

*South Coast Educational Collaborative*

# **ANNUAL REPORT 2016-2017**

*Doing Exceptional Work with Exceptional People*



## ***Exceeding Expectations***

South Coast Educational Collaborative  
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**South Coast Educational Collaborative  
2016-2017 Annual Report  
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## MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Reader,

The 2016-2017 Annual Report for South Coast Educational Collaborative (SCEC) is designed to address its activities directed at achieving its purpose and objectives as established in its Collaborative Agreement and to update changes that have occurred since the previous Annual Report. The activities and changes will be thoroughly addressed throughout the 2016-2017 Annual Report by leaders in each SCEC day school program, service, and support area.

The stated purpose of SCEC is to provide intensive education programs and services for students with disabilities, professional development to educators, and related services to students with disabilities in member and non-member districts, and to provide other high quality, cost effective services to meet the changing needs of member districts. SCEC's Strategic Plan and Collaborative Agreement provide guidance in forming, pursuing, and assessing success of goal pursuits. The objectives being pursued to fulfill the purpose will be clearly delineated as this 2016-2017 Annual Report unfolds.

Progress toward achieving the objectives is monitored consistently by the Leadership Team (LT) and the Board of Directors (Board) at SCEC. Monthly reports are provided for the Board and the LT from an accounting firm that analyzes SCEC finances on a monthly basis. Educational experts assist the Board and the LT by assessing the quality and effectiveness of the professional development that is being provided continuously by SCEC staff. Also, the majority of SCEC leaders are licensed special education administrators and they constantly monitor the quality, appropriateness and cost effectiveness of SCEC programs and services. Expert data collection and analysis, benchmarking, and gap analyses were common practices throughout 2016-2017.

In September 2016, the LT introduced to staff the Fullan and Quinn Coherence Framework, which is being used by many school districts in the United States and Canada to guide their transformation efforts. The LT is using this framework to guide their work to strengthen and improve SCEC. The framework has four domains - Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, and Securing Accountability – which the LT has aligned with the Massachusetts Department of Elementary and Secondary Education's (DESE) District Standards and Indicators. The following are some of our accomplishments using this framework in 2016-17:

### **Progress on Focusing Direction:**

- The LT has continued to set annual priority student learning goals that guide educator evaluations.
- Continued refinement of the roles and responsibilities of the LT and Facilitators to enhance distributive leadership and increase communication and collaboration.
- Continued and strengthened professional learning opportunities for the Board of Directors.
- Launched pilot cycles of innovation to improve students' ability to self-regulate, enhance the use of data-informed instruction, increase the use of project-based and place-based learning, including STEAM, and increase and enhance community learning opportunities for all students.

### **Progress on Cultivating Collaborative Cultures:**

- Established a leadership/union study committee to focus on issues that impact the ability of SCEC employees to achieve their collective and individual professional growth and to fortify and strengthen sustainability through enhancing coherence, distributive leadership, deep leading, and deep learning throughout the organization.
- Continued to create opportunities within the organization and with member and non-member districts for teachers, paraprofessionals, related service providers, and external consultants to work together collaboratively and blur the boundaries between and among programs and services to serve students, staff and families productively.
- Increased collaboration with other collaboratives through the Massachusetts Organization of Educational Collaboratives (MOEC) and the Southeast Collaborative Regional Organization (SCRO).

## MESSAGE FROM THE EXECUTIVE DIRECTOR

### Progress on Deepening Learning:

- Increased the percentage of students taking regular MCAS assessments, demonstrating improvement in MCAS scores from one grade to the next, and graduating with a high school diploma.
- Increased to approximately 50% the percentage of students showing moderate growth this year in their ability to self-regulate or have maintained stable levels of self-regulation with greater independence (fewer supports).
- Across programs and levels, engaged in efforts to improve students' ability to self-regulate, increase the types of data educators collect on student performance and supports, enhanced the use of data-informed instruction, increased the use of project-based and place-based learning, and increased and enhanced community learning

### Progress on Securing Accountability:

- Increased supervision and support at all levels to help staff improve their performance.
- Successfully completed in 2016 the DESE Coordinated Program Review and corrected the six (6) out of 52 areas that were identified as only partially implemented.
- As a result of these actions, high quality, intensive educational programs and services for students with disabilities, professional development to educators, and related services to students with disabilities are delivered in a cost effective manner that meets the changing needs of all who partner with South Coast Educational Collaborative.

Sincerely,



David R. Heimbecker, EdD

Executive Director

## ***SOUTH COAST EDUCATIONAL COLLABORATIVE***

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

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

## ***SOUTH COAST EDUCATIONAL COLLABORATIVE AGREEMENT***

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

## ***MISSION STATEMENT***

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

## ***PURPOSE***

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

## ***OBJECTIVES***

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

## CORE VALUES

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

## GOVERNANCE AND LEADERSHIP

### Board of Directors

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

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

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

Ms. Arlene Bosco, Superintendent, Seekonk Public Schools

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

Mr. John Robidoux, Superintendent, Swansea Public Schools

Dr. Julie Hackett, Superintendent, Taunton Public Schools

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

### Board Employees

Dr. David R. Heimbecker, Executive Director

Mr. Joseph DeLude, Treasurer

Ms. Jennifer Prendergast, Business Manager

### Member Districts

Berkley Public Schools  
Dighton-Rehoboth Regional School District  
Freetown-Lakeville Regional School District  
Seekonk Public Schools

Somerset Public Schools  
Somerset-Berkley Regional School District  
Swansea Public Schools  
Taunton Public Schools

## DAY SCHOOL PROGRAMS

### Overview of South Coast Educational Collaborative Day School Programs

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

<b>Day School Programs for Students with Special Needs</b> <b>South Coast Educational Collaborative</b> <b>School Year 2016 - 2017</b>	
<b><i>Integrated Programs</i></b>	<b><i>Public Day School Programs</i></b>
Early Childhood - Berkley Elementary Early Childhood - Palmer River Elementary Berkley Elementary School * Berkley Middle School Bishop Connolly High School Dighton-Rehoboth Regional High School Freetown Elementary School George Austin Intermediate School Somerset Middle School Palmer River Elementary School Somerset North Elementary School South Coast Middle Alternative School  * New Program in 2016-2017	Gallishaw High School Gallishaw Middle School North Seekonk ACE Elementary School Seekonk North Elementary School Seekonk North Middle School Seekonk North High School

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

All programs are staffed by highly qualified interdisciplinary teams that include educators, therapists, clinicians, nurses and paraprofessionals who work together to ensure optimal educational experiences for each student. All members of the interdisciplinary team participate in program planning and support, including team meetings, curriculum development, transition planning, and integration supports. Every team member





## DAY SCHOOL PROGRAMS

is trained in Positive Behavioral Intervention and Supports (PBIS) and is certified in nonviolent crisis intervention, cardiopulmonary resuscitation and first aid. Research-based best practices are ensured through rich, embedded professional development for all staff in the form of scheduled release days for professional learning, regular staff meetings and focused teacher meetings. Paraprofessionals participate in all professional development opportunities side-by-side with other educators so that they can serve as highly trained therapeutic partners. Best practices are further supported through routine consultation and technical assistance from a network of expert consultants, including a developmental pediatrician and behavioral experts, who further augment the services provided to each student at no additional cost to districts.

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

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

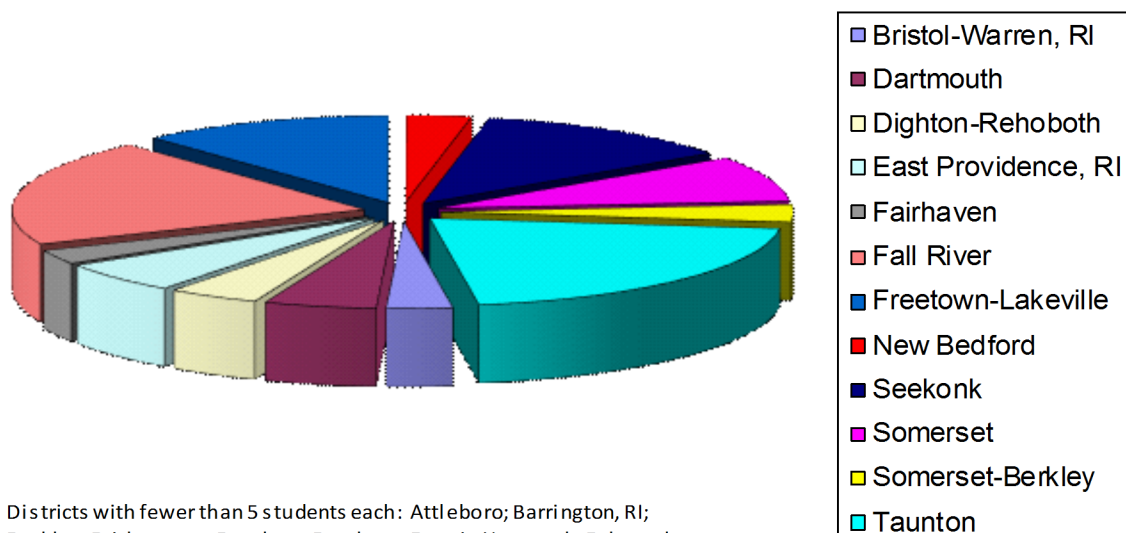
SCEC uses sophisticated data collection practices to gather information on student performance in academics, social-emotional well-being, engagement, self-regulation and behavior. Daily analysis of collected data is used to guide instructional practices as needed to maximize student success. Progress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





## DAY SCHOOL PROGRAMS: STUDENT ENROLLMENT DATA

**Students Enrolled by District 2016-2017 (FTEs)**



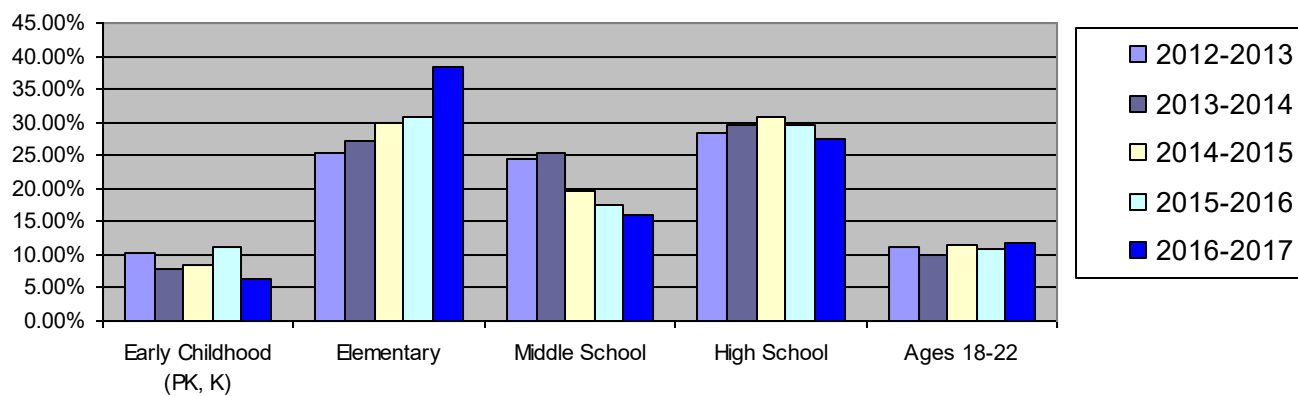
### DAY PROGRAM ENROLLMENT TOTALS: 2016-2017

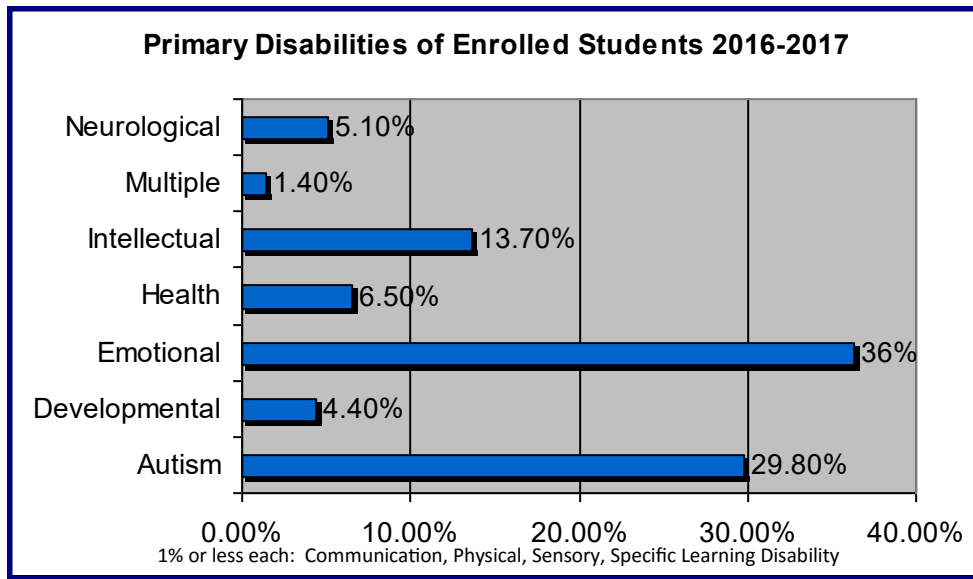
Total Students Enrolled (FTEs):	233.35
Enrollment, Member Districts (FTEs):	132.68
Enrollment, Participating Districts (FTEs):	100.67
Total Students Enrolled During 2016-17:	291.00
Enrollment, Last Day of School 2017:	245.00

### ENROLLMENT BY LEVEL (FTEs):

Early Childhood Level:	14.59
Elementary Level:	89.92
Middle School level:	37.51
High School Level:	64.07
Ages 18 to 22:	27.26
Total:	233.35

**Student Enrollment by Level (FTEs): July 2012 - June 2017**





**STUDENT TRANSITIONS DURING SCHOOL YEAR 2016 -2017**

Transferred to another SCEC program - same prototype:	29
Returned to home district - less restrictive prototype:	19
Transferred to another SCEC program - less restrictive prototype:	13
Moved out of area:	10
Placed residentially/hospitalized/DYS:	10
Attained age 22:	7
Graduated with high school diploma:	6
Withdrawn due to poor attendance/non-attendance:	3
Transferred to another SCEC program - more restrictive prototype:	2
Summer student only (to provide ESY services):	2
Withdrawn as per parental decision:	2
Transferred to day school program outside SCEC:	1
Withdrawn because needs of student changed:	1
Withdrew self from school (age 16+):	1

Total number of students who transitioned out of or within SCEC during FY 16: 106

## COST EFFECTIVENESS OF DAY SCHOOL PROGRAMS 2017

South Coast Educational Collaborative (SCEC) day school programs offer uniquely intensive educational environments for students who are currently unable to receive an appropriate education for their needs within their district community schools. Research has shown that the low incidence and constantly changing population within special education often makes it economically unfeasible to develop district-based classrooms (Jackson 2005). Educational collaboratives are designed to provide high quality services to students in a more cost effective way than if the district had to create the programs and services on their own. Through the concept of economies of scale, collaboratives combine the resources of school districts to create programs that are needed by multiple districts. All of the programs and services at SCEC have been structured to meet the needs of our students and districts in the most cost effective way possible. In school year 2016-17, students enrolled in SCEC classrooms came from 25 different school districts throughout Massachusetts and Rhode Island. By bringing together students from multiple communities, particularly those with low incidence conditions and highly-specialized needs, SCEC can provide a comparatively low-cost option for school districts.

### District Savings on Tuition

School districts typically consider both SCEC day school programs and private school placements when a student requires an out-of-district placement. SCEC student tuitions are provided to local school districts at a substantially reduced rate as compared to private schools. Member school districts receive further reductions in tuition, resulting in enhanced cost savings for member districts. In order to quantify the cost effectiveness of SCEC day school programs, tuition was compared between SCEC day school programs and private schools in our geographic region that offer comparable educational services for students with similar needs. Private school tuitions were determined using the Massachusetts Operational Services Division authorized prices for Special Education Programs for fiscal year 2017. The average daily rate for each SCEC program and/or private school was multiplied by 180 days to establish an equivalent tuition across programs and sites regardless of the number of days of operation. The total cost savings to all districts combined using this model is nearly five million dollars per year, as illustrated in Table 1.

<b>Table 1</b> <b>School District Savings on Tuition</b> <b>FY 2017</b>					
<i>District Type</i>	<i>Number of Students Enrolled</i>	<i>Average SCEC Student Tuition<sup>1</sup></i>	<i>Comparison Private School Tuition<sup>1,2</sup></i>	<i>Annual District Savings per Student</i>	<i>Total District Savings FY2017</i>
Member District	133	\$47,320	\$68,302	\$20,982	\$2,790,606
Participating District	101	\$51,620	\$68,302	\$16,682	\$1,684,882
<b>Total district savings FY2017</b>					<b>\$4,475,488</b>

1 Tuition for all programs and comparison schools was annualized to a 180 day school year.

2 A list of the private schools that were used for comparison will be provided upon request.

The tuition at each SCEC day school program was substantially less than private school tuition in all cases, for both member and participant school districts, as outlined in Table 2 on the next page.

## DAY SCHOOL PROGRAMS : COST EFFECTIVENESS

<b>Table 2</b> <b>Tuition Comparison FY 2017</b> <b>SCEC Programs vs. Comparable Private Schools</b>			
<b><i>SCEC Day School Program</i></b>	<b><i>Member District Tuition<sup>1</sup></i></b>	<b><i>Participating District Tuition<sup>1</sup></i></b>	<b><i>Average Tuition of Comparison Schools<sup>1,2</sup></i></b>
Early Childhood - Palmer River <i>Inclusionary Site</i>	50,580	55,980	71,842
Berkley Elementary <i>Inclusionary Site</i>	47,160	52,380	80,892
Freetown Elementary <i>Inclusionary Site</i>	47,160	52,380	57,667
Palmer River Elementary <i>Inclusionary Site</i>	47,160	52,380	70,804
North Seekonk ACE Elementary <i>Public Day School Site</i>	46,080	54,000	57,667
Seekonk North Elementary <i>Public Day School Site</i>	48,060	51,300	69,454
Somerset North Elementary <i>Inclusionary Site</i>	47,160	52,380	74,751
George R. Austin Intermediate School <i>Inclusionary Site</i>	47,160	52,380	57,667
Berkley Middle School <i>Inclusionary Site</i>	49,140	52,020	80,611
Gallishaw Middle School <i>Public Day School Site</i>	46,800	49,860	60,662
South Coast Middle Alternative School <i>Inclusionary Site</i>	46,800	49,860	57,667
Somerset Middle School <i>Inclusionary Site</i>	46,080	50,580	69,594
Seekonk North Middle School <i>Public Day School Site</i>	49,140	52,020	80,488
Bishop Connolly High School <i>Inclusionary Site</i>	47,160	50,760	70,427
Dighton-Rehoboth High School <i>Inclusionary Site</i>	47,160	50,760	70,427
Gallishaw High School <i>Public Day School Site</i>	45,900	50,040	60,662
Seekonk High School <i>Inclusionary Site</i>	45,900	50,040	57,667
Seekonk North High School <i>Public Day School Site</i>	47,160	50,040	45,900

1 Tuition for all programs and comparison schools was annualized to a 180 day school year.

2 A list of the private schools that were used for comparison will be provided upon request.

## DAY SCHOOL PROGRAMS : COST EFFECTIVENESS

### Value-Added Settings

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

### Value-Added Services

SCEC tuition includes a wide array of specialized student services, resulting in a significant overall reduction in cost to the sending district. Tuition rates are simplified and all-inclusive; they eliminate “a-la-carte” pricing for services that can add up for sending school districts. Services included in tuition at SCEC during FY 2017 are outlined in Table 3.

Table 3 Services Included in SCEC Tuition Fiscal Year 2016-17	
Adapted physical education	Parent and family education
Applied behavioral analysis	Physical therapy
Behavior therapy	Reading specialist
Career exploration	School health services
Clinical psychology services	Developmental pediatrician
District consultation services	Sensory programs
Family outreach	Social work services
Instructional assistants	Speech language therapy
Job coaching	Student internships
Job development	Therapeutic counseling services
Nursing services	Transition assessment and services
Occupational therapy	

The 45-day placement is an important cost effective strategy for school districts. The day school programs at SCEC offer 45-day placements as a support and resource for local school districts. A 45-day placement is a short-term evaluation period for students who have experienced significant difficulties in their sending schools despite intervention attempts. The 45-day placement provides the student with academic instruction, behavior stabilization strategies and therapeutic support. Evaluations are conducted and data on student performance is collected to help the sending school district determine the appropriate placement and intervention techniques for the student. During the 45-day placement, the educational team compiles information and obtains feedback from the sending school district, the family and outside supports as needed to identify the student’s strengths and areas of difficulty as related to school functioning. The student’s education continues seamlessly throughout the 45-day placement. A complete written report outlines recommendations for the student’s success and is presented at the final meeting. The daily rate of the 45-day placement at SCEC includes all specialist evaluations and/or related services requested by the sending school district during the placement. By providing these services in one location and at one low fixed rate, SCEC allows districts to receive the information they need at a cost that is much less than if they were provided in district or at specialty care centers.

### References:

Jackson, RM. (2005). Curriculum access for students with low incidence disabilities: The promise of universal design for learning. National Center on Accessing the General Curriculum, Wakefield, MA.  
Special Education Programs: Authorized Prices Fiscal Year 2017. Commonwealth of Massachusetts Operational Services Division website. <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>. Accessed October 2, 2017.

## SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

### EARLY CHILDHOOD LEVEL

2016-2017 SNAPSHOT  
Grades: PK - K  
Enrollment (FTEs): 8.51  
Two Inclusionary Settings  
215 Days

#### EARLY CHILDHOOD PROGRAM

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

Berkley Elementary School  
59 South Main Street  
Berkley, MA 02779

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

Palmer River Elementary School  
326 Winthrop Street  
Rehoboth, MA 02769

South Coast Educational Collaborative (SCEC) provides 215-day early childhood classroom learning environments located in two public elementary schools. The classrooms are designed to facilitate the continued development of children ages 3-7 who demonstrate developmental delays and disorders, including Autism Spectrum Disorder, Down Syndrome, and significant social and communication deficits as well as social-emotional challenges. Average enrollment for the 2016-2017 school year was ten students; eight students from member districts and two students from participating districts.

Our mission is to offer focused specialized services, including all therapies. The classrooms provide a structured environment and a high staff to student ratio that is designed to promote communication, self-regulation, and the independence within classroom routines needed prior to participating in less restrictive settings. The intention is to prepare students to transition back to their district schools. Curriculum in the early childhood classrooms is aligned with the *Guidelines for Preschool Experiences* published by the Massachusetts Department of Elementary and Secondary Education as well as the Common Core mandates articulated through the *Massachusetts Curriculum Frameworks for Pre-Kindergarten* in both math and English language arts. This ensures that all students are able to access appropriate national and statewide curriculum standards to their maximum potential in preparation for kindergarten and grade one transition. We also see home-school coordination as a crucial part of programing and families are supported through our family consult model, parent groups, and home visits. This allows parents to have access to supports beyond the school day as well as have opportunities to consult with a clinical psychologist, developmental pediatrician, outside agencies and any other professionals working with the family.

#### Accomplishments 2016-2017

In the 2016-2017 school year, the early childhood classrooms at the Palmer River Elementary School and the Berkley Elementary School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Worked with expert consultants in providing supports to both families and staff to institute positive therapeutic programming that spans across environments.
2. Developed a comprehensive data collection system that informs practice and improves student performance.
3. Transitioned three students back to their sending district by August of 2017.





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

### **ELEMENTARY LEVEL**

**North Seekonk Elementary Alternative Center for Education and  
Seekonk North Elementary School**

**2016-2017 SNAPSHOT**  
Grades: K - 5  
Enrollment (FTEs): 47.6  
Public Day School  
205 - 220 Days

#### **NORTH SEEKONK ELEMENTARY ALTERNATIVE CENTER FOR EDUCATION SEEKONK NORTH ELEMENTARY SCHOOL**

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

The North Seekonk Elementary Alternative Center for Education (Elementary ACE), an approved public special education day school, provides comprehensive educational services to children in grades kindergarten through five whose social-emotional and behavioral challenges currently preclude successful participation in the public school setting. Elementary ACE offers a 205-day school year. Our goal is to effect academic and social-emotional growth through specialized counseling, academic instruction, positive behavioral supports, and brain-based therapeutic techniques so that students will successfully transition to a less restrictive educational setting. It is our mission to offer students cutting-edge services that are based on researched brain-based best practices. To do this effectively, professional development in curriculum and therapeutic supports are a priority.

Seekonk North Elementary School, an approved public special education day school, serves a kindergarten to grade five population of students with diagnoses of Autism Spectrum Disorder, moderate to severe cognitive impairments, sensory processing and communication impairments, neuromotor deficits and/or medical and psychiatric needs. Students are provided with a 1:2 staff to student ratio. It is our mission to offer students services that are based on researched best practices by engaging students in meaningful instruction aligned with the Massachusetts Curriculum Frameworks and supported by adapted curriculum materials. The desired outcome of instruction is increased potential in the areas of self-regulation, social skills development, communication and cognitive development with the ultimate goal of placement in a less restrictive school setting.

All educators receive rich professional development in the form of scheduled release days for professional learning, embedded professional development, regular staff meetings, focused teacher meetings, and routine consultation from outside expert consultants.

#### **Accomplishments 2016-2017**

In the 2016-2017 school year, Elementary ACE and Seekonk North Elementary addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. In addition to the student emotional regulation data collected by the web-based *Educata* system, staff developed support rubrics that quantify and qualify the amount and type of supports that students benefit from in order to maintain optimal self-regulation.
2. Twelve students were successfully transitioned to less restrictive settings either in their home districts or other SCEC program.
3. The 2016-2017 school year saw a significant increase in 45-day placements. Students were enrolled in our classrooms, participated in a battery of assessments, and returned to their districts (when deemed appropriate by the TEAM).
4. SCEC Elementary ACE was identified as a professional development model site. Professional development model sites are utilized for collaboration and training of district personnel. Three districts participated in this training opportunity as they developed therapeutic classrooms at the district level.



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

### **ELEMENTARY LEVEL**

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

**2016-2017 SNAPSHOT**  
Grades: K - 5  
Enrollment (FTEs): 31.17  
Three Inclusionary Settings  
220 Days

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

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

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

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

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

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



South Coast Educational Collaborative (SCEC) offers these structured classroom learning environments located in two public elementary schools, providing a total of five classrooms for grades K-5 that offer comprehensive services to low incidence student populations whose adaptive behavior challenges, cognitive challenges, communication deficits, emotional and behavioral challenges, developmental delays and/or medical needs currently preclude them from full time inclusive opportunities. Average enrollment for the 2016-2017 school year was 35 students between the three sites: 26 students from member districts and 9 students from participating districts.

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

#### **Accomplishments 2016-2017**

In the 2016-2017 school year, the elementary programs at Berkley Elementary School, Palmer River Elementary School and Somerset North Elementary School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Worked with expert consultants to institute positive therapeutic programming that shapes students' positive identity as well as a collegial classroom culture.
2. Increased inclusive classroom opportunities for students within host schools.
3. Continued the development of comprehensive data collection systems that informs practice and improved student performance.
4. Provided intensive therapeutic supports to decrease interfering behaviors, allowing for improved student engagement.
5. Continued wellness instruction using all members of the educational and medical team.
6. Continued development of family/school partnerships through the use of parent consult meetings.
7. Two students in grade 5 participated in computer-based MCAS for the first time.

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

### **ELEMENTARY LEVEL**

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

**2016-2017 SNAPSHOT**  
Grades: K - 5  
Enrollment (FTEs): 13.91  
Two Inclusionary Settings  
205 Days

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

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

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

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

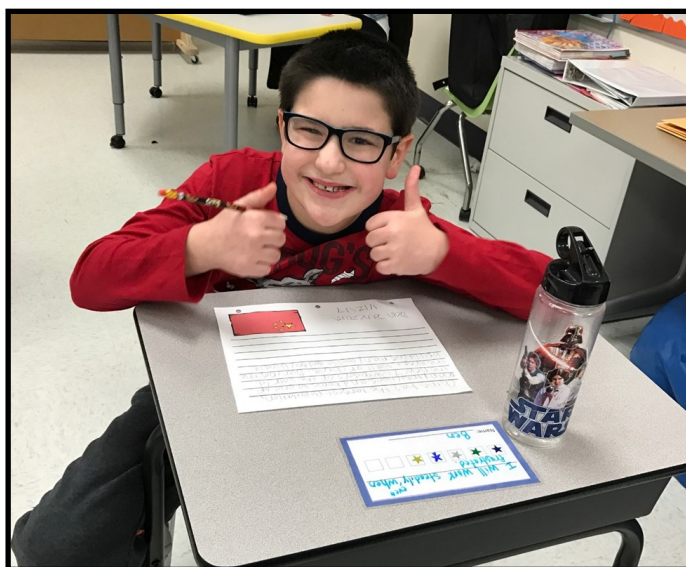
South Coast Educational Collaborative (SCEC) has two structured learning environments for students who present with social-emotional challenges located at Freetown Elementary School (grades K-3) and at the George R. Austin Intermediate School (grades 3-5). These classrooms provide a Step-Up (students from public day school programs) and Step-Down (students from district regular education classrooms) environment within a public school setting with the goal of working closely with district personnel to therapeutically support all students within the public school environment. The average enrollment during 2016-2017 was 15 students between the two sites: 12 students from member districts and three students from participating districts.

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

#### **Accomplishments 2016-2017**

In the 2016-2017 school year, the elementary programs at Freetown Elementary School and the George R. Austin Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Continued to work with expert consultants to implement therapeutic practices informed by data.
2. Continued to develop and redesign a data collection system that focuses on level of supports correlated with levels of success.
3. Continued to develop partnerships with district personnel to provide outstanding services to all students.
4. Increased inclusive experiences for students.
5. Provided assessments for district-based students.
6. Expanded home/school partnerships using a family consult model.
7. Students in grade 5 participate in computer-based MCAS for the first time.



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

### **MIDDLE SCHOOL LEVEL Somerset Middle School**

**2016-2017 SNAPSHOT**  
Grades: 6 - 8  
Enrollment (FTEs): 5.58  
Inclusionary Setting  
220 Days

#### **SOMERSET MIDDLE SCHOOL**

Jennifer Faria, Ed.D

Teacher/Leader

(508) 962-5872

jfaria@scecoll.org

Somerset Middle School

1141 Brayton Avenue, Somerset, MA 02726

South Coast Educational Collaborative (SCEC) has one classroom at the Somerset Middle School that provides educational services to children ages 11 to 15 years (grades 6-8) whose moderate to severe developmental delays, adaptive behavior challenges, language delays and/or social-emotional challenges currently interfere with their success in a regular education setting. The program operates 220 days a year and offers small group instruction with a staff to student ratio of 1:2. The students' needs frequently arise from diagnoses of Autism Spectrum Disorder, attention deficit hyperactivity disorder, and/or social-emotional challenges. The program has been operating at Somerset Middle School since 1986. During the 2016-2017 school year, there was an average enrollment of seven students, with six students from member districts and one student from a participating district.

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

#### **Accomplishments 2016-2017**

In the 2016-2017 school year, SCEC at Somerset Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Successfully transitioned four students from a more restrictive environment (public day school) to this less restrictive environment.
2. Developed, implemented, and updated a digitized web-based data collection system that records and tracks student self-regulation, engagement, academic goals and behavior on a daily basis.
3. Expanded our community experiences by increasing our fleet to include two vans. This allows our students to participate in community experiences five days per week.
4. Expanded our involvement with and inclusion of our students in art, music and physical education.
5. Expanded our STEAM (science, technology, engineering, arts and music) opportunities for our students by offering a robotics class once a week. We also added a 3-D printer to our STEAM resources.
6. Offered a step-up/step-down program between our program and other programs at SCEC.



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

### **MIDDLE SCHOOL LEVEL**

#### **South Coast Middle Alternative School (SCMAS)**

**2016-2017 SNAPSHOT**  
Grades: 6 - 8  
Enrollment (FTEs): 7.33  
Inclusionary Setting  
205 Days

#### **SOUTH COAST MIDDLE ALTERNATIVE SCHOOL**

Evan Salvo, MS.Ed

Teacher/Leader

(508) 889-1123

esalvo@scecoll.org

Somerset Middle School

1141 Brayton Avenue, Somerset, MA 02726

The South Coast Educational Collaborative (SCEC) alternative inclusion classroom housed at Somerset Middle School continues to provide high quality educational and therapeutic services since it opened in 2003. The initial objective of the alternative inclusion classroom was to provide a pathway for at-risk students in grades 6-8 to move from SCEC public day school programs into public inclusion opportunities. Since that time, it has expanded its scope and objectives to include supporting students in transitioning back to their sending districts from various alternative programs. The population consists of students with social-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 Disorder. In academic year 2016-2017, there was an average of five students and the average staff to student ratio was 2:5.

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

The collaborative currently leases this classroom housed within the Somerset Middle School in Somerset, Massachusetts. The classroom has been at this site since the beginning of the 2015-2016 academic year. The administration at Somerset Middle School 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 students attending this program have participated in general education inclusion classes. The academic program provides differentiated instruction through the use of general education inclusion. It is also able to provide therapeutic/academic support within a self-contained environment as needed by individual students. Students attend general education classes with the support of the SCMAS staff who attend each inclusion class with students to provide academic and social-emotional support, while following all IEP goals, objectives, and accommodations. Both inclusion classes and SCMAS program classes are aligned with the Massachusetts Curriculum Frameworks. This inclusive approach aligns closely with the SCEC objective of improving academic achievement of students in the least restrictive environment. The classroom utilizes Smart Board technology for much of the delivery of instruction and provides a computer lab setting for students to utilize on a daily basis within the classroom.

Our evaluation goal is to help students grow by collecting, analyzing and using the highest quality evidence. By using objective and meaningful information for each student, we design highly personalized instruction, enabling significant learning and emotional growth. Each student is assessed on one to three essential goals. An essential goal is usually a particularly challenging behavior or emotion that prevents the student from reaching his or her maximum potential. By assessing such behaviors or emotions on a regular basis, we are not only able to see changes in student growth, but determine what supports are necessary to achieve such growth.



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

### **MIDDLE SCHOOL LEVEL**

#### **South Coast Middle Alternative School (SCMAS)**

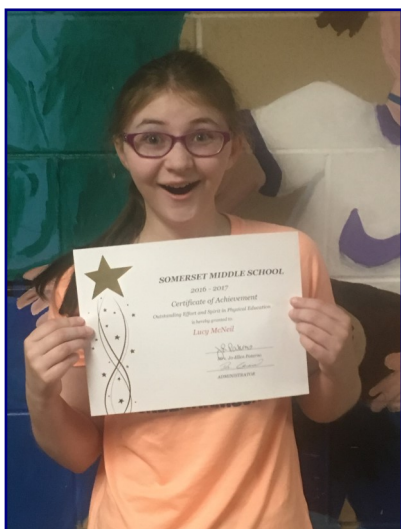
The 2016-2017 academic year focused on implementing new data collection tools. The goal was to design technology tools that provide information to guide decision-making that will support improved student self-regulation. Particular attention was given to tracking pro-social behavior. Improved self-regulation leads to improved academic performance with this population of students. We have built these tools using the Goal Seeker platform in conjunction with direct consultation from Dr. Marc Hauser. We have set up school-wide measures to track time on learning, respect, mood regulation, and coping skills. Students also have individual, essential goals that daily data is tracking. Each student's essential goal was defined by staff and individual student rubrics were created. This has allowed us to take accurate data on student self-regulation. This data has become essential for informing IEP goals and reporting to districts. Our goal for 2017-2018 is to streamline our data collection tools and make the process more efficient, while continuing to provide data that informs decisions for students.

MCAS testing showed that the students enrolled in SCMAS in 2016-2017 had an average student growth percentile of 34.5% for mathematics and an average student growth of 52% for English language arts.

#### **Accomplishments 2016-2017**

In the 2016-2017 school year, SCMAS addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. 100% of students participated in general education classes.
2. Revised and improved web-based data collection tools.
3. One student successfully transitioned from a more restrictive setting to our inclusive site.
4. One grade seven student returned to regular education district programming.
5. One of our grade 6 students received a certificate of achievement for Outstanding Effort and Spirit in Physical Education. The nomination came from the general education staff at Somerset Middle.
6. Our one grade 8 student completed computer-based MCAS for the first time.



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

**MIDDLE SCHOOL LEVEL  
Gallishaw Middle School**

**2016-2017 SNAPSHOT**  
Grades: 6 - 8  
Enrollment (FTEs): 14.92  
Public Day School  
205 Days

**GALLISHAW MIDDLE SCHOOL**

Jason Dorrance, M.Ed  
Principal

(508) 336-8213 X44

jdorrance@scecoll.org

320 Pleasant Street, Seekonk, MA 02771

Gallishaw Middle School provides high quality, cost effective academic programming for students in grades 6 through 8 who present with cognitive challenges and social-emotional deficits. In school year 2016-2017, there was an average of 13 students. Gallishaw Middle School students participate in a rigorous academic curriculum that is aligned with the Massachusetts Curriculum Frameworks. Students participate in academic classes of history and social science, science and technology/engineering, mathematics and English language arts. The majority of the students participate in MCAS on-demand testing.

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

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

**Accomplishments 2016-2017**

In the 2016-2017 school year, Gallishaw Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Two students successfully returned to less restrictive public school settings in their home districts.
2. Continued to explore and expand data taking techniques in order to track and evaluate student behaviors and engagement.
3. All seven 8<sup>th</sup> grade students successfully participated in computer-based MCAS testing for the first time.
4. Increased and improved school-family communication strategies.
5. Worked with SCEC clinicians and outside consultants to continue to improve and document cohesive therapeutic programming.

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

### **MIDDLE SCHOOL LEVEL Berkley Middle School**

**2016-2017 SNAPSHOT**  
Grades: 6 - 8  
Enrollment (FTEs): 10.0  
Inclusionary Setting  
220 Days

#### **BERKLEY MIDDLE SCHOOL**

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

At the beginning of school year 2016-2017, South Coast Educational Collaborative (SCEC) opened two classrooms at the Berkley Middle School that provide educational services to children in grades 6-8 whose moderate to severe intellectual impairments, adaptive behavior challenges, language delays and/or social-emotional challenges have interfered with their success in a regular or inclusion educational setting. During the 2016-2017 school year, there was an average enrollment of nine students.

This program offers a comprehensive, functional academic curriculum aligned with the Massachusetts Curriculum Frameworks, as well as a pre-vocational skills component and all related, therapeutic services. An introduction to work habits and skills is emphasized to develop each student's level of independence. Classes are small and highly structured. Our mission is to provide a middle school experience that focuses on the skills necessary for success in today's society. Students have the opportunity to participate in inclusion opportunities at the Berkley Middle School.

Educators incorporate research-based best practices such as Positive Behavioral Intervention and Supports, Applied Behavior Analysis, and Social Communication Emotional Regulation Transactional Supports through continual and embedded professional learning. Related service providers and expert consultants work with educators in the classroom to ensure continuity of therapeutic support. The goal is to prepare each student to return to a less restrictive setting in his/her own public school district and/or a high school setting that will meet his/her needs.

#### **Accomplishments 2016-2017**

In the 2016-2017 school year, SCEC at Berkley Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:



1. SCEC successfully opened these two new classrooms at the Berkley Middle School, beginning with eleven students, in the summer of 2016. Eight students transferred from other SCEC programs with the same prototype, two transferred from an SCEC program with a more restrictive prototype, and one student was enrolled by a school district for extended year services only.
2. SCEC staff quickly formed positive relationships with the staff of the Berkley Middle School.
3. SCEC students were welcomed into the general milieu of the Berkley Middle School and soon felt comfortable in their SCEC classrooms as well as the school in general.



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

### **HIGH SCHOOL LEVEL**

#### **Seekonk North Middle and High School**

**2016-2017 SNAPSHOT**  
Grades: 6 - 12+  
Enrollment (FTEs): 32.01  
Public Day School  
220 Days

#### **SEEKONK NORTH MIDDLE AND HIGH SCHOOL**

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

Seekonk North Middle and High School is an approved special education public day school which provides educational services to students in grades 5-8 and 9-12+, respectively. Students present with diagnoses of Autism Spectrum Disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical and psychiatric challenges.

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

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

#### **Accomplishments 2016-2017**

In the 2016-2017 school year, Seekonk North Middle and High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. After assessing the impact of frequent transitions within the school day, program restructuring for the Middle School was successfully instituted. The Middle School program is now a stand-alone classroom with natural transitions within the school and community occurring throughout the day.
2. Purchased and implemented the "Unique Learning System." This age appropriate curriculum is able to meet the diverse learning styles of our learners.
3. Data on student self-regulation is now continually collected and managed by the web-based *Educata* system. *Educata* provides an in-depth analysis of data, arranged by individual student and by classroom. Staff are interpreting and drawing conclusions from data trends, which they utilize to inform individualized programming and IEP development.
4. The High School held its fourth annual Prom at Venus DeMilo in May 2017, enhancing opportunities for family involvement. Prom participation was the highest in four years.
5. Classrooms within the High School were restructured. Students now transition between two classrooms, each with a different educational focus (one for academics, one for vocational and independent living skills). Students also transition within the school and community throughout the day.

## SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

### HIGH SCHOOL LEVEL Gallishaw High School

2016-2017 SNAPSHOT  
Grades: 9 - 12+  
Enrollment (FTEs): 43.15  
Public Day School  
220 Days

#### GALLISHAW HIGH SCHOOL

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

Gallishaw Building  
320 Pleasant Street  
Seekonk, MA 02771

Seekonk High School  
261 Arcade Avenue  
Seekonk, MA 02771

Gallishaw High School provides high quality and cost effective academic, vocational, transition and therapeutic services for students in grades 9 through 12+ who present with social-emotional and cognitive challenges. Many of our students will remain with this program until they attain age 22, but are afforded the option of completing the requirements necessary to obtain their high school diploma at an earlier age. In FY 2017 there was an average of 41 students and the student to staff ratio was 3:1.

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

**Academic Classroom:** Students participate in a vigorous academic curriculum that is aligned with the Massachusetts Curriculum Frameworks. Classes focus on MCAS preparation, as the majority of our students will participate in MCAS testing in order to have the possibility of earning a high school diploma. Students participate in a variety of academic classes each day, depending on age, credits earned/needed, and team decision. Subjects taught are history and social science, science and technology/engineering, mathematics and English language arts. Gallishaw High School also offers elective courses which are established by student needs and interests. Project-Based Learning opportunities are offered so that students can access the curriculum using a more hands-on approach. These opportunities are aligned with our academic curriculum in order for students to earn high school credits as stipulated by their sending school districts.

**Vocational Classrooms:** Students participate in a variety of vocational settings both at school and in the community. Students have the opportunity to attend MTI to learn about automotive and small engine repair. Students who attend this program are OSHA certified as well. We offer landscaping and horticulture opportunities both at the school and at other sites for our students to develop their skills in a work-based setting. We offer hospitality classes, where students provide breakfast and lunch services to staff and students in the 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 also operates a satellite lunch program at the North School in Seekonk where we send a crew of our students to provide lunch services. This gives students the opportunity to be instructed in a kitchen-based work setting. They learn how to function in a professional atmosphere while developing the skills needed to be employed in a cafeteria or restaurant setting. Students generally are in vocational classes for 1 to 3 hours each day, depending on age and team decisions.

**Transition Opportunities:** Gallishaw High School students participate in a transition curriculum that helps prepare them for adulthood. Students participate in skills such as resume building, job employment scenarios, independent living skills, daily household maintenance activities, and basic budgetary skills. Students learn about and tour adult living options and support service agencies in preparation for independent or supported living.

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

### **HIGH SCHOOL LEVEL Gallishaw High School**

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. We currently offer extensive academic support to students in small group settings. The goal for each student is to achieve their full potential. Intensive school counseling support is offered to each student so they can achieve a high rate of success. Our clinicians work with teachers, support staff, consultants and students' clinicians outside of school. This assists us in building a therapeutic environment for our students in which to be successful. Students are provided job opportunities through various internships and paid employment. Ongoing internship sites include Big Lots, Grace Barker Nursing Home and Forever Paws. Paid employment sites vary and are dependent on student interests and current local employment needs.

Educators incorporate research-based best practices with supports provided by continual professional development and technical assistance. The entire Gallishaw High School staff participates in four professional development days each year with various trainings available to them. They also participate in yearly mandated trainings such as Bullying Prevention and Intervention, Confidentiality, Abuse and Neglect Prevention and Intervention, Safe Schools and various transition trainings.

#### **Accomplishments 2016-2017**

In the 2016-2017 school year, Gallishaw High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Continued to explore and implement data taking techniques in order to evaluate student behaviors and tendencies. Students are tracked in the areas of respect, engagement, completion of task, and support required to be successful. Specific data-based reports are generated and presented at meetings. In addition, each student has their own check sheet to document progress toward their own separate goals.
2. Community tours were facilitated by our staff to help support our students in the community and help them learn about different jobs and opportunities. Students visited and learned about Bristol Community College, Fall River Career Center, Youth Connections, Ron Nahas & Sons, and Flat Signs.
3. Students successfully completed internships at Burlington Coat Factory, Taunton Animal Center, Forever Paws and Big Lots.
4. Facilitated students obtaining paid employment at McDonald's, BJ's, Home Plate, and Brew Fish.
5. Seven students graduated with a high school diploma.
6. Students continued to participate in a real working experience in the kitchen at the North School in Seekonk. One staff with a crew of 4 or 5 students provided lunches for all of the students in that building. Participating students obtained ServSafe certification. Students earned class credit as well as valuable experience in working in a kitchen setting.
7. Expanded our landscaping/horticulture opportunities. Students went to SCEC's main campus to work in an on-site landscaping/horticulture environment.
8. Received a work grant for our students from Youth Connections, which allowed students to receive wages for working in a variety of on site and community based jobs during the summer of 2016.



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

### **HIGH SCHOOL LEVEL Bridge High School**

**2016-2017 SNAPSHOT**  
Grades: 9 - 12 +  
Enrollment (FTEs): 18.09  
Two Inclusionary Settings  
220 Days

#### **BRIDGE HIGH SCHOOL**

Lisa Fournier, EdD  
Special Education Administrator / Transition Specialist  
(508) 509-1808  
lfournier@scecoll.org

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

Bishop Connolly High School  
373 Elsbree Street, Fall River, MA 02720

Bridge High School at Dighton-Rehoboth Regional High School (DRRHS) and Bridge High School at Bishop Connolly High School (BCHS) are integrated programs that aim to prepare students with moderate to severe disabilities to be productive citizens in their local communities. Bridge High School DRRHS was established in 2008 and Bridge High School BCHS was established in 2016. During school year 2016-2017, eleven full time students attended Bridge High School DRRHS. Staff included a teacher and three paraprofessionals. Bridge High School BCHS had eight full time students with a teacher and two paraprofessionals. In addition, each site has a school nurse to meet the specific health related needs of students. Students receive the following related services as part of their weekly programming: speech and language, music therapy, counseling, occupational therapy, physical therapy, and adapted physical education as indicated in each student's educational plan.

Transition programming is the cornerstone of the curriculum at these two sites, with students practicing self-determination skills by actively participating in their IEP development and annual meetings, exercising choice in their daily activities, and learning self-regulation strategies to improve their overall readiness to participate in the daily activities offered. Students participate in community-based vocational, recreational, and independent living activities each day. In addition, both classrooms are integral parts of their host high schools and students participate in many school-sponsored activities. Students also provide services to the host schools through their school-based vocational activities.

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

#### **Accomplishments for 2016-2017**

In the 2016-2017 school year, Bridge High School-DRRHS and Bridge High School-BCHS addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Our Somerset-Berkley High School was relocated to Bishop Connolly High School in July of 2016. Our initial year at Bishop Connolly was one of growth and collaboration with the new school community.
2. Two students from Bridge-DRRHS and one student from Bridge-BCHS participated in the Bridgewater State University T@B Program (Transitions at Bridgewater). The program ran from September through May and included a diverse syllabus of weekly transition-themed lessons, such as money management, developing resumes, healthy eating, and a train ride to Boston's South Station. The program culminated with PowerPoint presentations displayed by all participants for their families and classmates.
3. Two students from Bridge-DRHS participated in a Self-Advocacy Series workshop at Bridgewater State College, where they learned about their interests, strengths and how to advocate for themselves.

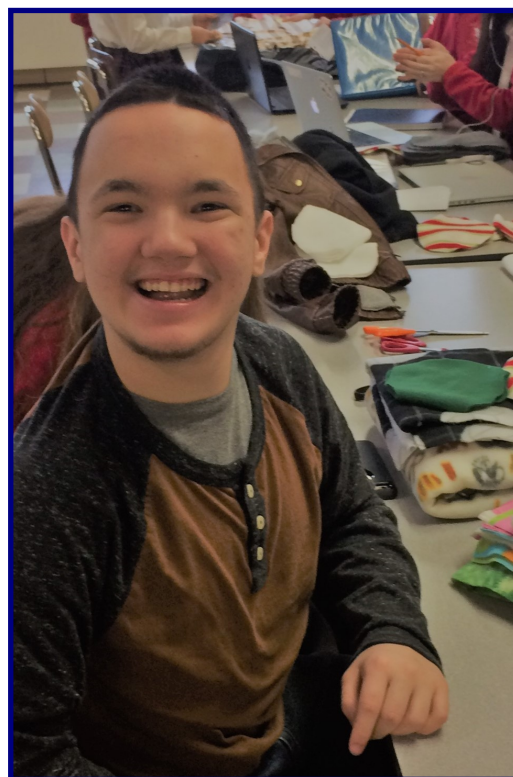
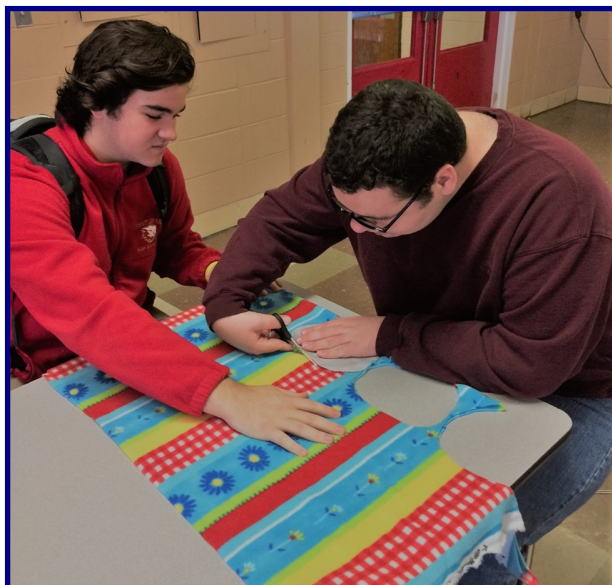


## **SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES**

### **HIGH SCHOOL LEVEL**

#### ***Bridge High School, continued***

4. A Maker Space was created at Bridge-BCHS where our students and Bishop Connolly students participated in STEAM activities (Science, Technology, Engineering, the Arts and Mathematics). They explored “Little Bits” and built robots in a competition, made intricate objects with the 3-D printer. “Lego Mindstorms” robots were built by Bishop Connolly students and programmed together with our students.
5. Eight students from Bridge-BCHS and ten students from Bridge-DRRHS participated in the 2017 Special Olympics Attleboro School Day Games.
6. Six students from Bridge-BCHS and eight students from Bridge-DRRHS attended the 2017 South Coast Educational Collaborative Prom at the Venus DeMilo in Swansea.
7. Both sites worked with our job development team to explore several new community vocational site opportunities, working on the development of diverse vocational skills for students.
8. Two students from Bridge-DRRHS participated on the DRRHS Unified Basketball and Unified Track teams. A new Unified Track team started at BCBS and two students participated.
9. Four students from Bridge-DRRHS were active participants in the DRRHS “Best Buddies” organization, attending movie nights, holiday parties, DRRHS Spirit Week, and the 2017 Massachusetts “Best Buddies” Prom.
10. Students at Bishop Connolly launched their “Forever Friends” club with a “Spread the Word to End the Word” campaign. They spent time in our classroom getting to know our students and staff. The BCBS students look forward to planning several events next year with our students.
11. Bridge-BCBS students continued working at the outdoor classroom and greenhouse on the South Coast Educational Collaborative campus in Swansea, learning a diverse set of horticultural skills. The Bridge-DRRHS students planted a garden on the grounds of DRRHS and used the fruits of their labor to create several recipes with the assistance of several related service providers.



**TRANSITION SERVICES**

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

**Accomplishments for 2016-2017**

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

1. SCEC, the founder of the Greater Fall River Interagency Transition Team in 2013, continued to meet monthly with other members to discuss the transition needs of students and families and plan three collaborative events. In October 2016, we hosted our Third Annual Transition Fair at Bristol Community College. This event allowed families in the greater Fall River area to meet a variety of adult service providers and receive resources for their child's future planning. Over twenty local adult service providers attended and shared their information and resources. In March 2017, we hosted a guardianship workshop at Seekonk High School and finally, in April of 2017, we hosted our third annual Meet Your Adult Agencies at Diman Regional Technical High School. This team allows SCEC to partner with local schools and agencies focused on a common vision.
2. Our Community Partners database continued to grow and we developed systems and protocols to assist all of our students in having meaningful, individualized community based experiences.
3. SCEC worked with our business partners to remain in compliance with the Fair Labor Standard Act Ch. 64c 08. We educated parents, business partners and our staff members as we continued to develop world-class transition services.
4. Three of our secondary level sites continued to attend the Transitions at Bridgewater (T@B) program. Students attended weekly transition classes on the campus of Bridgewater State University taught by teachers from other local school districts. Students ate lunch on campus and participated in a completion ceremony at the end of the program.
5. SCEC continued to develop and expand internal site-based vocational opportunities in landscaping and meal preparation at our main office and public day programs. These programs allowed students to integrate their classroom-based learning into hands-on, place-based learning and prepare for community-based experiences in these vocational fields.
6. SCEC once again participated in a Workforce Investment Board grant program to pay students for their vocational learning experiences during the summer of 2016.
7. Ongoing, targeted professional development continued in several transition related topics for teachers, paraprofessionals, and related service providers. We continued to align our practice with evidence-based practices, write meaningful post-secondary IEPs based on assessment, provide students with a variety of transition services, and build our capacity to provide world class transition planning for our students while supporting their families throughout the process.
8. SCEC was invited to participate in a 5-year grant in conjunction with the Department of Developmental Services. The Massachusetts Partnership for Transition to Employment will involve a wide variety of state agencies, schools, parents and other organizations focused on improving the transition to adulthood experience for adults in the Commonwealth. SCEC is a member of the Family Engagement workgroup, one of four groups charged with developing and researching best practices to engage families in the transition process and the employment goals of adults with disabilities.

## SERVICES AND SUPPORTS: *Transition Services*

### Cost Effectiveness and Value-added Service

Typically, our 14-22 year old students represent roughly half of our total enrollment. The focus of programming for these students is transition related based upon their individual vision and age appropriate transition assessment. Transition assessment is provided as part of a student's tuition, adding no extra cost to our districts. Private organizations can charge up to \$3,000 for a comprehensive transition assessment without a community component. To date, 98 transition assessments for district and SCEC-attending students have been completed and are driving the programming and IEP goals for these students. Some of our staff are specifically trained to provide job-coaching services to students by performing assessment, training, and experience in community based places of employment. In addition to internal professional development, six of our staff members have secured ACRE Certification to provide supported employment and job development services to our students. Contracting for highly qualified job coaching services through private companies costs up to \$45.00 per hour, which does not include job development or transportation. Local bus companies calculate the cost for transportation to provide this service by both hours and mileage. Our job coaches have 7-D licensing and access to our fleet of 15 vehicles, all included as part of an SCEC's student tuition. Transition activities that occur on a regular basis at SCEC sites include:

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

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

### SCEC Mission and Purpose

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





**RELATED SERVICES**

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The Related Services department addresses the mission and purpose of South Coast Educational Collaborative (SCEC) by providing comprehensive therapeutic services to children ages 3 through 22 who are students in SCEC programs and/or local school districts. This report summarizes programs, services and accomplishments during the 2017 fiscal year.

**Therapy Services**

All related services are provided as outlined in the students' IEPs and are designed to support students within the least restrictive educational setting. Our therapists work closely with the student's educational team and family to provide integrated services that support the student's individual development and academic growth. Therapy services provided by the related services division during the 2016-17 school year included:

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

The number of students receiving related services and the number of staff who provided them during the 2016-17 fiscal year are outlined in Table RS1 on the next page:

## SERVICES AND SUPPORTS: Related Services

The number of students receiving related services and the number of staff who provided them during the 2016-17 fiscal year are outlined in Table RS1.

<b>Table RS1</b>		
<b>SCEC Related Services: Staff and Students 2016-17</b>		
<i>Related Service</i>	<i>Number and Type of Related Service Providers</i>	<i>Total Number of Students Served</i>
Speech Therapy	SLP = 7; SLPA = 8	441
Occupational Therapy	OTR = 5; COTA = 5	405
Adapted Physical Education	APE Teacher = 4	324
Physical Therapy	PT = 3; PTA = 3	151
Assistive Technology	AT specialist = 5	145
Teacher of Visually Impaired Students	TVI = 2	84
Applied Behavior Analysis	BCBA = 1; RBT = 3	60
Orientation and Mobility	O&M specialist = 2	27
<b>Total number of students served 2017: 992</b>		

### Student Evaluations

Related service providers at SCEC conduct comprehensive student evaluations utilizing evidence-based measures and testing protocols. Evaluators across disciplines utilize a universal template to achieve uniformity in the presentation of evaluation results. Discipline-specific evaluation templates ensure that the content and presentation of evaluation results is consistent across evaluators and settings. High quality, comprehensive evaluations are a critical first step in identifying the individual needs of students. SCEC related service providers conducted a total of 411 evaluations during the 2016-17 fiscal year (Table RS2).

<b>Table RS2</b>			
<b>Student Evaluations</b>			
<b>Performed by SCEC Related Service Providers 2016-17</b>			
<i>Service type</i>	<i>Number</i>	<i>Service type</i>	<i>Number</i>
Occupational Therapy	116	Physical Therapy	48
Speech Therapy	92	TVI/Vision Evaluations	38
Assistive Technology	54	Orientation and Mobility	5
Adapted Physical Education	50	Applied Behavior Analysis	8
<b>Total number of Evaluations: 411</b>			

### SCEC Classroom Services

Related service providers are active members of the SCEC educational teams supporting initiatives at the early childhood, elementary, middle and high school levels. They provide individual and group therapy, consultative support, evaluation services and integration opportunities customized to meet the individual needs of each SCEC student. Related service providers are embedded in SCEC programs and are actively involved in all program initiatives. They participate in program planning and support, which includes team meetings, curriculum development, transition planning and integration supports. Related service providers support the team in meeting student-specific needs by suggesting environmental modifications and providing specialized training. By working closely with educational teams, related service providers ensure that therapy goals and objectives are addressed by all members of the team and integrated throughout the school day. These sustainability efforts by the related service providers ensure that SCEC educational teams are able to address student's therapeutic needs throughout the school day,

## SERVICES AND SUPPORTS: Related Services

thus optimizing student performance. The related services provided to students within SCEC classrooms are summarized in table RS3.

<b>Table RS3</b> <b>Related Services for Students within SCEC Classrooms 2016-2017</b>	
<i>Related Service</i>	<i>Number of SCEC Students Served</i>
Adapted Physical Education	245
Speech Therapy	226
Occupational Therapy	176
Physical Therapy	49
Applied Behavior Analysis	49
Assistive Technology	29
Teacher of Visually Impaired Students	28
Orientation and Mobility	9

### General Education Supports and Services

SCEC related service providers support member and participating districts throughout southeastern Massachusetts by working as members of the general and special education teams to meet district needs. In-district related services were provided to 23 school districts during the 2016-17 fiscal year (Table RS4).

<b>Table RS4</b> <b>School Districts Supported by SCEC In-District Related Services</b> <b>Fiscal Year 2016-17</b>	
Acushnet Public Schools Bristol County Agricultural High School Bristol Plymouth Technical High School Berkley Public Schools Dartmouth Public Schools Dighton Public Schools Dighton-Rehoboth Regional School District Fairhaven Public Schools Fall River Public Schools Franklin Public Schools Freetown Lakeville Regional School District King Phillip Regional School District	Marlboro Public Schools Middleboro Public Schools Martha's Vineyard Public Schools Norfolk Public Schools Norton Public Schools Rehoboth Public Schools Seekonk Public Schools Somerset Public Schools Somerset-Berkley Regional High School Swansea Public Schools Taunton Public Schools

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

- Response to Intervention (RTI) initiatives.
- Supporting child find and transition from early intervention to school-based services.
- Developing and implementing building-based service plans and 504 plans.
- Offering suggestions for environmental modifications.
- Training educational teams regarding student-specific needs.
- Arranging equipment trials, making purchase recommendations and assisting with identification of the least expensive alternative that will adequately meet student needs.
- Supporting transition planning.
- Providing family support, education and training.

## SERVICES AND SUPPORTS: *Related Services*

Accessing the expertise of SCEC related service providers can be a key factor allowing a student to remain in the least restrictive environment. Sustainability efforts by related service providers ensure that district educational teams are able to address students' therapeutic needs throughout the school day, thus optimizing student performance in the general education setting. During the 2016-17 year, member and participating districts contracted with SCEC to provide all eight available related services. Every member district contracted with SCEC to provide at least one related service, and many districts accessed multiple services. District students served by SCEC related service providers during the 2017 fiscal year are illustrated in table RS5.

<b>Table RS5</b>	
<b>SCEC Related Services in General Education Settings</b>	
<b>Fiscal Year 2016-17</b>	
<i>Related Service</i>	<i>Number of Students Served</i>
Occupational Therapy	229
Speech Therapy	215
Assistive Technology	116
Physical Therapy	102
Adapted Physical Education	79
Teacher of Visually Impaired Students	56
Orientation and Mobility	18
Applied behavior analysis	11
<b>Total number of district students served</b>	<b>863</b>

### **Family Services**

Family-centered care and family services are a high priority for all SCEC related service providers. Our educators and therapists work closely with families to provide information and training as needed to ensure that families have the supports and resources they need to provide optimal care for their child at home. Related service providers also help families obtain needed adaptive equipment for home, working directly with third party payers to insure that all medically necessary equipment is covered at no cost to the family whenever possible. Related service providers work with state and federal agencies on the student's behalf to assist in disability determination as needed for the student to qualify for assistance programs such as Social Security, Massachusetts Rehabilitation Commission, and/or accessible housing. Related service providers support families through parent trainings and presentations to local Parent Advisory Council groups.

### **Professional Development**

SCEC related service providers meet monthly in discipline-specific groups to share knowledge and experience within their area of practice as needed to ensure best practices are met within each discipline. Evidence-based practice, real-time data collection, and improving student outcomes are the major themes driving discipline-specific work groups. All related service providers remain current in their field through participation in SCEC professional learning opportunities, attendance at workshops and conferences, and other continuing education opportunities. Related service providers also conduct inservices and workshops upon request in district and other settings. Workshops and inservices sponsored by related service providers during the 2017 fiscal year included:

- Augmentative Communication Strategies to Support Students with Poor Intelligibility
- Interactive White Board Activities for Early Childhood Settings
- Resources for Evaluating and Working with Students with Complex Communication Needs
- iPad Accessibility Features for Students with Disabilities
- Boardmaker
- Principles of Applied Behavior Analysis
- Yoga and Mindfulness for Students with Special Needs
- Physical Therapy Evaluations for Public School Students

## SERVICES AND SUPPORTS: *Related Services*

- Occupational Therapy Evaluations for Public School Students
- Lifting and Handling Non-Ambulatory Students
- Dysphagia and Feeding the Child with Medical Challenges
- Emergency Evacuation Procedures for Nonambulatory Students

### Cost Effectiveness

Related services for students enrolled in SCEC classrooms are included within the tuition the local school district pays for student enrollment. Physical therapy, occupational therapy, speech therapy, and adapted physical education are all included within tuition at no additional cost to the sending school district, resulting in a tremendous cost savings to local school districts.

In-district related services are provided to local school districts at substantially reduced rates as compared to the statewide average for private agencies. Member school districts contracted for in-district physical therapy, occupational therapy, speech therapy and adapted physical education at the low hourly rate of \$75 per hour during FY 2017. We surveyed private agencies that provide these services within the geographic region of SCEC and found that the cost ranges from \$130-\$250 per hour. Thus, SCEC in-district related services save local school districts a minimum of \$55 per hour. The total cost savings to all districts combined using this model is well over two million dollars per year. Districts in need of a greater amount of in-district related services were offered the option of purchasing services at a daily rate which further augmented their savings. Districts benefit from additional cost savings because SCEC related service providers bring SCEC-purchased testing and treatment materials into the district at no additional cost to the district. Finally, SCEC maintains a large inventory of positioning equipment and assistive technology that related service providers utilize with district students for evaluation and trial purposes at no additional cost to the district.





**THERAPEUTIC COUNSELING SERVICES**

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At South Coast Educational Collaborative (SCEC), counseling services were provided across all grade levels and sites by ten counselors during the 2016-2017 school year. In June 2017, SCEC added a per diem Licensed Mental Health Counselor to our staff to further meet the social-emotional needs of our students, and one of our per diem Licensed Mental Health Counselors applied for and obtained a position as a full time clinician. In June 2016, one of our clinicians graduated from the University of New England with a Master of Social Work and successfully obtained her Licensed Clinical Social Worker license from the Department of Health. During the 2016-2017 school year, SCEC hosted a Master of Social Work intern from the University of New England. Under the supervision of a Licensed Independent Clinical Social Worker, the student intern was able to gain valuable training and experience while supporting the work of SCEC to further meet the needs of students. In partnership with Quality Behavioral Health, a community mental health agency, SCEC hosted three Psychiatric Nurse Practitioner interns from Boston College and Northeastern University, each for a period of 5 weeks. The student interns were able to complete a rotation to gain valuable training and experience in learning the needs of students with special needs in educational settings.

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

**Professional Development**

Clinicians provide and participate in professional development at SCEC at the sites they service. Clinicians are an integral part of staff meetings, trainings and development of therapeutic approaches, often focusing on implementing positive behavioral supports at our sites and educating staff on mental health diagnoses, family systems, community resources, and therapeutic educational approaches. Clinicians also participate in professional development activities on collaborative-wide professional learning days. On three dates during the 2016-2017 school year, SCEC Clinicians participated in a partnership with a community mental health agency, Quality Behavioral Health, to receive

## **SERVICES AND SUPPORTS: *Therapeutic Counseling Services***

professional development in areas related to clinical practice, including Autism Spectrum Disorders and Stress, Brain and Health Mysteries.

### **Accomplishments 2016-2017**

During school year 2016-2017, SCEC Clinicians addressed the purpose and objectives outlined in the South Coast Education Collaborative Agreement by:

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



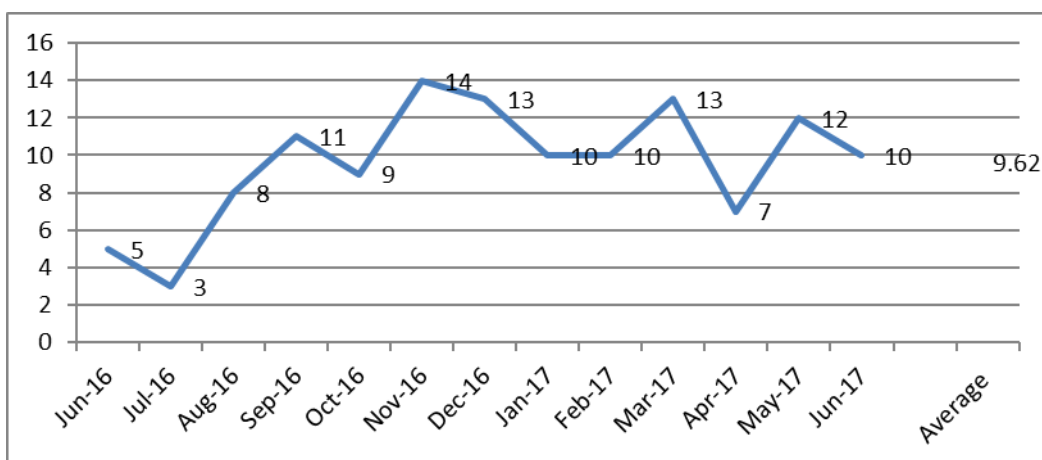
## SERVICES AND SUPPORTS: Clinical Assessment Services

### CLINICAL ASSESSMENT SERVICES

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Assessment Services is responsible for completing evaluations of a psychological nature for children ages 3-22 that contribute to the data when reviewing a child's eligibility for special education. These evaluations occur within the academic setting (within SCEC programs and within general educational settings) irrespective of the referral question. In this way, obstacles preventing access to clinical evaluations have been removed. Family involvement in the evaluation process begins with the completion of a developmental questionnaire related to the student and may include face-to-face or telephone interviews to gather additional information within which to interpret test findings.

**Number of Referrals Received Per month 2016-2017**



School or District	# of requests
Dartmouth	4
DRRHS	46
East Providence	8
Fall River	5
Freetown-Lakeville	10
Seekonk	12
Swansea	12
Taunton	20
Others	8
<b>Total</b>	<b>125</b>

Consistent with the trends of previous years, the number of referrals for assessment services rises and falls over the year. November saw the highest number of referrals, followed by December and March. Five referrals were made at the end of the previous academic year and completed during this reporting period. Generally, however, the summer is a time of little activity, with general education settings not being in session. Collaborative students, however, can be assessed during the extended school year, and there are instances when families agree to make arrangements for district-referred testing to be completed during the summer.

SCEC continues to build strong working relationships with member districts. The contract with Dighton-Rehoboth Regional School District was expanded to cover the provision of services across two days throughout the school year. Under that contract, the district accounted for 34.4% of the total number of referrals for assessments. There were other evaluations that were completed which were not part of the contracted service. In addition, the district was provided doctoral level expertise at team meetings to interpret the independent evaluations provided by families, to consult with teachers, and to work with students individually and in small groups. Having an established

contract in place allowed those in the district to quickly access an independent risk assessment when the need arose. There was also an increase in the number of assessments completed for Taunton, which also contracted to have assessments completed on behalf of their students who are enrolled in SCEC. This arrangement reduced the burden on in-district psychologists traveling to the multiple out-of-district sites. The two contracts represented almost half (48%) of the total number of requests.

## SERVICES AND SUPPORTS: *Clinical Assessment Services*

Two districts contracted with SCEC to provide clinical training to their adjustment counselors and school psychologists. There were a total of eight 1 ½ to 2 hour sessions where professionals were offered professional development credits for participating.

**Cost Effectiveness:** Assessment Services continues to offer districts a convenient, cost effective way to gather information about their students. Assessment batteries have been included in the services offered during a 45-day placement within SCEC programs, representing 9.6% of the referrals. These assessments range from rather simple and straightforward estimates of cognitive functioning to the highly complex neuropsychological with diagnostic formulation. Having a licensed psychologist-provider as part of the assessment team allows for great variability in the assessment process in order to answer a team's questions.

Since last school year, the number of assessments that involved concerns over executive functioning doubled, suggesting that the educational teams are interested in an integrated understanding of the children they serve. 14.4% of the requests specifically asked for a neuropsychological evaluation to be completed. With the rate charged within the community close to \$200/hour, a lengthy comprehensive evaluation could lead to a bill of \$2,400 or more. SCEC is able to provide the quality while managing the large volume in a way that preserves coveted financial resources for the districts we serve.

<u>Assessment Type</u>	<u>% of the Total</u>
Cognitive	88.8%
Achievement	34.4%
Social-Emotional	79.2%
Adaptive	10.4%
Executive Functioning	15.2%
Clinical	17.6%
Guardianship	8%

The number of guardianship requests also doubled as many of the SCEC population approached adulthood. Less dramatic was the increase in the number of assessments involving social-emotional factors, which speaks to concerns within the general education setting related to anxiety and depression and their potential impact on learning.

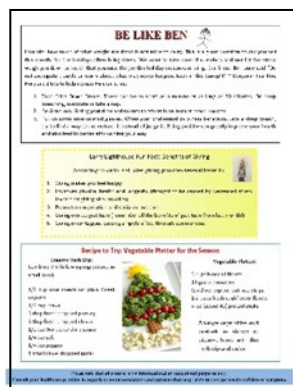
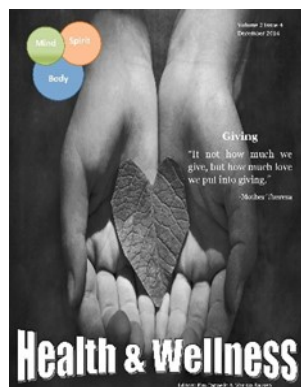
**Sustainability:** SCEC continues to maintain its strong and valued relationship with William James College, which once again furnished a doctoral level practicum student to supplement the stable pool of psychologists employed by the SCEC. The clinical psychologist, doctoral level school psychologist, and the masters level school psychologist have maintained continuous employment with SCEC for a combined 24 years, offering great stability and institutional knowledge upon which to train the next generation of providers as well as forming a strong and dedicated team.

## SCHOOL HEALTH SERVICES

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At South Coast Educational Collaborative (SCEC), the School Nurse is the cornerstone of the health service program, and her/his role interacts with three major systems affecting children and adolescents: education, health, and public health. We recognize that a student-centered approach is necessary and the nurses at SCEC pride themselves on being part of a multidisciplinary team who share in the responsibility to increase and improve educational opportunities for students grounded in our core values as well as appropriate research-based content and best practice. During the school year 2016-2017, SCEC employed 11 full time nurses who were responsible for managing the health needs of students 3-22 years of age within our 16 educational programs.

The primary focus of SCEC's health services team during FY 2017 was implementing a health and wellness program and to analyze its impact on student self-regulation levels through analysis of Health Office Anywhere (HOA) data to make informed decisions for adjusting individual practices. In October 2016, our wellness committee launched its second volume of the monthly newsletter. Each edition had a theme and SCEC staff and students were encouraged to develop, participate in and share activities based on those themes. Our primary goal was to understand the impact of health and wellness activities on creating environments that support staff and students in making positive health decisions and in turn improve learning outcomes. This requires both clinical and management expertise, as well as the ability to work with families and a range of disciplines within both the school and community. The photos below show an example of our December 2016 edition.



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). Our school nurses are committed to continued professional learning and they participate regularly in professional development offered by the Northeastern School Health Institute. This allows us to stay current in school health policies and trends, thereby keeping the agency well informed in providing care based on current evidenced-based practices. SCEC has five Department of Elementary and Secondary Education professionally licensed School Nurses who have engaged in new initiatives by the Department of Public Health (DPH) including medical emergency response planning involving substance use; nurse leadership courses through Boston University; and increased offerings of RETELL courses to meet CEU requirements in the category of culturally competent care and disability.

Our nursing team manages students with chronic conditions such as asthma, diabetes and seizure disorders to allow them to stay in class and be ready to learn. We are responsible for identifying and treating accidents and injuries. We have designed tools that assist our students in being screened for vision, hearing, posture and body mass index. We also counsel and educate students on a variety of social, emotional and behavioral health issues. Over the course of FY 2017, our nursing staff instructed and certified both staff and students in the American Heart Association's (AHA) Heartsaver First Aid and CPR. Providing internal courses provides SCEC with substantial cost savings. According to data on the AHA website, the average cost for certification in First Aid and CPR is \$80.00 per person. Through the use of SCEC nurses as instructors, SCEC delivers this at a rate of \$37.50 per person. On the next page is a table that displays SCEC's staffing levels in Health Services for FY 2017.

## SERVICES AND SUPPORTS: School Health Services

FY 2017 Staffing Levels

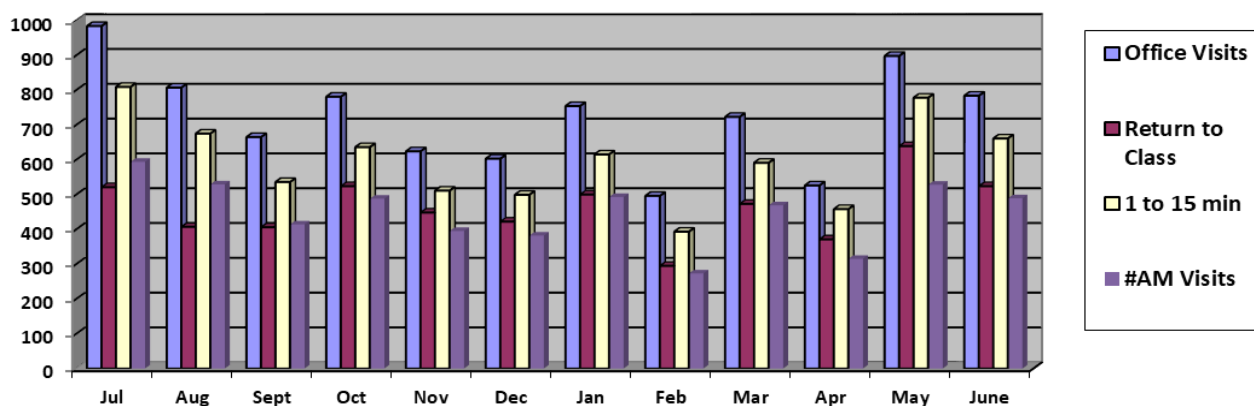
Level of Nursing Service					# of Hours Employed		Licensure			DESE Licensed	
Building Nurse	Classroom -Based Nurse	1:1 Nurse	1:1 CNA	Nurse Leader	*Full Time	Per Diem	RN	LPN	CNA	Initial	Professional
2	8	0	1	1	12	0	11	0	1	6	5

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



The cost effectiveness of school based nursing services is difficult to measure in terms of monetary values since this service is embedded into full tuition rates. However, when considering the cost of providing 1:1 nursing care, our districts can save approximately \$139.00 per day by contracting with SCEC for nursing coverage. On average, home care agencies (Bayada, Ready Nurse, 2017) charge \$56.00/hour for 1:1 nursing coverage, which equals an average daily cost of \$420.00. SCEC offers those same services at a rate of \$281.00/day. In addition, studies have shown that having a nurse available in the schools is a cost effective investment, saving principals one hour per day, teachers 20 minutes per day, and support staff over 45 minutes per day used to address health concerns (NASN, 2013). In FY 2017, SCEC nurses collectively logged 8,643 office visits, which in turn resulted in a 91.65% return to class rate. This was a 6% improvement from the previous school year. Furthermore, in 83% of all office visits completed in FY 2017, students returned to class in less than 15 minutes. Additional statistics related to office visit frequency that were analyzed for FY 2017 revealed that Tuesdays had the highest office visit frequency (21.6%) and Fridays had the lowest office visit frequency (16.7%). The majority of office visits occurred in the mornings (62.1%).

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





## SERVICES AND SUPPORTS: School Health Services

In FY 2017, six of our Department of Elementary and Secondary Education licensed nurses underwent the first year of their educator evaluation process. Our student learning and professional practice goals centered on improving school safety through the evaluation of current safe school plans and identification of areas in need of improvement. Over the 2016-17 year, we saw a 4.4% increase in the number of health office visits related to injury or risk related behaviors. As a result, nurses were engaged in learning opportunities, including embedded professional development, webinars and continuing education courses with a focus on issues such as violence and injury, suicide prevention, substance use recognition and treatment, and social-emotional regulation.

For FY 2018, the health service team will focus on developing and implementing new policies related to responsible and healthy decision making. Utilizing the school health index tool designed by the Center for Disease Control (CDC), we hope to gain an accurate assessment of SCEC's current health status and use the data to inform decisions on policy development, curriculum and professional development. Currently, 23% of offices visits are related to injury or behavioral assessments. Our goal is to achieve a 10% reduction in the number of those visits as evidenced by data collected in Health Office Anywhere.

We strongly believe that safety, health and wellness begin with the School Nurse. Lambert (2014) states that taking steps to create safe learning environments can reduce stress, increase motivation and influence self-regulation by creating improved life-work balance. Therefore, we are also planning to explore opportunities to create partnerships with community providers that focus on positive health decision-making.



### References:

Lambert, D. L. (2014). Health and wellness begin with school nurses. *NASN School Nurse*, 29(3), 114-115.  
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>



**GENERAL EDUCATION SUPPORTS**

Donna Cranshaw-Gabriel, Ed.S  
Carolyn McKearney, Ed.D  
Charlie Seekel, MS, MMA  
Patricia Steele, Ed.S

In the 2016-2017 school year, Dr. Carolyn McKearney consulted with teachers within the Seekonk, Dartmouth, Foxboro and Taunton Public Schools. Her accomplishments and initiatives included:

- Conducted small group presentations regarding data collection and analysis with Seekonk Public School staff at the elementary and middle levels.
- Provided trainings on Social-emotional Learning at the elementary level.
- Coordinated district wide "brown bag" sessions with special education personnel.
- Coordinated Job-A-like sessions with special education teachers at the middle school level to facilitate alignment between classrooms.
- Provided individualized teacher consultation around designing therapeutic classrooms.
- Provided teacher consultation around improving student supports in an effort to maintain the child's placement in the regular education classroom.

In the 2016-2017 school year, Pattie Steele and the SSEC Prevention Intervention (CPI) training team expanded its training to include the consultation model. This expansion allowed our member districts the opportunity to partner with the members of the SSEC team to identify students in need and facilitate the implementation of Response to Intervention supports. Instituting this process allowed districts to incorporate high quality interventions and supports in their schools, thus allowing students to remain in their home district and eliminating the cost that would be incurred for collaborative or private school placements. The individual consultative model promoted the use of preventive strategies in the classroom by aligning with the national Positive Behavior Interventions and Support (PBIS) and Nonviolent Crisis Prevention and Intervention (CPI) programs. Pattie Steele's accomplishments and initiatives on 2016-17 included:

- Assisted Dartmouth High School in successfully kicking off their PBIS initiative.
- Chace Street School in Somerset completed its third year of their PBIS initiative.
- South Elementary School in Somerset completed their third year of PBIS initiatives and added to their community efforts of coordinating "Rallying for Jimmy Fund" and National Entrepreneurial day, and by leading the efforts for "National Lemonade Day."
- Provided training around case consultation and developing learning environments at the Henry Lord School and Sylvia School in Fall River by consulting with new classroom teachers and providing supports.
- Participated on an educational team for a young boy who presented with extreme dangerous behaviors.
- Continued to provide CPI services to Seekonk, Somerset, Freetown-Lakeville, Dartmouth, Fall River, Berkley, and Acushnet. Attleboro was added to the list of districts.
- Continued CPI training for Seekonk bus drivers and the Fisher Bus Company in Somerset
- Provided CPI training for SMEC Collaborative.
- Hosted the "Enhanced Training of the Trainers" workshop and provided mentoring to East Providence trainers for their sessions.

In the 2016-2017 school year, Donna Cranshaw-Gabriel consulted with the special education administrators and teachers within the Freetown-Lakeville Public Schools and Somerset Public Schools. Her accomplishments and initiatives included consultation and collaboration with special education administrators and district teachers around the development of therapeutic classrooms. Her accomplishments and initiatives included:

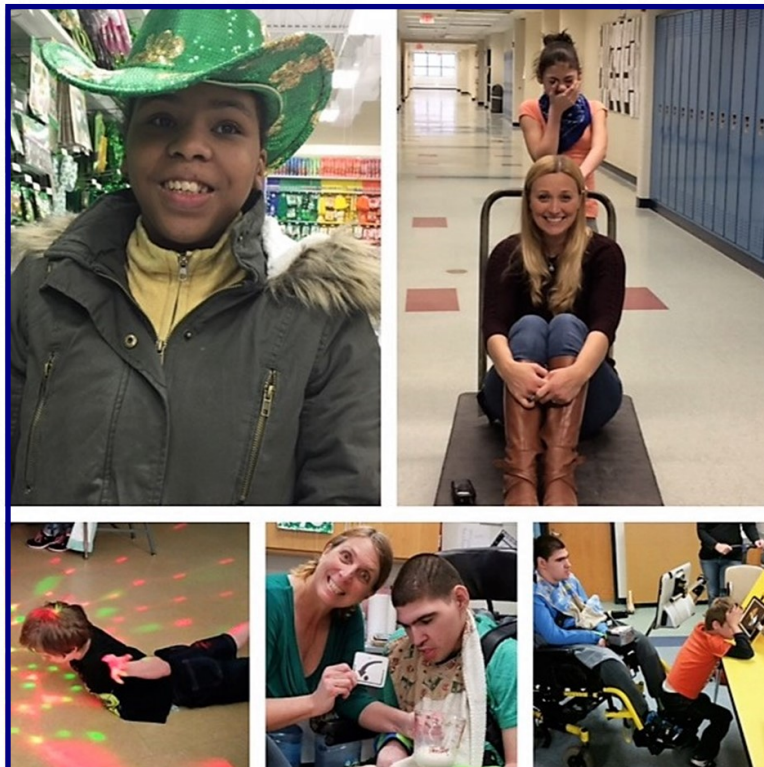
## SERVICES AND SUPPORTS: General Education Supports

- Provided training on Social-emotional Learning at the elementary level.
- Provided individual consultation around designing therapeutic classrooms.
- Provided individual consultation around planning for and the use of classroom paraprofessionals.
- Provided individual consultation around implementation of individual student supports for success within the district setting.

The South Coast Educational Collaborative STEAM program, developed, coordinated and taught by Charlie Seekell, provided research based educational services to students and staff in grades K-12+. These services include project-based learning, place-based learning and work in science, technology, engineering, arts, and mathematics. STEAM is a philosophy that emphasizes delivering the subject matter in an integrated fashion to work on real world problems. The SCEC STEAM program emphasizes the development of communication, collaboration, and cooperation, skills that are vital for success. STEAM services were individually adapted to those students whose moderate to severe developmental delays, adaptive behavior challenges, language delays, and/or behavioral/emotional issues currently interfere with their success in a school setting. The STEAM program offered professional development opportunities for staff inside the classroom and in workshops. Our mission is to provide an experience that focuses on the academic and transition skills necessary for success in today's society.

### Cost Effectiveness

By utilizing SCEC experts for embedded professional learning at a reduced or no cost, districts do not have to pay outside experts from colleges, universities or professional development providers. By providing professional development at their school sites, districts avoid the cost of sending educators to off-site workshops (workshop fees, travel expense, substitutes).



### ASSISTIVE TECHNOLOGY

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

#### Hardware

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

#### Software

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

#### Adaptive/Access Equipment

Mechanical switches (JellyBean, Specs, Toggle); computer switch interfaces (Don Johnston, QuizWorks); iPad switch interface (Pretorian Applicator); environmental control units (PowerLink); adaptive keyboards/mice (keyguards, joystick, trackball).

#### Subscription Services

HelpKidzLearn ([www.helpkidzlearn.com](http://www.helpkidzlearn.com)); BookShare ([www.bookshare.com](http://www.bookshare.com)); News2You ([www.n2y.com](http://www.n2y.com)); Unique Learning Systems ([www.n2y.com](http://www.n2y.com)); Edgenuity ([www.edgenuity.com](http://www.edgenuity.com)).

#### Communication Devices

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

#### Seating/Positioning

Adaptive chairs, various sizes and manufacturers; Rifton toddler chairs; Rifton activity chairs; Rifton compass chairs; special tomato seats; Hi-Lo tilt-in-space chairs; Tumbleforms feeder seats; corner seats, various sizes and manufacturers; Theradapt posture chairs; prone standers, various sizes and manufacturers; supine standers, various sizes and manufacturers; vertical standers, various sizes and manufacturers; EasyStand Evolv sit-to-stand standers; Rifton dynamic standers; Rifton Blue Wave toilet systems; adjustable height mat tables; Tumbleforms bolsters; Tumbleforms side-lyers.

#### Activities of Daily Living

Switch activated measuring cups; zipper rings; Power-links; Sock-aids; adapted gardening tools; mirrors; dressing boards (snap, button, zip, tie); built-up can openers; reachers; ergonomic work stations.

#### Feeding/Oral Motor

Adapted cups: Nosey, trainer, 2-handled, Kennedy, sippy, cut-out; adapted plates and bowls: scoop bowls and plates; adapted flatware/utensils: built-up handles, weighted, curved, maroon spoons; universal cuffs; Dycem; foot stools; food processors; oral motor chew tubes.

## SERVICES AND SUPPORTS: Assistive Technology

### Mobility/Gross Motor/Transport

Anterior walkers, various sizes; posterior walkers, various sizes; gait trainers, various sizes and manufacturers, including Rifton, Leckey, SnugSeat, and more; Rifton Pacer gait trainers, all sizes; KidWalk gait trainers; canes: quad, straight and offset; forearm crutches; LiteGait partial body weight supported treadmill systems; trampolines; therapy mats; tunnels; scooterboards; see-saws; therapy balls; Hoyer lifts; emergency evacuation chairs; transport wheelchairs; tilt-in-space wheelchairs, various sizes; adaptive transport strollers; adaptive bikes and tricycles; training stairs; balance beams; gait belts; climbing equipment; ball pits.

### Fine Motor/Visual Motor

Pencil grips; chubby crayons/markers/pencils/pens; pencil weights; adaptive scissors (loop/table top/electric); raised lined paper; slant boards; easels; name stamps; light boxes; lighted easels; adapted keyboards; Wiki Sticks; stencils; bingo markers; vibrating pens; Theraband; Theraputty; switch-operated toys; light tables.

### Sensory

Bean bags, various sizes; video rocker; Kinder mats; therapy mats, assorted sizes; peanut balls; therapy balls; wedges, various sizes; tactile bins; trampolines; weighted blankets; weighted vests; vibrating snakes; suspended equipment - net swings, trapezes, bolster swings, platform swings, tire swings; weighted backpacks; pressure vests; move-and-sit cushions; wrist and/or ankle weights; headphones; sound machines; hand-held massagers; therapy ball stabilizers; body socks; vibrating toys; massage pads; rocking chairs; weighted lap pads; tunnels; tents; neck pillows; weighted neck/shoulder pads; fidgets; massagers; soothing aqua bottles; sensory lights; Guinea pigs/cages; sand tables; medicine balls; scooterboards; parachutes; sand tables; Wilbarger brushes; sensory bins.

### Cost Effectiveness

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



### PROFESSIONAL DEVELOPMENT

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During the 2016-2017 school year, South Coast Educational Collaborative (SCEC) continued to provide comprehensive, high quality and cost effective learning experiences to professionals and educators at SCEC and throughout Southeastern Massachusetts and Rhode Island. SCEC is committed to supporting the pursuit of professional learning by:

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

#### Professional Learning for SCEC Employees

SCEC provided extensive in-house training for SCEC employees during the 2016-2017 school year. Annual training in all Department of Elementary and Secondary Education mandated training topics was completed during two “opening days” on September 8th and 9th. These professional release days were attended by all SCEC employees and course evaluations indicated that the training programs were highly effective. Additional professional development was provided to employees throughout the year. Professional development offerings for SCEC staff during the FY 2017 included the following topics:

Applied Behavior Analysis  
Augmentative communication strategies  
BoardMaker  
Bullying prevention and intervention  
Civil rights  
Classroom management  
CPR and first aid  
Curriculum alignment  
Data and documentation  
Developing individual health care plans  
Dysphagia and feeding the child with medical challenges  
*Educata* data collection  
Educator evaluation  
*Goal Seeker* data collection  
Fair Labor Standards Act  
Food allergy management in school

iPad communication and applications  
Lifting and handling non-ambulatory students  
Maintaining student confidentiality  
Maximizing student engagement  
MCAS 2.0: computer-based testing  
Mentor training for paraprofessionals  
Mentor training for teachers  
Nonviolent crisis intervention  
Physical restraint policies and protocols  
Positive behavioral instructional supports  
Preventing and reporting discriminatory harassment  
Preventing and reporting child abuse and neglect  
Response to Intervention  
Safe schools program planning

Self-regulation for students  
SmartBoard  
Social-emotional skill development  
STEAM educational practices  
Student-led IEP meetings  
Therapeutic supports  
Transition planning and services  
Transportation safety  
Understanding data input and student output  
Universal precautions and medication administration  
Using Google for education  
Using transition binders  
Writing transition-based IEPs  
Yoga and mindfulness for students with special needs



## SERVICES AND SUPPORTS: Professional Learning

### Annual Special Education Law Update

On May 5, 2017 all SCEC employees attended the annual Special Education Law Update, presented by attorney Felicia Vasudevan from the law firm of Murphy, Hesse, Toomey and Lehane. The primary focus of this yearly training is reviewing and ensuring the protection of civil rights for students with disabilities and their families. At the 2017 workshop, topics included bullying and discriminatory harassment, transition services, truancy, and the BSEA year in review. New regulations were highlighted and case studies were reviewed and discussed. Member district administrators attended this comprehensive three-hour inservice at no cost.

### Regional Professional Development

Since 2009, SCEC has been an active and integral member of the Southeast Collaborative Regional Organization (SCRO) which represents Region 5 collaboratives (CHARMSS Collaborative, Bi-County Collaborative, Pilgrim Area Collaborative, READS Collaborative, Southeastern Massachusetts Regional Collaborative, South Shore Educational Collaborative, North River Collaborative, Cape Cod Collaborative and SCEC). Each year in November, SCRO members offer a day of workshops open to employees of all nine collaboratives. On November 8, 2016 SCEC sponsored three SCRO regional trainings: *Augmentative Communication Strategies to Support Students with Poor Intelligibility* and *iPad Accessibility Features for Students with Disabilities* (Linda Cullen, MS CCC-SLP; Madalena Medeiros, MEd AT; Kimberly Mulcahy, MS CCC-SLP; Leah Paliotta, MS CCC-SLP); *Different Approaches to Math Remediation in Elementary and Middle School Students* (Charles Seekell, MS MMA).

### Cost Effectiveness

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

**ORGANIZATIONAL SUSTAINABILITY**

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In fiscal year 2016-2017, South Coast Educational Collaborative (SCEC) restructured its electricity purchasing to aggregate with other southeast Massachusetts Municipal entities for a cost reduction. We continue to purchase natural gas on the consumer market due to the relative inability to project and secure long term contracts that guarantee fixed costs and savings. Market conditions may stabilize and allow for a return to consortium purchasing at some point.

The Collaborative expanded its pupil transportation initiative, adding the Somerset Middle School to the list of schools to which we now transport. SCEC currently provides transportation for the Freetown-Lakeville Regional School District for many of its students attending SCEC programs.

SCEC has purchased/replaced several vans via the OSD VEH 98 state contract over the past year. The most notable was the acquisition of a new mobility van. It provides three wheelchair positions as well as flexible seating for ambulatory students. It is a welcome addition to the fleet. All collaborative vehicles are GPS equipped and monitored. Several have cameras as well.

South Coast continues to participate in the State COMBUYS program as well as the MHEC purchasing program. We continue to seek the most cost effective methods of procuring goods and services for the organization.



**FISCAL SUSTAINABILITY**

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

Following is the Fiscal Year 2016-2017 Audit Report.
