



# ***SOUTH COAST EDUCATIONAL COLLABORATIVE***

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## ***ANNUAL REPORT 2013 - 2014***

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***EXCEEDING EXPECTATIONS***

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## **SOUTH COAST EDUCATIONAL COLLABORATIVE**

South Coast Educational Collaborative was established in 1974 (as Cooperative Production Collaborative) with its original member school districts of Berkley, Dighton, Dighton-Rehoboth Regional, Seekonk and Swansea. South Coast Educational Collaborative began with one program, providing educational services to a low-incidence, previously unserved special needs population. In 1984, the Somerset School District was welcomed as a new member, followed by Freetown-Lakeville Regional Schools 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, 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. All Board meetings are posted and conducted in accordance with



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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**

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

### **PURPOSE**

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

### **BOARD OF DIRECTORS**

Mr. Thomas J. Lynch, Superintendent  
Berkley Public Schools and  
Somerset Berkley Regional School District

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

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

Ms. Arlene Bosco, Superintendent  
Seekonk Public Schools

Mr. Jeffrey Schoonover, Superintendent  
Somerset Public Schools

Mr. Robert Monteiro, Superintendent  
Swansea Public Schools

Dr. Julie Hackett, Superintendent  
Taunton Public Schools

### **Board Employees**

Dr. David R. Heimbecker  
Executive Director

Mr. Joseph DeLude  
Treasurer

### **MESSAGE FROM THE EXECUTIVE DIRECTOR**

The 2013-2014 Annual Report for South Coast Educational Collaborative (SCEC) is designed to address its mission, purpose, and objectives from its Collaborative Agreement. As reflected in the Table of Contents, the following Programs and Services listed in the Collaborative Agreement are specifically addressed:

- |  |   |
|--|---|
| A. Day school placements and other services for students with disabilities | G. Identification, evaluation and creation of best practice |
| B. Alternative school programs for at-risk students                        | H. Collaborative grant applications                         |
| C. Community-based vocational services                                     | I. Transportation services                                  |
| D. Behavior consultation and education services                            | J. General education supports and services                  |
| E. Therapy services  | K. Clinical evaluations                                     |
| F. Family services   | L. Needs assessments  |
| G. Professional development  | M. Sustainability initiatives                               |

Many of these programs and services are addressed as separate topics. Other programs and services, as well as our mission, purpose and objectives, are referred to within a number of topics as sub-topics. When referred to in this manner, the program or service, or references to the mission, purpose or objectives, is in **bold type**. Each program or service is fully described and special achievements attained during 2013-2014 are listed. It is hoped that this format give the reader a succinct overview of South Coast Educational Collaborative and its programs and services, while addressing its mission, purpose and objectives from its Collaborative Agreement.

The 2013-2014 year at SCEC was a blend of successes and challenges that were rooted in trends that have been developing for a decade. The complexity of student needs is becoming substantially more complex with medical and behavioral challenges dominating the conditions of the students being served at SCEC. The concomitant demand for increased medical and behavioral expertise and service has strained the resources available and necessitated additional recruitment of high-skilled practitioners. The success of SCEC's leadership team restructuring has allowed these demands to be made cost-effectively and with a high degree of positive educational impact. More teacher/leaders are assuming essential roles and responsibilities, and their collective achievements have allowed SCEC to address the challenges successfully.

The most significant changes at SCEC have occurred at the Gallishaw School where new and improved services are being offered as the result of eliminating two high school programs and combining them into a unified high school. This high school is characterized by projects-based learning in a technology enhanced environment. The learning is driven and informed by transitional assessment and programming in an environment where science, technology, engineering, mathematics, and a strong transition commitment are a throughline for all services being provided. As the 2013-2014 school year drew to a close, traditional instructional methodologies were being replaced by highly personalized systems, and worksite development and placement were becoming a constant. As the 2013-2014 school year began, approximately twenty work sites were available for transitional programming. By the end of the school year, in excess of 100 work sites were available to SCEC students, instruction was becoming highly personalized through the use of technology, and enrollments that were precariously close to forcing the closure of the Gallishaw School were increasing rapidly.

Guided by vibrant strategic planning, reaffirmed core values, and recalibrated goals and objectives, the sophistication of SCEC programming throughout the Collaborative continued to evolve during 2013-2014. Professional learning continued as our partnerships with Boston University, Bridgewater State University, Framingham State University, and Northeastern University flourished in our classrooms and in surrounding districts. Programs for paraprofessionals wishing to pursue their Bachelor's Degree, Master's Degree resulting in special education licensure offerings, opportunities for Pre-K through 6 grade teachers to obtain professional licensure, graduate programs for educators interested in licensure for leadership at the district and building level, and a wide-range of other collegiate and professional learning opportunities are evolving and prospering. As a result, teaching-and-learning in SCEC classrooms are becoming increasingly effective.

The health of SCEC programming is being measured in terms of continuing professional learning and gains in student achievement. The enhancement and monitoring of these indicators have been made possible by our continuing commitment to being an educational community that is vibrantly data-informed. The information our expanding data collection/analysis/ information systems generate is used to inform practice and assess growth and development. The 2013-2014 school year ended successfully at South Coast Educational Collaborative with a dynamic blend of highly experienced senior administrators and teacher/leaders who are supported by our Board of Directors and their School Committees, other educational leaders from throughout our catchment area, business and industrial resources, and the community at large. Challenges abound, but they are dwarfed by the efforts of a vast array of individuals and organizations striving to exceed expectations for the people being served in our educational community.

David R. Heimbecker, Ed.D.  
Executive Director

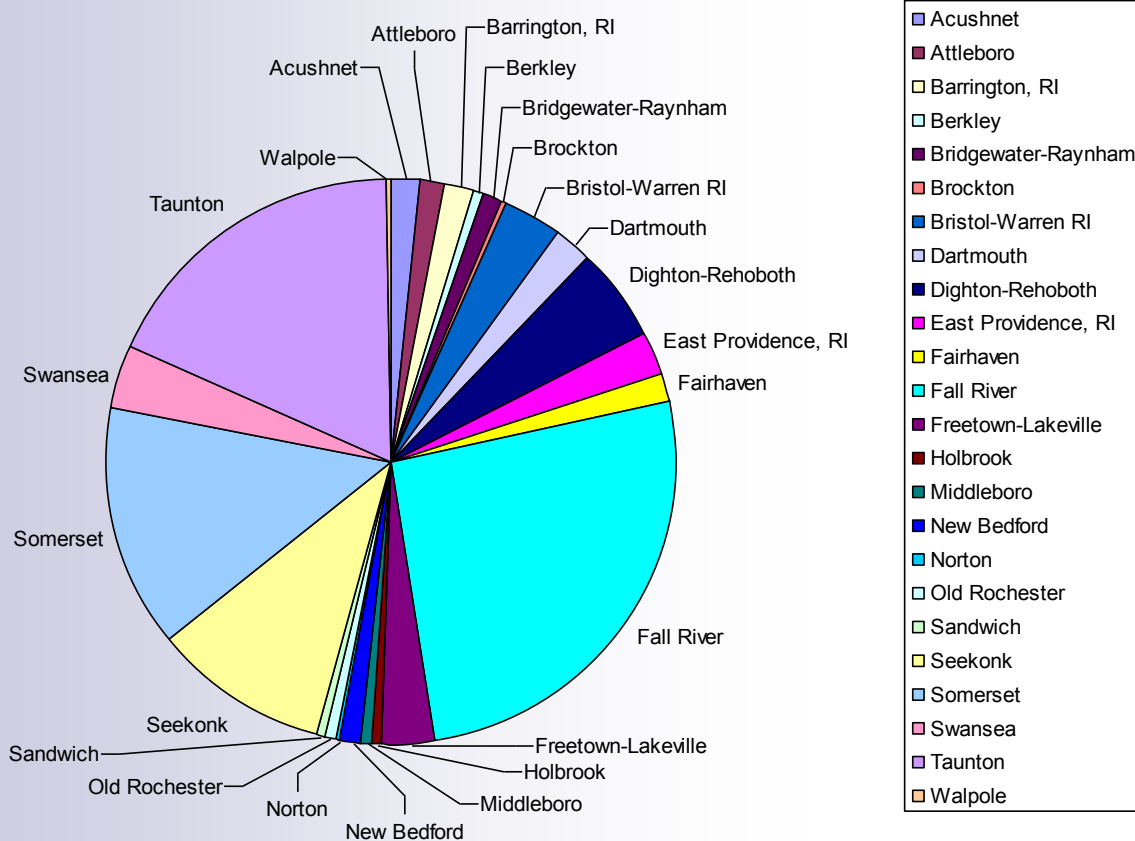


## ENROLLMENT

### Day School Programs for Students with Disabilities

In school year 2013-2014, South Coast Educational Collaborative operated a total of thirteen (13) day school programs for students with significant disabilities. Seven (7) of these programs were approved public day special education programs with strong community, vocational and transition services, while the other six (6) programs were located in host public schools in order to enhance inclusion opportunities and movement toward less restrictive environments for the enrolled students. During the year, a total of 316 students were enrolled in these day school programs, representing a Full Time Equivalent of 250.77. The actual student enrollment on June 30, 2014 was 244.

### School Districts Served in Day School Programs 2013 - 2014



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

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#### **Early Childhood Program**

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South Coast Educational Collaborative's (SCEC) Early Childhood Program is designed to facilitate the continued development of children ages three to seven years who demonstrate developmental delays and disorders. The primary goal of the Early Childhood Program is to maximize each child's potential in the areas of self-regulation, social interaction, communication, activities of daily living, readiness skills, and overall independence to facilitate a smooth transition back to their sending school district or to an appropriate kindergarten or elementary setting. Our Early Childhood Program provides three uniquely designed classrooms across two public school sites, providing maximum opportunities for peer modeling and inclusion. The Early Childhood Program at SCEC has been in existence for more than 30 years. The program has been operating at the Chace Street Elementary School in Somerset since 1985 and at the Mark Hoyle Elementary School in Swansea since 1993.

The Early Childhood Program follows a 180-day school calendar, with the option for a seven week extended school year, and operates from 9:00 AM to 3:00 PM daily, including during 35 days of extended year summer programming. Consistency of student learning throughout the summer of 2014 was excellent, with 100% of Early Childhood teaching staff continuing during the extended year programming.

SCEC's programs are of high quality, incorporating **research-based practices** into our classroom curriculum, including routines-based interventions, visual structure and support, and language-based learning across all aspects of a student's school day. Our professional staff is trained in **evidence-based practices** used within classrooms, including Positive Behavioral Intervention and Supports (PBIS), Picture Exchange Communication System (PECS) and Applied Behavior Analysis (ABA). As part of a strong community of learners, SCEC's Early Childhood Program continues to seek opportunities to learn and grow in practices that will have a positive effect on student learning.

SCEC's Early Childhood staff members participated in **professional learning activities** in 2013-2014, ranging from Crisis Prevention and Intervention (CPI), First Aid/CPR training and Life Guard certification, to master's level **university coursework** in special education. Methodology in **data collection and analysis of data** for improvement in teaching practices and student learning was a strong focus of **professional development** for all staff members in FY 2014.

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

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

In FY 2014, there was an average enrollment of seven students with a staff to student ratio of 1:1.75. This classroom includes a full-time nurse and provides vision, physical, occupational, and speech-language **therapies**, with a focus on augmentative communication, and includes consultation with a developmental pediatrician. This specialty environment is able to meet the specific medical, developmental, communication, motor, equipment and positioning needs of students, providing safe, stimulating, **rigorous learning opportunities** aligned with the Massachusetts Guidelines for Preschool Learning Experiences and the Massachusetts Curriculum Frameworks for Pre-Kindergarten.

Progress for each student is articulated through reports to **families and districts** at five intervals throughout the school year as well as at annual IEP meetings through video demonstration of students during classroom and therapeutic activities. Progress is based on improvement in IEP objectives following a developmental continuum, and is measured through data collection, observation, and formal and informal assessments.

SCEC's Early Childhood Program also provides a **reverse-inclusion classroom** at the Chace Street School in Somerset for students who demonstrate the communication and self-regulatory skills conducive to peer imitation and interaction. Reverse inclusion is the practice of placing typically developing students in a special education class on a voluntary basis to serve as social and educational role models for the students with disabilities. Students in this classroom typically are referred from district preschools, or transition in from the Early Childhood Program at the Hoyle School. During FY 2014, there was an average enrollment of six students and a staff to student ratio of 1:2. This classroom provides a small, visually structured setting where our full-time SCEC students with Individualized Education Plans (IEP's) are educated with model preschoolers who attend from 9:00-11:30 four mornings each week. This model program promotes frequent and consistent opportunities for play, interaction, and learning experiences with typically developing peers in an environment designed for structured student learning and coaching. The focus in this classroom is on self-regulation, communicative interaction, independence in classroom and school routines, and Kindergarten readiness skills.

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

**The SCEC Early Childhood Program at the Hoyle School** in Swansea is designed for students with developmental delays and disorders including autism spectrum disorder, Down Syndrome, and other significant communication-related challenges. This classroom provides a visually structured environment and a high staff to student ratio designed to promote communication, self-regulation, imitation, and the independence within classroom routines needed prior to participating in more integrated settings. In FY 2014, there was an average enrollment of seven students and the staff to student ratio was 1:1.75. Students and their **families** typically enter this classroom from early intervention as their first educational experience, and are assisted in **strategies between home and school through home visits, daily communication logs, and parents' groups facilitated by a social worker**.

Students demonstrating peer imitation skills and social interest are included with staff support in the adjoining district **inclusive preschool classroom** as appropriate to their IEP objectives. Progress for each student is articulated through reports to **families and districts** at five intervals throughout the school year, as well as at annual IEP review meetings including picture and portfolio demonstration of students' work in classroom and therapeutic activities. Progress is based on improvement in IEP objectives following a developmental continuum. Progress is measured through data collection, observation, and formal and informal assessments.



### Curriculum

Our educational program is built upon a series of unit-based lesson plans and learning activities reflecting the students' abilities as well as **state and national standards**. While specific objectives vary according to student, all students are taught skills in the following areas of development: cognition, communication, self-help, social-emotional and physical.

Curriculum in each of the Early Childhood classrooms at SCEC is aligned with the Guidelines for Preschool Experiences published by the Department of Elementary and Secondary Education (DESE) as well as the more recent Common Core mandates articulated through the Massachusetts Curriculum Frameworks for Pre-Kindergarten in both math and English language arts. This ensures that **all students are able to access appropriate national and state-wide curriculum standards to their maximum potential** in preparation for Kindergarten and grade one transitions.

### Technology

Each of our three Early Childhood classrooms is equipped with technology for learning, providing Smart Boards and iPads to help engage students in visual, interactive, **technology-based learning opportunities** throughout their school day. Accessibility to iPads is especially beneficial for those students requiring augmentative means of communication, providing the dynamic accessibility to information and communication necessary in preschool learning environments.

### Physical and Sensory Motor Activity

All students benefit from physical activity as part of their learning. SCEC's Early Childhood Program provides adapted physical education classes weekly as part of its curriculum. In FY 2014, we initiated a community partnership with Mount Hope Physical Therapy in Swansea to add a swimming program for our students. Students participated in swim and water play 1-2 times per month in a small, warm, therapeutic pool with classroom and therapeutic staff. In FY 2014, eight SCEC staff became certified lifeguards in order to lead water-related activities for students. These organized physical and sensory experiences promote language understanding and motor imitation and coordination essential for all preschoolers, and especially beneficial for students requiring multi-sensory opportunities.

### Community Experiences

Experiences in the community are an essential component to our curriculum. Each classroom participates in opportunities to interact within local communities appropriate to the learning objectives in students' education plans. Experiences during the 2013-2014 school year included zoo, farm, and park experiences for language, motor and sensory opportunities and generalization of skills. Other experiences focused on functional daily living skills such as haircuts at a local salon, shopping for groceries, and eating at a restaurant. Students learn to function in community settings with experienced staff members, appropriate learning supports, and high structure. **Families are encouraged to participate** in and duplicate the experiences using supports provided by the classroom to improve skills and success in the community for both child and family.

### Related Services

The support and collaboration with related services staff members are essential ingredients to the success of our students and our educational programming. Specialty staff supporting our students, classroom staff, and daily teaching practices include occupational therapists and occupational therapy assistants, physical therapists and physical therapy assistants, speech-language pathologists and speech-language pathology assistants, a board certified behavior analyst, registered behavior technicians, teachers of the visually impaired, an orientation and mobility specialist, adapted physical education teachers, social workers and school psychologists. Student-specific related services are determined by the Individual Education Plan. However, the model within our Early Childhood classrooms is comprehensive and multi-disciplinary in nature, therefore each student benefits from the expertise of professionals and specialists through weekly consultation meetings and involvement in classroom groups.

## South Coast Educational Collaborative Annual Report 2013 - 2014

### Services for Families

SCEC's Early Childhood Program provides a strong focus on families and the unique challenges related to transitioning from an early intervention model of service to an educational setting. Families are welcome in our classrooms and staff members encourage participation of parents in the many opportunities presented for **school-home collaboration**. Our Early Childhood educators work with a social worker who is in contact with each of our families individually, providing support, guidance for available services within the community, group **parent education** and socialization opportunities throughout the school year. Families are invited to classroom gatherings throughout the school year, providing opportunities to observe their children participating in classroom routines and activities with the supports students require, while socializing with other students and families. These occasions provide families insights, ideas and perspective into the daily classroom environment and their child's functioning within that setting, while allowing families to share experiences and build friendships. The conversations and learning opportunities shared from parent to parent and with teaching staff from these get-togethers is **value-added** for both relationship-building and strategy sharing.

### Services for Districts

**General Education Supports:** SCEC's Early Childhood staff members continue to support students as they transition between more substantially separate classroom settings and **inclusive general education classrooms**. We accomplish this through consultation and coaching with district staff, setting up visual systems for student learning and independence, and assistance with adaptations to curriculum.

**Early Intervention Transition Coordination:** In FY 14, SCEC's Early Childhood leaders continued to collaborate with member districts in the coordination of early intervention transitions, including acting as liaison with early intervention agencies and incoming families, providing initial home visits and screenings and recommendations for evaluations if appropriate.

**Collaboration with the Community:** During each of the past three years, SCEC has partnered with Community Autism Resources in Swansea, with **grant funding** from "Bailey's Team," to provide Hanen Parent Education programs free of charge to local families. Programs have included *More Than Words® - The Hanen Program® for Parents of Children on the Autism Spectrum*, providing parents with practical strategies for addressing their child's specific needs and building their children's communication and social skills during everyday routines and play; and *TalkAbility™ - The Hanen Program® for Parents of Verbal Children on the Autism Spectrum*, designed for parents of verbal children with high functioning autism, including Asperser's Syndrome and other social communication difficulties. *TalkAbility®* shows parents how to use their child's unique interests to help him/her build stronger social skills, understand other points of view, and make friends more easily.



Early Childhood-Chace educators display their interactive, visually supported lessons at SCEC's annual Learning Expo, May 1, 2014.

### Cost Effectiveness

The Early Childhood Programs are **value-added** as uniquely intensive educational environments for students between the ages of 3 and 7 who are unable to receive an appropriate education for their early needs within their district community schools. The Early Childhood Program is **cost-effective** for districts in that they are able to provide the expertise, staffing, equipment, related services and **inclusion opportunities** for students while they remain in a **less restrictive** public school setting. For FY 14, the daily rate for a student enrolled in the Early Childhood Program was \$246.00 for member districts and \$296.00 for participating districts. The average daily rate for three private day schools providing comparable services was \$283.00 (mass.gov/spedpricing), demonstrating a savings of \$37/day for member districts (\$7,955 per year). The tuition for participating districts is about the same as the private day school average.

## North Seekonk Elementary Alternative Center for Education

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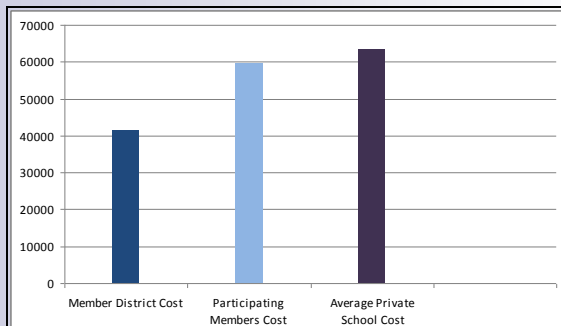
The North Seekonk Elementary Alternative Center for Education (Elementary ACE) provides **comprehensive educational services** to students (grades K-5) whose social-emotional and behavioral challenges preclude successful participation in the public school setting at this time. Average enrollment in the 2013-2014 school year was 30 students. Our mission is to effect academic and social-emotional growth through the implementation of specialized counseling, academic instruction and positive behavioral supports. Interventions are designed to promote cognitive and social growth with the ultimate goal being that students will successfully transition back to their home schools in a **less restrictive** placement.

### Programs and Services Provided

- Curriculum aligned with **Massachusetts Curriculum Frameworks**.
- Small group instruction - average of 3:1 student to staff ratio.
- Multi-sensory learning approach to reading instruction.
- **Direct and consulting services** for speech and language, occupational therapy, physical therapy, adapted physical education, applied behavior analysis and counseling.
- Positive behavioral intervention and supports.
- Social skills groups and individual counseling.
- Ongoing and embedded **professional development** for all staff members.
- 205 day program, including a 5-week summer component.
- Staff Include special needs teachers, expert consultants (behavioral psychologist and developmental pediatrician), adapted physical education teacher, occupational therapists, occupational therapy assistants, speech language pathologists, speech language pathology assistants, a board certified behavior analyst, a licensed social worker, a school nurse and experienced paraprofessionals.

### Cost Effectiveness

For districts, this program provides a cost effective alternative to comparable private school and/or residential placements. The graph below compares Elementary ACE tuition rates with those of selected Massachusetts private schools that provide services to a similar population of students.



SCEC Member District Tuition (per student)	\$41,615
SCEC Participating District Tuition (per student)	\$59,450
Average Private School Cost (per student)	\$63,450
Member District Savings (per student)	\$21,835
Participating District Savings (per student)	\$ 4,000

Average Private School Costs calculated from <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>

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### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- Embedded **professional development** through the use of expert outside consultants focused on the establishment of **therapeutic classrooms** with an emphasis on **alignment of practices** between classrooms.
- All elementary teachers set Smart Goals for **improving student writing skills**. The classrooms addressed paragraph writing with supportive details and effective opening and closing sentences. **Content was expanded** upon within each grade level.
- Data on student self-regulation and control was collected and inputted into the web-based Educata system. The Educata system provides an in-depth **analysis of data** at the classroom and individual student levels. Educators learned to use the data to **inform their educational practices** and to closely monitor the goals and benchmarks outlined in the students' Individualized Education Plans.
- The Houghton-Mifflin online **curriculum** ("Think Central") was integrated in collaboration with textbook learning.
- Collaboration with Seekonk **general education school staff** to enhance **student learning outcomes**.

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### Seekonk North Elementary

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This public day school site, which averaged an enrollment of eight (8) students in 2013-2014, serves a grade 1-5 population of students with diagnoses of autism spectrum disorder, moderate to severe cognitive impairment, sensory processing and communication impairments, neuromotor deficits and/or medical and psychiatric needs. The primary goal is to engage students in meaningful instruction aligned with and based on 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. The goal is for students to one day return to a **less restrictive** public school environment.

### Programs and Services Offered

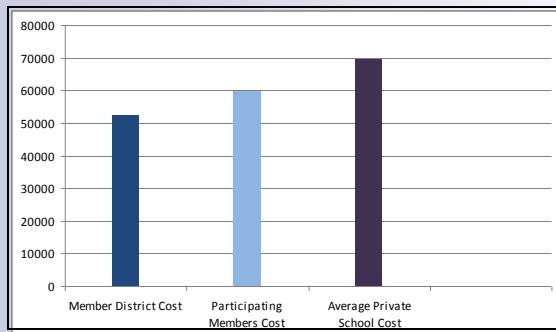
- Small group instruction - average of 2:1 student to staff ratio.
- Multi-sensory learning approach.
- **Direct and consulting services** for speech and language, occupational therapy, physical therapy, adapted physical education, applied behavior analysis and counseling.
- Positive behavioral intervention and supports.
- Life skills education.
- **Community-based experiences.**
- Social skills groups and individual counseling.
- Ongoing **professional development**.
- 220 day program which includes an 8 week summer component.
- Staff Include special needs teachers, expert consultants (behavioral psychologist and developmental pediatrician), adapted physical education teacher, occupational therapists, occupational therapy assistants, speech language pathologists, speech language pathology assistants, board certified behavior analyst, licensed social worker, school nurse, vision teacher, orientation and mobility specialist, and experienced paraprofessionals.



## South Coast Educational Collaborative Annual Report 2013 - 2014

### Cost-Effectiveness of Programs and Services

For districts, this program provides a cost effective alternative to private school and/or residential placements. The graph below compares Seekonk North Elementary School tuition rates with those of selected Massachusetts private schools that provide services to a similar population of students.



SCEC Member District Tuition per student)	\$52,360
SCEC Participating District Tuition (per student)	\$59,620
Average Private School Cost (per student)	\$69,650
Member District Savings (per student)	\$17,290
Participating District Savings (per student)	\$10,030

*Average Private School Costs calculated from  
<http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>*

### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- One student successfully transitioned to a **less restrictive** middle school placement in July 2014.
- All elementary teachers set Smart Goals for **improving student writing skills**. This classroom addressed sentence writing utilizing a visual model. A writing period was added to the daily schedule.
- Data on student self-regulation and control was collected and inputted into the web-based Educata system. The Educata system provides an in-depth **analysis of data** at the classroom and individual student levels. Teachers learned to use the data to **inform their educational practices** and to closely monitor the goals and benchmarks outlined in the students' Individualized Education Plans.
- Focus groups continued to develop and implement a model that effectively integrates the principles of applied behavior analysis into the classroom setting.

### South Coast Educational Collaborative at Palmer River Elementary School and Somerset North Elementary

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South Coast Educational Collaborative (SCEC) offers structured classroom learning environments located in two public elementary schools. There are three classrooms (K-2, 3-5, and 2-5) located at Rehoboth's Palmer River Elementary School and two classrooms (K-2, 3-5) at the Somerset North Elementary School. These classrooms provide comprehensive services to a **low-incidence population** whose adaptive behavior challenges, cognitive deficits, learning disabilities, communication challenges, emotional and behavioral challenges, neuromotor deficits, medical and/or psychiatric needs interfere with successful integrated and inclusive opportunities. Diagnoses of autism spectrum disorder, intellectual impairment, neurological impairment, emotional impairment, and multi-impairment are the precursors to the student-presented challenges. The classrooms located at Somerset North Elementary School have been a part of the school community since 1995 and the classrooms located at the Palmer River Elementary School have been operating since 2000. Average enrollment for the 2013-2014 school year was 35 students between the sites, 27 students from member districts and eight (8) students from participating districts.



This **low incidence population** requires highly specialized personnel who possess the type of dynamic and flexible expertise required to meet the needs of a student population that changes from year to year (Jackson, 2005). The low numbers and **constantly changing population** make it economically unfeasible to develop district-based classrooms (Jackson, 2005). SCEC's mission is to offer focused **specialized services including all therapies**. Classrooms within the elementary settings have high standards for academics that are aligned with the **Massachusetts Curriculum Frameworks**. Published curricula and curriculum resources are modified, adapted and/or used as a developmental framework to ensure students are participating in **standards-based learning**. Student success is supported by their involvement in behavior and mental health services. Students participate in **inclusionary instruction** both within district classrooms and **community settings** to support transitional skill development as well as generalization and internalization of learned skills. Students attend academic and related arts classrooms and/or students from the district school participate in SCEC classroom instruction with SCEC students. **Community instruction** allows students to generalize academic and regulation skills by participating in recreation programs such as swimming, library programs, shopping experiences and dining out. **Parents help identify** students' challenging behaviors that affect community experiences and goals are developed and addressed.



Somerset North educators presented their social skills development curriculum at SCEC's annual Learning Expo, May 1, 2014.

Focused **educational supports** are utilized to ensure success. Use of such supports as visual systems, routines, adaptive technology, positive behavior support plans, self-regulation plans, and the development of self-advocacy skills are provided as well as integrated into a student's repertoire to ensure success across environments. **Families are essential members** of their child's team and are included in the development and implementation of all student goals and plans, which extends well beyond the IEP process. 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 environment.

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

### Programs and Services

- Small group and individual instruction with an average of 2:1 student to staff ratio.
- Multi-sensory learning approach designed for individual student needs and learning styles.
- **Direct and consulting services** for speech and language, occupational therapy, physical therapy, vision, hearing, adapted physical education, orientation and mobility, applied behavior analysis and counseling.
- Positive behavioral intervention and supports.
- Social work services to support students and **families**.
- SCERTS Model (Social Communication, Emotional Regulation, and Transactional Supports).
- Social skills group supported by social curricula, and self-care and **self-advocacy** development.
- **Community based learning opportunities** including swimming and using community resources such as the library, shopping and dining out.

**Reference:** Jackson, R. (2005). *Curriculum access for students with low-incidental disabilities: The promise of universal design for learning*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved from [http://aim.cast.org/sites/aim.cast.org/files/LowincidentalReport\\_101305.pdf](http://aim.cast.org/sites/aim.cast.org/files/LowincidentalReport_101305.pdf)[http://aim.cast.org/sites/aim.cast.org/files/LowincidentalReport\\_101305.pdf](http://aim.cast.org/sites/aim.cast.org/files/LowincidentalReport_101305.pdf)

## South Coast Educational Collaborative Annual Report 2013 - 2014

- **Inclusive opportunities** within district, SCEC and the community.
- **Use of technology** to augment learning and communication.
- Individual and integration of applied behavior analysis/discrete trial services.
- Use of expert consultants for program development and individual student planning.
- Embedded **professional development** with a focus on **integrated use of data systems**.
- Ongoing and embedded **professional learning** for staff offered through weekly staff meetings, consult meetings and on SCEC in-service days.
- Plan development for **student transitions**, be it back to district classrooms, community settings, or SCEC sites.
- 220-day school year calendar.
- Staff members include special education teachers, expert consultants (autism specialist, behavior psychologists, developmental pediatrician), social worker/counselor, teacher of the visually impaired, orientation and mobility specialist, adapted physical education teacher, occupational therapist, occupational therapy assistants, speech-language pathologist, speech-language pathology assistants, board certified behavior analyst, school nurse, experienced and educated paraprofessionals.

### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- Use of the new educator evaluation process to **inform educator practice**.
- Development of **data collection systems around** district determined measures.
- Integration of augmentative communication systems into all instruction and social opportunities.
- Integration of applied behavior analysis across settings.
- Development of instruction plans highlighting differentiation.
- Curriculum aligned with **Massachusetts Curriculum Frameworks**.
- Use of expert consultants to ensure student success through the development of education and behavior plans that facilitate active engagement.
- Consultation between expert consultants and the board certified behavior analyst to ensure best behavior plan development.
- Use of transition planning to ensure **successful student transitions** to district classrooms or another comparable or **less restrictive environment**.
- Utilization of **best practices** to ensure student regulation inclusive of but not limited to the principals of SCERTS, ABA, and PBIS.

### Cost Effectiveness

SCEC classrooms at the North Elementary School in Somerset and the Palmer River Elementary School in Rehoboth are embedded in public school settings and often access **opportunities for inclusion experiences**. These settings also provide opportunities for **extra-curricular school activities** such as being a member of the Scouts. An alternative to participation in a SCEC elementary classroom would be a private day program that is located in a special education facility, not allowing for inclusive opportunities. The table at right shows comparative costs.

FY 2014 Tuitions and Savings: SCEC at Somerset North Elementary and Palmer River Elementary Compared to Average Private Day School Tuition*	
Member District Cost (per student)	\$50,380
Participating District Cost (per student)	\$60,940
Average Private Day School Cost (per student)	\$63,726
Total Member District Savings (per student)	\$13,346
(per student)	
Total Participating District Savings	\$ 2,786

\*From Mass. OSD-mass.gov/spedpricing

## Seekonk North Middle School

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The Seekonk North Middle School is a public day school which provides educational services to students between the ages of 11 and 15 years (Grades 6-8) with diagnoses of autism spectrum disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical and psychiatric challenges. During the 2013-2014 school year, there was an average of 13 students enrolled at the Seekonk North Middle School.

The primary goal is to maximize each student's potential in the areas of self-regulation, social skills development, communication, functional academics and pre-vocational skills. This goal is carried over into **community settings**. The program incorporates **research-based best practices** with supports provided by **embedded professional development, technical assistance and a network of expert consultants**. Our mission is to enable our students to achieve success in **community integration**, functional daily living skills and social relationships through the use of specialized techniques, adaptations and modifications of the curriculum and the environment and through the use of positive behavioral intervention and supports methodology.

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

### Programs and Services Offered

- Functional curriculum aligned with the **Massachusetts Curriculum Frameworks**.
- Small group instruction - average of 2:1 student to staff ratio.
- Multi-sensory learning approach.
- **Direct and consulting services** for speech and language, occupational therapy, physical therapy, adapted physical education, applied behavior analysis and counseling.
- Positive behavioral intervention and supports.
- Prevocational, vocational, transition and independent life skills training.
- **Community-based activities**.
- Social skills groups and individual counseling.
- Ongoing **professional development**.
- 220 day program which includes an 8 week summer component.
- Staff Include special needs teachers, expert consultants (behavioral psychologist and developmental pediatrician), adapted physical education teacher, occupational therapists, occupational therapy assistants, speech language pathologists, speech language pathology assistants, board certified behavior analyst, social worker, school nurse, vision teacher, orientation and mobility specialist, and experienced paraprofessionals.

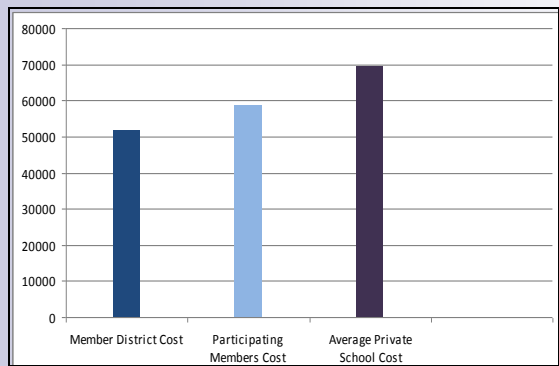


Seekonk North educators demonstrate the paper recycling process at SCEC's annual Learning Expo, May 1, 2014.

## South Coast Educational Collaborative Annual Report 2013 - 2014

### Cost Effectiveness

For districts, this program provides a cost effective alternative to private school and/or residential placements. The graph below compares Seekonk North Middle School tuition rates with those of selected Massachusetts private schools that provide services to a similar population of students.



SCEC Member District Tuition (per student)	\$52,360
SCEC Participating District Tuition (per student)	\$59,620
Average Private School Cost (per student)	\$69,650
Member District Savings (per student)	\$17,290
Participating District Savings (per student)	\$10,030

*Average Private School Costs calculated from <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.htm>*

### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- Successfully transitioned two students to a **less restrictive** high school program.
- Embedded **professional learning** through inside and outside consultants that focused on building and maintaining routines and **positive learning environments** for all students.
- Embedded **professional learning** through weekly staff meetings, teachers meetings, and clinical meetings that focused on program development, MCAS alternate assessment, **transition services**, applied behavior analysis, behavior plan development, areas of improvement, and program reflection.
- Increased **community experiences** allowing students to generalize skills **from school to home to the community**.
- Implemented a digitized web-based behavior **data collection system** that reports students' antecedents, behaviors, and interventions as well as self-regulation data.

### Gallishaw Middle School

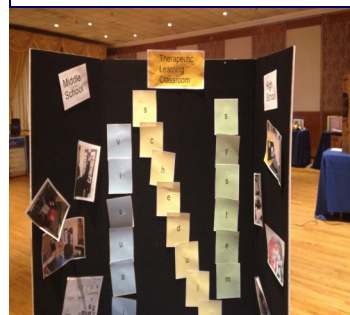
Jason Dorrance, M.Ed, Principal

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Gallishaw Middle School, a public day school program, provides **high quality, cost effective, value-added and sustainable educational and therapeutic services for at-risk students** in grades five through eight whose social, emotional, and/or learning challenges have prevented success in a general education setting. The average enrollment during 2013-2014 was 22 students. The immediate objective is to provide an **academic program of core curriculum subjects aligned with the Massachusetts Curriculum Frameworks** while providing both staff support and direct student services which will enable future student success in a **less restrictive** general education or designated special education setting. Educators incorporate **research-based best practices** with supports provided by continual **professional development, technical assistance**, and a network of expert consultants.

Educators from Gallishaw Middle demonstrated components of their "Therapeutic Learning Classrooms" at the SCEC Learning Expo on May 1, 2014.





## South Coast Educational Collaborative Annual Report 2013 - 2014

### Cost-Effectiveness

In 2013-2014, the Gallishaw Middle School provided a total savings to districts of approximately \$614,960 in tuitions when compared to comparable private special education schools.

Member District Tuition (205 day)	Participating Member Tuition (205 day)	Avg. Tuition at Private Schools
\$39,360	\$53,300	\$77,078
\$194 per day	\$260 per day	\$377.84 per day

### Sustainability

Various steps were taken during FY 2014 to increase the sustainability of the program and its services. An additional paraprofessional position was created to assist students with their course work and self-regulation goals. Weekly therapeutic group sessions were implemented to promote social and self-regulation skills. Students were involved in additional **transitional and recreational community experiences** during the 2013-2014 school year.

### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- Increased enrollment from 18 students in 2012-2013 to 22 students in 2013-2014.
- Development and implementation of a **digital data collection system** to collect student data.
- Completed staff training in the **analysis of student data**.
- Staff worked closely with a behavioral psychologist to continue progress towards the school's goal to become a **model middle school program**.

## South Coast Middle Alternative School

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The South Coast Middle Alternative School (SCMAS), an **alternative inclusion classroom** currently housed at Case Junior High School in Swansea, continues to evolve since it opened in 2003. The initial objective of the **alternative inclusion classroom** was to provide a pathway for **at-risk students** in grades 6-8 to grow from the South Coast Educational Collaborative (SCEC) public day programs into public school **inclusion opportunities**. Since then, it has expanded its scope and objectives to include supporting students in **transitioning back to their sending districts**. The population consists of students with emotional disorders and learning disabilities. Primary diagnoses are Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Oppositional Defiant Disorder, Post Traumatic Stress Disorder and Mood Disorders. In academic year 2013-2014, there was an average of nine (9) students and the staff to student ratio was 1:3.

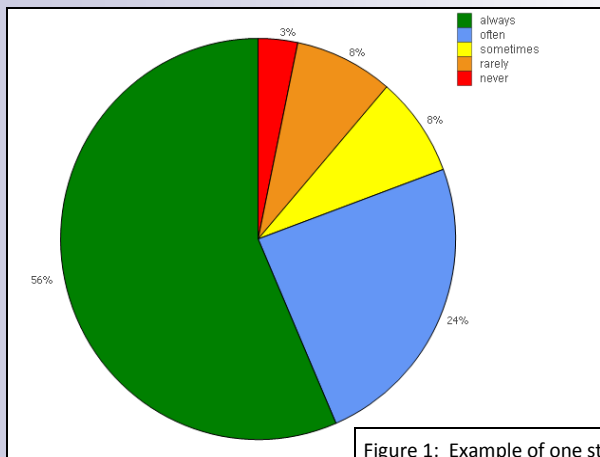
The primary goal is to promote self-regulation with the goal of moving students to a **less restrictive setting**. The staff consists of one licensed teacher and two paraprofessionals for delivery of instruction, therapeutic support and assessment. A clinician provides individual and group counseling support 1.5 days per week. Staff **professional development** comes with SCEC-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 Dr. Kevin Plummer. Monthly consultations consist of programming for individual students and for program development to **improve classroom practices**.



SCEC currently leases this classroom housed within the Case Junior High School in Swansea. The classroom has been at this site since the beginning of the 2008-2009 academic year. The administration at Case Junior High welcomes and accommodates our students in **general education classes and school-wide activities**, including bullying prevention programming, high school preparation assemblies, after school clubs, and school dances.

Since 2007, 100% of the SCEC students attending this program have participated in **general education inclusion classes**. The academic program provides differentiated instruction through the use of **general education inclusion**. It is also able to provide therapeutic/academic support within a self-contained environment as needed by individual students. Students attend general education classes with the support of the SCMAS staff who attend each 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 the 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.

During the 2013-2014 academic year, eight (8) students participated in a SCEC-based adaptive health program. Six (6) students achieved certified CPR status from the American Heart Association and all eight (8) students successfully demonstrated proficiency in First Aid. The students were trained by the SCEC nurse leader.



The 2013-2014 academic year focused on implementing **new data collection tools**. The goal was to design data collection tools that will 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 (Figure 1). This has allowed us to take accurate data on student social-emotional goals. We are using this data to inform IEP goals and to report to **districts and families**. Our goal for 2014-2015 is to use this data to study the link between academic progress and social- emotional functioning.

Figure 1: Example of one student's time spent accessing the curriculum (self-regulation data).

## Cost Effectiveness

Four out of nine (44%) of current students have transitioned from more restrictive settings to the SCMAS **inclusive classroom**. The SCMAS classroom is able to provide this level of service in a public school setting, while meeting a high level of need for **at-risk students**. This is a **value-added service** that the program offers to districts.

The average 180 day private day program in Massachusetts costs \$ 49,084 per student annually. The member tuition for SCMAS is \$34,560 per student. This rate provides \$14,524 in savings per student per year to the member districts for comparable services. The participating member tuition is \$46,800. This rate provides \$2,284 in savings per student per year, to the participating districts for comparable services. That is a total tuition savings of \$118,476 per year to the surrounding districts for the nine (9) students enrolled during 2013-2014.

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### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- 100% of enrolled students participated in **general education inclusion classes**.
- Eight (8) students participated in a SCEC-based adaptive health program. Six (6) students achieved certified CPR status from the American Heart Association and all eight (8) students successfully demonstrated proficiency in First Aid.
- Designed and implemented a new **data collection system** to guide decision making that will support improved student self-regulation and **improved academic achievement**.

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### Somerset Middle School

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South Coast Educational Collaborative (SCEC) has three classrooms at the Somerset Middle School that provide educational services to children ages 11 to 15 years (grades 6-8) whose moderate to severe developmental delays, adaptive behavior challenges, language delays and/or behavioral/emotional issues have interfered with their success in a regular or inclusion setting. The students' needs frequently arise from diagnoses of autism spectrum disorder, attention deficit hyperactivity disorder, pervasive developmental disorder, neuromotor deficits and/or social-emotional challenges. This program has been operating at Somerset Middle School since 1986. During the 2013-2014 school year, there was an average enrollment of 22 students (12 students from member districts and 10 from participating districts). Five students participated in **inclusion opportunities** provided at Somerset Middle School. The five students participated in **inclusive** social studies, science, technology, music and physical education classes.

This site offers a comprehensive academic curriculum, pre-vocational component and related services. Classes are small and highly structured. Opportunities are provided for participation in regular middle school activities and classes through a variety of individualized **inclusive opportunities**. Our mission is to provide a middle school experience that focuses on the functional academic 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 Interventions and Supports (PBIS), Applied Behavior Analysis (ABA), direct Instruction, and Social Communication Emotional Regulation Transactional Supports (SCERTS) with supports provided by **continual professional development, technical assistance and a network of expert consultants**. The goal is to prepare the student to return to a **less restrictive setting** in his/her own public school system and/or prepare the student for a high school setting that will meet his/her educational needs.

#### Programs and Services

- Functional curriculum aligned with the **Massachusetts Curriculum Frameworks**.
- Small group instruction - average of 2:1 student to staff ratio.
- Multisensory learning approach.
- **Direct and consulting services** for speech and language, occupational therapy, physical therapy, vision services, adapted physical education, orientation and mobility, applied behavior analysis and counseling.
- **Inclusion opportunities**.
- Prevocational skills training and life skills education.
- Transition and vocational skills training.
- **Community-based** vocational activities that include the Dartmouth YMCA's "Sharing the Harvest Community Farm," Fall River Food Pantry and the laundromat.
- PBIS and SCERTS.

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- **Community-based** recreational activities that include swimming at the YMCA, bowling, movie theater, restaurants, and mini golf.
- Social skills groups and individual counseling.
- Ongoing and embedded **professional development** for all staff members in the following topics: Common Core, MCAS Alternate Assessment, Curriculum Development, Transition Services, Data Collection, CPR, First Aid, CPI, PBIS, Universal Precautions and Medication Delegation, Legal and Ethical Issues, Abuse and Neglect Prevention and Intervention, Technology Policy, Anti-Bullying, and ABA.
- 220 day program (100% of students participate in an 8 week summer component).
- Staff Include: Special needs teachers, expert consultants (behavioral psychologist and developmental pediatrician), school psychologist, teacher of the visually impaired, adapted physical education teacher, occupational therapist, occupational therapy assistants, speech language pathologist, speech language pathology assistant, board certified behavior analyst, school nurse, and experienced paraprofessionals.

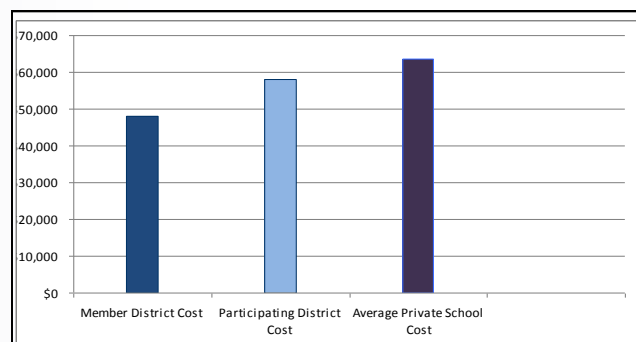
### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- Successfully transitioned two students back to **less restrictive programs** offered in their **home school districts**.
- Embedded **professional learning** through internal and external consultants that focused on building and maintaining routines and **positive learning environments** for all students.
- Embedded **professional learning** through weekly staff meetings that focused on program development, MCAS alternate assessment, transition services, applied behavior analysis, **curriculum alignment**, modifications and accommodations to curriculum and units of instruction, behavior plan development, areas of improvement, and program reflection.
- Increased **community experiences** allowing students to generalize skills from school to home to the community.
- Implemented a digitized web-based behavior **data collection system** that reports students' antecedents, behaviors, and interventions and provides graphs and charts of trends **to inform practice**.
- Developed and implemented an improved digitized web-based **data collection system** that reports progress towards **academic areas of instruction and community based experiences**.
- Collaboratively developed four new thematic, functionally based units of instruction by incorporating differentiated instruction and various assistive technology devices **to meet the changing needs of the student population**.
- Increased the use of **instructional and assistive technology** across the curriculum.

### Cost-Effectiveness

South Coast Educational Collaborative's classrooms at the Somerset Middle School offer middle school age students **additional supports**, smaller class sizes, **community experiences**, prevocational opportunities, related services, therapeutic support, and **supported inclusion opportunities** that are not always readily available in their public school environments. The accompanying tables represent cost savings realized by school districts as compared to other 220 day, private day school costs.



SCEC Member District Tuition (per student)	\$48,180
SCEC Participating District Tuition (per student)	\$58,080
Average Private School Cost (per student)	\$63,726
Member District Savings (per student)	\$15,546
Participating District Savings (per student)	\$ 5,646

Average Private School Costs calculated from <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.htm>

### Seekonk North High School

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The high school level classrooms at Seekonk North are a public day school program which provides educational services to students between the ages of 14 to 22 years (grades 9-12+) with diagnoses of autism spectrum disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical and psychiatric challenges. During the 2013-2014 school year, there was an average of 25 students enrolled at Seekonk North High School.

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

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

Seekonk North High School provides **community experiences** for its students in a variety of ways. Students participate in recreational, educational and vocational experiences on a regular basis. Small groups of students practice their functional academic skills at supermarkets, restaurants, laundromats and other facilities in the community. Students also participate in various community-based work experiences.

#### Programs and Services

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

- Functional curriculum aligned with the **Massachusetts Curriculum Frameworks**.
- Small group instruction - average of 2:1 student to staff ratio.
- Multi-sensory learning approach.
- **Vocational skills training, life skills education, and transitional skills training**.
- Positive behavioral supports.
- Social skills groups and individual counseling.
- Ongoing and embedded **professional development** for all staff members.
- 220-day program, including an 8-week summer component.



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- Annual participation in the Special Olympics.
- Staff Include: Special needs teachers, expert consultants (behavioral psychologist and developmental pediatrician), school psychologist, teacher of the visually impaired, adapted physical education teacher, occupational therapist, occupational therapy assistants, speech language pathologist, speech language pathology assistant, board certified behavior analyst, school nurse, and experienced paraprofessionals.

### Community Based Vocational Services at Seekonk North

In an effort to enhance **transition outcomes**, Seekonk North High School provides community based vocational opportunities as well as in-school vocational opportunities. In the 2013-2014 school year, students participated in the following jobs in the school and community:

- Rehoboth Council on Aging (COA) - Meals on Wheels delivery.
- "The Insider" - monthly magazine delivery.
- Home Depot - students participated in training workshops and performed low level maintenance duties at the store.
- Doorways Food Pantry - stocking shelves and recycling.
- Seekonk Recycling Center - recycled materials from school and the food pantry.
- Mail delivery - delivered interoffice mail between SCEC sites and the main office.
- Cafeteria - assisted cafeteria staff with organizing packaged food items and performed low level maintenance kitchen duties at the Seekonk North site.

### Accomplishments 2013-2014

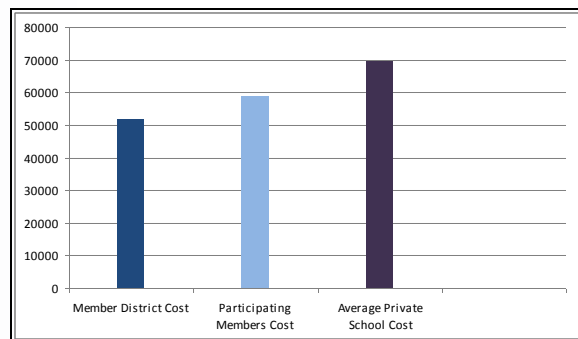
In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- Development and implementation of a digitized web-based **data collection system** that records student regulation and participation on a daily basis.
- Development and implementation of a digitalized web-based **data collection system** that reports student's antecedent, behaviors, and outcomes and provides graphs and charts of trends and analysis of the data collected.
- Enhanced **transition services** by offering diversified integrated job experiences in the school and community settings.
- Enhanced educator's knowledge on **transition services** and developing transition based IEP's.
- Increased **vocational experiences** within the school and SCEC community.
- Implemented bi-weekly case consultation meetings to collaboratively develop behavior intervention plans for all students. Participants included board certified behavior analyst, speech therapists, occupational therapists, teachers, counselor, administrators, and external consultants.
- Increased opportunities for **parent participation** (open house, progress meetings, high school prom).

### Cost-Effectiveness

For sending school districts, this program provides a cost effective alternative to costly private school and/or residential placements. The accompanying tables depict Seekonk North High School tuition rates and compares them to the rates of select Massachusetts private schools that provide services to a similar population of students.

SCEC Member District Tuition (per Student)	\$51,920
SCEC Participating District Tuition (per student)	\$58,960
Average Private School Cost (per student)	\$69,650
Member District Savings (per student)	\$17,730
Participating District Savings (per student)	\$10,690



Average Private School Costs calculated from <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.htm>



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### Gallishaw High School: Vocational Training Center

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Gallishaw High School: Vocational Training Center (VTC) provided **high quality, cost effective** academic, vocational, transition and therapeutic services for **at-risk students** in grades 9 through 12+ who present with developmental delays and social-emotional deficits. Students were afforded the option of completing the requirements necessary to obtain their high school diploma. In FY 2014, there was an average of 31 students enrolled and the student to staff ratio was 3:1. The program was established in 1984 and has been at its location in Seekonk since 1986.

Our mission has been to prepare students for **careers and independent adult life** through the implementation of counseling, academic support, transition planning, internships and positive behavioral supports. We offered extensive **academic support** to students in small group settings. Intensive school counseling support was offered to each student to enhance their ability to achieve a high rate of success. Our clinicians worked with teachers, support staff and consultants as well as with clinicians outside of school who work with our students in the community.

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

VTC students participated in a vigorous academic curriculum that is aligned with the **Massachusetts Curriculum Frameworks**. Students participated in this class for 80 or 160 minutes each day, depending on age, credits earned/needed, and team decision. Subjects taught were history, science and technology/engineering, mathematics, English language arts, reading and MCAS preparation.

Students participated in a variety of **vocational settings** both at the Gallishaw School and in the community.

- At our main campus, we offered a **technical skills class** where students learned about working with tools to cut, measure and build various items. Emphasis was also on building maintenance to better prepare students for their lives after high school.
- We offered **landscaping and horticulture opportunities** both at the building and at other sites for our students to develop their skills in a work-based setting.
- A **hospitality class** was offered where students provided breakfast and lunch services to the entire building. They also baked items to be sold from the café. Students learned to measure properly, budget to make a profit, and shop items that they need in class.
- VTC implemented a satellite lunch program at the North School in Seekonk where teachers were sent with a crew of our students to provide lunch services to the students there. This provided our students with a chance to be instructed in a **kitchen-based work setting**. They learned how to function in a professional atmosphere, while developing the skills needed to be able to function in a restaurant type setting.

VTC students participated in a **transition curriculum** that helped them prepare them for their adult lives. Classes focused on skills such as resume building, job employment scenarios, and independent living skills such as hygiene, cooking skills, and daily household maintenance activities. Students learned about basic budgetary needs and visited adult living facilities and support service agencies for when they become adults.

**Transition support** was provided to all students. Through various internships and paid employment opportunities, students were able to experience the world of work. In 2013-2014, we provided internships at a variety of local businesses.

Educators incorporated **research-based best practices** with supports provided by continual **professional development** and technical assistance. VTC staff participated in four professional development days in 2013-2014, learning about bullying prevention and intervention, confidentiality, abuse and neglect, crisis prevention, safe schools and transition services.

### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- Improved **data taking and analysis techniques** in order to evaluate student behaviors and tendencies.
- Students successfully completed **internships** at Big Lots, Grace Barker Nursing Home, Seekonk Water Department, Extreme Audio, Savers, and Nancy's Bakery.
- We facilitated students obtaining **paid employment** at Wal-Mart, UPS and McDonald's.
- VTC opened a satellite kitchen at The North School in Seekonk. One teacher with a crew of 4 or 5 students worked there to provide lunches for all of the students in that building. The students were trained in the Gallishaw School kitchen and obtained their ServSafe certification in order to be eligible to participate in this work experience. Students earned class credit as well as valuable experience in working in a kitchen setting.

### Cost-Effectiveness

VTC provided a savings to sending school districts of approximately \$24,786 for each member district student and \$14,446 for each participating district student. This is for a student who participates in the full 220-day program. In addition, VTC continued to provide educational opportunities that **improve outcomes for students**. VTC students have access to participate in programming at the local post-secondary vocational school, MTI. In 2013-2014, two students successfully attended and participated in automotive activities at this institution.

### Sustainability

Various steps were taken during FY 2014 to increase the sustainability of the program and its services. At the end of the school year, VTC and Gallishaw High School: Alternative Center for Education combined to form the Gallishaw High School. The goal is to provide **quality academic, vocational, and transition services** to all students. Each student will have more options to appropriately access the curriculum that would best meet their needs. Gallishaw High School plans to open a School to Career classroom for students who are 18 and older. This class will focus on more **community and job related experiences** for our students. There will be two job coaches in the classroom who will consistently work with this population on attending internships as well as facilitating and securing paid employment.

The continued development and utilization of a **digital data collection system** along with staff training in the analysis of the data will significantly **improve student outcomes**. Collaboration with Dr. Marc Hauser will continue to develop and implement a web-based data system to track student behavior, engagement and social responsibility. The addition of more **transition based services** will include resume writing, interviewing skills and self-advocacy. Students will be offered various certificate programs such as First Aid and CPR training, ServSafe certification and OSHA training. This will help our students expand their knowledge and help improve their own resume in order to become more appealing to potential employers. As enrollment continues to increase, the focus of Gallishaw High School will be to create **more opportunities for employment and work experiences** as well as create a world-class **transitional program** to have our students fully prepared for their adult lives. These steps will provide the stability and structure required to achieve constant improvement.

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### Gallishaw High School: Alternative Center for Education

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Gallishaw High School: Alternative Center for Education (ACE High) provided **high quality, cost effective, value-added and sustainable** educational and therapeutic services for **at-risk students** in grades 9 through 12 with social, emotional, behavioral and academic challenges that inhibit success in school. ACE is located in the Francis W. Gallishaw Building in Seekonk. Students participated in **academic classes** at the Gallishaw School as well as in **offsite training programs** provided by area vocational-technical schools and community colleges. A low staff to student ratio allows for the delivery of individualized, high quality education. ACE High used a multi-modal approach utilizing an array of **technology** and hands-on approaches that increased the effectiveness of instruction.

Our mission has been to prepare students for **careers and independent adult life** through the implementation of counseling, academic support, **transition planning**, internships and positive behavioral supports. Educators incorporated **research-based best practices** with supports provided by **continual professional development**, technical assistance, and a network of expert consultants. The academic curriculum at ACE High was designed in alignment with the **Massachusetts Curriculum Frameworks** and modified for each student. Community vocational experiences were an important component of ACE High. **Transition support** was provided to all students. Through various internships and paid employment opportunities, students were able to experience the world of work. In 2013-2014, we provided internships at a variety of local businesses.

Educators incorporated **research-based best practices** with supports provided by continual **professional development** and technical assistance. ACE High staff participated in four professional development days in 2013-2014, learning about bullying prevention and intervention, confidentiality, abuse and neglect, crisis prevention, safe schools and transition services.

#### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- The student population increased from 23 to 26 students for this period, a gain of 13% over 2012-2013.
- The program maintained the number of students attending MTTI at three.
- Improved **data taking and analysis techniques** in order to evaluate student behaviors and tendencies.
- The senior class of 2013-2014 **graduated** 5 of 6 members of the class with high school diplomas.

#### Cost-Effectiveness

ACE High provided a savings to sending school districts of approximately \$24,786 for each member district student and \$14,446 for each participating district student. This is for a student who participates in the full 220-day program. In addition, ACE High continued to provide educational opportunities that **improve outcomes for students**. ACE High students had access to participate in programming at the local post-secondary vocational school, MTTI. In 2013-2014, three students successfully attended and participated in automotive activities at this institution.

#### Sustainability

Various steps were taken during FY 2014 to increase the sustainability of the program and its services. At the end of the school year, Gallishaw High School: Vocational Training Center and ACE High combined to formulate the Gallishaw High School. The goal is to provide **quality academic, vocational, and transition services** to all students. Each student will have

options to appropriately access the curriculum that would best meet their needs. Gallishaw High School plans to open a School to Career classroom for students who are 18 and older. This class will focus on more **community and job related experiences** for our students. There will be two job coaches in the classroom who will consistently work with this population on attending internships as well as facilitating and securing paid employment.

The continued development and utilization of a **digital data collection system** along with staff training in the analysis of the data will significantly **improve student outcomes**. Collaboration with Dr. Marc Hauser will continue to develop and implement a web-based data system to track student behavior, engagement and social responsibility. The addition of more **transition based services** will include resume writing, interviewing skills and self-advocacy. Students will be offered various certificate programs such as First Aid and CPR training, ServSafe certification and OSHA training. This will help our students expand their knowledge and help improve their own resume in order to become more appealing to potential employers.

As enrollment continues to increase, the focus of Gallishaw High School will be to create more opportunities for employment and work experiences as well as create a world-class transitional program to have our students fully prepared for their adult lives. These steps will provide the stability and structure required to achieve constant improvement.

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### Bridge High School at Dighton-Rehoboth Regional High School and at Somerset-Berkley Regional High School

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Bridge High School at Dighton-Rehoboth Regional High School (DRRHS) and Bridge High School at Somerset Berkley Regional High School (SBRHS) 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 SBRHS was established in 2010.

During FY 2014, ten students attended Bridge High School DRRHS. Staff included a teacher and two paraprofessionals. Bridge High School SBRHS had six full time students with a teacher and one paraprofessional. This site also provided **vocational and counseling services** to two Somerset-Berkley students on a part time basis. Each site has a nurse to meet specific health related needs of students. Students at these service sites receive the following related services as part of their weekly programming: speech and language therapy, counseling, occupational and physical therapy, and adapted physical education as indicated in each student's Individual Education Plan (IEP). Bridge DRRHS had two students move on to adult programming and Bridge SBRHS had three students **return to district** for their educational programming.

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

#### Mission and Purpose

Service delivery within the two high school Bridge programs is driven by South Coast Educational Collaborative's (SCEC) core values that espouse, "our ultimate goal is to enable students to participate and contribute as fully as possible in the communities in which they live and begin planning for **transitioning** to their home, school or adulthood." Staff employ the



same type of **supported employment** approach used in community-based vocational settings to assist students in various school and community-based environments by encouraging as much independence as possible and by providing the minimal amount of assistance needed for students to complete all steps within a task analysis. The other major SCEC core value that is reflected in the Bridge programs is the belief that, "**the family unit and family-school collaboration are essential factors** in supporting and sustaining a student's learning and development."

The Bridge High School sites incorporate substantiated **best practices in transition** to improve post school outcomes. Specifically, paid and unpaid work experiences, employment preparation skills, self-determination skills, **family involvement**, independent living skills training, social skills training, and interagency collaboration are key components. SCEC staff at both sites incorporate the use of community-based employment opportunities through local businesses. Students work at grocery stores, pet shops, and a food pantry and participate in a recycling program.

Ongoing data collection, through situational assessments and reflections, is collected and maintained in an **online database** designed to gauge student growth and development in **employability** related skill development. Student-led IEP's that encourage increased student participation in the IEP process are practiced at both sites. Students assist in the preparation and presentation of a PowerPoint that highlights their strengths, interests, and preferences while identifying their vocational, lifelong learning, recreational, and independent living school and community-based experiences. These presentations are used to inform the Student Vision that will drive IEP development. Five students from the DRRHS site also participated in the Self-Determination Leadership Series at Bridgewater State University to improve their self-determination skills.

### Cost Effectiveness

For FY 14, the daily rate for a student enrolled in a Bridge High School program was \$239.00 for member districts and \$268.00 for participating districts. The average daily rate for three private day schools providing comparable services was \$318.00 (mass.gov/spedpricing), demonstrating a savings of \$79/day for member districts (\$17,380 per year) and a savings of \$50/day for participating districts (\$11,000 per year).

### Value-Added Services

Students attending Bridge High School classrooms are able to live at home with their families. The availability of the two locations offers services as close to the student's home district as possible, thereby **minimizing the cost of transportation** for the districts. Each site has an assigned van with 7-D licensed staff to provide **daily access to the community** as an extension of their classrooms. Related service providers and nursing services are available to our students as part of their daily and weekly programming. These professionals provide supports to staff as well. In addition, SCEC has expert consultants for behavior, transition, medical, PBIS and program development available at no extra charge to the districts. The 220 day full time calendar provides ongoing services to students to ensure they can meet their IEP goals and not suffer regression from typical summer lapses in program offerings.

### Accomplishments 2013-2014

In school year 2013-2014, the mission, purpose and objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- Five students from the DRRHS site participated in a 6-week **Self Advocacy Leadership Series** at Bridgewater State University, culminating with PowerPoint presentations displayed by all for their **families and friends** in attendance.
- Seven students attended one or more leisure/recreation activities through Dighton-Rehoboth's "Best Buddies" program.
- Students at both sites were active in student-led IEP's, an approach that encourages **increased involvement in the IEP process**, such as describing/reading activities that students complete in and out of school using a PowerPoint format at the start of their IEP meetings.
- Students from DRRHS began to participate in a Unified Sports program in basketball.
- SBRHS and DRRHS shared space at DRRHS for the eight week summer session while the new SBRHS was built. This opportunity allowed for **team development and program alignment**.



## Behavior Therapy and Consultation

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The Applied Behavior Analysis (ABA) Department of South Coast Educational Collaborative (SCEC) was established in July 2013 and consists of one Board-Certified Behavior Analyst (BCBA) and three ABA paraprofessionals. ABA staff promote the core values of SCEC by **determining each individual student's and their family's needs** by the process of assessment that takes into account the context in which a student functions, and the specific characteristics, whether challenges or strengths, that affect how those needs are met. Individualized programming is developed based upon **research validated practices** that have been demonstrated to be effective. This programming accommodates a student's deficits while capitalizing on their strengths. The expertise of other disciplines, such as occupational therapy, speech language pathology, social work and psychology, informs the development and implementation of these plans. A student's speech, language, sensory systems, social skills and emotional states affect the design and implementation of educational and behavior plans, with the result that the ABA staff collaborate with other departments on a continuous basis. SCEC and ABA staff collect and analyze data, adjusting interventions to ensure that students are receiving effective education and performing up to their capacity.

The ABA Department provides **behavior analytic services, assessment and consultation** for students aged 3 to 22. Services are provided for students as prescribed by the Individualized Education Program (IEP) or as the need arises for other students. Direct services are provided both in the classroom and in separate pull-out sessions. Consultation is provided both on a fixed schedule or as needed. The BCBA and ABA paraprofessionals work closely with the classroom teacher and paraprofessional staff using evidence-based practices such as Discrete-Trial Teaching (DTT), Direct Instruction (DI), Verbal Behavior Analysis (VBA), and Incidental Teaching to ensure that the students make substantive progress towards their goals. In addition, the ABA staff endeavor to generalize that progress across all conditions, so that the student makes meaningful gains in education, communication, self-management and social skills in the **least restrictive setting** possible. The ABA department is flexible and responsive to the needs of the student, family and classroom and strive to develop creative and effective solutions to problems that affect a student's learning and development. Below is a summary of the types of services provided to both SCEC programs and member districts in Fiscal Year 2014:

<i>ABA Service</i>	<i>Number and Type of Service Providers</i>	<i>Number of District Students Served</i>	<i>Number of SCEC Students Served</i>	<i>Total Number of Students Served</i>
Assessment	1	5	14	20
Consultation	1	10	32	42
Direct Services	3	2	5	7

There were a wide range of services provided to SCEC classrooms by the ABA Department in the past year. We provided Skills Assessments as well as Functional Behavior Assessments (FBA's) for 18 students. Skills assessments included the *Verbal Behavior Milestones and Placement Protocols* (VB-MAPP), which were conducted for young children, or children with a suspected developmental age of 0-4 years. For elementary school age children, we used the *Assessment of Basic Learning and Language Skills-Revised* (ABLLS-R). For middle school and high school students, we utilized the four *Assessment of Functional Living Skills* (AFLS): Basic Living Skills, Community Skills, Home Skills and School Skills. From these assessments, we were able to derive **educational and behavioral goals** to support each student in the classroom.

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

Working with the teaching and professional staff as well as outside consultants, we developed individualized behavior intervention plans incorporating the principles of Positive Behavior Supports for twelve students. These plans consisted of reinforcement strategies for increasing adaptive behavior, antecedent manipulations for preventing problem behavior, and intervention strategies to address problem behaviors. Staff collected data in order to determine the effectiveness of the plans, and the BCBA summarized and analyzed the results. Ten of these twelve students showed improvement by increasing adaptive behavior while reducing one or more target behaviors. One student showed neither progress nor regression. One student left SCEC before progress could be determined.

## District Services

There were a wide range of **services provided to member districts** by the ABA Department. The type of service provided was determined by the needs of the students and families, and the supports that the districts required to meet these needs. As with SCEC classrooms, we provided Skills Assessments as well as Functional Behavior Assessments (FBA's) to two students. The ABA Department provided direct ABA pull-out services and in-classroom 1:1 support for two students. We continue to monitor a student who was transitioned back to district last year. The BCBA provided supervised experience to a district teacher in order to meet requirements for her to sit for the Behavior Analyst Certification Board (BACB) exam, while providing consultation to two students in her classroom. Supervision is designed to ensure that the BCBA candidate is able to demonstrate the skills necessary to practice as a competent BCBA as proscribed by the Behavior Analyst Supervision Board Task List, including such skills as the writing of assessments and development of educational and behavior plans, as well as conducting her/himself in a manner consistent with the Board's professional and ethical guidelines.

## Professional Development

In addition to **on-going job-embedded training in Applied Behavior Analysis** specific to each student, staff from the ABA Department received additional training during FY 2014 SCEC-wide professional development days, including Crisis Prevention and Intervention® and CPR/First Aid. One of our SCEC ABA paraprofessionals worked on completing supervised experience hours necessary to be eligible to take the Behavior Analyst Certification Board (BACB) exam. Two other paraprofessionals began completing the coursework necessary for them to apply for the Registered Behavior Technician (RBT) credential.

## Cost Effectiveness

Compared to the rates charged by other ABA services, the SCEC ABA Department is very cost effective. SCEC provided ABA services at a rate 50-75% lower than other ABA service providers.

ABA Service	Rate Type	SCEC	Average Private ABA Provider	Cost Savings
Assessment	Functional Behavior Assessment	\$400	\$1,200	66%
	Skills Assessment	\$400 - \$700	\$1,200 - \$2,000	66%
Consultation	Hourly Rate	\$40	\$100	60%
Direct Service	Member Hourly Rate	\$25	\$50	50%

## Therapeutic Counseling Services

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At South Coast Educational Collaborative (SCEC), therapeutic counseling services are provided across all grade levels and sites by eight (8) counselors (all licensed School Adjustment Counselors/Social Workers). Counselors provide individual counseling services as determined by the student's Individual Educational Plan (IEP) and the student's team. Counselors also provide small group counseling services as determined by the need of the students serviced at a particular school site. Counselors serve as an important part of the educational team by providing consultation to staff in areas of therapeutic rapport, mental health diagnoses, educational approaches, positive behavioral 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 also 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** and assisting families with generalizing skills developed at school to the home environment.

A time sampling of services provided by clinicians at the educational sites of SCEC was conducted for the 2013-2014 school year. Listed below are the results of the time sample data collection. The time sample data provides an average view of services provided during one week at the various SCEC school sites.

### Elementary School Level

Counselors provided services at three elementary level sites. Each table will indicate time sample data provided at the various sites. At Seekonk North Elementary, clinical services were available for one day per week servicing a population of students diagnosed primarily with developmental disabilities. Group education at the time of the data sample was focused around life skills development, specifically oral hygiene care. At Somerset North Elementary, clinical services were available for one and one-half days per week servicing a population primarily diagnosed with developmental disabilities. At early childhood level sites, clinical services were available for one-half day per week servicing a population primarily diagnosed with developmental and multiple disabilities. Services were primarily focused on providing consultation to staff to ensure that educational services align with **best practices** therapeutically and providing **support to families** to assist them in obtaining services for their children in the community. At North Seekonk Elementary ACE, clinical services were available 5 days per week servicing primarily a population diagnosed with social-emotional disabilities. Groups are focused on social skill development and included improving peer interaction skills through milieu activities.

Seekonk North Elementary	Hours/ Week
Individual counseling	1
Group counseling	.5
Case management	1
Crisis intervention	.5
Staff consult	1
Professional development	1

North Seekonk Elementary ACE	Hours/ Week
Individual counseling	17
Group counseling	4
Case management	5
Crisis intervention	1
Staff consult	5
Professional development	1.5

<b>Somerset North Elementary</b>	Hours/ Week
Individual counseling	.5
Group counseling	.5
Case management	2.5
Crisis intervention	0
Staff consult	3.5
Professional development	1.5

<b>Early Childhood</b>	Hours/ Week
Individual counseling	0
Group counseling	0
Case management	1
Crisis intervention	0
Staff consult	2.25
Professional development	1

## Middle School Level

Counselors provided services at four different sites at the middle school level for SCEC. At Somerset Middle School, clinical services were provided two days per week servicing a population primarily diagnosed with developmental disabilities. Groups conducted during the time sample focused on life skill development in the area of oral hygiene. Seekonk North Middle School received one-half day of clinical services provided between two clinicians assigned various cases at this site. Students are primarily diagnosed with developmental and multiple disabilities. Services are primarily focused on providing **support to families** to assist in home to school generalization, accessing **community based services**, and making life decisions including guardianship. South Coast Middle Alternative School at Case Junior High School received one and one-half days of clinical services, servicing an **at-risk population** primarily diagnosed with social-emotional disabilities. Services were primarily directed at providing individual counseling services per student's IEP goals and as needed to increase functioning in the academic environment. At Gallishaw Middle School, clinical services were provided 7.5 days per week between two counselors servicing an **at-risk population** primarily diagnosed with social-emotional disabilities. Services focused on providing individual counseling directed at meeting IEP goals as well as on an as needed basis to help students succeed in the academic environment. Groups were focused on community building. On site professional development was focused on helping to create a therapeutic environment for students and implement positive behavioral supports.

<b>Somerset Middle School</b>	Hours/ Week
Individual counseling	2.5
Group counseling	2
Case management	1.5
Crisis intervention	.5
Staff consult	1
Professional development	1

<b>Seekonk North Middle</b>	Hours/ Week
Individual counseling	.5
Group counseling	0
Case management	1.5
Crisis intervention	.5
Staff consult	1
Professional development	1



SCMAS at Case Jr. High School	Hours/Week
Individual counseling	8
Group counseling	0
Case management	1
Crisis intervention	0
Staff consult	1
Professional development	0

Gallishaw Middle School	Hours/Week
Individual counseling	8
Group counseling	2
Case management	1
Crisis intervention	1
Staff consult	1.5
Professional development	2.5

## High School Level

At Bridge SBRHS and at Bridge DRRHS, clinical services were provided for one-half day per week to a population diagnosed primarily with developmental disabilities. At Seekonk North High School, clinical services were provided for one and one-half days per week, primarily servicing a population diagnosed with developmental and multiple disabilities. Small group counseling focused on development of interaction skills, increasing awareness of, expressing, and coping with emotions. Case management services focused on increasing **home to school communication** and generalization, communicating with outpatient providers and **assisting families with transition to adult services**.

At Gallishaw High School: ACE, clinical services were provided for six days per week between two clinicians to an **at-risk population** primarily diagnosed with social-emotional disabilities aged 14-18 years old. Group counseling focused on the development of a student advisory council and **transition topics**. Individual counseling focused on meeting student IEP needs as well as providing counseling on an as needed basis for emotional support. Consult services focused on helping staff support students with various mental health diagnoses and providing direction with positive behavioral supports as well as creating a therapeutic culture. Case management services focused on communication with outpatient providers and families to increase **home to school communication**. At Gallishaw High School: VTC, clinical services were provided for nine days per week between three clinicians to an **at-risk population** diagnosed with social-emotional disabilities and developmental disabilities aged 14-22 years old. Group counseling focused on development of a social committee to help create a positive student culture, an art therapy group and a nature connection group to assist in increasing student coping ability and development of therapeutic tools. Individual counseling focused on meeting student IEP needs as well as providing counseling on an as needed basis for emotional support. Consult services focused on helping staff support students with various mental health diagnoses and providing direction with positive behavioral supports as well as creating a therapeutic culture. Case management services focused on communication with outpatient providers and families to increase **home to school communication and to assist families with transition to adult services**.

Bridge High School at SBRHS and DRRHS (each)	Hours/Week
Individual counseling	1.5
Group counseling	0
Case management	1
Crisis intervention	0
Staff consult	1.5
Professional development	0

Seekonk North High School	Hours/Week
Individual counseling	4.5
Group counseling	2.5
Case management	2.75
Crisis intervention	.5
Staff consult	3
Professional development	1

Gallishaw High School: ACE	Hours/ Week
Individual counseling	21
Group counseling	1.5
Case management	1.75
Crisis intervention	2
Staff consult	4.5
Professional development	3.5

Gallishaw High School: VTC	Hours/ Week
Individual counseling	25
Group counseling	2.5
Case management	8.75
Crisis intervention	10
Staff consult	7
Professional development	3.25

**Professional development** is both provided by and received by clinicians at SCEC. Clinicians provide professional development activities and participate in professional development activities 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 at SCEC-wide professional development days and participated in a partnership with a community mental health agency, Quality Behavioral Health, on three dates during the 2013-2014 school year to receive professional development in areas related to clinical practice, including substance abuse and cognitive behavioral therapy.

## Clinical Evaluations

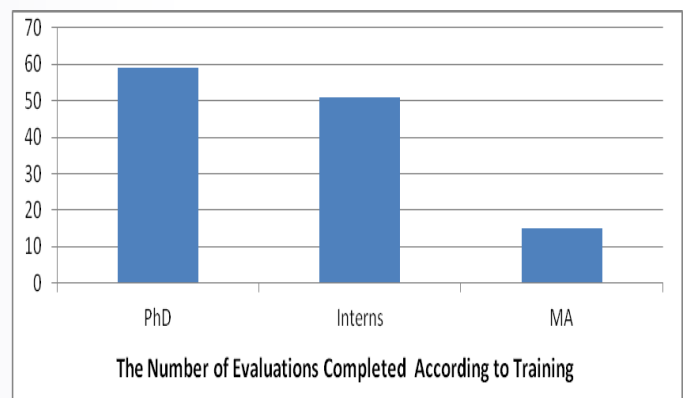
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During the 2013-2014 academic school year, there were several individuals available to complete psycho-educational, clinical psychological, and neuropsychological evaluations for students within South Coast Educational Collaborative (SCEC) programs and within associated (member and participating) school districts. The individuals were a licensed psychologist - health services provider (clinical psychologist), a certified doctoral level school psychologist, a certified master's level school psychologist, and two pre-doctoral school psychology interns from the **University of Rhode Island**. These individuals represented approximately 1.8 full-time equivalents, as each had other responsibilities in addition to their assessment duties. The graph below depicts the number of evaluations completed by educational level. The clinical psychologist had the responsibility for **training and supervising** the work of the doctoral interns, but completed evaluations independent of those of her trainees. The clinical psychologist was involved in the completion of 78% of all evaluations requested, completing 46 evaluations herself and supervising the completion of 51 others completed by the interns.



## South Coast Educational Collaborative Annual Report 2013 - 2014

Evaluations incorporated the most recent, **empirically supported** assessment tools and techniques available, in keeping with the organization's mission. Assessment techniques included the Wechsler intelligence batteries and achievement battery, neuropsychological batteries, and comprehensive behavioral ratings scales. **Family involvement** and teacher input are routinely sought in the completion of the evaluations, with information often gathered via telephone.

Listed below is the breakdown of the types of evaluations requested. Approximately 23% of the evaluations involved three or more instruments, assessing cognitive, achievement, and social-emotional domains. A little less than a third of the requests came for students already enrolled in SCEC programs; 5.65% of those students were enrolled as 45-day assessments. In approximately 4% of the cases, students who had been evaluated were later referred to a SCEC program.

### **Total Number of Evaluations Completed 2013-2014: 124**

**Of the 124 evaluations, 31% were completed for enrolled SCEC students and 69% were completed for students referred from school districts.**

Evaluation Components		
Component	Number/% of Evaluations	
Cognitive	91	73.39%
Achievement	25	20.16%
Social-Emotional	54	43.55%
Adaptive Behavior	17	13.71%
Executive Functioning	13	10.48%

The evaluators worked in an efficient manner in order to manage their time so as to maximize the number of quality evaluations that could be completed over the course of the academic year even as they fulfilled other responsibilities within in South Coast Educational Collaborative and districts. In their **effective time management** as outlined in the mission of in South Coast Educational Collaborative, evaluators provided reports that were comprehensive and complete. Evaluators are trained to evaluate the data in order to outline the process by which students approach information, thereby offering the classroom teachers more complete information upon which to build **academic programming**.

### Related Services

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The Related Services division 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 2013-2014 fiscal year.

#### Therapy Services

All Related Services are provided as outlined in the students' IEP's 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 2013-14 school year included:

- **Speech-Language Therapy** addresses the student's receptive and expressive language, social pragmatics, and speech production skills to increase overall functional communication skills. Augmentative and alternative communication supports and intervention are provided for students with complex communication needs.
- **Occupational Therapy** addresses the student's ability to participate in functional, educationally relevant activities, including sensory processing, fine motor skills, visual motor control, visual perception, activities of daily living, and/or adaptive skills that may impact classroom performance and educational progress.
- **Physical Therapy** addresses the student's physical ability to effectively access the educational curriculum and to move safely and efficiently throughout the school environment. Functional mobility, muscle and joint function, strength, endurance, posture, balance, gross motor development, and use of adaptive equipment are addressed.
- **Adapted Physical Education** addresses the student's locomotor skills, object control skills, fitness, and lifetime recreational skills, as well as the student's ability to follow directions, interact with peers and participate in a large group setting.
- **Educational Services for the Visually Impaired:** A licensed Teacher of Students with Visual Impairments (TVI) determines what and how a visually impaired student sees in the school setting, and will use this information to determine necessary adaptations and modifications for the education of that student.
- **Orientation and Mobility:** An Orientation and Mobility teacher works with visually impaired students to help them learn to travel safely and independently in both familiar and unfamiliar environments. Body awareness and sensory skills are addressed as well as overall travel skills. One Orientation and Mobility specialist provided student services during the report period.
- **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.



The number of students receiving Related Services and the number of staff who provided them during the 2013-14 fiscal year are outlined in Table RS1.

Table RS1: SCEC Related Services Staff and Students 2013-2014		
Related Service	Number and Type Of Providers	Total Number of Students Served
Occupational Therapy	OTR = 7 COTA = 6	570
Speech-Language Therapy	SLP-CCC = 7 SLPA = 9	455
Adapted Physical Education	APE Teachers = 3	429
Physical Therapy	PT = 3 PTA = 3	158
Assistive Technology	AT Specialists = 3	109
Teacher of Visually Impaired Students	TVI = 1	38
Orientation and Mobility	O & M Specialist = 1	15

## 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. During 2013-2014, the Related Services division worked on an initiative to create discipline-specific evaluation templates. Discipline-specific evaluation templates will 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.

During 2013-2014, the physical therapists worked together to successfully create an evaluation template that is used to guide student physical therapy evaluations. The template provides an organizational structure for conducting physical therapy evaluations for students who have a broad array of physical

abilities. The template defines the standardized tests to be used when performing physical therapy evaluations, and provides a common language for describing the tests and their results in the narrative report. A goal for 2014-2015 is to collect data from all physical therapy evaluations conducted in order to document what tests were used and whether or not students were recommended for services. The physical therapy team hopes to use this evaluation data to refine guidelines for determining student eligibility for school based services.

SCEC Speech Language Pathologists also developed an evaluation template during 2013-2014. This project began with a review of federal, state, and professional practice guidelines to identify areas for improvement and increased standardization across evaluators. The template defines domains that need to be assessed as part of a comprehensive evaluation and provides a common language for describing formal tests and results. Teams worked to identify and collect measures and checklists for assessment of students unable to participate in formal testing. Implementation of this new template is planned for 2014-2015.

Related service providers conducted a total of 494 evaluations during the 2013-2014 fiscal year (Table RS2).

## 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**, and evaluation services 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 team meetings, curriculum development, program planning and implementation. Related Service providers support the team in meeting **student-specific needs** by suggesting environmental modifications and providing specialized training. By working closely with educational teams, Related Service providers ensure that therapy goals and objectives are addressed by all members of the team and integrated throughout the school day. These **sustainability** efforts by the Related Service providers ensure that SCEC educational teams are able to address student's therapeutic needs throughout the school day, thus optimizing student performance. The Related Services provided to students within SCEC classrooms are summarized in table RS3.

**Table RS2: Student Evaluations Performed 2013-14**

Evaluation Type	Number Performed
Occupational Therapy	197
Speech-Language Therapy	130
Assistive Technology	66
Adapted Physical Education	51
Physical Therapy	43
TVI / Vision	5
Orientation and Mobility	2

## 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 15 school districts during the 2013-14 fiscal year (Table RS4).

**Table RS3: Related Services SCEC Students 2013-2014**

Related Service	SCEC Students Served
Adapted Physical Education	288
Speech-Language Therapy	229
Occupational Therapy	213
Physical Therapy	81
Assistive Technology	28
TVI / Vision	20

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, including in-class group services by occupational and speech-language therapists in preschool, kindergarten and first grade.
- Supporting child find and transition from early intervention to school-based services.
- Developing and implementing building-based service plans and 504 plans.
- Offering suggestions for environmental modifications.

**Table RS4: School Districts Supported by SCEC In-District Related Services 2013-2014**

Berkley Public Schools  
 Bristol County Agricultural High School  
 Dighton Public Schools  
 Rehoboth Public Schools  
 Dighton-Rehoboth Regional School District  
 Fall River Public Schools  
 Fairhaven Public Schools  
 Foxborough Regional Charter School  
 Freetown Lakeville Regional School District  
 Schwartz Center for Children  
 Seekonk Public Schools  
 Somerset Public Schools  
 Somerset-Berkley Regional High School  
 Swansea Public Schools  
 Taunton Public Schools

- Training educational teams regarding student-specific needs.
- Arranging equipment trials, making purchase recommendations and assisting with identification of the **least expensive alternative** that will adequately meet student needs.
- Providing **family support, education and training**.

Accessing the expertise of SCEC Related Service providers can be a key factor that allows a student to remain in the **least restrictive environment**. **Sustainability** efforts by Related Service providers ensure that district educational teams are able to address students' therapeutic needs throughout the school day, thus optimizing student performance in the general education setting. During the 2013-2014 year, member and participating districts contracted with SCEC to provide services from physical therapy, occupational therapy, speech language therapy, adapted physical education, supports for the visually impaired, orientation and mobility, and assistive technology. 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 are illustrated in table RS5.

Table RS5 SCEC Related Services in General Education Settings 2013-2014	
Related Service	# of Students Served
Speech-Language Therapy	226
Occupational Therapy	357
Adapted Physical Education	141
Physical Therapy	77
Assistive Technology	81
TVI / Vision	18

## Family Services

Family-centered care and family services are high priorities 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 support families through parent trainings and presentations to local Parent Advisory Council (PAC) groups. Trainings sponsored during 2013-2014 included iPad Basics (training for families whose child received an iPad through a local charity) and Communication Beyond Speech (PAC presentation).

## 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 providers remain current in their field through participation in SCEC **professional learning opportunities**, attendance at workshops and conferences, and other continuing education opportunities. Additional continuing education provided to Related Service providers during the 2013-2014 fiscal year included supplemental training for Related Service providers in the following areas:

- Using Visuals to Enhance the Effectiveness of Therapy Sessions
- Google apps for Education
- Accessing the Curriculum
- Writing Transition Evaluations and IEP's for students ages 14-22 years
- District Determined Measures for Related Service Providers
- Documentation and Data Collection for Student Services

## South Coast Educational Collaborative Annual Report 2013 - 2014

SCEC Related Services sponsored several half- and full-day onsite workshops during the 2013-2014 fiscal year. These workshops were well-attended by both internal SCEC staff and educators from our member and participating districts. Related Service providers also conduct inservices and workshops by request in district settings. Workshops and inservices sponsored by Related Services for educators in member and non-member school districts included:

- Reading Comprehension and Thinking Skills: Teaching vs. Telling
- Handwriting without Tears: Getting your Child ready for Kindergarten
- Dysphagia and Feeding the Child with Medical Challenges
- Book Share
- Sensory Integration
- iPad Basics
- iPad and Switch Use for Communication
- BoardMaker Studio

### Cost Effectiveness

SCEC Related Services are provided to local school districts at substantially reduced rate as compared to the statewide average for educational collaboratives and/or local hospitals. As illustrated in Table RS6, member districts are provided services at an hourly rate that was substantially below the average rate when compared to the state-wide average for educational collaboratives for FY 2013-2014. Districts in need of a greater amount of Related Services were offered the option of purchasing services at a daily rate of \$435. This is a cost savings of \$90-\$150 per day based on member/non-member hourly rates as listed in the table below. 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.

Table RS6: Cost Effectiveness of SCEC Related Services 2013-14					
Related Service	Rate Type	SCEC Rate	Average MOEC Rate*	Avg. Hospital Rate**	Cost Savings Provided by SCEC
Physical Therapy	Member hourly rate	\$70.00/hr	\$73.40/hr	\$165/hr	\$3.40-95.00/hr
	Non-member hourly rate	\$78.00/hr	\$82.84/hr		
Occupational Therapy	Member hourly rate	\$70.00/hr	\$74.30/hr	\$165/hr	\$4.30-95.00/hr
	Non-member hourly rate	\$78.00/hr	\$83.93/hr		
Speech Therapy	Member hourly rate	\$70.00/hr	\$75.65/hr	\$165	\$5.65-95.00/hr
	Non-member hourly rate	\$78.00/hr	\$85.06/hr		
Evaluations	Member hourly rate	\$70.00/hr	\$94.81/hr	\$250	\$24.81-180.00/hr
	Non-member hourly rate	\$78.00/hr	\$103.59/hr		

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

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



## School Health Services

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At South Coast Educational Collaborative (SCEC), the school nurse is the cornerstone of the school health services program, and her/his role interacts with three major systems affecting children and adolescents: education, health, and public health. We recognize that a student centered approach is necessary and the nurses at SCEC pride themselves on being part of a multidisciplinary team that shares in the responsibility to increase and improve **educational opportunities** for students that are grounded in our core values as well as appropriate **research-based content and best practice**. During the fiscal year 2014 (FY2014), SCEC employed 11 full time nurses who were responsible for managing the health needs of students with significant disabilities ages 3-22 years of age within our 13 educational day school programs.

The primary focus of SCEC's health services team during FY 2014 was practicing **data-based decision making** based on Health Office Anywhere® software. Nurses received a full day onsite training day in January 2014 on how to use the software, presented by Maggie Arruda, MS, RN and Jillian Policastro, BSN, RN-NCSN. The focus of the training was on creating statistical reports and using that data to assess current use of the database and to make informed decisions for adjusting individual practices.

Our primary goal is to create an environment that supports students being healthy and ready to learn. This requires both clinical and management expertise, as well as ability to **work with families** and a range of disciplines within both the school and community. Access to professional nursing care during the school day is said to be beneficial in improving attendance, academic performance, staff wellness and agency accountability (National Association of School Nurses [NASN], 2013).

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

Our nursing team manages students with chronic conditions such as asthma, diabetes and seizures to allow them to stay in class and be ready to learn. We are responsible for identifying and treating accidents and injuries. We have designed tools that assist our student populations in being screened for vision, hearing, posture and BMI. We also counsel and educate students on a variety of social, emotional and behavioral health issues. Studies have shown that having a school nurse available in the buildings, saves principals one hour per day, teachers 20 minutes per day, and support staff over 45 minutes per day that they would have used to address health concerns (NASN, 2013). Below is a table that displays SCEC's staffing levels in Health Services for FY 2014.

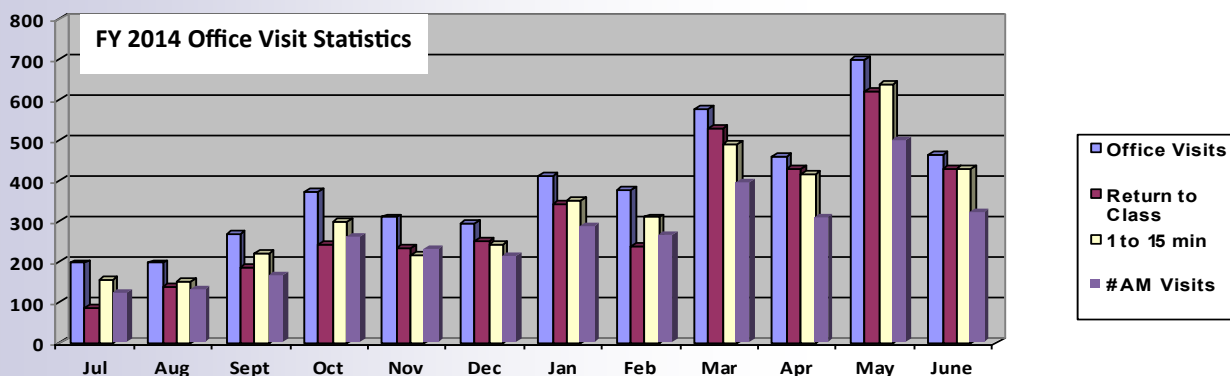
2014 Staffing Levels

Level of Nursing Service					# of Hours Employed		Licensure			DESE Licensed	
Build- ing Nurse	Classroom - Based Nurse	1:1 Nurse	1:1 CNA	Nurse Leader	*Full Time	**Per Diem	RN	LPN	CNA	Initial	Prof.
2	7	1	1	1	12	3	10	1	1	3	3

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

## South Coast Educational Collaborative Annual Report 2013 - 2014

In FY 2014, the nurses collectively logged 4,642 office visits which in turn resulted in an 86.83% return to class rate. Furthermore, in 84.79% of all office visits completed in FY2014, students were returned to class in less than 15 minutes. Additional statistics related to office visit frequency that were analyzed for FY 14 revealed that Tuesdays had the highest office visit frequency (21.67%), Fridays had the lowest office visit frequency (17.73%), and the majority of office visits occurred in the morning (68.98%). Below 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.



In FY 14, five of our Department of Elementary and Secondary Education (DESE) licensed nurses underwent the educator evaluation process. Our student learning and professional practice goals were centered on improving student self-regulation through improved communication and collaboration with students, **families** and multidisciplinary team members. Increasing our understanding on all aspects of **technology** used to collect and analyze data related to self-regulation was achieved through participation in learning opportunities including embedded **professional development**, webinars and continuing education courses. All five nurses achieved their goals at a proficient level and were placed on two-year self-directed growth plans.

For FY 2015, the health services team will focus on maintaining a high return to class rate for its students and reducing the percentage of office visits lasting more than 15 minutes by 10% through the development and implementation of more efficient assessment tools and increased opportunities for staff and students to participate in health education classes as evident by data collected in Health Office Anywhere®. In addition, we strongly believe that health and wellness begin with the school nurse. Lambert (2014) states that taking steps to improve health and wellness can **reduce stress, increase motivation and influence self-regulation by creating improved life-work balance**. Therefore, we are also planning to explore opportunities to expand our wellness programs and to **create partnerships with higher learning institutions** that focus on health careers



Nurse Leader Maggie Arruda explains the Health Office Anywhere® data collection system at SCEC's annual Learning Expo, May 1, 2014.

### 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*.  
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## 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 has worked diligently over the past four years to align our transition services and programming with IDEA 2004, **evidence-based practice**, and policy guided by the Department of Elementary and Secondary Education (DESE).

### Accomplishments 2013-2014

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

- SCEC was one of the founders of the Greater Fall River Interagency Transition Team. Our membership includes representatives from SCEC, local school districts, and adult service providers. We created a mission and set goals to accomplish in the upcoming year designed to improve communication between public schools and adult service providers, and provide information to **families** and students. We are planning a Transition Fair to be held at Bristol Community College in the fall of 2014.
- We increased our Transition Assessment Battery as a result of a **DESE grant**, focusing on students with **low incidence disabilities**.
- A combined 55 hours of job embedded **professional development** was provided to secondary level staff in small groups at their sites.
- Four students, including one district student, audited a college class at Bristol Community College.
- A Community Partners Database was built to combine all community partners that have worked with individual sites. This database will increase **community-based options** for all SCEC students. Policies and procedures were created for the use of the database. Staff training and use of the database is scheduled for the 2014-2015 school year.

### Value Added Service

During 2013-2014, 60% of our student population was aged 14-22 and participated in transition related activities. In addition, age appropriate transition assessments were provided as part of a student's tuition, adding **no extra cost** to our districts. To date, sixty-three (63) transition assessments for district and SCEC students have been completed and are driving the programming and IEP goals for these students. Some of our staff is specifically trained to provide **job-coaching** services to students by performing assessment, training, and experience in **community-based places of employment**. Our job coaches have 7-D licensing which facilitates access to transportation. Over seventy **local businesses** have partnered with SCEC. Transition activities that occurred on a regular basis at SCEC sites included:

- Transition Assessment and Summaries of Performance
- Ongoing data collection
- Student led IEP's
- Community-based vocational experiences
- Community-based employment – paid and non-paid with job coaching supports
- Community-based recreation and leisure opportunities
- Vocational classes
- School-based vocational experiences

- Life skills and pre-employment training
- Transition based curricular materials
- Activities and educational programming at institutions of higher learning.

**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 services, including training around age appropriate transition assessment, Indicator 13 requirements, self-determination, and post secondary based IEP's.

Transition services at SCEC include professional development to SCEC staff members and local school districts. Having a DESE endorsed Transition Specialist on staff to support staff members, students and families offers **value-added and sustainable practice** within the organization. Membership on the Greater Fall River Transition Team also allows SCEC to partner with local organizations and school districts to develop common practice, highlight common issues and develop collective strategies to address the transition needs of schools, adult service providers, students and their families. Ongoing transition related policy, procedures, and practice continue to evolve within the organization as we build capacity in transition and share our experiences with our partners. As a teaching and learning organization, SCEC is the site of a **research case study**, examining our growth in transition capacity building. The results of this study will allow SCEC to continue to learn from our experiences and position our organization to assist other educational organizations in building capacity in transition services.

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### Professional Development

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#### Embedded Professional Learning at South Coast Educational Collaborative

Since its inception, South Coast Educational Collaborative (SCEC) has prepared and delivered comprehensive, **high quality, cost-effective, research-based**, contemporary learning experiences for its employees as well as for other educational professionals from southeastern Massachusetts and Rhode Island. SCEC has served as the basis for numerous doctoral projects throughout the past decade, fortifying its mission, purpose and objectives.

Since *Learning Forward* published its revised Professional Learning Standards for Educators in 2011, SCEC's professional development team, led by a Learning Forward Academy member, has immersed itself in the process of embedding the revised standards into all its professional learning experiences. It was imperative for staff to recognize that **improving student outcomes** is central to the purpose of providing professional growth opportunities to all. Continuing to prioritize this as a primary goal in 2013-2014, members of SCEC developed and honed their site-based learning goals and objectives, which serve as the emphasis for individual and team professional learning models as well as support the newly implemented DESE Model Education Evaluation initiative.

Since 2011, SCEC staff and site-based leaders have established weekly or monthly job-embedded professional learning experiences. Among the site-based topics identified in 2013-2014 were: Functionally-based Curriculum Units, Designing an Academic Program for a Blended High School, Houghton-Mifflin Online Curriculum, and Paper Recycling. Many of the topics examined during year-long experiences were shared during SCEC's annual Learning Expo. Each year, the Learning Expo serves as a culminating experience designed to promote collaboration and collegiality throughout SCEC. This innovative, **cost-effective** learning model showcases the new resources and **best practices** that have been implemented to **improve student outcomes** throughout the year. The adoption of this learning model has enhanced staff expertise throughout SCEC, while enabling educators to acquire and refine their professional skills within their daily practice.



## South Coast Educational Collaborative Annual Report 2013 - 2014

Among the 2013-2014 learning team topics that have been researched, studied, implemented and shared with colleagues are the following:

- iPad Tips and Tricks
- Be Right, Stay Right: A Dr. Kevin Plummer Initiative
- Daily Data Sheets: Proof of What?
- Dysphagia
- Discovery Diner
- Community Inclusion Opportunities
- The Nature Connection
- The Scholar's Choice Software
- Visually Supported Lessons
- Embracing Communicative Opportunities through Inclusion
- Crisis Prevention
- Early Childhood Swim Program
- Using Data to Inform our Practice in Health Care
- Family Support: A Full Life Ahead
- Social Skills Development
- Visual Schedule System
- Paper Recycling
- Therapeutic Learning Classrooms

In order to enhance SCEC educator expertise and empower and build leadership, SCEC staff planned, developed, facilitated and presented most of the professional learning experiences that occurred throughout the 2013-2014 year. Of the sixteen in-house professional development offerings in FY 2014, 75% were led by SCEC staff as compared with sessions led by external consultants. This generated a savings of approximately \$10,000 in consultant fees.

### College and University Professional Learning Partnership Programs

During the past two decades, SCEC has had the privilege of partnering with six universities and colleges to provide programs leading to associate's, bachelor's, master's and doctoral degrees, and/or educator or administrator licensure. Through its affiliations with Bristol Community College, Boston University, Bridgewater State University, Framingham State University, Northeastern University and Simmons College, SCEC has been able to provide affordable yet rigorous curricula and practicum experiences for individuals living in southeastern Massachusetts and Rhode Island.

During 2013-2014, SCEC partnered with Bridgewater State University to establish a program for those wishing to pursue a master's degree in special education. Upon completion of the course work, eligible candidates will be endorsed for special educator licensure in either moderate or severe disabilities.

In July 2013, the Department of Elementary and Secondary Education authorized the SCEC/Boston University partnership to conduct coursework and endorse candidates for initial licensure in superintendent/assistant superintendent, principal/assistant principal (PK-8 and 5-12), special education administrator, and supervisor/director. The first SCEC/BU administrator's licensure cohort commenced in January 2014 with ten highly motivated candidates.

SCEC is currently recruiting candidates for two additional programs to commence in 2014-2015: the SCEC/Framingham State University program for professional educator licensure (sixth cohort) and the Northeastern University/SCEC Bridge to Teaching program for paraprofessionals wishing to attain a bachelor's degree and initial educator licensure.

Partnership Program	Program Focus	# Enrolled 2013-2014	May 2014 Graduates
SCEC/Simmons College	Master's degree & initial licensure, special education	20	20
SCEC/Bridgewater State University	Master's degree & initial licensure, moderate or severe special needs	15	N/A (2015 graduation)
SCEC/Boston	Administrator	7	N/A (2015 graduation)



## South Coast Educational Collaborative Annual Report 2013 - 2014

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

Throughout 2013-2014, the position of SEMARC Executive Director was shared by SCEC and Bridgewater State University personnel. SEMARC was governed by a board of directors comprised of seven members who represented its primary partners. These members represented Early Education and Care (EEC) agencies, K-12 public schools, the Southeast Collaborative Regional Organization (SCRO) of nine educational collaboratives in southeastern Massachusetts, District and School Assistance Centers (DSAC) and institutions of higher education. Contained within SEMARC's catchment were the following stakeholder groups: six-year, two-year and four-year colleges/universities, 80 public school districts, the Southeast Regional Collaborative Organization (SCRO) and more than 150 EEC agencies/centers.

The six Regional Readiness centers were responsible for collaborating with representatives from the Executive Office of Education, The Department of Early Childhood and Care, The Department of Elementary and Secondary Education and the Department of Higher Education in order to furnish high-quality, research-based professional learning experiences that emphasized contemporary topics for those educators throughout the Commonwealth who served learners ages birth-22. The Regional Readiness Center initiatives were funded through a variety of federal and local grants which emerged primarily from Race To The Top allocations. The SEMARC Readiness Center Executive Directors assumed board membership responsibilities for the Post-Masters Certificate Program for EEC Educators, Southeast Education Professional Partnership (SEPP), a collaboration of early education and care, out-of-school-time, public schools, higher education and community partners in southeastern Massachusetts, the Southeast Collaborative Regional Organization (SCRO), the Southeastern Massachusetts STEM Advisory Council, the Brain Building Action Planning Team, The Readiness Cabinet and National Governors' Association Birth-Grade 3 Initiative and the Connect Partnership. SEMARC continued to support initiatives until Race to the Top funding concluded. SEMARC was beneficial to districts and other educational organizations through its provision of workshops and learning experiences at the local level that supported DESE initiatives.

### **Southeast Collaborative Regional Organization**

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). SCRO's mission is to work collegially to provide the necessary **academic, therapeutic, clinical and professional development supports** to students, families and educational professionals within their service agencies. In addition, SCRO members exist to **provide these resources and supports to the public school districts** with whom they are affiliated.

On November 5, 2013, SCEC staff and their SCRO colleagues held the 5th annual SCRO Professional Learning Day. Each SCRO member hosted at least one professional learning workshop pertaining to critical topics identified throughout the organization. This common professional development day enables staff from the nine collaboratives to attend workshops at a **reduced cost**. This has been a **cost-effective** way for SCRO collaboratives to expand the range of **high quality learning opportunities** for their staff as well as educators from the districts they serve. SCEC offered the following workshops for 154 participants: *Evaluation and Treatment of Children and Adolescents with Autism Spectrum Disorders*; *Transition Planning*; *Emotional Regulation*; and *How Can Google Apps for Education Help You?*

## Prevention Intervention Training

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The South Coast Educational Collaborative (SCEC) Crisis Prevention Intervention® (CPI) training team is a comprehensive group of trainers holding advance certification in the areas of Trauma-Informed Care, Autism Spectrum Disorders, Positive Behavioral Intervention and Supports (PBIS) and Applied Physical Training. This team was formed in 1997 to provide **cost effective** and efficient services to its member and participating districts, sister collaboratives and associated support agencies. SCEC has chosen to partner with the Crisis Prevention Institute® (CPI), a worldwide standard promoting positive training strategies for handling difficult situations.

SCEC believes that staff productivity and educational teams are best supported when they are provided direction and resources. Mutual respect, reflection and collaboration enhance personal growth within our partnerships. Prevention and intervention training is important for SCEC and its districts because it reduces the rate of injury, complies with legislative mandates, meets regulatory/accreditation standards, improves staff retention and minimizes exposure to liability. In 2013-2014, SCEC began to thread the concepts and skills of the CPI advance training program titled “Managing Actual and Potential Aggression.” This system provides a prevention-focused continuum of support, pro-active instructional strategies, **data decision making and research based validated practices**. This training focuses on what you can control, how best to prepare your environment, and how to manage the facilitation dynamics.

SCEC recognizes the importance of providing a **safe learning environment** that promotes equitable learning opportunities and cultural diversity. The number of students with serious behavioral issues who are served in the general school setting has increased. This population may include students with emotional and behavioral challenges, autism spectrum disorders, traumatic brain injury and health impairments. In 2013-2014, there was an increase of 35% in the number of general educators, related services providers, clinical staff and parents trained in the philosophy, practice and application of non-violent intervention strategies. The increased insertion of prevention and intervention trainings and strategies has proven to reduce the need to employ “high-risk” physical interventions.



Frank Gallishaw shares new Prevention Intervention strategies at SCEC's Learning Expo, May 1, 2014.

The CPI team and their collective expertise have guided various educational communities and assisted them in weaving threads of relevant theoretical models into staff trainings. As we work with all our constituents, we are respectful of the complexities and multi-faceted work environments we encounter. We respect the diverse needs and challenges and work together to ensure appropriate learning progression for all staff. Our trainings incorporate electronic presentations, lecture, hands-on practices, multi-media, and personalized trainings to meet the needs of varying workplace realities.

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

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### Technology and Technical Assistance

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During the 2013-2014 school year, Technology and Technical Support addressed the following goals:

- To provide technical support and assistance to administrators and educators that is timely, responsive and ongoing.
- Maintain uniform standards relating to the operating systems for individual workstations and network servers.
- Establish a centralized process and inventory procedure for the purchase of new and replacement hardware and software.
- Ensure the compliance of the South Coast Educational Collaborative (SCEC) web site.
- Promote the utilization of collaborative email and calendars.
- Purchase necessary technical resources to support our existing technology.

#### Accomplishments 2013-2014

In school year 2013-2014, the Mission, Purpose and Objectives of SCEC's Collaborative Agreement were addressed through the following accomplishments:

- **Deployment of Edgenuity®** learning management system. Fifteen desktops and twenty laptops were acquired and configured for use by students and staff at our Gallishaw High School. Students are now able to access **web-based curriculum units** and work at the own pace to complete assignments linked to the **Massachusetts Curriculum Frameworks**.
- **Formation of Technology Committee:** The purpose of the committee is to analyze the strengths, problems, opportunities and threats that face **educational technology** at SCEC. Responsibilities include discussing technology issues that affect staff and **assessing needs** and developing proposals for technology initiatives that support SCEC's mission, purpose and objectives.
- **Transition to Google Apps:** In the winter of 2014, SCEC began our transition from Exchange based email services to the use of Google email and other collaborative applications. The use of Google apps will increase our ability to work collaboratively while **reducing operating costs**.

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### Educator Evaluation

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During school year 2013-2014, South Coast Educational Collaborative (SCEC) launched its first full year of the new educator evaluation protocol. Department of Elementary and Secondary Education (DESE) mandated trainings were conducted from July 30 through October 29, 2013 for both administrators/evaluators and educators/evaluatees. A total of sixty-five (65) educators participated in all five steps of the educator evaluation. To assist in evaluation tracking, SCEC purchased and utilized the **BaselineEdge® cloud-based software**.



## Educator Evaluation Training Schedule for Evaluators/Administrators

As part of the union agreement regarding educator evaluation, only non-union administrators are able to act as primary evaluators. However, each evaluatee was assigned a contributing evaluator as well. The contributing evaluator was an essential member of the team, advising the primary evaluator regarding discipline- and content-specific information.

<u>Date</u>	<u>Topic</u>	<u>Duration</u>
7/30/13	Overview	1 hour
	Unpacking the Rubric	1 hour
	Self-Assessment	1 hour
8/20/13	S.M.A.R.T. Goals and Educator Plan Development	3 hours
9/17/13	Gathering Evidence	3 hours
10/1/13	Developing Team Goals	3 hours
10/29/13	Observations and Feedback	3 hours

## Educator Evaluation Training for Evaluatees (Teachers, Speech Language Pathologists, Clinicians, Nurses)

To facilitate the development of team goals, educators were grouped into nine (9) teams reflective of common discipline and practice and/or school sites. Most teams included an interdisciplinary mix of teachers, speech therapists and nurses. Clinicians formed their own team. Trainings were hands-on workshops within teams and occurred as follows:

<u>Date</u>	<u>Topic</u>	<u>Participants</u>	<u>Duration</u>
9/3/13	Orientation	All educators	1 hour
	Overview/Unpacking the Rubric		3 hours
9/16/13 - 10/3/13	Rubric Review; Self-Assessment; S.M.A.R.T. Goals	Teams 1-9	3 hours
9/23/13 - 10/8/13	Goal and Plan Development	Teams 1-9	2 hours

## Evaluations Completed

A total of sixty-five (65) DESE-licensed educators participated in and completed all five steps of the educator evaluation:

EDUCATOR DISCIPLINE	NUMBER EVALUATED	RUBRIC UTILIZED
Teacher	32	Teacher
Teacher/Leader	6	Teacher
Administrator	7	School Level Administrator
Speech-Language Pathologist	6	Specialized Instructional Support Personnel
School Nurse	5	Specialized Instructional Support Personnel
Guidance Counselor/Social Worker and School Psychologist	8	Specialized Instructional Support Personnel
Executive Director	1	Superintendent



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### Organizational Sustainability

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South Coast Educational Collaborative (SCEC) has maintained sustainability as one of the central themes of its operating principles. The most readily recognized ways in which this is made manifest is the continuing search for ways to **reduce energy** use and thus a reduced carbon footprint. This requires the diligent review of all energy use and the search for the most efficient and **cost effective providers** of those products. In heating, this has meant the search for improved efficiency of heating and control systems. It also calls for the training and engagement of stakeholders in the shared responsibility for reduced energy use. Our responsibility for education does not stop with personnel in this arena. Teaching responsibility in the area of sustainability filters down to the curriculum delivered to students at SCEC.

SCEC operates a fleet of fifteen vehicles for the purposes of supporting students in **community- based education**. Most recently, our three oldest vehicles were taken out of service and replaced with **hybrid vehicles**. We are currently reviewing qualifications from vendors via the Massachusetts Higher Education Consortium for cradle to cradle recycling of our out of service technology.

Sustainability has perhaps its most compelling application in the mission and service delivery SCEC brings to its students and other stakeholders. **Curriculum and instruction from a perspective of career outcomes** has never been more robust. The addition of a second greenhouse has enabled SCEC to expand its offerings to more students across a broader array of related subject matter. The Massachusetts Green Career conference recently brought together hundreds of stakeholders across education and green industries in the multi-billion dollar green economy that flourishes here in New England. SCEC is positioned to offer its students a pathway based education that is linked directly to those outcomes and industries. This initiative, coupled with linkages to the rapidly growing allied health care industry, will provide a substantial base for post school outcomes that are linked to community needs as well as student interests and needs. In a larger sense, the issue of sustainability is best expressed in a coherent system of education that provides students entry into an economy that supports the larger needs of the community from an environmental as well as a financial perspective.

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### General Education Supports and Services

In 2013-2014, South Coast Educational Collaborative (SCEC) educators offered the following **consultative services and supports** to member and participating districts, sister agencies and families:

- Hanen© Parent Education
- Positive Behavioral Intervention and Supports (PBIS)
- Curriculum Development for Students with Disabilities
- Response to Intervention (RTI)
- Inclusion Support
- Roles and Responsibilities of the Instructional Paraprofessional
- Differentiated Instruction
- Data Collection and Analysis
- Assistive Technology
- Prevention Intervention Training

### Fiscal Sustainability

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#### Business Operations

South Coast Educational Collaborative (SCEC) continued to enhance its business operations to ensure transparency, accountability and efficiency in business operations. SCEC generates and examines monthly financial management reports as a way to maintain and determine the financial picture of the collaborative. 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 throughout the year. These business practices help ensure that SCEC is providing **cost-effective, value-added and sustainable** educational programs.

#### School Based Medicaid Reimbursement Services

The school based Medicaid reimbursement program **assists school districts** with federal reimbursement for health care related expenditures. In FY 2014, the school based reimbursement program consisted of two claiming components: District Service Claiming (DSC) and Administrative Activities (AAC). DSC allows school districts to be reimbursed for Medicaid-related health care services when those services are provided to an eligible student and adhere to the student's Individualized Education Plan. The AAC allows for reimbursement to school districts for actual costs incurred that relate to the delivery of Medicaid allowable services. SCEC worked closely with the three member districts it served to maximize their reimbursement through the school based Medicaid program. In the past five years, SCEC has successfully assisted these three member districts in receiving close to \$800,000 in federal reimbursement. The following are some of the services SCEC provided through this program:

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

#### School Breakfast/Lunch Program

A healthy breakfast and lunch is an important component in the educational process. SCEC runs the National School Breakfast and Lunch Program in two stand-alone public day buildings. These buildings include six different educational programs and over 150 students, ranging in age from 6 to 22. Menus are created to meet the nutritional standards set by the USDA. Our goal is to serve children nutritious meals at an affordable price. Students can excel when they eat nutritiously and lead an active lifestyle. By providing healthy meals, SCEC believes it will help keep children in school and provide them with the nutrition they need to grow and succeed.

*Please refer to South Coast Educational Collaborative's 2013-2014 Audit Report for complete financial information.*