



South Coast Educational Collaborative

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www.scecoll.org

Annual Report 2012-2013

Message From the Executive Director

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South Coast Educational Collaborative (SCEC) conducts education programs and services that complement and strengthen the school programs of its member districts and increases educational opportunities for all children. Through collaborative efforts, cost efficiencies and program effectiveness are maximized.

At the present time, Berkley, Dighton/Rehoboth Regional, Freetown/Lakeville Regional, Seekonk, Somerset Berkley Regional, Somerset and Swansea are member districts. Currently, the Superintendents from these districts serve as Executive Board members for SCEC, and their leadership and support has been inextricably connected to the success of SCEC throughout the years. It should also be noted that the Taunton School District has been approved for membership by the SCEC Board of Directors, and should be officially included when the new SCEC Collaborative Agreement has been approved by the School Committees of all member school districts.

SCEC is a participating member of the American Association of Educational Service Agencies (AESAs), the Massachusetts Organization of Educational Collaboratives (MOEC), and the South Coast Regional Organization (SCRO). As a result of these memberships, the resources of 553 agencies in 45 states are readily available for all SCEC staff and the staff from all the school districts being served by SCEC. Additionally, through the SCRO, South Coast Educational Collaborative has a very special relationship with the Readiness Center at Bridgewater State University. As a member of SCRO, Dr. Stacey Kaminski, who is an essential member of the SCEC Leadership, co-directs the Readiness Center at Bridgewater State University (BSU) with BSU Vice-President Anna Bradfield. The dual role that Stacey plays has certainly proven to be extremely useful to members of the 89 school districts in SCRO, but it has proven invaluable to the success of SCEC.

As the 2012 - 2013 school year unfolded, successfully addressing the needs of the SCEC student population became even more challenging than the previous year, because the needs of the students continued to increase substantially. Even though student enrollments remained relatively constant, the demand for increased numbers of highly skilled nurses and clinicians grew and most members of the educational community at SCEC reported that they did not feel adequately prepared to effectively address the increasingly complex needs of the student population.

So, as SCEC Board members and the SCEC Leadership Team grappled with the enormity of the challenges facing them, they collapsed their efforts into a three prong plan:

1. Refocusing and Recommitting to the Core Values

A new Strategic Plan was adopted by the SCEC Board of Directors and the Core Values of the organization were re-emphasized. A distributive leadership model was implemented, which created a new leadership structure in which the senior management tier of the organization was dramatically downsized and Teacher/Leaders were installed in all locations and service areas of SCEC.

2. Becoming a More Data-Informed Organization

A focus on data collection, analysis and real-time use was instituted throughout the organization and a commitment to empowering technology was made simultaneously. Indicators of productivity were re-emphasized: staff productivity, especially team productivity, means exceeding expectations for student learning, increasing team efficiency and enhancing individual team members' professional growth.

3. Forming, Supporting, and Maintaining Professional Learning Communities

Continuous professional learning was stressed with specific plans for all teachers, leaders, and students, and learning was embedded in the lives of all members of the SCEC educational community. Partnerships between SCEC and major public and private colleges and universities were formed and/or restructured, and the result is that a wide-range of creden-

tials, licenses, and degrees were made available at SCEC for staff and community members. In fact, approximately 450 teachers and 150 administrators have received licenses and/or college degrees through these partnerships over the years, and an expanded licensure SCEC/Boston University partnership will begin in January of 2014 for the majority of district and building level educational leaders.

The decade of 2000 to 2010 morphed into the decade of 2010 to 2020 and the challenges continue unabated. However, data analysis indicates that during the 2012 -2013 school year, SCEC students and staff alike are exceeding expectations, improving their teaming skills, and growing personally and professionally. Even though the student population as a whole has more challenges than populations of the past, student outcomes are improving and the arch of academic and professional achievements of SCEC staff members has risen dramatically. More students are meeting with success at SCEC and returning to their neighborhood schools, more students are passing MCAS, high school graduation rates are at record heights, increased numbers of students are enrolling in colleges and universities, and many students are successfully transitioning into the world of work. Staff members have earned a plethora of credentials, licenses and degrees.

As the 2012 – 2013 school year ended, the challenges continued, but data-informed students, families, and educators have reason to be optimistic. With the continued assistance and support from School Committees, Superintendents, other elementary, secondary, and post-secondary educational leaders, business, industry, and the community at large, we will continue to exceed expectations, improve our teaming skills, and grow personally and professionally.

David R. Heimbecker, Ed.D

Core Values

We believe...

- 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 (SCEC) 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 or adulthood.
- The family unit and family-school collaboration are essential factors in supporting and sustaining a student's learning and development.
- The SCEC 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 the Collaborative.
- Conducting "business as usual" is not an acceptable option for sustaining our work.

Mission, Purpose and Objectives

Mission

The mission of South Coast Educational Collaborative (SCEC) is to cooperatively develop and deliver high quality, cost effective, value-added and sustainable education, professional learning, technical assistance and resources for students, families, educators, school districts, partner organizations and communities that increase educational opportunities for children ages 3-22, improve educational outcomes for students, and are grounded in our core values and appropriate research-based best practice.

Purpose

The purpose of the Collaborative is to provide intensive educational programs and services for students with disabilities; to provide professional development to educators; to provide related services to students with disabilities in member and non-member districts; and to provide other quality, cost effective services to meet the changing needs of member districts.

Overall Objectives

1. To improve academic achievement of students with low incidence disabilities in the least restrictive environment.
2. To offer a variety of quality professional learning 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.



South Coast Educational Collaborative Board of Directors

Mr. Thomas Lynch
Superintendent
Berkley Community Schools
Interim Superintendent
Somerset Berkley
Regional Schools

Mr. Michael Malone
Interim Superintendent
Dighton-Rehoboth
Regional Schools

Dr. Kristine Nash
Interim Superintendent
Freetown-Lakeville
Regional Schools

Ms. Arlene Bosco
Superintendent
Seekonk Public Schools

Mr. Richard Medeiros
Superintendent
Somerset Public Schools

Mr. Robert Monteiro
Superintendent
Swansea Public Schools

* Dr. Julie Hackett
Superintendent
Taunton Public Schools

Board Employees

Dr. David R. Heimbecker
Executive Director

Mr. Joseph DeLude
Treasurer

Ms. Jennifer Prendergast
Business Manager

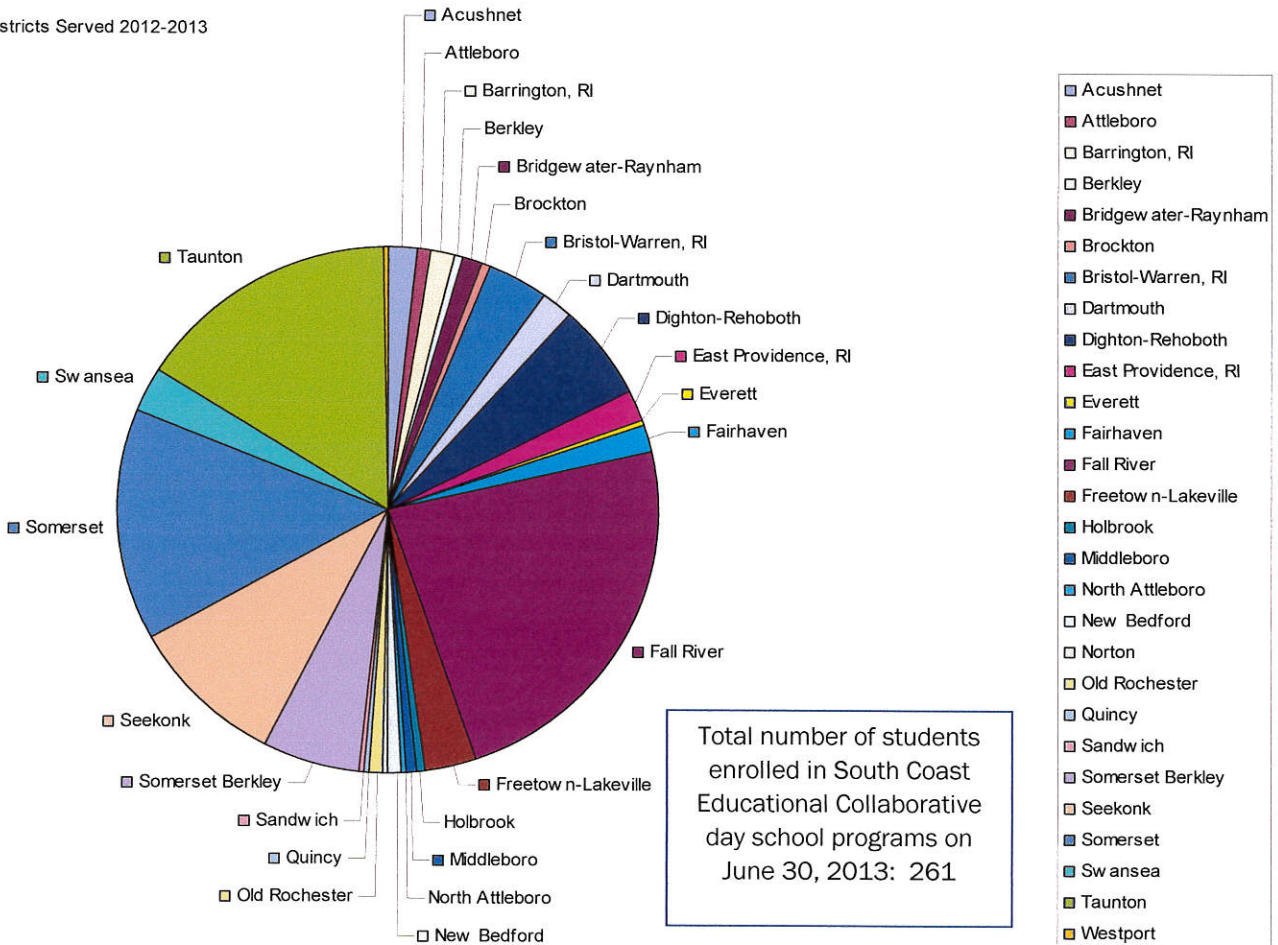
* Pending approval of
Taunton's member status

Member Districts

Berkley Public Schools
Dighton-Rehoboth Regional Schools
Freetown-Lakeville Regional Schools
Seekonk Public Schools
Somerset Berkley Regional Schools
Swansea Public Schools
* Taunton Public Schools

School Districts Served 2012-2013

School Districts Served 2012-2013



Early Childhood Programs and Services

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Programs and Services

South Coast Educational Collaborative's Early Childhood Program is designed to facilitate the continued development of children ages three to seven years who demonstrate developmental delays and disorders. 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. Our Early Childhood Program provides three uniquely designed classrooms across two public school sites providing maximum opportunities for peer modeling and inclusion. The Early Childhood Program at SCEC has been in existence for more than 30 years and has been operating at the Chace Street Elementary School in Somerset since 1985 and the Mark Hoyle Elementary School in Swansea since 1993.

The Early Childhood Program follows a 180-day school calendar, with the option for a seven week extended year, and operates from 9:00 AM to 3:00 PM daily, including during summer programming. Consistency of student learning continues throughout the extended year. In FY 13, 100% of students continued during the summer and 73% of the Early Childhood teaching staff remained consistent during summer programming.

SCEC's programs are of high quality, incorporating research-based practices into our classroom curriculum including routines-based interventions, visual structure and support within all aspects of students' learning, and language-based learning across all aspects of a student's day. Our professional staff is trained in several evidence-based practices used within classrooms, 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 effect on student learning.

SCEC's Early Childhood staff members have participated in professional learning activities in this past year ranging from Crisis Prevention and Intervention (CPI) and First Aid/CPR training, to master's level university coursework in special education. Understanding and implementing Applied Behavior Analysis methodologies within classrooms, as well as 1:1 discrete trial training approaches to teaching, were a strong focus of professional learning for all staff members in FY 2013.

The paragraphs below first describe the Early Childhood Program at each site and then provide detailed information about our curriculum, services for students and families, cost-effectiveness, accomplishments and initiatives for FY 2013 and plans for FY 2014.

Sites

SCEC's Early Childhood Program at the Chace Street Elementary School in Somerset provides a well-established classroom serving students with complex needs and low incidence disabilities who might otherwise be unable to participate in their education within a public school setting. In FY 2013, there were an average of six students and the student to staff ratio was 1.5:1. Students learning in this classroom are often medically fragile and have a variety of unique physical and developmental challenges, including students with global developmental delays and students with degenerative and neurological disorders. The classroom includes a full-time nurse and provides vision, physical, occupational, and speech-language therapies, with a focus on augmentative communication, and includes consultation with a developmental pediatrician. This specialty environment is able to meet the specific medical, developmental, communication, motor, equipment and positioning needs of students, providing safe, stimulating, rigorous learning opportunities aligned with the Massachusetts Guidelines for Preschool Learning Experiences and the Massachusetts Curriculum Frameworks for Pre-Kindergarten where appropriate to individual student's abilities. This site is embedded within the Somerset Public School's preschool program, affording SCEC students able to learn from peers the opportunity to learn in an inclusive setting as appropriate to their individual learning needs. Opportunities for

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.

interaction and learning with model peers may include participating in an inclusive district preschool classroom for a part of the day or specified activity, or participation within the SCEC Early Childhood reverse-inclusion classroom located at the same Chace Street site depending on the strengths and needs of each individual student. Progress for each student is articulated through reports to families and districts at five intervals throughout the school year as well as at annual IEP meetings through video demonstration of students during classroom and therapeutic activities. Progress is based on improvement in IEP objectives following a developmental continuum. Progress is measured through data collection, observation, and formal and informal assessments.

Table 1 demonstrates the transition of students ending FY 2013. One third of our students left to enter the SCEC

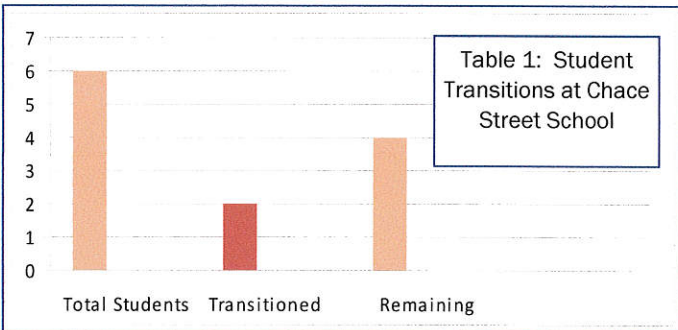
on a voluntary basis so that these students can be social and educational role models for the students with disabilities. In FY 2013, there were an average of six students and the student to staff ratio was 2.25:1. Students in this classroom typically are referred from district preschools, or transition into this setting from the Early Childhood Program at the Hoyle School. This classroom provides a small, visually structured setting with a high staff to student ratio where our full-time SCEC students on IEPs are educated with model preschoolers who attend from 9:00-11:30 four mornings each week. This model program promotes frequent and consistent opportunities for play, interaction, and learning experiences with typically developing peers in an environment designed for structured student learning and coaching. The focus in this classroom is on self-regulation, communicative interaction,

independence in classroom and school routines, and Kindergarten readiness skills. Progress for each student is articulated through reports to families and districts at five intervals throughout the school year, as well as at annual IEP review meetings including picture and portfolio demonstration of students' work in classroom and therapeutic activities. Progress is based on improvement in IEP objectives following a developmental continuum and is measured through data collection, observation, formal and informal assessments, and Kindergarten screening as appropriate to individual students.

Table 2 indicates that upon completion of the 2012-2013 school year, 44% (four) students from this classroom were able to transition to Kindergarten classrooms within their home school districts, while 33% (three) students remained in the program for FY 2014.

The SCEC Early Childhood Program at the Hoyle School in Swansea is designed for students with developmental delays and disorders including Autism Spectrum Disorder, Down Syndrome, and other significant communication-related challenges. In FY 2013,

...students (are) able to learn from peers in an inclusive setting as appropriate to their individual learning needs.



Elementary program, while 2/3 remained in the program for FY 2014.

SCEC's Early Childhood Program provides a reverse-inclusion classroom at the Chace Street School in Somerset for students who demonstrate the communication and self-regulatory skills conducive to peer imitation and interaction. Reverse inclusion is the practice of placing students into an early childhood special education class

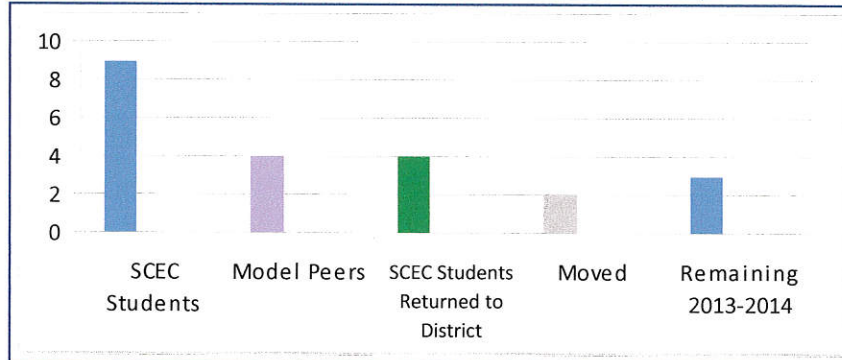


Table 2: FY 2013 Student Transitions - Early Childhood Reverse-Inclusion Program at the Chace Street School in Somerset

there was an average of seven students and the student to staff ratio was 1.5:1. This classroom provides a visually 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 more integrated settings. Students and their families typically enter this classroom from early intervention as their first educational experience, and are assisted in strategies between home and school through home visits, daily communication logs, and parents' groups with a social worker. Students participating in this classroom are unable to participate in special education preschool settings and learning within their Individual Education Plans. Staff members in this classroom participate in professional learning with a behavior analyst, speech pathologist, occupational therapist and other behavior and developmental specialists as needed. Students demonstrating peer imitation skills and social interest are included with staff support in the adjoining district inclusive preschool classroom as appropriate to their IEP objectives and ability to access learning opportunities in an inclusive environment. Progress for each student is articulated through reports to families and districts at five intervals throughout the school year, as well as at annual IEP review meetings including picture and portfolio demonstration of students' work in classroom and therapeutic activities. Progress is based on improvement in IEP objectives following a developmental continuum. Progress is measured through data collection, observation, and formal

and informal assessments.

Table 3 on the transition of students at the end of FY 2013 shows that one student left to enter the SCEC Elementary program, one student left to enter the Early Childhood reverse-inclusion classroom at Chace Street School, and four students remained in the Early Childhood program for FY 2014.

Curriculum

Our educational program is built upon a series of unit-based lesson plans and learning activities which reflect the children's abilities as well as state and national standards. The specific objectives vary according to each child. However, all children are taught skills in the following areas of development: cognition, communication, self-help, social-emotional and physical.

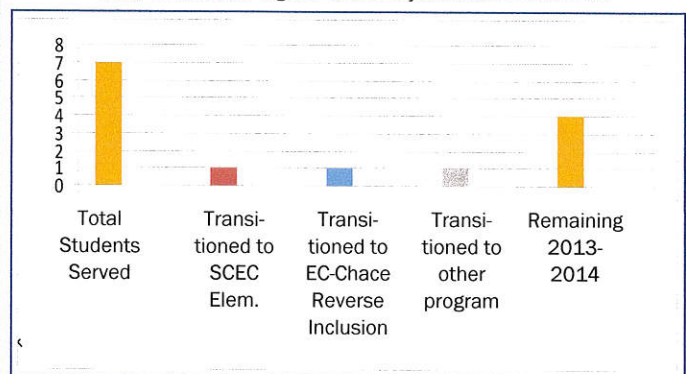
Curriculum in each of the Early Childhood classrooms at SCEC is aligned with the Guidelines for Preschool Experiences published by the D.E.S.E., as well as the more recent Common Core mandates articulated through the Massachusetts Curriculum Frameworks for Pre-Kindergarten in both math and English language arts. This ensures that all students are able to access

appropriate national and state-wide curriculum standards to their maximum potential in preparation for Kindergarten and grade one transitions. Each of our three 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 in particular is especially beneficial for those students requiring augmentative means of communication, providing the dynamic accessibility to information and communication necessary in preschool learning environments.

All students in SCEC's Early Childhood Program participate in adapted physical education class weekly as part of our Early Childhood curriculum. This promotes language understanding and motor imitation and coordination essential for all preschoolers.

Experiences in the community are an essential component to our Early Childhood curriculum. Each classroom participates in opportunities to interact within local communities appropriate to the learning objectives in students'

Table 3: FY 2013 Student Transitions - Early Childhood Program at the Hoyle School in Swansea



education plans. Experiences during the 2012-2013 school year included zoo, farm, and park experiences for language, motor and sensory opportunities and generalization of skills. Other experiences focused on functional daily living skills such as haircuts at a local salon, shopping for groceries, and eating at a restaurant. Students are able to learn to function in community settings with experienced staff members, appropriate learning supports, and high structure. Families are encouraged to participate in and duplicate the experiences using supports provided by the classroom to improve skills and success in the community for their child and the family.

Services for Students

Related Services

The support and collaboration with related services staff members in SCEC's Early Childhood classrooms are essential ingredients to the success of our students and our educational programming. SCEC has a strong related services history. Specialty staff supporting our students, classroom staff, and daily teaching practices include occupational therapists and occupational therapy assistants, physical therapists and physical therapy assistants, speech-language pathologists and speech-language pathology assistants, a board certified behavior analyst and other behavior specialists, teachers of the visually impaired, orientation and mobility specialists, adapted physical education teachers, social workers and school psychologists. Student-specific related services are determined by the Individual Education Plan. However, the model within our Early Childhood

classrooms is comprehensive and multi-disciplinary in nature, therefore each student benefits from the expertise of professionals and specialists through weekly consultation meetings and involvement in classroom groups.

Services for Families

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. Families are welcome in our classrooms and staff members encourage participation of parents in the many opportunities presented for school-home collaboration. Our Early Childhood educators work with a social worker who is in contact with each of our families individually, providing support, guidance for available services within the community, group parent education and socialization opportunities throughout the school year.

Families are invited to classroom gatherings throughout the school year, providing opportunities to observe their children participating in classroom routines and activities with the supports students require, while socializing with other students and families. These occasions provide families insights, ideas and perspective into the daily classroom environment and their child's functioning within that setting, while allowing families to share experiences and build friendships. The conversations and learning opportunities shared from parent to parent and with teaching staff from these get-togethers is value-added for both relationship-building and strategy sharing.

Services for Districts

Curriculum Development and Alignment: In the 2012-2013 school year, SCEC's Early Childhood leaders collaborated with two member districts to facilitate mapping of preschool curriculum and alignment with the Common Core and the Massachusetts Curriculum Frameworks for Pre-Kindergarten in math and English language arts.

Early Intervention Transition Coordination: In FY 13, SCEC's Early Childhood leaders continued to collaborate with member districts in the coordination of early intervention transitions, including acting as liaison with early intervention agencies and incoming families, providing initial home visit and screening, and recommendations for evaluations if appropriate.

Collaboration with the Community: During each of the past three years, SCEC has partnered with Community Autism Resources in Swansea, with grant funding from "Bailey's Team," to provide Hanen Parent Education programs free of charge to local families. The programs provided in FY 2013 included:

More Than Words® - The Hanen Program® for Parents of Children on the Autism Spectrum: Created specifically for parents of children with Autism Spectrum Disorder, the More Than Words® Program provides parents with practical strategies for addressing their child's specific needs and building their children's communication and social skills during everyday routines and play.



"This was an amazing experience. I wish every parent with a child on the spectrum could take this class. I feel so much more empowered after taking this class."
- Tracy, mom of Sam. "More Than Words," 2013



Community Autism Resources
A place to start...A presence on your journey.

“I loved the group sessions so we could brainstorm...enjoyed meeting with other parents going through the same thing, and home visits for one on one advice from the instructor.”
 - Jennifer, mom of Aubrey. “More Than Words,”
 2013

TalkAbility™ - The Hanen Program® for Parents of Verbal Children on the Autism Spectrum: The *TalkAbility®* Program was 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 him/her build stronger social skills, understand other points of view, and make friends more easily.

Each program provides a minimum of 17.5 hours of group parent training, and three individual video feedback sessions in the home. Feedback from parents is consistently positive in both their experience in the programs and the growth in skills of their children as a result of the parents' participation. During the last three school years, we have served 28 families, 13 from SCEC's member districts, and five families whose children attend other SCEC programs.

Cost Effectiveness

The Early Childhood Programs are value-added as uniquely intensive educational environments for students between the ages of 3 and 7 who are unable to receive an appropriate education for their early needs within their district community schools. The Early Childhood Program is cost-effective for districts in that they are able to provide the expertise, staffing, equipment, related services and inclusion opportunities for students while they remain in a less restrictive public school setting. While some students are unable to return to district programs due to more complex medical, developmental or behavioral

issues, after staff and peer modeling and intensive language coaching, 44% of SCEC students from our Early Childhood Reverse-Inclusion Program at the Chace Street School returned to home district programming in FY 2013.

Table 4 demonstrates the tuition for the SCEC Early Childhood Program versus the average cost of tuition at comparable private day schools.

SCEC Member District Cost	\$ 50,310
SCEC Participating District Cost	\$ 62,995
* Average Private Day School Cost	\$ 65,401
Total Member District Savings	\$ 15,091
Total Participating District Savings	\$ 2,406

* From Mass. OSD - mass.gov/spedpricing

Initiatives for the 2013-2014 School Year

- Technology-based data collection and analysis systems for IEP readiness objectives and self-regulation across Early Childhood classrooms.
- Swim programming in a community therapeutic pool.
- Certification of Early Childhood staff members as Life Guards.

Holly Flanagan, MS, CCC-SLP



Mrs. Langton teaches at Early Childhood - Hoyle

Students at Early Childhood - Chace



Elementary Level Programs and Services

North Seekonk Elementary Alternative Center for Education (ACE)

2 North Street
Seekonk, MA 02771
Contact:

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Dr. Jennifer Faria
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cmmckearney@scecoll.org
jfaria@scecoll.org

The North Seekonk Alternative Center for Education Elementary School (Elementary ACE), housed at the Seekonk North building since July 1, 2007, provides comprehensive educational services to students in grades K-5 whose social-emotional and behavioral challenges preclude successful participation in the public school setting at this time. The three classrooms (K-2, 3-4, and 4-5) had an average enrollment of 25 students in the 2012-2013 school year. Student diagnoses included post-traumatic stress disorder, attention deficit/hyperactivity disorder, attention deficit disorder, learning disabilities, oppositional defiant disorder, anxiety and depression.

Our mission is to effect academic and social-emotional growth through the implementation of specialized counseling, academic instruction and positive behavioral supports. Interventions are designed to promote cognitive and social growth with the ultimate goal being that students will successfully transition back to their home schools.

Programs and Services

- Curriculum aligned with Massachusetts State Frameworks and the Common Core Curriculum.
- Small group instruction - average of 3:1 student to staff ratio.
- Multi-sensory learning approach to reading

instruction.

- Direct and consulting services for speech and language therapy, occupational therapy, physical therapy, vision, adapted physical education, orientation and mobility, applied behavior analysis and counseling.
- Positive behavioral intervention and supports.
- Social skills groups and individual counseling.
- Ongoing and embedded professional learning for all staff members.
- 205-day program with optional five week summer component.
- Staff Include: D.E.S.E. licensed teachers, expert consultants (e.g., behavioral psychologist and developmental pediatrician), adapted physical education teacher, licensed occupational therapists, occupational therapy assistants, speech-language pathologists, speech-language pathologist assistants, board certified behavior analyst, licensed social worker, school nurse, program nurse,

and experienced paraprofessionals.

Cost Effectiveness

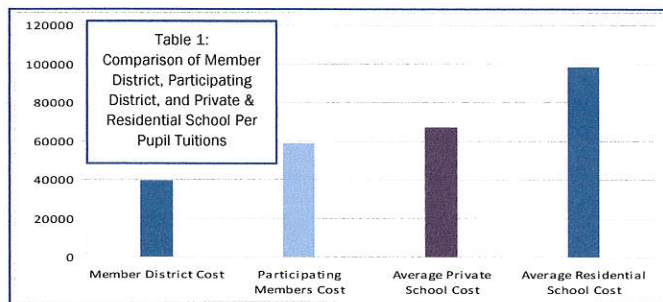
As reflected in Table 1, Elementary ACE presents a cost effective alternative to comparable private day school and residential placements.

Accomplishments and Initiatives 2012-2013

In the 2012-2013 school year, Elementary ACE educators set forth to address the goal of improving educational outcomes for students as outlined in the Collaborative Agreement by accomplishing the following:

- Two students successfully transitioned back to their home school districts.
- Development of a daily self-regulation data system.
- Embedded professional learning through expert outside consultants focused on creating therapeutic classrooms through the use of routines.

Our mission is to effect academic and social-emotional growth through... specialized counseling, academic instruction and positive behavioral supports.

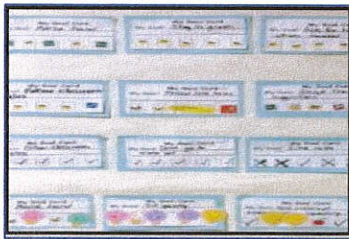


FY 13 SCEC ACE Elementary Tuitions vs. Private Day School and Residential Tuition Averages *			
Member District Cost (SCEC)	Participating District Cost (SCEC)	Private School Cost	Residential Cost
\$39,565	\$58,835	\$67,345	\$98,400

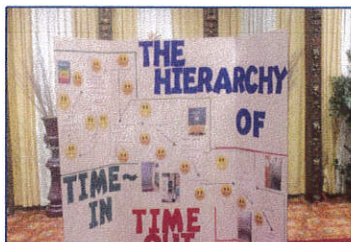
*From Mass. OSD - mass.gov/spedpricing

Member District Savings: \$27,780 (private); \$58,835 (residential)
Participating District Savings: \$8,510 (private); \$39,565 (residential)

Goal cards play a key role in student self-awareness, regulation and motivation.



Goal Cards in Action



Presentation of Time In Protocols at SCEC's Learning Expo, May 2013
North Seekonk Elementary ACE

- Three focus groups were formed to research and implement the following:
 - a. **Brain-based Therapeutic Classroom Environments:** Predictable and consistent routines visually represented with schedules, task analyses, and expectations within all learning environments. The team used learning groups to facilitate structure and engage students in the active learning process.
 - b. **Goal Cards in Action:** This team collaborated to implement Dr. Kevin Plummer's strategies utilizing individual goal cards. Goal cards play a key role in student self-awareness, regulation and motivation.
 - c. **Time In Protocols:** Throughout the 2012-2013 academic year, this team developed, reviewed and revised their time in/time out hierarchy procedures. They developed a fluid model of 'time in' and "being available" to the classroom through settling opportunities, which utilize time out as a last resort.

Goals for 2013-2014:

Our primary focus for FY 14 will be the digitalization of daily regulation data. Elementary classrooms will compile data on the web and examine graphs and charts that depict trends in an effort to inform educational practices.

Special Education
Administrator:
Carolyn McKearney, Ed.D.

Teacher/Leader:
Jennifer Faria, Ed.D.

Seekonk North Elementary

2 North Street
Seekonk, MA 02771

Contact:

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This Department of Elementary and Secondary Education approved public day school, which averaged an enrollment of eight students during 2012-2013, serves a K-5 population of students with diagnoses of autism spectrum disorder, moderate to severe cognitive impairment, sensory processing and communication impairments, neuromotor deficits and/or medical and psychiatric needs. This classroom has been located at the North School since July 1, 2007.

The primary goal is to engage students in meaningful instruction aligned with and based on the Massachusetts Curriculum Frameworks and Common Core standards 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. The curriculum is grounded in the research-based practices of Positive Behavioral Intervention and Supports, Applied Behavioral Analysis and the SCERTS Model (Social Communication, Emotional Regulation, and Transactional Supports). In accordance with our SCEC mission statement, our goal is for students to return to a less restrictive public school environment when able.

Programs and Services

- Functional Curriculum aligned with Massachusetts State Curriculum Frameworks and Common Core Curriculum.

- Small group instruction - average of 2:1 student to staff ratio.
- Multi-sensory learning approach.
- Direct and consulting services for speech and language, occupational therapy, physical therapy, vision, adapted physical education, orientation and mobility, applied behavior analysis, counseling and transition.
- Life skills training.
- Transitional skills training.
- Community-based activities.
- Positive behavioral supports.
- SCERTS Model.
- Social skills groups and individual counseling.
- Ongoing professional learning.
- 220 day program.
- Annual participation in the Special Olympics.
- Staff Include: D.E.S.E. licensed teachers, expert consultants (e.g., behavioral psychologist and developmental pediatrician), adapted physical education teacher, licensed occupational therapists, occupational therapy assistants, speech-language pathologists, speech-language pathologist assistants, board certified behavior analyst, licensed social worker, school nurse, program nurse and experienced paraprofessionals.

Cost Effectiveness

As reflected in the Table on the following page, North Seekonk Elementary presents a cost-effective alternative to comparable private day school and residential placements.

Accomplishments and Initiatives 2012-2013

In the 2012-2013 school year, Seekonk North Elementary educators set forth to address the goals outlined in the Collaborative Agreement by accomplishing the following:

- Two students successfully transitioned to less restrictive middle school placements within SCEC in July 2013.
- Developed a system for the collection of daily self-regulation data.
- Embedded professional learning through expert outside consultants focused on creating a therapeutic classroom through the use of routines.
- Focus group collaborated to research, develop and implement a model that effectively integrated the principles of applied behavior analysis into the PBIS classroom setting.
- Consultation services with a board certified behavior analyst to help complete functional behavioral assessments, intervention plans and adaptive behavior assessments.

Goals for 2013-2014:

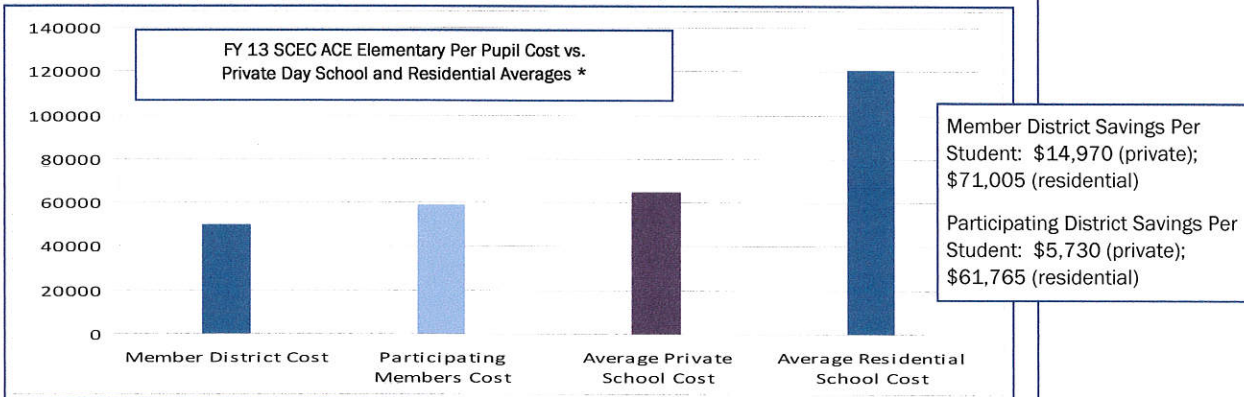
- Enhance functional curriculum by creating additional opportunities which focus on transition outcomes.
- Digitalization of daily self-regulation data. Elementary educators will compile data on the web and examine graphs that depict trends in an effort to inform educational practices.

Carolyn McKearney, Ed.D.
Jennifer Faria, Ed.D.

North Somerset Elementary and Palmer River Elementary

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South Coast Educational Collaborative (SCEC) offers structured classroom learning environments located in public elementary schools. There are three classrooms located at the Palmer River Elementary School (K-2, 3-5, and 2-5) and two classrooms located at the North Elementary School (K-2 and 3-5). These classrooms provide services to a low-incident population whose moderate to severe cognitive impairments, adaptive behavior challenges, communication impairments, behavioral and emotional impairments, sensory processing challenges, neuromotor deficits and/or medical and psychiatric needs interfere with successful integrated and inclusion opportunities. Diagnosis of autism spectrum disorder, intellectual impairment, emotional impairment, neurological impairment, and multi-impairment are the precursors to the student-presented challenges.



FY 13 SCEC ACE Elementary Per Pupil Cost vs. Private Day School and Residential Averages*			
Member District Cost (SCEC)	Participating District Cost (SCEC)	Private School	Residential Cost
\$49,720	\$58,960	64,690	\$120,725

*From Mass. OSD - mass.gov/spedpricing

The classrooms at the North Elementary School have been part of the school community since 1995 and the Palmer River classrooms have been operating since 2000. Average enrollment in 2012-2013 was 34 students between sites, ten students from member districts and 28 students from participating districts.

This low incident population requires highly specialized personnel who possess the type of dynamic and flexible expertise required to meet the needs of a population that changes from year to year (Jackson, 2005). The low numbers and constantly changing population make it economically unfeasible to develop a district-based program (Jackson, 2005). SCEC's mission is to offer focused specialized services including all therapies. Classrooms within the elementary settings have high standards for academics that are aligned with the Massachusetts Frameworks as well as the Common Core Curriculum. Published curricula and curriculum resources are modified, adapted and/or used as a developmental framework to ensure students are participating in standards-based learning. Student success is supported by their involvement in behavior and mental health services and students participate in inclusionary instruction both within district classrooms and the community to support the generalization and internalization of learned skills. Students attend district academic and related arts classrooms and if behavior precludes them from their involvement, students from the district school participate in SCEC classroom instruction with SCEC students. Community experiences allow students to generalize learned academic and

regulation skills by participating in recreation programs, library programs, shopping experiences and dining out experiences. Parents help identify students' challenging behaviors that affect community experiences and goals identified to be addressed.

Focused educational supports are utilized to ensure success. Use of such supports as visual systems, adaptive technology, positive behavior support plans, self-regulation plans, and the development of self-advocacy skills are provided as well as integrated into a student's repertoire to ensure success across environments. Families are essential members of their child's team and are included in the development and implementation of all student goals and plans, which extends well beyond the development of an IEP. Our goal is to prepare students to re-enter their district schools as well as be seen as integrated members of their community - be it school, home and/or neighborhood environment.

Classroom learning teams collaborate weekly to identify student successes and challenges as well as to conduct ongoing scholarly research to ensure that best practices, strategies, and techniques are implemented. Staff participate in monthly embedded professional learning activities with colleagues and expert consultants. In addition, staff may participate in learning opportunities offered through universities/colleges that are supported and encouraged by the SCEC administration.

Programs and Services

- Adapted and modified curriculum aligned with Massachusetts State Frameworks and the Common Core Curriculum.

- Small group instruction - average 2:1 student to staff ratio.
- Multi-sensory learning approach designed for individual student needs.
- Direct and consulting services for speech and language, occupational therapy, physical therapy, vision, hearing, adapted physical education, orientation and mobility, applied behavior analysis and counseling.
- Positive behavioral intervention and supports.
- Inclusion opportunities in district classrooms as well as within SCEC classrooms.
- Social work services to support students and their families.
- SCERTS Model (Social Communication, Emotional Regulation, and Transactional Supports) - staff as learning partners.
- Community-based activities including swimming and using community resources such as the library or shopping for project-based work.
- Social skills group supported by the "Second Step" Curriculum.
- Individual counseling.
- Self-care skill development.
- Ongoing and embedded professional learning for staff is offered through weekly staff meetings, monthly consult meetings and on SCEC inservice days. In FY 13, professional learning focused on positive behavioral supports, SCERTS, communication development/augmentative communication, technology use and supports, child

Our goal is to prepare students to re-enter their district programs as well as be seen as integrated members of their community - be it school, home and/or neighborhood environment.

development, autism, curriculum selection and alignment, data development, collection and analysis, applied behavior analysis, confidentiality, universal precautions, safe schools, and planning with the individual in mind.

- 220-day school year calendar.
- Staff include: D.E.S.E. licensed special education teachers, expert consultants (autism specialist, behavioral psychologist, developmental pediatrician), licensed school psychologist, social worker, teacher of the visually impaired, adapted physical education teacher, licensed occupational therapist, occupational therapy assistants, speech-language pathologists, speech-language pathologist assistants, board certified behavior analyst, registered school nurse, program nurse, and experienced and educated paraprofessionals.

Student Performance

Students in SCEC elementary classrooms participate yearly in the MCAS Alternate Assessment. Grade level standards are identified and data is taken and placed in a portfolio to support progress toward identified standards. Areas to be tested are based on grade level MCAS testing. Table 1 and Table 2 indicate how the students scored on MCAS-Alt during the 2012 and 2013 school years.

In 2012-2013, one student from a member district and one student from a participating district transitioned back to a less restrictive placement in their home districts, while two member district students and six participating district students successfully transi-

tioned to a SCEC middle school placement with the same prototype.

Cost Effectiveness

SCEC at the North Somerset and Palmer River Elementary classrooms participate in public school settings and access opportunities for inclusion experiences as well as afford opportunities for

involvement in extra-curricular school activities such as being a member of the Scouts. An alternative to participation in an SCEC elementary classroom is a private day program that is located in a special education facility, not allowing for inclusive opportunities. Table 3 at the bottom of the next page shows comparative costs.

Grade	# of Students	ELA Score	# of Students	Math Score	# of Students	ST/E Score
3	4/4	PRG	2/4	PRG	-	-
			2/4	EMG		
4	4/4	PRG	4/4	PRG	-	-
5	3/5	PRG	4/5	PRG	5/5	PRG
	1/5	AW	1/5	EMG		EMG
	1/5	INC				

Table 1: School Year 2011-2012 MCAS-Alt Scores - Students at Somerset North Elementary and Palmer River Elementary

Grade	# of Students	ELA Score	# of Students	Math Score	# of Students	ST/E Score
3	5/5	PRG	3/5	PRG	-	-
			2/5	EMG		
4	1/1	PRG	1/1	PRG		
5	5/6	PRG	5/6	PRG	5/6	EMG
	1/6	EMG	1/6	EMG	1/6	AW
6	1/3	PRG	3/3	PRG	-	-
	2/3	EMG				

Table 2: School Year 2012-2013 MCAS-Alt Scores - Students at Somerset North Elementary and Palmer River Elementary

Key to MCAS-Alt Scores:
 AW - Awareness; EMG - Emerging;
 PRG - Progressing; INC - Incomplete

In 2012-2013, one student from a member district and one student from a participating district transitioned back to a less restrictive placement in their home school districts.

Accomplishments and Initiatives 2012-2013

- Increased inclusive opportunities for all students using both district classrooms and reverse inclusion.
- Integrated use of technology to support receptive understanding of academic content, communication, instructions and expectations.
- Increased use of augmentative communication to increase expressive and conversational skills.
- Continued use of a board certified behavior analyst (BCBA) to develop data informed instruction as well as complete functional behavior assessments (FBA's), develop behavior intervention plans and assess adaptive behaviors.
- Utilized the BCBA to train paraprofessional staff to provide discrete trial and direct teaching services as well as use data collection processes.
- Added a BCBA to school site collaborative teams involved in research and development of effective models of instruction delivery that integrate the principals of ABA, SECRETS and PBIS.
- Continued use of expert consultants to ensure regulated learning for all students.
- Development of lesson plans with a focus on differentiated instruction.

Plans for FY 2014

- Align all areas of the curriculum with the Common Core.
- Digitize data collection systems to track educational and behavioral growth and inform instruction.

- Continue use of expert consultants to ensure successful development of education and behavior plans that facilitate active, rigorous and relevant learning.
- Continue to develop transition plans for students returning to their district or to another comparable or less restrictive environment.

Donna Cranshaw Gabriel, Ed.S

References

Jackson, R. (2005). *Curriculum access for students with low-incidence disabilities: The promise of universal design for learning*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved from http://aim.cast.org/sites/aim.cast.org/files/LowIncidenceReport_101305.pdfhttp://aim.cast.org/sites/aim.cast.org/files/LowIncidenceReport_101305.pdf

Member District Cost	\$47,960
Participating District Cost	\$60,280
Average Private Day School Cost	\$61,168
Total Member District Savings	\$13,328
Total Participating District Savings	\$1,008

*From Mass. OSD - mass.gov/spedpricing

Middle School Programs and Services

Somerset Middle School

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South Coast Educational Collaborative (SCEC) has three 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 behavioral/emotional issues interfere with their success in a regular or inclusion setting. The students' needs frequently arise from diagnoses of autism spectrum disorder, attention deficit hyperactivity disorder, pervasive developmental disorder, neuro-motor deficits and/or social-emotional challenges. This program has been operating at Somerset Middle School since 1986. During the 2012-2013 school year, there was an average of 24 students, 13 students from member districts and 11 from participating districts, enrolled at the Somerset Middle School program. Four students participated in the "Blend Program" (regular education students taking some courses in the SCEC setting) and three students participated in the Academic Inclusion Program (SCEC students taking some courses in the regular education setting). The four Blend students attended the SCEC classroom for English language arts and mathematics only. They were included into the Somerset Middle School for all other classes. The three academic inclusion students participated in a social studies class and physical education.



- Staff Include: D.E.S.E. licensed teachers; expert consultants (behavioral psychologist and developmental pediatrician), licensed school psychologist, teacher of the visually impaired, adapted physical education teacher, licensed occupational therapists, occupational therapy assistants, speech-language pathologists, speech-language pathologist assistants, board certified behavior analyst, registered school nurse, program nurse and experienced para-professionals.

Accomplishments and Initiatives 2012-2013

During the 2012-2013 school year, SCEC Somerset Middle School educators set forth to address the goals outlined in the Collaborative Agreement by accomplishing the following initiatives:

- Expanded geographic referral base to include the school districts of Bridgewater-Raynham, Dartmouth and Mattapoisett.
- Successfully transitioned two students back to less restrictive programs offered in their home school districts.
- Increased student enrollment by three students.

- Utilized the consultative services of a board certified behavior analyst to train staff on applied behavior practices and techniques.
- Embedded professional learning through outside consultants that focused on building and maintaining routines and positive learning environments for the students. These embedded professional learning opportunities occurred on a monthly basis.
- Embedded professional learning through weekly staff meetings that focused on program development, MCAS portfolio assessments, curriculum alignment, behavior plan adjustments and modifications, areas of strength, areas of improvement, program reflection and self-reflection on our current practices.
- Expanded community experiences to include the Dartmouth YMCA - Sharing the Harvest Community Farm, Fall River Food Pantry and the Seekonk YMCA.
- Increased community experiences allowing students to generalize skills from school, to home, to the community (for example, shopping trips with price comparisons, creating shopping lists, navigating the grocery store, and going to the laundromat).

Our mission is to provide a middle school experience that focuses on the functional academic skills necessary for success in today's society.



Students working at the Dartmouth YMCA - Sharing the Harvest Community Farm

- Improved systems of data collection around student self-assessments related to community experience activities.
- Expanded our inclusion model to include reverse inclusion, "Blend" programming, and academic inclusion.
- Offered summer services to the "Blend" students from the Somerset Middle School.
- Continuation of Project P.R.I.D.E. - "Promoting Relationships In Diverse Environments."
- Increased the use of instructional and assistive technology across the curriculum.
- Added SMART Board technology and four iPads to enhance the delivery of curriculum.
- Technology training provided to all staff members to begin working towards increasing the use of instructional and assistive technology in the learning environment.
- Improved systems for data collection around academic areas of instruction.

Plans for FY 2014

- Develop and implement a digitized web-based data collection system that records and tracks student self-regulation and participation on a daily basis.
- Develop and implement a digitized web-based behavior data collection system that reports student antecedents, behaviors, interventions and outcomes and provides graphs and charts of trends

and analysis of the data collected.

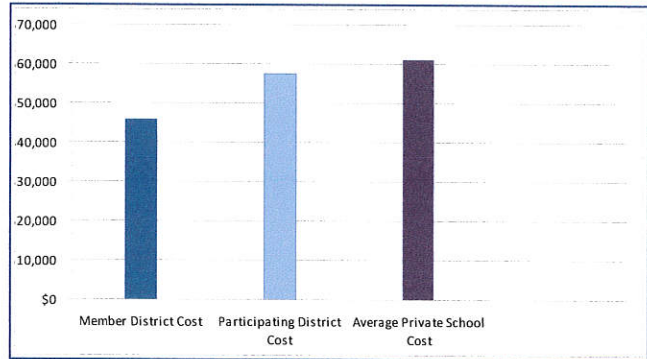
- Enhance staff's knowledge on transition services and writing transition-based IEP's.
- Provide embedded professional learning through outside expert consultants focusing on creating therapeutic classrooms through the use of positive behavioral supports and routines.
- Collaboratively develop four new thematic, functionally based units of instruction by incorporating differentiated instruction and various assistive technology devices to meet the changing needs of the student population.

Cost-Effectiveness

SCEC at the Somerset Middle School offers middle school aged students additional supports, smaller class sizes, community experiences, prevocational opportunities, related services, therapeutic support and supported inclusion opportunities that are not always readily available in their public school environments. The following tables represent cost savings realized by school districts as compared to private day school costs.

Jennifer Faria, Ed.D

FY 13 SCEC at Somerset Middle School Tuition vs. Private Day School Tuition Average *



Member District Cost	\$45,760
Participating District Cost	\$57,420
Average Private Day School Cost	\$61,168
Total Member District Savings	\$15,408
Total Participating District Savings	\$ 3,748

* From Mass. OSD - mass.gov/spedpricing

Seekonk North Middle School

2 North Street
Seekonk, MA 02771
Contact: (508) 399-7801

Special Education
Administrator:
Dr. Carolyn McKearney
cmckearney@scecoll.org

Teacher/Leader:
Dr. Jennifer Faria
jfaria@scecoll.org

Facilitator: Jason Prozzo
jprozzo@scecoll.org

The Seekonk North Middle School is a Department of Elementary and Secondary Education approved public day school program 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. During the 2012-2013 school year, there was an average of 13 students enrolled in the Seekonk North Middle School.

Our primary goal is to functionally normalize the lives of each of our students who face multiple challenges and to maximize each student's potential in the areas of self-regulation, social skills development, communication, functional academics and pre-vocational skills. This goal is carried over into community settings. The program incorporates research-based best practices (ABA, SCERTS, and PBIS) with supports provided through embedded professional development, technical assistance and a network of expert consultants.

Our mission 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 and the SCERTS Model (Social Communication, Emotional Regulation, and Transactional Supports). The SCERTS model examines student outcomes through the lens of challenges in communication, regulation and transactions.

The program of studies is a functional curriculum that is highly modified to meet the specific individual needs of its students. The academic curriculum has the flexibility to take advantage of individual students' learning styles and communication methods. In addition, students receive functional education in pre-vocational skills, language skills, socialization, daily living skills and physical education. Physical therapy, occupational therapy, orientation and mobility, vision services and speech-language therapy are provided according to the individual student's Individualized Education Program (IEP). Augmentative communication devices are often utilized to enhance the student's verbal skills. Technology is heavily integrated into the curriculum through the daily use of computers, SMART Boards and other assistive devices in the classrooms.

This public day school site offers middle school aged students additional supports that are not always readily available in the public school environment. These supports include:

- Project Discovery® – A functional curriculum aligned with the Massachusetts Curriculum Frameworks.
- Small group instruction - average of 2:1 student to staff ratio.
- Multi-sensory learning approach.
- Direct and consulting services for speech and language, occupational therapy, physical therapy, vision, adapted physical education, orientation and mobility, applied behavior analysis, counseling and transition.
- Prevocational skills training.
- Life skills training.
- Transition and vocational skills training.
- Community-based activities.
- Positive behavioral intervention and supports.
- SCERTS Model.
- Social skills groups and individual counseling.
- Ongoing and embedded professional learning for all staff members.
- 220 day program.
- Annual participation in the Special Olympics - up to 75% participation.

Staff Include: D.E.S.E. licensed teachers, expert consultants (behavioral psychologist and developmental pediatrician), licensed school psychologist, teacher of the visually impaired, adapted physical education teacher, licensed occupational therapists, occupational therapy assistants, speech-language pathologists, speech-language assistants, board certified behavior analyst, registered school nurse, program nurse, and experienced paraprofessionals.

The program of studies is a functional curriculum that is highly modified to meet the specific individual needs of its students.

Accomplishments and Initiatives 2012-2013

In the 2012-2013 school year, educators at the Seekonk North Middle School set forth to address the goals outlined in the Collaborative Agreement by accomplishing the following:

- One student successfully transitioned to a less restrictive high school placement within SCEC in July 2013.
- Continued consultation services of a board certified behavior analyst (BCBA) helped develop functional behavioral assessments, behavior intervention plans and adaptive behavior assessments.
- Utilized BCBA to train staff on applied behavior analysis practices and data collection processes.
- Increased the use of instructional and assistive technology across all curriculum areas.
- Added SMART Board Technology and four iPads.
- Continued to incorporate the Project Discovery® Curriculum.
- Provided training to all staff on expanding, modifying and adapting the Project Discovery® Curriculum.
- Increased collaboration by adding weekly clinical meetings that include outside consultants, BCBA, social workers, teachers, related service providers and other staff.
- Continued home services for three students who are medically fragile.
- Introduced and incorporated technology activities (e.g., Skype) between students who are in school and students who are home-schooled due to medical needs.

Educators from Seekonk Middle School also provide home services to students who are medically fragile or recuperating from hospitalization.

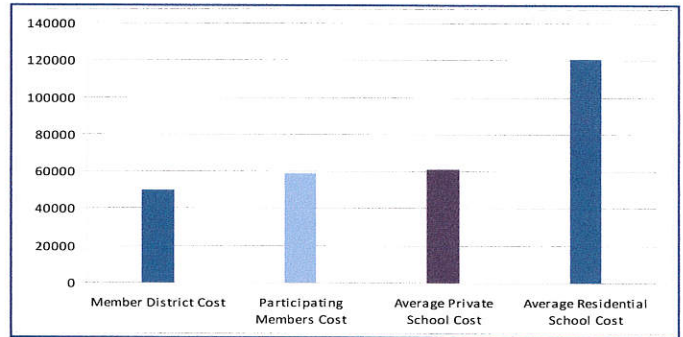
Plans for 2014

- Develop and implement a digitized web-based data collection system that records student regulation and participation on a daily basis.
- Develop and implement a digitized web-based data collection system that reports student's antecedent, behaviors and outcomes and provides graphs and charts of trends and analyses of the data collected.
- Enhance transition services by offering diversified integrated job experiences in the school and in community settings.
- Enhance staffs' knowledge of transition services and writing transition-based IEP's.
- Provide embedded professional learning through outside expert consultants focusing on creating therapeutic classrooms through the use of positive behavioral intervention and supports and the use of routines.

Cost-Effectiveness

For school districts, Seekonk North Middle School presents a cost effective alternative to residential and private day school placements. The following tables represent cost savings realized by school districts as compared to private day school and residential tuition costs.

Carolyn McKearney, Ed.D
Jennifer Faria, Ed.D
Jason Prozzo, MS.Ed



FY 13 SCEC ACE Elementary Per Pupil Cost vs. Private Day School and Residential Averages *			
Member District Cost (SCEC)	Participating District Cost (SCEC)	Private School Cost	Residential Cost
\$49,940	\$59,180	\$64,690	\$120,725

Member District Savings: \$11,228 (private); \$70,785 (residential)
Participating District Savings: \$1,988 (private); \$61,545 (residential)

*From Mass. OSD - mass.gov/spedpricing

South Coast Middle Alternative School

Case Junior High School
Swansea, MA 02777
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South Coast Educational Collaborative's alternative inclusion classroom at Case Junior High School in Swansea continues to evolve since it opened in 2003. It was originally housed at the Seekonk Middle School, but moved to Case Junior High School in 2008. 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 then, it has expanded its scope and objectives to include supporting students in transitioning back to their sending districts. The population consists of students with emotional disorders in grades 6-8. Primary diagnoses are attention deficit hyperactivity disorder, attention deficit disorder, oppositional defiant disorder, post traumatic stress disorder and mood disorders. In FY 2013, there was an average of nine students enrolled and the staff to student ratio was 1:3.

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 licensed clinician provides individual and group support 1.5 days per week. Staff professional learning comes from Collaborative-wide trainings and inservices. It also

includes embedded professional learning with staff by utilizing a wide variety of consultants. The majority of the professional learning in FY 13 was achieved through monthly consultations with Dr. Kevin Plummer, a behavioral psychologist, and focused on programming for individual students and program development to improve classroom practices.

The administration at Case Junior High 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 SCMAS students have participated in general education inclusion classes in one or more of the courses offered at Case Junior High School. The academic program provides differentiated instruction to enable students to learn effectively. The program 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 the 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 the Massachusetts Curriculum Frameworks and the Common Core Curriculum. This inclusive approach aligns closely with the SCEC objective of improving academic achievement of students in the least restrictive environment.

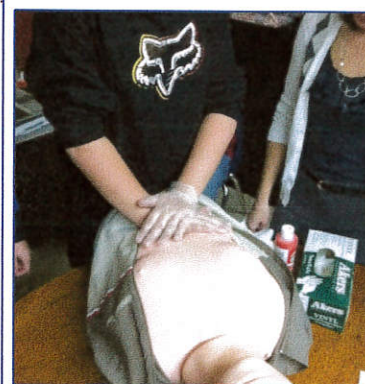
SCMAS utilizes SMART Board technology for much of the delivery of instruction and provides a computer lab setting for students to utilize on a daily basis within the classroom.

During the 2012-2013 academic year, the classroom entered into a partnership with Bristol Community College where the students participated in a Lego Engineering course held on the college campus. The course provided a vital transition experience as well as a hands-on based science and mathematics curriculum.

Also during the 2012-2013 academic year, ten students participated in an SCEC-based adaptive health program. Six students achieved certified CPR status from the American Heart Association and all ten students successfully demonstrated proficiency in first aid. The culmination of their studies was presented to the general education staff and students at the Case Junior High health fair. During the 2013-2014 academic year, the course will continue. The students will be trained in first aid by the SCEC Nurse Leader and they will display their skills at the annual health fair.

Initiatives for the 2013-2014 academic year will be focused on implementing two new data collection tools. The goal is to collect data that will provide information to guide decision making that will support improved student self-regulation, with particular attention to tracking pro-social behavior. Improved self-regulation leads to improved academic performance with this population of students.

In FY 13, all students who had been in SCMAS for at least



SCMAS student performing CPR skills for certification

SCMAS entered into a partnership with Bristol Community College where the students participated in a Lego Engineering course held on the college campus.

two years improved their MCAS scores on either ELA and/or mathematics by an average of four points.

Currently, 55.5% (5 out of 9) of newly enrolled students have transitioned from more restrictive settings 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 June 2011, the sole 8th grade student at SCMAS transitioned back to district to begin 9th grade at the high school level. At the conclusion of the 2012-2013 year, 100% percent of our 8th grade students (6 out of 6 students) transitioned to district high school programs. Current projections show that 50% percent (one out of two) of grade 8 students will transition to district high school programs at the end of the 2013-2014 year.

School Year	Total 8th Graders	Returned to District
2012	1	1
2013	6	6
2014	2	1 (projected)

Cost Effectiveness

Providing cost-effective programs is a SCEC objective in its Collaborative Agreement. The average 180-day private day program in Massachusetts costs \$48,100 per student annually. The member tuition for SCMAS for FY 13 was

Tuition at SCMAS vs. Average Private Day School *		
Average Private Day School Tuition*	SCMAS Member District Tuition	SCMAS Participating District Tuition
\$48,100	\$32,800	\$46,300

\$32,800. This tuition rate provides \$15,300 in savings per student, per year to the member districts for comparable services. The participating member tuition was \$46,300. This rate provides \$1800 in savings per student, per year to these districts for comparable services. That is a total tuition savings of \$139,500 per year to the surrounding districts for the nine students during FY 2013 (see table below).

Evan Salvo, MS.Ed



SCMAS student testing a water turbine project at Bristol Community College

* From Mass. OSD - mass.gov/spedpricing

Gallishaw Middle School

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The Gallishaw Middle School provides high quality, cost-effective, value-added and sustainable educational and therapeutic services for students in grades 5 through 8 whose social, emotional, and/or learning challenges have prevented success in school. In FY 2013, there were an average of 18 students enrolled. The staff consisted of two teachers and three paraprofessionals with an average student to staff ratio of 3.6:1. Clinical supports to the Gallishaw Middle School included a full time social worker and a part-time doctoral level psychologist. Additional support was provided by two doctoral candidate interns working in the school.

The immediate objective is to provide an academic program of core curriculum subjects aligned with the Massachusetts Curriculum Frameworks while providing both staff support and direct student services which will enable maximum student success in the general education or designated special education setting. The program uses a multi-modal approach utilizing an array of technology and hands-on approaches that increase the effectiveness of the instruction. Tablet technology with audible books is used to assist those students with reading difficulties.

At the conclusion of the 2012-2013 year, 100% percent of our 8th grade students (6 out of 6 students) transitioned back to district high school programs.

Our mission is to prepare students for transition to high school and to take the initial steps to lead students toward careers and independent adult life through the implementation of counseling, academic support, transition planning and positive behavioral supports. Educators incorporate research-based best practices, such as positive behavioral supports and differentiated instruction, with supports provided by continual professional learning, technical assistance, and a network of expert consultants.

This is evidenced by the number of staff taking part in ongoing job-embedded professional learning. In FY 2013, the staff met biweekly with Dr. Kevin Plummer to discuss community building, classroom management and positive behavioral supports. This job-embedded professional learning provides evidence that the program is addressing the objective in the SCEC Collaborative Agreement, "to offer a variety of quality professional development opportunities." In addition, two paraprofessionals were enrolled in Masters level programs in special education.

Community vocational experiences are an important component of the Gallishaw Middle School program. Students were routinely taken on comparative shopping trips to purchase classroom supplies and ingredients for their cooking program. During these trips, students applied mathematics, problem-solving and social skills in real-life settings.

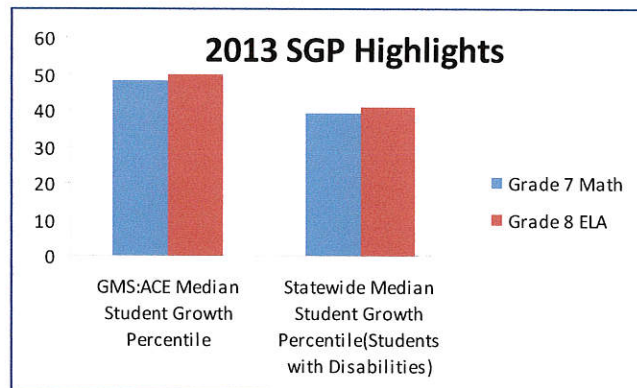
Accomplishments for FY 2013

- The Gallishaw Middle School increased enrollment from 16 to 18 students.

- Middle School staff developed a digital data collection system to collect student data and completed staff training in the analysis of the data. The purpose of the system is to track and improve student time on learning and self-regulation.
- The Middle School staff worked closely with Dr. Kevin Plummer to continue progress toward the Gallishaw Middle School's goal to become a "model program."

We provide a value-added education, another SCEC objective in its Collaborative Agreement. In MCAS, the Gallishaw Middle School showed significant progress in Grade 7 mathematics and Grade 8 ELA when compared to their academic peers statewide, as shown in the following table. This illustrates that the Gallishaw Middle School is addressing the objective in the SCEC Collaborative Agreement, "to improve academic achievement of students with low incidence disabilities in the least restrictive environment."

The Department of Elementary and Secondary Education provides Student Growth Percentiles for students where there is the requisite data. The Student Growth Percentile (SPG) is defined as, "A student growth percentile measures student progress by comparing one student's progress to the progress of other students with similar MCAS performance histories. We refer to students with similar score histories as academic peers." (MCAS Student Growth Percentiles: Interpretive Guide, March 2011). The statewide Median Student Growth Percentiles for students with disabilities were extracted from Spring 2013 MCAS Tests: Summary of State Results, September 2013 (<http://www.doe.mass.edu/mcas/results.html>). Gallishaw Middle School Student Growth Profiles were computed using data provided via the 2013 Data Dropbox on the D.E.S.E. Security Portal.



Plans for 2013-2014

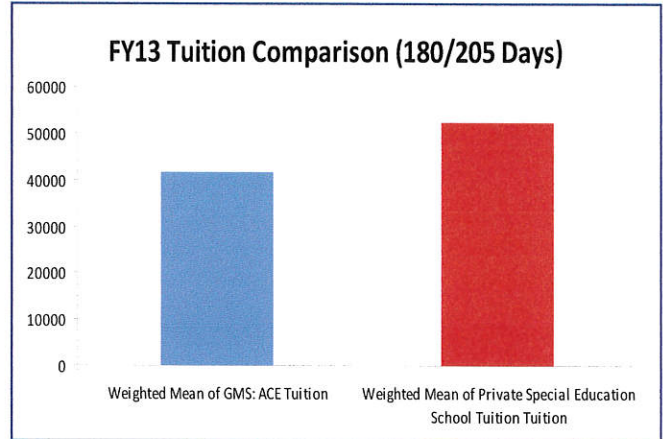
- Add a paraprofessional to the program to assist with academics and self-regulation.
- Expand the transition programming in the areas of life skills, such as cooking and handling money.
- Incorporate STEM education ideas into the current curriculum.

Cost Effectiveness

Providing cost-effective programs is another SCEC objective in its Collaborative Agreement. The tuition for the Gallishaw Middle School for the 180-day program was \$32,760 for member districts and \$46,250 for participating districts. The tuition for the 205-day program was \$37,310 for member districts and \$52,685 for participating districts. The weighted mean accounts for the mix of students from both member and participating districts in both 180-day and 205-day programs. The weighted mean tuition for the Gallishaw Middle School in FY 13 was \$41,587.

The weighted mean special education private school tuition was computed by using the FY 13 Private Special Education School tuitions provided by The Commonwealth of Massachusetts Operational Services Division. The data was filtered to reflect day schools with 180-day programs. There were no private special education schools with 205-day programs. The cost for the 205 days was computed by multiplying the daily rate by 205. The weighted mean for FY 13 was \$54,055. Gallishaw Middle School realized a total savings to districts of \$106,680.

Charles Seekell, MS.Ed



Private School tuitions taken from Mass. OSD - mass.gov/spedpricing



Fall Display developed by Gallishaw Middle School students

High School Level Programs and Services

Gallishaw High School: Alternative Center for Education

Contact: Charles Seekell,
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Gallishaw High School: ACE provides high quality, cost-effective, value-added and sustainable educational and therapeutic services for students in grades 9 through 12 with social, emotional, behavioral and academic challenges that inhibit success in school. In FY 13, there was an average of 23 students enrolled. The staff consisted of 3.5 teachers and five paraprofessionals with an average student to staff ratio of about 3:1. This low staff to student ratio allows for the delivery of individualized, high quality education. The program uses a multi-modal approach utilizing an array of technology and hands-on approaches that increase the effectiveness of the instruction.

Gallishaw High School: ACE is located in Seekonk Massachusetts in the Francis W. Gallishaw Building at 320 Pleasant Street. South Coast Educational Collaborative (SCEC) leases the building from the Town of Seekonk. Gallishaw High School: ACE has been in existence since 1982.

Students participate in academic classes at the Gallishaw School with the possibility of participating in offsite training programs provided by area vocational-technical schools and community colleges. The academic curricu-

lum at Gallishaw High School: ACE follows the Massachusetts Curriculum Frameworks, modified for each student. 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 intervention and supports.

Community vocational experiences are an important component of Gallishaw High School: ACE. In FY 2013, five students were provided internships at the Rhode Island SPCA. Also, employment was found for three students. The employers were Kolby Rental and Party Supply, Price Right and the Taunton Rental Center. Five students were taken out to search for job opportunities. The senior class was taken on tours of Bristol Community College and MTTI, a post-secondary vocational school.

Students were also taken on a tour of the Bear Den Recording Studio to learn about the recording industry. One student was allowed to record a song that he had written. The "Girls Group" took a tour of J&L Landscaping & Garden Center and learned about the landscaping and nursery business. In addition, a group of students were able to Skype with musician C.J. Ramone about the music business and students participated in a music program with the Seekonk Council on Aging. Other groups of students made comparative shopping trips to the Family Dollar Store, Price Rite and BJ's Wholesale Club.

Educators incorporate research-based best practices with supports provided by continual professional learning, technical assistance, and a network of expert consultants. This is evidenced by the number of staff taking part in professional learning outside of the work day. One teacher is enrolled in a Master's level program in transition leadership. Another teacher is enrolled in a certificate program in STEM Education. One paraprofessional is currently enrolled in a Master's level program in special education and another is enrolled in a Bachelor's level program in special education and communication. During FY 2013, the staff participated in ten hours of training on differentiated instruction. Gallishaw High School: ACE's Teacher/Leader delivered a presentation on Common Core mathematics to the entire Collaborative during one professional day. The staff met weekly with a consulting psychologist to discuss the management of specific students, program development and brain-based learning. This work on job-embedded professional learning provides evidence that Gallishaw High School: ACE is addressing the objective in the SCEC Collaborative Agreement, "to offer a variety of quality professional development opportunities."

Accomplishments 2012-2013

- The student population at the Gallishaw High School: ACE increased from 20 to 23 students for this period, a gain of 15% over 2011-2012.

*In FY 2013,
five students were
provided intern-
ships at the Rhode
Island SPCA.
Also, employment
was found for three
students...at three
different businesses.*

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.

- The program increased the number of students attending MTTI, a local post-secondary vocational school, to three.
- A “Girls Group” was formed to provide the female students an opportunity to develop social skills and to conduct service projects for SCEC, something in which they expressed an interest.
- The continued development and utilization of a digital data collection system along with staff training in the analysis of the data. Student behavior data in the classroom and other settings is collected and analyzed with the goal to increase student time on learning and self-regulation.
- All members of the senior class of 2012-2013 (three students) graduated with a high school diploma.
- Gallishaw High School: ACE completed the spring 2013 MCAS with 8 of 9 students scoring “Needs Improvement” or “Proficient.” The percent of students achieving “Needs Improvement” or above were higher than their peers statewide, as shown in Table 1. This progress provides evidence that the program is addressing the objective in the SCEC Collaborative Agreement, “to improve academic achievement of students with low incidence disabilities in the least restrictive environment.”

We provide a value-added education, another SCEC objective in its Collaborative Agreement. The available Student Growth Percentiles for the Gallishaw High School: ACE on the spring 2013 initial MCAS assessment demonstrate that those students exceeded the

median Student Growth Percentiles for similar students statewide (Table 2). The Department of Elementary and Secondary Education provides Student Growth Percentiles for students where there is the requisite data. The Student Growth Percentile (SPG) is defined as, “A student growth percentile measures student progress by comparing one student’s progress to the progress of other students with similar MCAS performance histories. We refer to students with similar score histories as academic peers.” (MCAS Student Growth Percentiles: Interpretive Guide, March 2011).

Table 1: Percentage of Students Scoring Needs Improvement or Better on 2013 MCAS

	ELA	Math
GHS: ACE	100%	89%
Statewide: High School Students with Disabilities	51%	42%

Table 2: 2013 Initial MCAS Assessment Median Student Growth Profiles

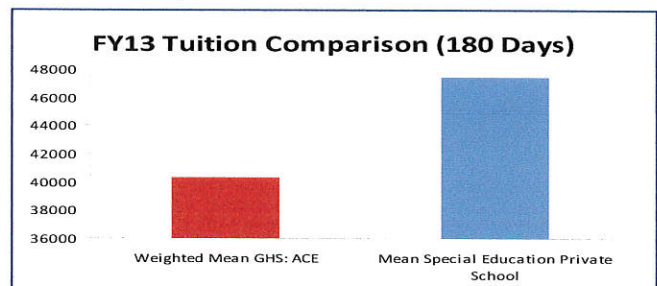
	ELA	Math
GHS: ACE	67	55
Statewide: High School Students with Disabilities	51	42

Statewide information from: DESE Spring 2013 MCAS Tests: Summary of State Results September 2013 <http://www.doe.mass.edu/mcas/results.html>

Cost-Effectiveness

Providing cost effective programs is another SCEC objective in its Collaborative Agreement. The tuition at Gallishaw High School: ACE in FY 13 was \$33,120 for member districts and \$46,980 for participating districts. The weighted mean takes into account the different tuition rates and the different number of students from member and participating districts. The mean special education private school tuition was computed by using the FY 13 Private Special Education School tuitions provided by The Commonwealth of Massachusetts Operational Services Division. The data was filtered to reflect day schools with 180 day programs. The mean for FY 13 was \$47,463.

Gallishaw High School: ACE provided an overall savings to districts of \$246,330.



Private tuitions taken from Mass. OSD - mass.gov/spedpricing

Gallishaw High School: ACE increases educational opportunities that improve educational outcomes for students by offering transition services, internships and the opportunity to participate in programming at MTTI, a local post-secondary vocational school. Transitional services include assessment, career planning, employment skills, financial management and self-care. As noted above, Gallishaw High School: ACE has used a variety of businesses to provide experiences in the community for our students. Our partnership with MTTI provides participating students with 12 hours per week of training in automotive technology.

Sustainability

Providing a sustainable program is one of the objectives in SCEC's Collaborative Agreement. The President's Council on Sustainable Development and its Public Linkage, Dialogue, and Education Task Force* identified some key principles about education for sustainability:

Education for sustainability must involve everyone:

Gallishaw High School: ACE, through its various curricula, provides its students with information, research questions and direct service to the community. Our biology curriculum has a strong focus on the environment and the interactions that occur. Students have discussed invasive species and climate change. In our engineering/technology course, an emphasis is placed on the reduction of undesirable outputs in the engineering design process. This course also discusses the generation and transmission of power from solar, wind

and geothermal sources along with fossil fuels.

Education for sustainability emphasizes relationships between formal and nonformal education: In addition to formal class work, the "Girls Group" has learned sustainable gardening and landscaping techniques while touring a local landscape and garden center. These students were also involved with the planting and tending of an organic vegetable garden.

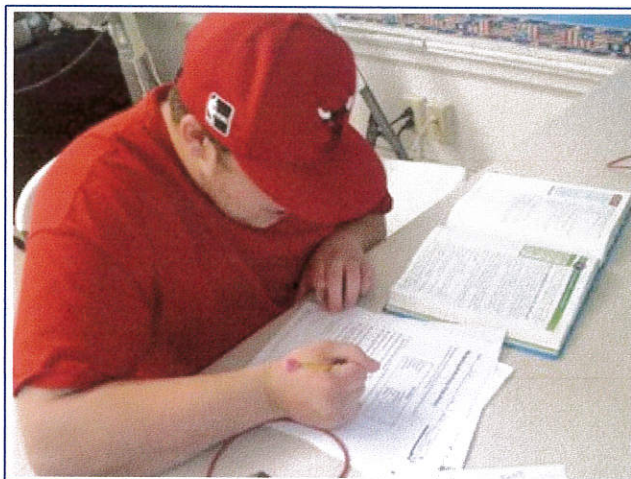
Education for sustainability is about connections: Gallishaw High School: ACE provides students with opportunities to develop diverse connections through our partnership with MTTI, our variety of internships and community experiences. Our students are involved with the local Council on Aging at various times of the year.

Education for sustainability is practical: Gallishaw High School: ACE provides real-life problems in the mathematics classes along with a concern for reducing undesirable outputs while doing hands-on activities in the engineering technology class. Even the English language arts program touched on this while reading the book, "Into Thin Air." While it focuses on the drama of the people lost on the mountain, this book discusses the ecological issues caused by the popularity of climbing the mountain and the approaches taken by the governments and guide groups to address the problems.

Plans for FY 2014

- Gallishaw High School: ACE plans to bring a more comprehensive music program to the school. The present music program consists of guitar lessons only. We anticipate an offering of programs that includes: chorus, guitar, percussion, keyboard and music composition.
- Gallishaw High School: ACE expects to increase the number of students blended with the Gallishaw High School: Vocational Training Center to provide more opportunities for students in woodworking and culinary arts.
- Gallishaw High School: ACE will build greater capacity for transitional services and STEM education.

Charles Seekell, MS.Ed



A Gallishaw High School: ACE student hard at work

*(http://clinton2.nara.gov/PCSD/Publications/TF_Reports/linkage-chap2.html)

Students participate in a variety of vocational settings both at the Gallishaw Building and in the community.

Gallishaw High School: Vocational Training Center

Contact: Jason Dorrance
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Gallishaw High School: VTC provides high quality, cost effective academic, vocational, transition and therapeutic services for students in grades 9 through 12+ with students who present with developmental delays and social emotional deficits. The majority of our students will remain with this program until they turn 22 years old, but are afforded the option of completing the requirements necessary to obtain their high school diploma at an earlier age. In FY 2013, there was an average of 34 students and the student to staff ratio was 3:1. Gallishaw High School: VTC is located in the Francis W. Gallishaw building at 320 Pleasant Street. The South Coast Educational Collaborative (SCEC) leases the building from the town of Seekonk. The program was established in 1984 and has been at this location since 1986.

Students participate in academic, vocational and transition classes at the Gallishaw School and at Seekonk High School. Students also participate in community based activities such as driver's education, job fairs, work internships and exploration. Students also have the opportunity to complete the interviewing process both at school and out in the community with the chance of receiving paid employment. Offsite training programs are also provided by area vocational-technical schools and community colleges.

Academic Classroom

Gallishaw High School: VTC students participate in a rigorous academic curriculum that is aligned with the Massachusetts Curriculum Frameworks and the Common Core Curriculum. Classes focus on MCAS preparation as the majority of our students will participate in MCAS testing in order to receive a high school diploma. The students participate in this class for 80 or 160 minutes each day, depending on age, credits earned/needed and team decision. Subjects that are taught in this class are history, science, mathematics and English language arts.

Vocational Classrooms

Gallishaw High School: VTC students participate in a variety of vocational settings both at the Gallishaw Building and in the community. At our main campus, we offer a technical skills class where students learn about working with tools to cut, measure and build various items. Emphasis is also on building maintenance both inside and out to better prepare students for their lives after high school. We also offer landscaping and horticultural opportunities both at the building and at other sites for our students to develop their skills in a work-based setting. We offer a hospitality/culinary arts course where students provide breakfast and lunch to the entire building. They also bake items to be sold from the café. Students learn to measure properly, budget to make a profit and shop for items that they need in class. Gallishaw High School: VTC also has a satellite lunch program at the North School in Seekonk where we send a teacher with a crew of our students to provide lunch services to them. This provides our students with a chance to be instructed in a kitchen-based work

setting. They are learning how to function in a professional atmosphere while developing the skills needed to function in a restaurant type setting. Students generally are in vocational classes for 2 to 3 hours each day, depending on age and what the team decides that they need.

Transition Classroom

Gallishaw High School: VTC students participate in a transition curriculum that helps prepare them for their adult lives. Classes focus on skills such as resume building, job employment scenarios, and daily living skills (hygiene, basic cooking skills, and daily household maintenance activities). Students are expected to understand basic budgetary needs and have visited adult living facilities and learned about support services for when they become adults. Classes are generally 80 minutes each day, depending on the age and need of the student.

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 intervention and supports. We currently offer extensive academic support to students in small group settings. The goal for each student 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 and consultants. Connections have been established with other clinicians who work with our students outside of school. This assists us in building a heavily

therapeutic environment in which our students can be successful. We also offer transition support, as we have staff who are trained in the area of transition to assist our students as well as educational support staff in order to create an environment where students can thrive. Students are presented opportunities through various internships and paid employment. We have internships at a variety of businesses, such as Big Lots, Nancy's Bakery and Ron Nahas Auto Shop. Paid employment varies and is dependent on student expectations and current local employment needs and opportunities.

Educators incorporate research-based best practices with supports provided by continual professional learning and technical assistance. All staff participate in four professional learning days each year with various trainings available to them. They also participate in yearly trainings such as bullying prevention and intervention, confidentiality, abuse and neglect, crisis prevention, safe schools and transition.

Gallishaw High School: VTC also uses a variety of expert consultants such as Dr. Amy Laurant, Dr. Robert Hayden, and Dr. Barry Plummer. The goal is to be able to provide each student with the appropriate education to meet his/her needs. This work on job-embedded professional learning provides evidence that the program is addressing the objective in South Coast's Collaborative Agreement, "to offer a variety of quality professional development opportunities."

Accomplishments for 2012-2013

- The student population increased from 32 to 34 students in FY 2013.
- A "Girls Group" was formed with students from Gallishaw High School: VTC and Gallishaw High School: ACE to provide the female students an opportunity to develop social skills and to conduct service projects for the Collaborative, an area in which they had expressed an interest.
- Educators continued to explore data-taking techniques in order to evaluate student behaviors and trends.
- Students successfully completed internships at Big Lots, Grace Barker, Seekonk Water department, Extreme Audio and Nancy's Bakery.
- Students obtained paid employment at Wal-Mart, Burger King and Roger's Coney Island.
- One student who started at J & H Landscaping on an internship and now works there as a paid employee 50 hours each week.
- Six students successfully passed all MCAS tests and 14 students passed at least one of the three tests required for graduation
- Two students graduated with a high school diploma, providing evidence that the program is addressing the SCEC Collaborative Agreement objective, "to improve academic achievement of students with low incidence disabilities in the least restrictive environment."
- Two students successfully participated in programming at MTTI, a local automotive school.

Cost-Effectiveness

Providing cost-effective programs is another SCEC objective in its Collaborative Agreement. Gallishaw High School: VTC provides a savings to districts of approximately \$23,452 for each member district student and \$13,112 for each participating district student. This is for a student who participates in the full 220 day program. The mean Special Education Private School Tuition was computed by using the FY 13 Private Special Education School tuitions provided by Mass. OSD - mass.gov/spedpricing. The data was filtered to reflect the six day school programs which service students for 220 days per school year.

In addition, Gallishaw High School: VTC continues to provide educational opportunities that improve outcomes for students. In addition to services provided, Gallishaw High School: VTC students have access to programming at MTTI, a local post-secondary vocational school. In 2012-2013, Gallishaw High School: VTC had two students successfully attend and participate in automotive activities at this institution.

One student who started at J & H Landscaping on an internship and now works there as a paid employee 50 hours each week.

Sustainability

Various steps were taken during FY 2013 to increase the sustainability of the program and its services. Providing sustainable programs is one of the objectives in SCEC's Collaborative Agreement.

- The continued development and utilization of a digital data collection system along with staff training in the analysis of the data. Collaboration with Dr. Marc Hauser has occurred as he consulted with us to develop a data system to track student behavior, engagement and social responsibility.
- Addition of more transition-based services as students continued to develop skills in resume writing, interviewing skills and self-advocacy. We also engaged in discussions with a local community college about providing supports to our students.
- Plans were initiated to offer students various additional options such as First Aid and CPR training, ServSafe certification and OSHA training. This will help our students expand their knowledge and help improve their own resumes in order to become more appealing to potential employers.
- As enrollment continued to increase, the focus of Gallishaw High School: VTC continued to create more opportunities for employment and work experiences and began creating a world-class transitional program to enable our students to be prepared for their adult lives.

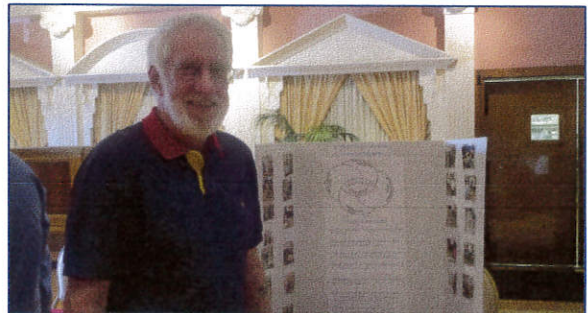
These steps provide Gallishaw High School: VTC the stability and structure required to achieve continual improvement. Everyone affiliated with this program works hard in order to provide great services for students ages 14–22. Our main focus is to provide these students with the services necessary to be successful in their adult lives.

Jason Dorrance, Principal



Mr. Stanton, a member of the Gallishaw High School: VTC educational team, shared information about the "Hands-on Life Skills Program" at the SCEC Learning Expo in May, 2013.

Mr. Marziali, a member of the Gallishaw High School: VTC educational team, shared information about the "Hands-on Approach to Technical Learning" at the SCEC Learning Expo in May, 2013.



Seekonk North High School

2 North Street, Seekonk, MA 02771
Contact: (508) 399-7801

Special Education Administrator: Dr. Carolyn McKearney
cmckearney@scecoll.org

Teacher/Leader: Dr. Jennifer Faria
jfaria@scecoll.org

Facilitator: Jason Prozzo
jprozzo@scecoll.org

The high school level classrooms at Seekonk North are a Department of Elementary and Secondary Education approved public day school program which provides educational services to students between the ages of 14 to 22 years (Grades 9-12+) with an educational diagnosis of autism spectrum disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical and psychiatric challenges. During the 2012-2013 school year, there was an average of 36 students enrolled at Seekonk North High School. These classrooms have been housed at the Seekonk North location since July 1, 2007.

The mission is to develop skills that will enable students to become productive citizens in their communities and to participate as fully as possible in all areas of life with the goal of transitioning students to a less restrictive environment. The goal is to increase the skills of students in the following areas: communication and language skills, cognitive development, activities of daily living, pre-vocational skills, vocational skills, social relationships, physical education, 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 (ABA, SCERTS, and PBIS) with supports provided by continual professional learning, technical assistance and a network of expert consultants.

Students have access to a complete core curriculum linked to the Massachusetts Curriculum Frameworks and the Common Core Curriculum. The curriculum is highly modified to meet the specific individual needs of the students. The academic curriculum has the flexibility to take advantage of individual students' individual learning styles and communication methods. The daily schedule provides students with instruction in mathematics, English language arts, history and social sciences, science and technology/engineering, health, vocational skills and physical education. In addition, students receive functional education in pre-vocational and vocational skills, socialization and daily living skills. Augmentative communication devices are often utilized to enhance verbal skills. Technology is heavily integrated into the curriculum through the daily use of computers, SMART Boards, switches and other assistive devices in the classroom. Positive behavioral supports are implemented to encourage the development of appropriate social behaviors.

Seekonk North High School provides community-based experiences for its students in a variety of ways. Students participate in community recreational, educational and vocational experiences

on a regular basis. Small groups of students practice their functional academic skills at supermarkets, restaurants, laundromats and other facilities in the community. Students also participate in various community work experiences, notably:

- Rehoboth Council on Aging
- The Insider Magazine
- Home Depot
- Doorways Food Pantry
- Seekonk Recycling Center
- Inter-office mail delivery

Programs and Services

This public day school site offers high school aged students, up to age 22, additional supports that are not always readily available in the public school environment. These supports include:

- Project Discovery® - A functional curriculum aligned with the Massachusetts State Frameworks.
- Small group instruction - average of 2:1 student to staff ratio.
- Multi-sensory learning approach.
- Direct and consulting services for speech and language, occupational therapy, physical therapy, vision, adapted physical education, orientation and mobility, applied behavior analysis, counseling and transitions.
- Vocational skills training.
- Life skills training.
- Transitional skills training.
- Community-based activities.
- Positive behavioral intervention and supports.
- SCERTS Model (Social Communication, Emotional Regulation, and Transactional Supports).
- Social skills groups and individual counseling.
- Ongoing and embedded professional learning for all staff members.

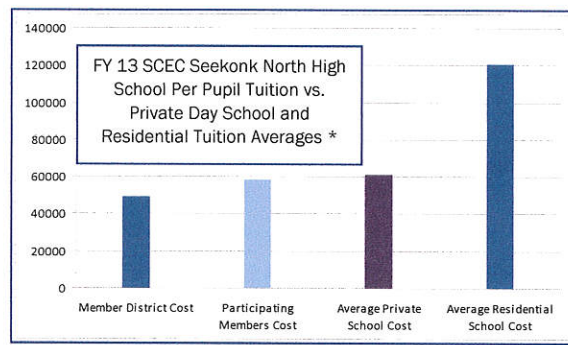
Students participate in community recreational, educational and vocational experiences on a regular basis.

- 220 day program.
- Annual participation in the Special Olympics - up to 75% participation.

Staff Include: D.E.S.E. licensed teachers, expert consultants (behavioral psychologist and developmental pediatrician), teacher of the visually impaired, orientation and mobility specialist, adapted physical education teacher, licensed occupational therapists, occupational therapy assistants, speech-language pathologists, speech language-pathologist assistants, board certified behavior analyst, transition specialist, school nurse, program nurse, and experienced paraprofessionals.

Cost-Effectiveness

For school districts, this program presents a cost effective alternative to residential and private day school placements, as demonstrated by the following:



* From Mass. OSD - mass.gov/spedpricing

Member District Cost (SCEC)	Participating District Cost (SCEC)	Private School Cost	Residential Cost
\$49,280	\$58,300	\$64,690	\$120,725

Member District Savings: 11,888 (private); 71,445 (residential)
 Participating District Savings: \$2,868 (private); \$62,425 (residential)

In the 2012-2013 school year, Seekonk North High School educators set forth to address the goal of enabling students to participate and contribute as fully as possible in the community and transition to a less restrictive environment as outlined in SCEC's Core Values, by accomplishing the following:

- Two students successfully transitioned to less restrictive high school placements within SCEC in July 2013.
- Incorporated the Project Discovery® Curriculum, focusing on teaching specific job skills and functional academics linked to the Massachusetts Curriculum Frameworks and the Common Core standards.
- Continued consultation services of a board certified behavior analyst to help develop functional behavioral assessments, behavior intervention plans and adaptive behavior assessments.
- Utilized board certified behavior analyst to train staff on applied behavior analysis practices and data collection processes.
- Increased the use of instructional and assistive technology across all curriculum areas.

- Added SMART Board Technology and four iPads.
- Provided training to all staff on expanding, modifying, and adapting the Project Discovery® Curriculum.
- Increased collaboration by adding weekly clinical meetings that included outside consultants, BCBA, social workers, teachers, related service providers and other staff.
- Continued home services for students who are medically fragile.
- Introduced and incorporated technology activities (e.g., Skype) between students who are in school and students who are home-schooled due to medical needs.
- Monthly trainings with transition specialist to work on transition planning, IEP development and data collection.

Plans for 2014

- Develop and implement a web-based data collection system that records student regulation and participation on a daily basis.
- Develop and implement a web-based data collection system that reports student's antecedent, behaviors and outcomes and provides graphs and charts of trends and analysis of the data collected.
- Enhance transition services by offering diversified integrated job experiences in the school and community settings.
- Enhance staff's knowledge on transition services and writing transition-based IEP's.

- Provide embedded professional learning through outside expert consultants focusing on creating therapeutic classrooms through the use of positive behavioral intervention and supports and the use of routines.

Carolyn McKearney, Ed.D
Jennifer Faria, Ed.D
Jason Prozzo, MS.Ed

Bridge High School at Somerset Berkley Regional
Grandview Avenue
Somerset, MA 02726
Bridge High School at Dighton-Rehoboth Regional
2700 Regional Road
North Dighton, MA 02764

Contact: Thomas Mello
(508) 962-2442
tmello@scecoll.org

Bridge High School at Dighton-Rehoboth Regional High School (DRRHS) and Bridge High School at Somerset Berkley Regional High School (SBRHS) aim to prepare students with moderate to severe intellectual disabilities to be productive citizens in their local communities. Bridge High School DRRHS was established in 2003 at Bishop-Connolly High School in Fall River and moved to Dighton-Rehoboth Regional in 2008. Bridge High School SBRHS was established in 2010.

During FY 2013, eight students attended Bridge High School DRRHS. Staff included a teacher and three paraprofessionals. Bridge High School SBRHS had six students with a teacher and two paraprofessionals. The average student to staff ratio was 2:1. Students received the following related services: speech-language, occupational and physical therapy; adapted physical education; and vision services,

as indicated in each student's Individual Education Plan (IEP).

Community-based vocational experiences are a distinctive feature of both programs. These sites afford students who have previously had limited opportunities, the chance to encounter real work in a range of internships including at AuClair's Market (Somerset), Big Lots Department Store (Swansea), Go Fetch, a pet grooming business (New Bedford), Seekonk Department of Public Works (Seekonk), Dunkin Donuts (Taunton), The Fall River Food Pantry (Fall River) and Sharing the Harvest, a community garden in Dartmouth. The importance of providing community-based vocational services for students with moderate and severe intellectual disabilities is an example of best practice since students with more significant disabilities have difficulty generalizing skills across settings. It is often best to teach skills in the actual settings where they will be used.

Staff at the two school sites provide job coaching services in order to assist students in community-based vocational settings using a supported employment model that encourages as much student independence as possible, providing assistance only as needed to complete steps within a task analysis of specific job duties. Staff also regularly collect data about student performance. Certain staff at each site have designated roles as job developers in an attempt to secure paid employment for students.

In addition to community-based vocational services that offer meaningful experiences in real work settings, students at these two public high schools also receive school-based vocational experiences in a variety of locations throughout their respective schools in the following areas: mail handling (mailroom), collecting attendance folders (throughout school) and then sorting these folders (mailroom), collecting/delivering teachers' requests for school supplies (supply closet) throughout the building, collecting/delivering packages/boxes using tools such as hand trucks and carts (custodian's office) throughout the school, paper recycling throughout the building by emptying and returning recycle bins to the correct classroom/office and trash removal (cafeteria) by taking out and replacing trash bags and placing trash bags in dumpsters outside of school. Students also receive school and community-based instruction to learn many activities of daily living skills such as grocery shopping for weekly cooking groups.

Students have weekly opportunities to attend the Seekonk YMCA where they can swim/exercise in a pool as well as practice dressing and bathing skills on a regular basis. Students receive instruction in functional academics (English language arts, mathematics, science and technology/engineering, history and social science) linked to the Massachusetts Curriculum Frameworks and the Common Core Curriculum and modified to address the individual abilities of students. Students in 10th grade participate in the MCAS Alternate Assessment.

Service delivery within the two high school Bridge programs is driven by SCEC Core Values that espouse, "our ultimate goal is to enable students to participate and contribute as fully as possible in the communities in which they live and begin planning for

It is often best to teach skills in the actual settings where they will be used.

transitioning to their home, school or adulthood." Staff employ the same type of supported employment approach used in community-based vocational settings to assist students in various school-based environments by encouraging as much independence as possible and by providing the minimal amount of assistance needed for students to complete all steps within a task analysis. The other major SCEC Core Value that is reflected in the Bridge programs is the belief that, "the family unit and family-school collaboration are essential factors in supporting and sustaining a student's learning and development." Staff at Bridge High School apply a person-centered planning approach that has sought to create more desirable outcomes for students based upon input from students and their families.

Staff regularly collect data concerning maladaptive student behavior in the form of a document that is known as an ABO form. Staff collect data about student performance within various curricular domains such as vocational training, activities of daily living and functional academics within school and community-based settings.

The Bridge High Schools use a supported employment approach to strive for the desirable outcome of paid employment in individualized jobs for our students as they leave school. Person-centered planning is another best practice that has been used with SCEC staff in partnership with students and their families at in an attempt to produce desirable outcomes in employment and leisure/recreation opportunities. In 2013, SCEC staff at both Bridge High Schools introduced the use of student-led IEP's that encouraged increased participation of students in their IEP meetings through the presentation of PowerPoint displays of activities they complete throughout the year at the start of their meetings.

Professional learning in 2012-2013 focused on transition-oriented trainings that included information on job coaching, job development and improving data collection within community-based vocational settings. These professional learning activities led to staff at both sites assuming job development duties and taking a more systematic approach to transition services.

Although no students returned to their home school districts in 2012-2013, three students moved into Bridge High School from other more restrictive settings. Four students attained age 22 during the school year and all entered adult service programs funded by D.D.S.

Cost Effectiveness

Value-Added Services: Students attending Bridge High School classrooms are able to live at home with their families. Students have the opportunity to attend school close to home and not have to ride in a vehicle for an extended amount of time at the beginning and end of their school day. Students have the opportunity to participate in leisure/recreation events with their peers without

disabilities. For example, over the years, students have attended football games, concerts and school plays. Students at Bridge High School DRRHS regularly attend "Best Buddies" events that take place after school hours throughout the school year. These opportunities might not be available at a private day school placement.

Cost Effectiveness: A comparison was made between tuitions at Bridge High School and tuitions at private day schools with similar educational/vocational offerings. The table on the following page demonstrates these comparisons:

SCEC staff at both Bridge High Schools introduced the use of student-led IEP's that encouraged increased participation of students in their IEP meetings.



Mr. Mello presents information regarding "Student-Led IEP's" to a colleague at SCEC's Learning Expo in May, 2013.

2013 Tuitions at Bridge High School Compared to Private Day School Average Tuition*	
Member District Tuition	\$49,280
Participating District Tuition	\$58,300
Average Private Day School Tuition	\$61,168
Member District Savings	\$11,888
Participating District Savings	\$2,868

* From Mass. OSD - mass.gov/spedpricing

Accomplishments for 2012-2013

- Five students from both sites participated in a 6-week Self Advocacy Leadership Series at Bridgewater State University, culminating with PowerPoint presentations displayed by all participants for their families and friends in attendance.
- Seven students attended one or more leisure/recreation activities through Dighton-Rehoboth's "Best Buddies" program.
- Students were active in student-led IEP's, an approach that encourages increased involvement in the IEP process, such as describing/reading activities that students complete in and out of school using a PowerPoint format at the start of their IEP meetings.
- Three staff from SCEC and three families from Bridge High School attended trainings from the "Full Life Ahead" series, a newly introduced set of trainings geared towards providing families with information about best practices in topics of interest to them, such as post secondary possibilities for students with disabilities, person-centered planning, transition and friendships for persons with disabilities.
- Implemented a more systematic approach to job development based on input from families and students and utilized personal connections that staff had to approach potential employers.
- Staff designated individuals who had expressed an interest in assuming job development duties and applying some of the aforementioned approaches to this activity.
- A student from Bridge High School SBRHS obtained paid employment at a job four miles from his home. A flexible approach to support this student was developed that enabled the job coach to assist the student at work after traditional school hours and at the same time, was responsive to the employer's needs.
- Two additional internship sites were added in Swansea and Dartmouth.

Plans for FY 2014

- Continuation of ongoing involvement of students from both schools in the Self Advocacy Series at Bridgewater State University.
- The student-led IEP approach will continue to be used and ways to increase involvement for all students in the process will be explored.
- Continued involvement in the "Full Life Ahead" series of training aimed at providing families with state of the art information about best practices in topics of importance to them.
- The person-centered planning approach will be expanded to additional families with the hope of producing more quality outcomes such as paid employment for additional students as well as securing more internship sites where students can receive increased vocational training experiences in community-based settings.
- Develop and implement a digitized web-based data collection system that records student regulation and participation on a daily basis.
- Develop and implement a web-based data collection system that reports student's antecedent, behaviors and outcomes and provides graphs and charts of trends and analysis of the data collected.

Thomas Mello, M.Ed

A student from Bridge High School at SBRHS obtained paid employment at a job four miles from his home.

Behavior Consultation Services

Applied Behavior Analysis

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The Applied Behavior Analysis (ABA) Department of South Coast Educational Collaborative was established in July 2012 and consists of one Board-Certified Behavior Analyst (BCBA) and two ABA paraprofessionals. ABA staff promote the core values of the collaborative by determining each individual student's and their family's needs by the process of assessment that takes into account the context in which a student functions, and the specific characteristics, whether challenges or strengths, that affect how those needs are met. Individualized programming is developed based upon research validated practices that have been demonstrated to be effective. This programming accommodates a student's deficits while capitalizing on their strengths. The expertise of other disciplines, such as occupational therapy, speech-language pathology, social work and psychology, informs the development and implementation of these plans. A student's speech, language, sensory systems, social skills and emotional states affect the design and implementation of educational and behavior plans, with the result that the ABA staff collaborate with other departments on a continuous basis. SCEC and ABA staff collect and analyze data, adjusting interventions to ensure that students are receiving effective education and performing up to their capacity.

SCEC and ABA staff collect and analyze data, adjusting interventions to ensure that students are receiving effective education and performing up to their capacity.

The ABA department provides behavior analytic services, assessment and consultation for students ages 3 to 22. Services are provided for students as proscribed by the Individualized Education Program (IEP) or as the need arises for other services. Direct services are provided both in the classroom and in separate pull-out sessions. Consultation is provided both on a fixed schedule or as needed. The Board Certified Behavior Analyst (BCBA) and ABA paraprofessionals work closely with the classroom teacher, paraprofessional staff, and classroom teacher using evidence-based practices such as Discrete-Trial Teaching (DTT), Direct Instruction (DI), Verbal Behavior Analysis (VBA), and Incidental Teaching to ensure that the students make substantive progress towards their goals. In addition, the ABA staff endeavor to generalize that progress across all conditions, so that the student makes meaningful gains in education, communication, self-management and social skills in the least restrictive setting possible. The ABA department is flexible and responsive to the needs of the student, family and classroom and strive to develop creative and effective solutions to problems that affect a students learning and development. Below is a summary of the types of services provided to both SCEC programs and member districts in FY 2013:

ABA Service	Number and Type of Service Providers	Number of District Students Served FY 2013	Number of SCEC Students Served FY 2013	Total Number of Students Served FY 2013
Assessment	1 BCBA	6	14	20
Consultation	1 BCBA	10	34	44
Direct Services	1 BCBA 2 Assistants	2	5	7

SCEC Services

There were a wide range of services provided to SCEC classrooms by the ABA department in the past year. We provided Skills Assessments as well as Functional Behavior Assessments (FBAs) for 14 students. Skills assessments included the *Verbal Behavior Milestones and Placement Protocols* (VB-MAPP), which were conducted for young children or children with a suspected developmental age of 0-4 years. For elementary school age children, we used the *Assessment of Basic Learning and Language Skills-Revised* (ABLLS-R). For middle school and high school students, the four *Assessment of Functional Living Skills* (AFLS): Basic Language Skills, Community Skills, Home Skills and School Skills were utilized. From these assessments, we were able to derive educational

and behavioral goals to support each student in the classroom.

The ABA department provided direct services to five students who required an additional level of structure or support. These included in-classroom as well as pull-out instruction. Students worked 1:1 with ABA paraprofessionals, or classroom staff trained in ABA, on specific skills that a student was not able to acquire during regular classroom instruction, including receptive and expressive language skills, functional communication, imitation, and attending skills.

As part of our consultation services, we worked with the teaching and professional staff as well as outside consultants to develop individualized behavior intervention plans incorporating the principles of positive behavior supports for twenty-three students. These plans consisted of reinforcement strategies for increasing adaptive behavior, antecedent manipulations for preventing problem behavior, and intervention strategies to address problem behaviors. Staff collected data in order to determine the effectiveness of the plans, and the BCBA summarized and analyzed the results. Nineteen of these twenty three students showed improvement by increasing adaptive behavior while reducing one or more target behaviors. One student showed neither progress nor regression. Three students left the Collaborative before progress could be determined.

District Services

There were a wide range of services provided to member districts by the ABA department in the past year. The type of

service provided was determined by the needs of the students and families, and the supports that the districts required to meet these needs. As with SCEC classrooms, we provided Skills Assessments as well as Functional Behavior Assessments (FBAs) to six students, including students in the regular education setting who had few if any accommodations, as well as students with 504 plans and IEPs.

In addition to the consultation services provided for 10 district students, the ABA department provided direct ABA pull-out services and in-classroom 1:1 support for two students. We facilitated the transition of one student back to his district and monitored his progress there. The BCBA provided supervised experience to a district teacher in order to meet requirements for her to sit for the BCBA exam while providing consultation to two students in her classroom. Supervision is designed to ensure that the BCBA candidate is able to demonstrate the skills necessary to practice as a competent BCBA as proscribed by the Behavior Analyst Supervision Board Task List, including such skills as the writing of assessments and development of educational and behavior plans, as well as conducting her/himself in a manner consistent with the Board's professional and ethical guidelines.

Cost Effectiveness

Providing cost effective services is a SCEC objective in its Collaborative Agreement. Compared to the rates charged by other ABA providers, the ABA department at SCEC is very cost effective. SCEC provided ABA services at a rate 50-75% lower than other ABA service providers, as shown in the table below. The average rates for private ABA providers were obtained through telephone calls to a sample of private ABA providers statewide who provide ABA services to school districts.

ABA Service	Rate Type	SCEC	Average Private ABA Provider	Cost Savings
Assessment	Functional Behavior Assessment	\$400	\$1,200	66%
	Skills Assessment	\$400-\$700	\$1,200-\$2,000	66%
Consultation	Hourly Rate	\$25	\$100	75%
Direct Service	Member Hourly Rate	\$25	\$50	50%

Training and Professional Development

In addition to on-going job-embedded training in Applied Behavior Analysis specific to each student, staff from the ABA department received additional training during FY 2013 SCEC-wide professional development days, including Social Communication; Emotional Regulation, and Transactional Supports (SCERTS); Crisis

Prevention and Intervention (CPI), and CPR/First Aid.

ABA paraprofessional staff sought out additional training in specific topics related to autism in general and applied behavior analysis in particular using free on-line *Autism Internet Modules* and manuals including *Teaching Language Skills to Children with Autism* (Partington and Sundberg), *The Picture Exchange Communication System* (Bondi and Frost) and *Picture Activity Schedules for Children with Autism* (McClanahan and Krantz). These resources were discussed during weekly supervision sessions in which we identified pragmatic means to apply these concepts to daily instruction.

Gregory P. Sargeant, MS.Ed,
BCBA

Related Services

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The Related Services division of South Coast Educational Collaborative offers comprehensive therapeutic services to children ages 3 through 22 in SCEC programs and local districts. All services are provided as outlined in the students' IEPs and are designed to support students within their educational setting. Our therapists work closely with the student's educational team and family to provide integrated services that support individual development and academic growth. Services provided include:

- **Speech-Language Therapy** addresses the student's receptive and expressive language, social pragmatics, and speech production skills to increase overall functional communication skills. Speech-language therapists provide augmentative and alternative communication supports and intervention to students who are non-verbal.
- **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** works on a 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) helps determine 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 various environments, both familiar and unfamiliar. 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. Supports provided may include hardware, software, adaptive equipment, low-tech supports, and/or recommendations for staff training or curriculum modification.

SCEC Related Services - Staff and Students 2012-13

Related Service	Number and Type of Service Providers	Number of District Students Served	Number of SCEC Students Served	Total Number
Speech-Language Therapy	Speech Pathologists - 10 Speech Assistants - 11	513	203	716
Occupational Therapy	Occupational Therapists - 7 Occupational Therapy Ass'ts. - 7	384	178	562
Adapted Physical Education	Adapted Physical Education Teachers - 4	108	254	362
Physical Therapy	Physical Therapists - 3 Physical Therapy Ass'ts. - 3	93	67	160
Assistive Technology	Assistive Technology Specialists - 3	41	38	79
Educational Services for the Visually Impaired	Teacher of the Visually Impaired - 1	20	26	46
Orientation and Mobility	Orientation and Mobility Specialist	5	11	16

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. Related Service educators provide direct, consultative and evaluation services for students throughout SCEC. Family-centered care is a priority for all Related Service providers who work closely with families to provide education 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.

In addition to providing services to students throughout SCEC, Related Service providers are integral members of the SCEC interdisciplinary team at each level of programming. Related Service providers are active participants in weekly team meetings, curriculum development, program planning and implementation. Related Service providers work at each site to provide suggestions for environmental modifications and to provide training to educational teams regarding student-specific needs.

District Services

SCEC works directly with member and participating districts to meet the in-district need for Related Services throughout southern Massachusetts. In-district Related Services were provided to the following school districts during the 2012-13 school year:

- Berkley Public Schools
- Bristol County Agricultural High School
- Dighton-Rehoboth Regional School
- Fairhaven Public Schools
- Freetown-Lakeville Community
- Schwartz Center for Children
- Seekonk Public Schools
- Somerset Berkley Regional Schools
- Swansea Public Schools

In each of these districts, SCEC Related Service providers are active members of the in-district educational team. In addition to providing direct, consultative, evaluation and screening services for in-district students, SCEC Related Service providers offer a range of services to enhance student outcomes in each district, including:

- Response to Intervention (RTI) initiatives including in-class group services by occupational and speech-language therapists in preschool, kindergarten and first grade.
- Supporting child find and transition from early intervention to school-based services.
- Developing and implementing building-based service plans and 504 plans.
- 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.
- Providing family support, education and training.

Cost Effectiveness

SCEC Related Services are provided to local school districts at a

substantially reduced rate as compared to the statewide average for educational collaboratives and/or local hospitals. As illustrated in the table below, member districts are provided services at an hourly rate that was substantially below the average rate when compared to the state-wide average for educational collaboratives for FY 2012-2013. Districts in need of a greater amount of Related

Cost Effectiveness of SCEC Related Services FY 13

Related Service	Rate Type	SCEC Rate	Average MOEC Rate*	Average Hospital Rate**	Cost Savings Provided by SCEC
Physical Therapy	Member Hourly Rate	\$68/hr.	\$72.49/hr.	\$160/hr.	\$4.49-\$92/hr.
	Non-Member Hourly Rate	\$75/hr.	\$75/hr.		
Occupational Therapy	Member Hourly Rate	\$68/hr.	\$72.99/hr.	\$160/hr.	\$4.99-\$92/hr.
	Non-Member Hourly Rate	\$75/hr.	\$75/hr.		

*Data from the Massachusetts Organization of Educational Collaboratives (MOEC) report: "Educational Collaborative Specialist Services Analysis"

**Data gathered from a telephone survey of hospitals in southern Massachusetts

Services were offered the option of purchasing services at a daily rate of \$435. This is a cost savings of \$65-\$127 per day based on member/non-member hourly rates as listed in the table above. 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.

Training and Professional Learning

SCEC Related Service providers meet monthly in discipline-specific groups to share knowledge, experience and within their

area of practice. Evidence-based practice, real-time data collection, and improving student outcomes are the major themes driving discipline-specific work groups. All providers remain current in their field through participation in SCEC professional learning opportunities, attendance at workshops and conferences, and other continuing education opportunities. Additional continuing education opportunities during the 2012-13 school year included supplemental training in the following areas:

- Transition planning
- Using visuals to enhance student outcomes
- Working effectively with para-professionals within the classroom

SCEC Related Services sponsored several half- and full-day onsite workshops during the 2012-13 school year. These workshops were well-attended by both internal SCEC staff and educators from our member and participating districts. Workshops sponsored by Related Services included:

- BoardMaker Studio (10/5/12 and 12/6/12)
- SmartBoard (11/7/12)
- iPad Basics (12/12/12 and 4/4/13)

Related Services coordinates and hosts training opportunities sponsored by other organizations. Vendor-specific communication device trainings were hosted for Dynavox, Mayer-Johnson and the Prentke-Romich company. A full-day webinar on Selective Mutism was offered to speech-language pathologists and assistants throughout southeastern Massachusetts.

Bethany DeNardo, PT MPH
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Teacher/Leaders for Related Services

Professional Learning

Professional Learning and the South Coast Learning Expo

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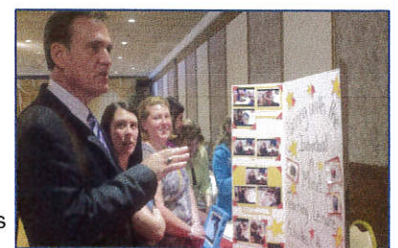
Since its inception, South Coast Educational Collaborative (SCEC) has prepared and delivered comprehensive, high-quality, cost-effective, research-based, contemporary professional learning experiences for its special education staff, as well as other educational professionals from southeastern Massachusetts and Rhode Island. The organization has served as the basis for numerous doctoral projects throughout the past decade, fortifying its mission, vision and strategic plan.

Since *Learning Forward* published its revised Professional Learning Standards for Educators in 2011, SCEC's Professional Development Team, led by a *Learning Forward* Academy Member, has immersed itself in the process of embedding the revised standards into all of its professional growth and learning experiences. It was imperative for all staff to recognize that improving student outcomes is central to the purpose of providing professional growth opportunities to all. Prioritizing this was a chief goal in FY 2013. Members of the organization developed and honed their site-based learning goals and objectives which serve as the emphasis for their individual and team professional growth models and, subsequently, support the Massachusetts Educator Evaluation initiative.

Since 2011, SCEC staff and site-based leaders have established their own ongoing weekly or monthly job-embedded professional learning experiences. Many of the topics examined during those experiences are shared during SCEC's annual Learning Expo. The Learning Expo serves as a culminating professional learning experience designed to promote collaboration and collegiality throughout the organization. This innovative, cost-effective learning model emphasizes the new resources and practices that have been used to increase student outcomes throughout the year.

The implementation of this learning model has resulted in an increase in staff expertise throughout the Collaborative, while enabling staff to acquire and refine their professional skills within their daily practice. Among the FY 2013 learning team topics that were researched, studied and presented are the following:

- Planning with the Individual in Mind: Using Video Modeling
- The SCEC Community Garden
- Utilization of Technology for Data Collection



Dr. Heimbecker learns about "Planning with the Individual in Mind" at SCEC's May 2013 Learning Expo

- Lego Engineering
- Crisis Prevention Intervention Innovations
- Person-Centered Planning
- Student-Led IEPs
- The Nature Connection: ECO Group
- iPad Show & Tell

In order to enhance staff expertise and empower leaders throughout the organization, SCEC staff design and facilitate many of the embedded professional learning experiences that occur throughout the organization weekly, monthly and on designated professional learning days. In FY 2013, 75% of the twelve in-house offerings were facilitated by SCEC staff, as compared with sessions led by external consultants. This generated a savings of approximately \$10,000, assuming each external consultant charges approximately \$2,000 to facilitate a full-day workshop.

College and University Professional Learning Partnership Programs

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During the past two decades, South Coast Educational Collaborative (SCEC) has had the distinct privilege of partnering with six two-year and four-year colleges and universities to provide programs for individuals aspiring to earn their Associate's, Bachelor's, Master's and Doctorate degree or Department of Elementary and Secondary Education licensure in the field of education. Through the organization's collegial affiliations with Bristol Community College, Boston University,

Bridgewater State University, Framingham State University, Northeastern University and Simmons College, we have been able to provide affordable, relevant, rigorous curricula and practicum experiences for individuals living in southeastern Massachusetts and Rhode Island. Most of the courses offered through these partnership programs are held in fully equipped "smart" classrooms at SCEC instead of on-campus. This makes the courses more cost effective for participants because of less travel and lower tuition rates.

Accomplishments for 2012-2013

During FY 2013, SCEC partnered with Bridgewater State University (BSU) to develop and distribute a needs assessment throughout the public school districts, private schools and educational organizations throughout their catchment area. The purpose of the needs assessment was to determine the extent to which a partnership program between SCEC and BSU could design cost-effective programs that would effectively meet the needs of educators, aspiring educators, administrators, clinicians, or other school faculty. The synthesized data indicated an existing local gap in high quality, cost effective educator preparation programs for candidates who were seeking initial licensure in severe disabilities. Subsequently, BSU and SCEC administrators partnered to design a rigorous and robust program to meet these regional needs effectively.

Plans for FY 2014

In May 2014, twenty candidates who have been actively participating in the SCEC/Simmons College Partnership Program for several years will be awarded their Master's Degrees and be eligible for initial licensure as special educators through the Massachusetts Department of Elementary and Secondary Education. These candidates are looking forward, with great enthusiasm, to providing quality programs and services to students with special needs and their families, based on the robust learning experiences they have garnered throughout their participation in this dynamic cohort.

In July 2013, the Department of Elementary and Secondary Education authorized the SCEC/Boston University Partnership Program to conduct and endorse candidates for initial licensure in the following administrative domains: Superintendent/Assistant Superintendent (all levels), Principal/Assistant Principal (PK-8 and 5-12), Special Education Administrator (all levels) and Supervisor/Director (all levels). Throughout fall 2013, SCEC and its partners will actively recruit candidates for this rigorous, contemporary, research-based, cost effective administrator licensure program. Given ample qualified applicants, the Partnership Program anticipates that its initial cohort, which is aligned with the Commonwealth's *Regulations for Educator License and Preparation Program Approval (603 CMR 7.00)* as well as the *Guidelines for the Preparation of Administrative Leaders (2012)*, will commence in January 2014. The SCEC/Boston University learning community, which is guided by accomplished scholars and practitioners, recognizes that teaching in the 21st century is a complex vocation that necessitates high quality leadership and is eager to

prepare aspiring administrators to meet these contemporary challenges and opportunities.

The SCEC/Framingham State Partnership Program for professional educator licensure is actively recruiting qualified candidates for its sixth cohort, which will commence in summer 2014, given sufficient enrollment. The Northeastern University/SCEC "Bridge to Teaching" program for paraprofessionals continues to recruit candidates for additional cohorts that prepare aspiring educators for a Bachelor's degree and initial licensure as special educators.

The SCEC/BSU Partnership Program is also actively recruiting qualified candidates for its cohort, which is scheduled to commence in January 2014.

Southeastern Massachusetts Readiness Center

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In January 2012, South Coast Educational Collaborative (SCEC) proudly entered into a partnership with Bridgewater State University in order to provide personnel and resources to the Southeastern Massachusetts Readiness Center (SEMARC). SEMARC is one of six regional centers which were established by the Commonwealth's Governor, Deval Patrick, in collaboration with Secretary Reville and the Executive Office of Education.

Currently, the position of SEMARC Executive Director is shared by SCEC personnel as well as Bridgewater State University personnel. SEMARC is governed by a board of directors which is comprised of seven members who represent its primary partners. These members represent Early Education and Care (EEC) agencies, K-12 public schools, the Southeast Collaborative Regional Organization (SCRO) of nine educational collaboratives in southeastern Massachusetts, District and School Assistance Centers (DSAC) and institutions of higher education. Contained within SEMARC's catchment are the following stakeholder groups: six-year, two-year and four-year colleges/universities, 80 public school districts, the Southeast Regional Collaborative Organization (SCRO) and more than 150 EEC agencies/centers.

The six Regional Readiness centers are responsible for collaborating with representatives from the Executive Office of Education, The Department of Early Childhood and Care, The Department of Elementary and Secondary Education and the Department of Higher Education in order to furnish high-quality, research-based professional learning experiences that emphasize contemporary topics for those educators throughout the Commonwealth who serve learners ages birth-22. The Regional Readiness Center initiatives are funded through a variety of federal and local grants, which emerge, primarily, from Race To The Top allocations. The SEMARC Readiness Center Executive Directors assume board membership responsibilities for the Post-Masters Certificate Program for EEC Educators, Southeast Education Professional Partnership (SEEPP), a collaboration of early education and care,

out-of-school-time, public schools, higher education and community partners in southeastern Massachusetts, the Southeast Collaborative Regional Organization (SCRO), the Southeastern Massachusetts STEM Advisory Council, the Brain Building Action Planning Team, The Readiness Cabinet and the National Governors' Association Birth-Grade 3 Initiative.

The following are among the initiatives that SEMARC supported with professional learning opportunities during the FY 2013 year:

- Partnership for the Assessment of Readiness for College and Career (PARCC).
- Implementation of the Common Core State Standards, Preschool Learning Standards, New Next Generation Science Standards, and World-class Instructional Design and Assessment English Language development standards (WIDA).
- SEMARC convened a series of Collegial Conversations between high school, college and university faculty to support alignment among high schools and post-secondary university faculty to facilitate the preparation of students to be college and career ready.

SEMARC will continue to support initiatives, as requested by the Departments of Early Education and Care, Elementary and Secondary Education and Higher Education, throughout FY 2014. SEMARC is beneficial to districts and other educational organizations because it provides complementary, contemporary workshops and learning experiences that

BSU and SCEC have partnered to design a rigorous and robust program to provide a much-needed program leading to Initial licensure in Severe

support Departmental initiatives at the local level. These learning experiences are cost effective for districts because they do not need to engage staff or consultants to design and deliver separate programs for their staff.

Southeast Collaborative Regional Organization

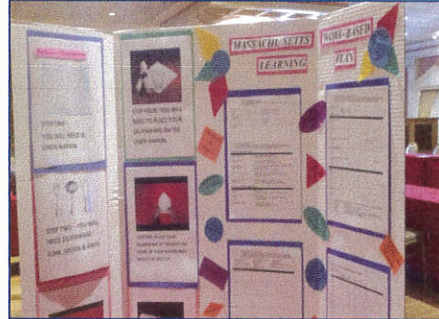
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South Coast Educational Collaborative (SCEC) has been an active and integral member of the Southeast Collaborative Regional Organization (SCRO) which has represented the following Region 5 collaboratives since 2009: CHARMSS Collaborative, Bi-County Collaborative (BICO), Pilgrim Area Collaborative, READS Collaborative, Southeastern Massachusetts Regional Collaborative, South Shore Educational Collaborative, North River Collaborative, Cape Cod Collaborative and South Coast Educational Collaborative. SCRO's mission is to work collaboratively and collegially to provide the necessary academic, therapeutic, clinical and professional learning supports to students, families and educational professionals within their service agencies. In addition, SCRO members exist to provide these resources and supports to the public school districts within their catchment areas.

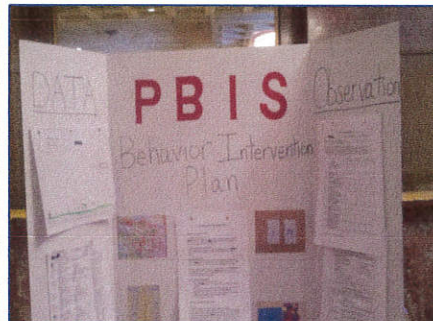
On November 6, 2012 SCEC staff and colleagues from SCRO member partnerships participated in the 4th annual SCRO Professional Learning Day. Each of the SCRO members hosted at least one professional learning workshop pertaining to critical topics which were identified throughout their catchment area. This annual common professional learning day enables staff from all participating collaboratives to attend learning sessions at a reduced rate. This was a cost-effective way for the SCRO collaboratives to expand the range of high-quality learning opportunities for their staff and the districts they serve. SCEC offered the following engaging workshops for fifty active participants:

- *Working with Students with Visual Impairments*
- *Using the SCERTS Model to Support the Educational Environment.*

Stacey A. Kaminski, Ed.D.



Presentation on Work-Based Learning Plans from the Learning Expo held on May 4, 2013. This Work-Based Learning Plan was critically examined and used to enhance student programming.



Presentation on Positive Behavioral Intervention and Supports (PBIS) from the Learning Expo held on May 4, 2013. Throughout the 2012-2013 school year, PBIS was implemented in many programs to enhance student programming.

General Education Supports

South Coast Educational Collaborative (SCEC) is committed to providing value-added, cost-effective trainings and supports to its member and participating districts. The following outlines several of the general education supports available to districts:

Induction and Mentoring Training Program

Contact: Maureen Canner
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South Coast Educational Collaborative (SCEC) has a long history of providing high quality and cost-effective professional learning for educators from multiple school districts and the Mentor Training Program is a wonderful example. Since 2003, SCEC has trained over 200 mentors from 12 school districts, as well 20 South Coast educators. The goals of this two day training program are:

- To increase understanding of the roles and responsibilities of successful mentors.
- To expand the skills and knowledge needed for quality mentoring, especially utilizing peer coaching and conferencing techniques.
- To increase educators' understanding of the mentor-protégé relationship.

During the 2012-2013 school year, mentor training once again increased its quality due to the implementation and impact of the new Educator Evaluation initiative. Not only must mentors learn strategies and approaches to work effectively with their protégées, they must also assist the beginning teacher to understand the new

standards, assessment tools and other components of this educational reform. Mentor training has now become an opportunity for all educators to enhance their skills, study best practices and integrate all aspects of 21st century education into their classrooms and districts.

Research shows that the quality of teachers is one of the most important school level factors affecting student outcomes. The challenge for all educators is to ensure that every day they are elevating their students. With the onset of the new Educator Evaluation and the continuation of high quality teacher mentoring, all educators - both beginning and veteran - can elevate their students.

Accomplishments in 2012-2013

With the adoption in June 2011 of new regulations for the evaluation of Massachusetts educators and the release in 2012 of standards, rubrics and training to support the new system, SCEC decided to focus its efforts on understanding the implications of the new evaluation system for collaborative educators and revising its Mentor Training Program and materials to reflect the new system. As a result, the Mentor Training Program was not offered in FY 13 and no mentors were trained.

Plans for FY 2014

SCEC plans to offer its revised and updated Mentor Training Program for the first time in December 2013 for participants from SCEC, other collaboratives and participating school districts. Prospective

mentors will work in teams to develop effective strategies for training, coaching and supporting new teachers in order to prepare learners for the future.

Cost Effectiveness

It is substantially more cost-effective for school districts and collaboratives to send teacher leaders to the SCEC Mentor Training Program than to develop and implement their own training programs. The cost for participants in the Mentor Training Program has remained steady at \$80 per participant (\$350 for each district team of five participants). This fee covers all materials for a two-day, 10-hour workshop as well as lunch both days. Thus, for a maximum outlay of \$80 per participant, districts have access to a long standing and well-regarded training program. In comparison, the *Mass Mentoring Partnership* charges a per person fee of \$125, without lunch, for a comparable two-day training program.*

Maureen Canner, Ed.S

*Mass Mentoring Partnership, 105
Chauncey Street, Boston, MA 02111

<http://massmentors.org/mentoreffect>

*Since 2003, SCEC
has trained over 200
mentors from 12
school districts in
Southeastern
Massachusetts*

Crisis Prevention Intervention®

Contact: Patricia Steele
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 steele@scecoll.org

South Coast Educational Collaborative (SCEC) provides prevention and intervention training, consultation, and positive behavioral intervention and supports that promote the care, welfare, safety and security for students, staff and learning environments. SCEC partners with Crisis Prevention Institute® to provide these supports for SCEC, member and participating districts and other collaboratives, meeting one objective from the SCEC Collaborative Agreement, "to offer a variety of quality professional development opportunities to general and special education teachers, administrators and related service providers.

SCEC believes staff productivity and educational teams are best supported when they are provided direction and resources. Prevention and intervention training is important for SCEC and its districts because it reduces the rate of injury, complies with legislative mandates, meets regulatory/accreditation standards, improves staff retention and minimizes exposure to liability.

The SCEC/CPI team is certified to provide training in non-violent crisis intervention skills, trauma-informed care, applied physical training, autism spectrum disorders, positive behavioral supports and managing actual and potential aggression. These systems provide a prevention-focused continuum of support, pro-active instructional strategies, data decision-making and research-based validated practices.

SCEC recognizes the importance of providing a safe learning environment that promotes equitable learning opportunities and cultural diversity, and enhances all members of our associated educational communities. The number of students with serious behavioral challenges who are served in the general school setting has increased. This population may include students with emotional and behavioral challenges, autism spectrum disorders, traumatic brain injury and health impairments.

Vendor	Cost Per Person for Initial 2-Day Training	Savings Realized with SCEC as Vendor
NAPPI	\$649	\$499
Pro-Act	\$650	\$500
QBS	\$500	\$350
Therapeutics Positions	\$800	\$650
RIGHT Response	\$1,900	\$1,750
MANDT	\$575	\$405
SCEC/CPI	\$150	-

Cost Effectiveness of CPI Services in FY 2013

The SCEC/CPI team analyzed the cost effectiveness of its services by focusing on the initial two-day training. The table above compares the cost for this training in FY 2013 for the SCEC/CPI Team and other vendors providing comparable trainings in Massachusetts. The table below shows how many educators were trained by the SCEC/CPI Team during the 2012-2013 school year:

Number of Educators CPI Trained - FY 13		
	Initial Training	Refresher Course
South Coast:	6	235
Member Districts:		
Somerset	10	42
Freetown-Lakeville	11	47
Berkley	2	12
Seekonk	4	44
Participating Districts:		
Acushnet	16	43
Dartmouth	10	59
Fall River	46	125
Burncoat	6	12
Agencies:		
Bloom Bus Company	100	100
Fisher Bus Company	34	34
Collaboratives:		
SMEC	2	75
CHARMSS	4	8
TOTAL:	251	836
		Total: 1,087

We continue to partner regionally and nationally with other organizations to inspire, enable and empower our students, educators, families, agencies and communities. As we look forward to the future, our efforts and focus continues to be on customization to meet high standards and exceed expectations in safe learning environments.

Patricia L. Steele, Ed.S.

Paraprofessional Training

Contact: Dr. Jennifer Faria (508) 962-5872
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In 2012-2013, SCEC developed and offered *Paraprofessional/Paraeducator Training* to two of its member districts, Seekonk and Somerset. More than 50 paraprofessionals participated. Comprehensive workshops focused on roles and responsibilities, expectations, disability categories, modifications, accommodations, differentiated instruction, legal and ethical issues, data collection and supporting students in inclusive settings. These workshops were modified to meet individual districts' needs and areas of focus.

Response to Intervention

Contact: Kathleen Neilson (508) 726-8422
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In May of 2013, in accordance with SCEC's mission to provide high quality and cost-effective professional learning to local school districts, a team of four SCEC professionals began a multi-year project to assist Somerset Public Schools in the implementation of R.T.I. (Response to Intervention) or M.T.S.S. (Multi-tiered System of Support). It was decided that each team member would be assigned to a specific school in order to gain an understanding of the culture and needs of each site.

Subsequent to consultation with Somerset administrators, a plan was devised to begin initial construct of the project at the elementary level. The SCEC team developed and conducted an assessment to measure the faculty's current knowledge of R.T.I. and the use of research-based best practices and data informed decision-making practices in their classrooms. The

information gleaned from this tool revealed a great disparity among practitioners regarding the R.T.I. process, with only 24% reporting that they had substantial knowledge. This feedback led the SCEC team and Somerset administrators to develop a plan for FY 2014:

- Conduct an initial training with Somerset educators of each of the four elementary schools in the Somerset District (August 2013).
- Fall 2013: meet with administration and faculty at each of the four elementary schools to further assess each school's needs in regard to development of an on-site multi-tiered system of support.
- Provide opportunities for discussion, visits to R.T.I. sites, NCRTI webinars, and selected readings and research.
- Develop the Somerset District Team which will begin looking at stage two planning initiatives including the availability of assessment tools, defining leadership roles, determining professional learning needs and building support for implementation among faculty members.
- Provide more in-depth training as needed.
- Provide ongoing follow-up by the SCEC Team.
- Provide professional learning in areas of pedagogy such as differentiation and data-based decision making, and training in the use of research-based practices in the classroom.
- Each school will develop timelines for training and forge a plan to implement an R.T.I. pilot program in each school for September of 2014.

Kathleen Neilson, Ed.S

Educational Consulting

Contact: Carolyn McKearney (508) 379-1180
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South Coast Educational Collaborative offers educational consultation to districts. In the 2012-2013 school year, several members of the SCEC leadership team provided consultation for:

Positive Behavioral Interventions & Supports (PBIS)

SCEC consultants worked directly with educators, paraprofessionals and administrators to create safe educational environments where students can flourish. Focus is on developing prevention strategies that support all students. Functional Behavioral Assessments are also developed for individual students who exhibit challenging behaviors within the classroom. SCEC provided consultation around PBIS strategies to five districts (Freetown-Lakeville, Somerset, Acushnet, Swansea and Seekonk).

Inclusion Practices

SCEC consultants assisted two districts in supporting students with special needs in an effort to maintain the child's placement in the regular education classroom. Training and supports were developed around differentiated instruction, data collection and positive behavioral supports. Franklin School District therapists participated in a training focusing on accessing the curriculum in an inclusive environment.

Carolyn McKearney, Ed.D

The SCEC team developed and conducted an assessment to measure the faculty's current knowledge of R.T.I. and the use of research-based best practices and data informed decision-making practices in their classrooms.

Educator Evaluation

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In September 2011, South Coast Educational Collaborative was selected by the Massachusetts Department of Elementary and Secondary Education to be one of four Early Adopter Collaboratives for the state's new educator evaluation regulations. This presented SCEC with a unique opportunity to help shape an evaluation process that would be meaningful for all educators and students and especially relevant for special education teachers, related service providers, counselors, nurses, administrators and other educators who serve students with significant disabilities. The SCEC Educator Evaluation Committee completed the following tasks during 2012-2013:

Accomplishments FY 2013

- Developed a comprehensive Educator Evaluation Framework for SCEC based on D.E.S.E. guidelines, rubrics and materials which was ratified by the South Coast Educational Collaborative Federation of Teachers on February 26, 2013 and approved by the SCEC Board of Directors on February 28, 2013.
 - Established teams of educators who will work together to develop goals for their evaluations. Each educator was assigned a primary and a contributing evaluator.
 - Working with union representatives, established a timeline for each step in the
- Established a comprehensive training schedule to be implemented in the summer and fall of 2013. In anticipation of these trainings, accessed the D.E.S.E.-mandated training materials and printed binders for all educators.
 - Researched and attended presentations regarding available commercial software to assist in the management of the evaluation process.
 - Maintained ongoing communication with D.E.S.E. regarding district determined measures, staff and student feedback and other evaluation requirements and protocols.
 - Consistently and effectively engaged in ongoing communication with all D.E.S.E.-licensed educators at SCEC to ensure understanding of and commitment to the upcoming evaluation process.

Plans for FY 2014

- Complete all D.E.S.E. mandated trainings for teachers, D.E.S.E.-licensed related service providers, school psychologists, nurses and administrators by November 1, 2013.
- Purchase and implement a web-based educator evaluation management system by September 1, 2013.
- Complete all phases of the educator evaluation protocol for each teacher, D.E.S.E.-licensed related service provider, nurse, school psychologist and administrator according to the established timelines.
- Continue ongoing communication with D.E.S.E. regarding district determined measures and staff and student feedback.
- Select and pilot district determined measures.
- Participate in the D.E.S.E. pilot survey regarding staff and student feedback with other districts (Auburn, Boston, Greater Lawrence Tech, Lincoln, Malden, Norwell, Quaboag, and Westport).

Katherine Novick, MS.Ed.

Needs Assessments

Curriculum

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In May 2013, the South Coast Educational Collaborative (SCEC) curriculum committee distributed a survey to all licensed staff to determine SCEC's existing curriculum materials and resources at all sites as well as to determine what is currently being used within classrooms. This survey was driven by the mission of the curriculum team which is "to create a culture and process of inquiry leading to the selection and development of learning activities that are outcome oriented. The process of inquiry will examine needs, interests and preferences of each student while considering the broader elements of the educational mission. These elements incorporate the principles of career and college readiness, technological literacy, and personal and social responsibility. The evaluation of curriculum materials and pedagogy will reflect this commitment to personalized education and technological fluency." This mission, as well as the curriculum needs assessment, is consistent with the goals and objectives of SCEC's Collaborative Agreement and core values.

Following is the list of questions from the survey:

- Currently, what methods do you use to assess students' individual needs?
- How do you determine what curriculum resources are appropriate to address individual student needs?

- Currently, what curriculum resources are you using with your students?
- How have you acquired these resources?
- How are you incorporating technology within student instruction?
- To what extent does technology enhance student instruction within your classroom?
- What are the needs of your students that you feel are unmet?

These questions were open-ended so responses varied based on student population served. A summary of data reviewed and recommendations are as follows:

- SCEC licensed staff use a variety of summative, formative and diagnostic testing to identify individual needs as well as inform instruction.
- Curriculum resources and materials are aligned with the Massachusetts Curriculum Frameworks and the Common Core as well as based on individual assessment.
- Published curricula being used, including academic, vocational, functional and social, are adapted and modified as well as supported by technology and teacher-developed materials.
- A variety of technology is integrated into instruction. Examples of technology used includes: iPads, handhelds, Smart Boards, laptops, desktop computers, website-based instruction, adaptive devices such as switches, and voice output devices.

- Technology has allowed students to gain access to enhanced and integrated instruction as well as allow for an alternative mode to demonstrate their understanding and synthesis of what is being taught.

Recommendations and Plans for FY 14

- Continued research and identification for curriculum resources that encompass multiple student needs.
- Identification of specialized academic curricula that focus on reading development.
- Identification of curricula that span across SCEC levels and sites.

Donna Cranshaw-Gabriel, Ed.S

Effective Evaluation of Special Education Programs

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In August 2012, SCEC sent a three-person team comprised of a special education administrator, a special education classroom teacher and a building principal to a professional learning opportunity facilitated by Learning Innovations at WestEd. The program was entitled, *Effective Evaluation of Special Education Programs*, and was sponsored by the Massachusetts Department of Elementary and Secondary Education as part of its 2012 Professional Development Institutes.

The evaluation of curriculum materials and pedagogy will reflect our commitment to personalized education and technological fluency.

Recognizing that successful post-secondary outcomes was a goal that we had for all of our students, the team's evaluation focus was on SCEC transition services as it pertained to our students with intellectual impairments within the age range of 19–22 years. The purpose of our evaluation was to review our existing transition protocols, policies and procedures. Through this evaluation process, we hope to improve outcomes for our students by ensuring that program supports and services are appropriate, inclusive and reflective of evidenced-based practices. In order to gather pertinent data for this project, we distributed questionnaires to three critical stakeholder groups. These groups included families, sending districts/stakeholders and adult service agencies.

This needs assessment of SCEC transition services is consistent with the goals and objectives of the Collaborative Agreement which states that SCEC services "shall complement and strengthen the school programs of the members and increase educational opportunities for children."

Following a comprehensive review of the data collected, the SCEC team proposed the following major recommendations to the SCEC Leadership Team at its March 2013 meeting:

South Coast should consider:

- Convening a team of administrators and other educators to discuss transition planning services with their sending districts/stakeholders to clarify transition timelines and streamlining processes. Soliciting insights from these stakeholders may be the impetus for changes in transition practices throughout

all programs.

- Providing students with further exposure to community-based activities, socialization opportunities, leisure/recreational activities, vocational/job readiness and activities of daily living skills.
- Revising transition planning with students to incorporate a cadre of transition assessments that can be used as students plan for post-secondary outcomes. These assessment reports could accompany students as they transition to adult service.
- Providing further opportunities for job exploration once students reach age 16. Earlier preparation for job placement may further enhance opportunities for supported employment as a post-secondary outcome.
- Fortifying its transition planning process with families through incorporating a person-centered planning approach.
- SCEC, with the support of its pertinent stakeholders, will develop and adhere to transition policies and procedures that support families at an earlier juncture.

In FY 2014, we will continue to work toward bringing as many of these recommendations to fruition as possible.

Francis W. Gallishaw, Jr., MS.Ed

Transportation Needs Assessment

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In the spring of 2013, South Coast Educational Collaborative conducted an internal transportation needs assessment. Members of the leadership team were surveyed to determine the efficacy and configuration of the Collaborative fleet of 14 vehicles. There were 12 responses. The results indicated that the number of vehicles was essentially adequate, but for the possible addition of a second wheelchair van.

There was an expressed need for an easier way for program leaders to request vehicles and to determine the real time usage of all the Collaborative vehicles to maximize utilization.

There was discussion of siting vehicles at host schools to reduce unnecessary travel time to and from program sites. The resulting plan was to continue to operate the fleet as it exists, but to consider a larger van or two if financial conditions warranted it.

Michael Novick, Ed.S

Through this process, we hope to improve outcomes for our students by assuring that program supports and services are appropriate, inclusive and reflective of evidenced-based practices.

Sustainability Initiatives

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The operational and procurement activities for South Coast Educational Collaborative (SCEC) continue to reflect the mission, purpose and objectives outlined in the Collaborative Agreement. The programs and services identified in the Collaborative Agreement specify transportation services, sustainability initiatives and community based vocational services. Many of the operational components are embedded in these programs and services. The operational elements at SCEC comprise such activities as maintenance of physical plant(s) and related facilities, telecommunications (land based and wireless), transportation and compliance with state and local regulatory jurisdictions. We stress cost effective solutions and measures that serve the operational needs of the special education programs and the professional development activities critical to the mission at SCEC.

SCEC has continued to “in source” maintenance and operational elements with the resultant cost savings and quality improvement. SCEC continues to engage in cost saving measures consistent its Collaborative Agreement. To support the cost effective maintenance of its facilities, SCEC utilizes its own licensed maintenance personnel whenever possible. The annualized wages and benefits compare favorably to costs for similar work sub contracted to outsourced vendors (Mass. Dept. of Labor Standards; ch. 149 sec. 26,27). Additionally, “in house” personnel support a time sensitive response unavailable through the exclusive use of sub-contracted personnel. This further supports the objective of sustainable programming

by the elimination or mitigation of disruption in educational programming caused by facility related issues.

SCEC has expanded its partnerships in the area of cooperative purchasing by obtaining membership in the Mass. Higher Education Purchasing Consortium, while maintaining partnerships in the Mass. Operational Services Division CommPass purchasing group. During FY 13, SCEC utilized the state fuel contract for its fleet of 14 vehicles. Based on a comparison of pump prices provided by the A.A.A. fuel cost reporting service, SCEC saved approximately \$880.00 in fuel costs. Through its membership in the Mass. Higher Education Consortium, SCEC purchased food service equipment at a savings of approximately \$1,200 over retail. Projected purchases of vehicles through the state vehicle contracts (OMV 10), project savings of approximately \$1,200 to \$1,500 per vehicle, depending on model based on Kelly Blue Book comparisons.

Pursuant to section 7 sub section G, we have engaged in efforts to project to the extent practicable, costs related to the preparation of the coming year’s budget. This includes such things as energy costs, telecommunication costs, maintenance and fuel costs, etc. SCEC continues to maintain its membership in the Southeast Natural Gas Purchasing Consortium. With the current contract price concluding at \$6.78/dTh in May of 2014, the group faces a decision about future contracts. With costs projected to increase to \$9.00 to \$9.25/dTh, the decision to lock in at predictable levels versus reverting to “residential” customers will affect the budget process to an extent.

With the expansion of the number of vendors participating in the state contracting network, it is reasonable to assume that costs associated with the operational aspects of the collaborative will be somewhat predictable and procurements will be conducted in compliance with Mass. General Law Chapter 30 B. Current efforts are under way to maximize collaborative resources to allow for multiple use of existing facilities and buildings for the stated missions of both student programming and regional professional learning.

- SCEC is implementing a GPS tracking platform with video recording capability for its fleet. To support the objectives of providing community based vocational services as well as possibly expanded transportation services, this technology will maximize routing efficiency while affording the level of oversight and accountability critical for entities serving children.
- The School Lunch Program has been expanded to the North Elementary School in Seekonk while maintaining the site at the Gallishaw School in Seekonk. This supports students in both locations to take full advantage of the state reimbursement program as well as federal nutritional standards. Cost savings to date have exceeded \$2,500 in the form of commodity and related cost reductions.
- In FY13, I completed the credentialing process for the role of Public Procurement Official, providing SCEC with a more robust fund of information related to options and methods for procuring goods and services required for the cost effective delivery of services essential to its mission and purpose.

Michael Novick, Ed.S

We stress cost effective solutions and measures that serve the operational needs of the special education programs and the professional development

Clinical Assessment Services

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Members of the SCEC Assessment Team include a licensed psychologist-health services provider, a board certified behavior analyst, two nationally certified school psychologists, and two pre-doctoral school psychology interns. The data below reflect the formal evaluations requested throughout the 2012-13 academic year.

Type of Assessment	# Completed	% of Total
Cognitive	111	56.34%
Achievement	19	9.64%
Social-Emotional	27	13.71%
Adaptive	14	7.11%
Executive Functioning	6	3.05%
Functional Behavioral Assessments	20	10.15%
Total Assessments	197	100%
Total # of SCEC Students Evaluated	46	26.74%
Total # of District Students Evaluated	126	73.26%

Members of the team were also involved in less formal, consultative processes within many of the SCEC programs as well as within classrooms of member districts. The evaluations completed by the members of the assessment team attempt to answer specific questions of the educational team or to re-assess areas of disability relative to the special education categorization. As such, the evaluations often involve multiple assessment tools (averaging 1.7 assessment tools per evaluation).

The Assessment Team completes evaluations of students within SCEC as well as within

the surrounding districts. These assessment services are consistent with the goals and objectives of the Collaborative Agreement which state that SCEC services are of "high quality," are provided in a "value-added" manner and are meant to "improve the academic achievement" of students within "the least restrictive environment." The Assessment Team has the capacity to assist districts when the assessment needs overwhelm their existing resources. East Bridgewater was such a case and

accounted for the majority of the cognitive evaluations completed by the team. They had two vacant school psychologist positions in the district, and the SCEC Assessment Team allotted substantial staff time over the course of seven months to accommodate their great need. The feedback from the district regarding the process of making the referral, the thoroughness of the evaluation, and the professionalism of the team members was positive.

They were appreciative of the ability of SCEC to enter their schools and work effectively with their staff and students in order to meet their obligations under the special education law. Below is a list of the districts that used the service most often.

School District	# of Requests	% of Total
East Bridgewater	85	48.83%
Foxborough	5	2.33%
Seekonk	9	2.91%
Somerset	38	22.01%
Swansea	8	4.65%
Taunton	15	8.72%
Other Districts	13	0.92%
Total	172	100%

The Assessment Team, by virtue of having a clinical psychologist as a SCEC staff member, has the ability to complete clinical psychological evaluations, which diagnoses psychopathology. Such an evaluation is meant to inform programming related to social-emotional needs when traditional evaluations are not sufficient. School districts would have to seek the services from private providers located in the community. These private providers typically have waitlists that exceed the 30 day time allotted for evaluation. By having a member of the staff whose primary responsibility is the completion of evaluations, the Assessment Team is able to respond to the requests by districts in a timely manner, meeting the deadlines established by law.

In terms of cost effectiveness of the evaluations, the rates charged by SCEC have increased less than 25% over the course of the past 12 years depending on the specific evaluation. For example, in FY 2001, SCEC charged \$400 for the completion of a cognitive battery with a written report; in FY 2013, SCEC charged \$480, an increase of 17%. A functional behavior assessment cost \$625 in FY 2001 and \$780 in FY 2013, a 20% increase. According to the Bureau of Labor Statistics¹,

medical costs increased 2.9% in one year (ending October 2013) and a 38% increase since 2003². The most costly evaluation involves multiple test batteries designed to answer clinical questions, which would require the skills of a clinical psychologist. Several Massachusetts providers listed

their rates on www.psychologicaltesting.com. The current rates ranged from \$150 per hour for consultation to \$1600 for a test battery with report. Another such website of providers, www.trypsych.com, charged \$420-\$490 for a 1-2 hour evaluation and a maximum of \$2250 for a psychoeducational with neuropsychological screening along with a review of records and a report. The Assessment Team's most expensive evaluation, which includes neuropsychological, cognitive and educational assessments is \$1125. Thus, the rates charged by SCEC for assessment services are comparable with those or below those of the private sector.

The SCEC Assessment Team, with their grounding in an academic setting, provides an educational lens through which to view cognitive, academic, behavioral and social-emotional/clinical information in order to provide sound recommendations to the educational teams working with students in general education and specialized settings. As a result, the districts obtain a product that is more aligned with the educational setting and less expensive than if they were to purchase the service from private, licensed psychologists. In addition, the SCEC assessments place limited demands on families who may have challenges with transportation. The SCEC evaluations are completed in school rather than at the psychologist's office. Family participation is obtained via telephone when necessary, thereby minimizing the obstacles associated with the completion of the evaluation.

Catherine Vieira-Baker, Ph.D

Footnotes:

<http://www.bls.gov/news.release/cpi.nr0.htm>

http://data.bls.gov/timeseries/CUUR0000SAM?output_view=pct_12mths

<http://www.psychologicaltesting.com/directory.htm#MASSACHUSETTS>

<https://www.dc-medicaid.com/dcwebportal/nonsecure/feeScheduleDownload>

<http://www.mspp.edu/community/children-families-law/evaluation-service-fees.php>

Collaborative Grants

SmartPD

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In early FY 13, the Southeast Collaborative Regional Organization (SCRO), comprised of nine collaboratives, including South Coast Educational Collaborative (SCEC), and their member districts received a Regional, Collaborative and Cooperative Professional Development Grant (Fund 115) from D.E.S.E. As a result of this grant, in FY 13 SCEC and its employees are fully participating in the ongoing use of the web-based SmartPD® professional development framework published by SmartEDU®

SmartPD® is an online application that allows all the participating collaboratives and districts to post, manage and track all its professional learning offerings. Features include interactive district policy pages, district workshop/course offerings, online registration, course approval, faculty PDP transcripts, class list displays and attendance records. During the start-up and full use of SmartPD from January through June 2013, we have realized the following benefits:

- All SCRO and district professional learning opportunities are listed in one location and are instantly available online.
- We have eliminated the cost of bulk mailings to advertise workshops and trainings.
- Since the program is web-based, there was no need for additional hardware or software to be purchased.
- At the end of the school year, each faculty member can print out their own cumulative inservice and PDP log.

Katherine J. Novick, MS.Ed

Transition Services

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South Coast Educational Collaborative (SCEC) strives to prepare students with disabilities for quality adult lives. Community-based vocational and employment experiences for students, with ongoing data collection, have been an integral component of secondary level education for our students for four decades. SCEC has worked diligently over the past three years to align our transition services and programs with IDEA 2004, evidence-based practice and emerging policy guided by D.E.S.E.

During FY 13, 60% of our student population aged 14-22 participated in transition-related activities. Although transition is mandated only for secondary level students, all SCEC staff, regardless of their assigned grade level, participated in professional learning on transition topics. In addition, age appropriate transition assessments were provided as part of a student's tuition, adding no extra cost for this service. In FY 13, 46 transition assessments were completed.

In FY 13, five staff at the secondary level were specifically trained as Job Coaches, providing assessment and job training with students in community settings. SCEC Job Coaches have 7-D licensing and access to appropriate transportation. As of June 30, 2013 SCEC had built a cadre of more than 40 local businesses as job training partners. Transition activities in FY 13 included:

- Assessment and Summary of Performance
- Ongoing data collection

- Student-led IEP's
- Community based vocational experiences and employment (paid and non-paid, with job coaching supports)
- Recreation and leisure skill training and activities
- School-based vocational courses
- Life skills training
- Pre-employment training
- Transition based curriculum materials

Professional Learning:

Research indicates that many pre-service teaching programs nationwide fail to provide adequate training pertaining to transition services (Morningstar & Clark, 2003). Therefore, professional learning and job-embedded training is the current vehicle best demonstrated to provide the required training. SCEC provides cost-effective professional learning and support to staff and districts in the area of transition services. Trainings in FY 13 focused on transition assessment, Indicator 13 requirements, self-determination and post-secondary-based IEP's.

SCEC is an active participant in the Massachusetts Transition Coordinator's Community of Practice and staff work closely with the D.E.S.E., partnering on transition related topics. The SCEC Transition Specialist provides bi-weekly trainings to SCEC educators. In FY 13, one entire professional day was dedicated to transition services. For this one-day training, SCEC utilized its 274 funds to purchase materials necessary to create individualized transition portfolios for every SCEC student 14 to 22 years old. Training was provided to educators regarding what should be

included in the portfolio, what type of data to collect, and how to develop transition-based IEP's.

In FY 13, the SCEC Transition Specialist worked with D.E.S.E. staff to improve practice and policy regarding transition services. SCEC participated in creating the visual model adopted by Massachusetts, assisted in planning the April 2013 Capacity Building Conference, and engaged in ongoing dialogue to improve the overall transition services for students. Based on our participation in the Capacity Building Conference, SCEC qualified for grant funds for transition services for 2014.

Goals for 2013-2014:

- Build an interagency team with adult service providers, SCEC and district educators, and families.
- Provide increased support to districts.
- Increase our transition assessment battery, focusing on students with low incidence disabilities.
- Increase community outreach and job development.
- Provide comprehensive transition information to students, educators and families through a variety of media.
- Continue job-embedded professional learning.
- Continue to work with D.E.S.E. to improve transition policy and practice for students and families.
- Host a "Transition Fair" in partnership with Bristol Community College.
- Partner with BCC and districts to participate in dual-enrollment programming.
- Collect post-school outcome data to inform program development and improvement.

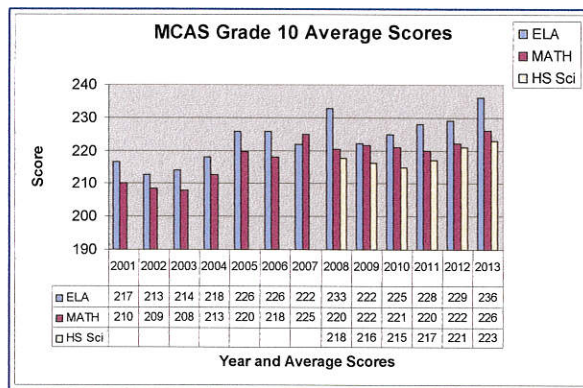
Lisa Fournier, M.Ed

*As of June 30,
2013 SCEC had
built a cadre of more
than 40 local
businesses as job
training partners.*

Massachusetts Comprehensive Assessment System

Contact: Kathy Novick
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 knovick@scecoll.org

South Coast Educational Collaborative students who reside in Massachusetts participate in either the Massachusetts Comprehensive Assessment System (MCAS, grades 3-12+) or MCAS Alternate Assessment (grades 3-10). Students residing in Rhode Island participate in either the New England Common Assessment Program (NECAP, grades 2-11) or the Rhode Island Alternate Assessment (RIAA, grades 2-11). During school year 2012-2013, 79 students participated in MCAS; 62 students completed MCAS-Alt portfolios; 4 students participated in NECAP; and 11 students completed RIAA datafolios. Educators are trained annually in state-wide assessment protocols and are provided ongoing support. A Collaborative-wide system of test security is in place and rigorously enforced.



MCAS Average Scores - Grade 10

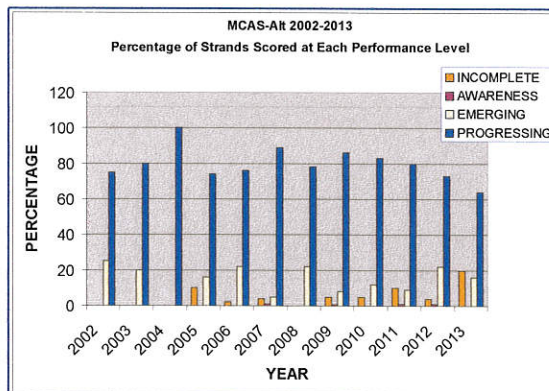
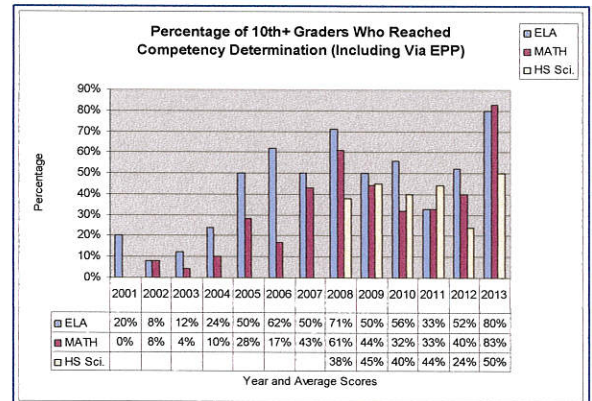
In spring 2013, students in Grade 10 increased their average scores in all three MCAS standard assessments over spring 2012, as follows and as shown in the chart to the left.

	Avg. Score 2012	Avg. Score 2013
ELA:	229	236
Math:	222	226
Science:	221	223

Competency Determination

A higher percentage of South Coast 10th graders enrolled in Gallishaw High School: ACE and Gallishaw High School: VTC achieved competency determination in all three required subjects as shown below and in the chart on the right.

	CD 2012	CD 2013
ELA:	52 %	80 %
Math:	40 %	83 %
Science:	24 %	50 %



MCAS Alternate Assessment

In 2012-2013, fewer students scored "progressing" (64%) than in 2011-2012 (73%), while more portfolios were deemed to be incomplete in 2012-2013 (20%) than in 2011-2012 (4%). Additional, focused, on-site trainings are planned for 2013-2014 in an effort to reverse this trend.

Katherine Novick, MS.Ed.

School Based Medicaid Reimbursement

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In 1999, South Coast Educational Collaborative began a school based Medicaid reimbursement program. This program assists local educational authorities (LEA's) seek and receive federal reimbursement for expenditures that are related to health care services. The current school based reimbursement program consists of two claiming components: District Services Claiming (DSC) and Administrative Activities Claiming (AAC). DSC allows LEA's to be reimbursed for Medicaid-related health care services when those services are provided to an eligible student and adhere to the student's Individualized Education Plan. The AAC allows for reimbursement to LEA's for actual costs incurred that relate to the delivery of Medicaid allowable services.

The following are some of the services SCEC provides through this program:

- Awareness of confidentiality and privacy concerns.
- Updating districts when Medicaid program changes occur.
- Identifying eligible students for districts.
- Facilitating Random Moment Time Study Participant list.
- Maintaining required documentation.
- Processing direct claims electronically.
- Preparing administrative claims quarterly.
- Streamlining Annual Cost Reporting.
- Training member district staff as needed.

SCEC works closely with the three member districts it currently serves to maximize their reimbursement through the school based Medicaid program. The program is supported by the Business Office staff, who are extremely knowledgeable about the program. Over the past five years, SCEC has assisted two member districts receive more than \$888,000 in federal reimbursement.

Jennifer Prendergast

Technology Services

Contact: Raymond Steele (508) 328-7132 rsteele@scecoll.org

SCEC Technology Services provides technology assistance to the SCEC community. It is our goal to provide an infrastructure of technology hardware, software and support that allows our community to experience a seamless integration of technology into their teaching, learning and administrative duties. In FY 13, technology initiatives included:

- Increased level of support for SCEC classrooms, including technology acquisitions for instructional use and troubleshooting for both hardware and software issues.
- Improved web services front-line support for web and web-based technologies, maintenance of the SCEC web site, and web-based systems that support students and staff.
- Provided resources to enhance business systems through software and workstation support.
- Maintained collaborative network connectivity and network storage enabling students and staff members to access Internet resources for communication and collaboration.
- Researched *The Scholar's Choice* and *BaselineEdge* software for possible purchase, to manage student information and educator evaluation, respectively.

Raymond Steele, M.S.

SCEC Technology Breakdown

Equipment	Total # FY 12	Total # FY 13	# Assigned to Students FY 13	# Assigned to Staff FY 13
Desktop Computers	213	187	99	88
Laptops	205	223	99	124
Tablets	15	55	27	28
Servers	8	9	-	-

School Health Services

Contact: Margaret Arruda
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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 that share in the responsibility of achieving optimal student outcomes. In FY 13, we employed twelve full-time nurses who were responsible for managing the health needs of more than 260 students ages 3-22 within our 16 educational programs.

The primary focus of SCEC's Health Services Team is to ensure that students are healthy and ready to learn. This requires both clinical and management expertise, as well as the ability to work with families and a wide range of disciplines within both the school and community. Access to professional nursing care during the school day is beneficial in improving attendance, academic performance, staff wellness and agency accountability (National Association of School Nurses [NASN], 2013).

We are committed to continued learning and participate regularly in professional learning offered by the Northeastern University School Health Institute. This allows us to stay current in school health policy and trends, thereby keeping SCEC well-informed in providing care that is based on current evidenced-based practices.

Our nursing team manages students with chronic conditions such as asthma, diabetes and seizures 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 BMI. We also counsel and educate students on a variety of social, emotional and behavioral health issues. Studies have shown that having a School Nurse available in the building saves principals one hour per day, teachers 20 minutes per day, and support staff over 45 minutes per day that they would have used to address health concerns (NASN, 2013). Table 1 displays SCEC's staffing levels in Health Services for FY 2013.

In January 2013, SCEC Health Services launched the use of Health Office Anywhere® which is a web-based electronic health record database

designed for school nurses. This software has afforded us a more accurate method of storing, managing and tracking health services data at SCEC. Its use greatly reduces the time needed to access urgent health information, recognize trends and provide to relevant stakeholders reports necessary for making timely health care decisions. Another benefit of this software is its ability to provide statistical data on nursing services at SCEC. Unlike other related service providers, nursing hours are not reflected on an IEP service grid. Rather, it is assumed to be included as part of a student's free and appropriate education. One area that highlights the cost effectiveness of having nursing services is the frequency and duration of health office visits with the unplanned health events that are occurring during the school day.

From February through June 2013, SCEC nurses collectively logged 849 office visits which resulted in an 88.83% return to class rate. 72.2% of office visits were completed in less than 15 minutes. However, 20.8% of visits extended beyond 60 minutes. According to our data analysis, we discovered Tuesdays had the highest office visit frequency (22.26%) and Fridays had the lowest (17.9%). In addition, we learned that 62.31% of office visits occur during the morning hours.

The primary focus of SCEC's Health Services Team is to ensure that students are healthy and ready to learn.

Level of Nursing Service				# of Nurses Employed		Licensure			DESE Licensed	
Building Nurse	Class-room Nurse/ Health-Care Staff	1:1 Nurse	Nurse Leader	*Full-Time	**Per Diem	RN	LPN	CNA	Initial	Professional
2	8	1	1	12	2	10	1	1	3	3

Table 1: FY 2013 Staffing Levels

Note: *FT staff is contracted 37.5 hours/week,
**Per-Diem staff is contracted hourly and utilized as needed.

Table 2 below provides a month-by-month visual comparison of the number of office visits, duration and return to class statistics from February to June 2013. It should be noted that some of the nominal increases over the course of the year can be attributed to the increase in the number of students being tracked in the electronic health database. This corresponded with the nurses' increased understanding of how to use the database. Nurses received full day onsite training in January 2013, followed by three modules of internet-based training and a full year of support through Healthmaster®'s e-learning program.

In FY 2014, the Health Services Team will be focused on maintaining a high return to class rate for its students and reducing the duration of half of office visits that exceed 60 minutes by 10% through the

development and implementation of more efficient assessment tools, increased classroom-based supports, and increased opportunities for staff and students to participate in health education classes as evidenced by data collected in Health Office Anywhere®. We are also planning to explore opportunities where we can collaborate and assist our member and neighboring school districts in providing health services and support, specifically in the areas of per diem nursing coverage, health education, and the D.E.S.E. educator evaluation process for school nurses. Development of such relationships will afford us the ability to compare health services data between and amongst our member districts and other collaborative organizations.

Margaret Arruda, MS, RN

Reference: 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>

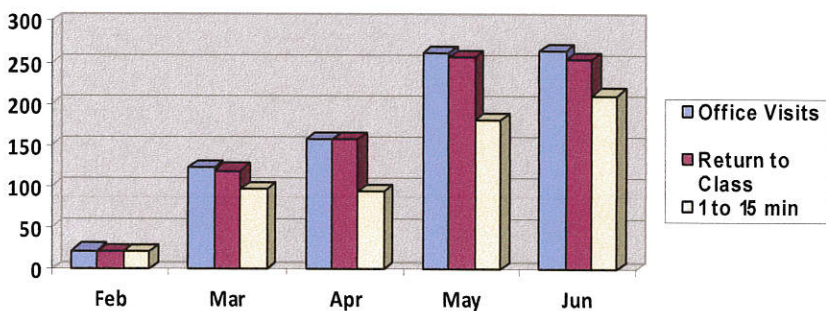
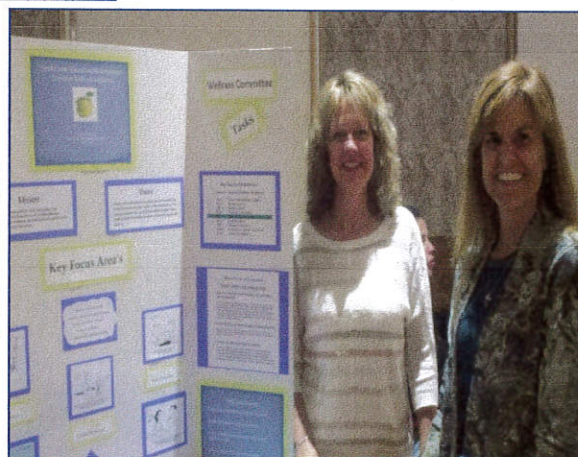


Table 2: Office Visit Statistics, February - June 2013

Cathy DeBlois, RN, NCSN and Kimberly Cappello, RN share the implementation of Health Office Anywhere® at SCEC's May 2013 Learning Expo





Annual Report 2012-2013

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Exceeding Expectations

South Coast Educational Collaborative was established in 1974 (as "Cooperative Production Collaborative") with its original member school districts of Berkley, Dighton, Rehoboth, Dighton-Rehoboth Regional, Seekonk and Swansea. The Collaborative began with one program, providing educational services to a low-incidence, previously unserved special needs population. In 1984, the Somerset School District was welcomed as a new member and Freetown-Lakeville Regional Schools joined the Collaborative in 2007. Once approved by D.E.S.E., Taunton Public Schools will become the newest member.

Through the years, legislative actions and 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, increasing and expanding its level of services in special education, regular education, professional learning, consultant resources, technology, family support and partnerships with institutions of higher learning.



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