>
Revenue over (under) operating expenditures	1,522	1,522	(8,994)	(10,516)
Capital outlay	125,000	125,000	372,665	(247,665)
Debt service payments	<u>17,528</u>	<u>17,528</u>	<u>17,528</u>	<u>-</u>
Revenue over (under) expenditures	<u>(141,006)</u>	<u>(141,006)</u>	<u>(399,187)</u>	<u>(258,181)</u>
FUND BALANCES, BEGINNING OF YEAR	<u>3,308,157</u>	<u>3,308,157</u>	<u>3,308,157</u>	<u>-</u>
FUND BALANCES, END OF YEAR	<u>\$ 3,167,151</u>	<u>\$ 3,167,151</u>	<u>\$ 2,908,970</u>	<u>\$(258,181)</u>

The accompanying notes are an integral part of these financial statements.

SOUTH COAST EDUCATIONAL COLLABORATIVE

SUPPLEMENTARY INFORMATION
JUNE 30, 2016

SOUTH COAST EDUCATIONAL COLLABORATIVE

DISCLOSURES REQUIRED BY CHAPTER 43 OF THE ACTS OF 2012 OF THE MASSACHUSETTS GENERAL LAWS

FOR THE YEAR ENDED JUNE 30, 2016

Transactions between the Collaborative and any related for-profit or non-profit organization:

None

Transaction or contracts related to the purchase, sale, rental or lease of real property:

Contracts for the lease of classroom space from member and non-member school districts at the following locations:

School District	Lease Term	FY 2016 Expense
Dighton/Rehoboth	Annual	\$ 80,000
Seekonk	7/1/2010 – 6/30/2020	281,379
Somerset	Annual	105,000
Somerset Berkley	Annual	20,000
Swansea	Annual	4,999
Freetown/Lakeville	Annual	40,000
Berkley	Annual	<u>40,000</u>
Total		<u>\$571,378</u>

The names, duties, and total compensation of the five most highly compensated employees:

David Heimbecker	Executive Director	\$177,998
Carolyn McKearney	Senior Leadership Team Member, Administrative Leadership at the North Seekonk School, and Educational Consulting	\$112,240
Donna Cranshaw-Gabriel	Senior Leadership Team Member for Curriculum, Instruction, Special Education Programming, and Educational Consulting	\$110,528
Patricia Steele	Senior Leadership Team Member and Educational Consulting	\$108,360
Francis Gallishaw Jr.	Senior Leadership Team Member and Coordinator of Continuous Professional Learning	\$96,820

The amounts expended on administration and overhead:

Administration and overhead	\$1,678,346
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Any accounts held by the Collaborative that may be spent at the discretion of another person or entity:

None

The amounts expended on services for individual age 22 and older:

None

SOUTH COAST EDUCATIONAL COLLABORATIVE

DISCLOSURES REQUIRED BY CHAPTER 43 OF THE ACTS OF 2012 OF THE MASSACHUSETTS GENERAL LAWS

ANNUAL DETERMINATION AND DISCLOSURE OF CUMULATIVE SURPLUS

FOR THE YEAR ENDED JUNE 30, 2016

**Cumulative Surplus Calculation
FY16**

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(A) Voted Cumulative Surplus as of 6/30/15		3,113,746	(A)	
(B) 1 Amount of (A) used to support the FY16 Budget	(B)1	399,187		
2 Amount of (A) returned to member districts	(B)2	-		
	(B)1 + (B)2 = (B)	399,187	(B)	
(C) Unexpended FY16 General Funds		-	(C)	p. 9
(D) Cumulative Surplus as of 6/30/16	(A) - (B) + (C) = (D)	2,714,559	(D)	
(E) FY16 Total General Fund Expenditures		15,909,990	(E)	p. 9
(F) Cumulative Surplus Percentage	(D) ÷ (E)	17.06%	(F)	p. 17

SOUTH COAST EDUCATIONAL COLLABORATIVE

AUDITORS' REPORT PURSUANT TO GOVERNMENTAL

AUDITING STANDARDS

FOR THE YEAR ENDED JUNE 30, 2016



PAVENTO, RATCLIFFE,
RENZI & CO., LLC

Business Advisors
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
South Coast Educational Collaborative
Swansea, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of South Coast Educational Collaborative which comprise the statement of financial position as of June 30, 2016, and the related statement of activities for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 21, 2016.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered South Coast Educational Collaborative's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Coast Educational Collaborative's internal control. Accordingly, we do not express an opinion on the effectiveness of South Coast Educational Collaborative's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether South Coast Educational Collaborative's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Franklin, Massachusetts
September 21, 2016