



# South Coast Educational Collaborative

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## CERTIFICATE OF APPROVAL

At their Executive Board Meeting held on December 3, 2015, the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2014-2015 Annual Report of South Coast Educational Collaborative and instruct the Board Chair and the Executive Director to certify that this action was taken by signing a document that memorializes the action taken.”

*Richard Medeiros*

Richard Medeiros, SCEC Board Chair

*12/3/15*

Date

*David R. Heimbecker*

David R. Heimbecker, Executive Director

*12/3/15*

Date



*South Coast  
Educational  
Collaborative*

**ANNUAL  
REPORT  
2014-2015**



***Exceeding Expectations***

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## MESSAGE FROM THE EXECUTIVE DIRECTOR

### Message from the Executive Director

The 2014-2015 Annual Report for South Coast Educational Collaborative (SCEC) is designed to address its activities directed at achieving its purpose and objectives as established in its Collaborative Agreement and to update changes that have occurred since the previous Annual Report. The activities and changes will be thoroughly addressed throughout the 2014-2015 Annual Report by leaders in each SCEC day school program, service and support area.

The stated purpose of SCEC is to provide intensive education programs and services for students with disabilities, professional development to educators and related services to students with disabilities in member and non-member districts, and to provide other high quality, cost-effective services to meet the changing needs of member districts. The objectives being pursued to fulfill the purpose of SCEC are:

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.

Progress on achieving the objectives is monitored consistently by the Leadership Team (LT) and the Board of Directors at SCEC. Monthly reports are provided for the Board and the LT from an accounting firm that analyzes SCEC finances on a monthly basis. Educational experts assist the Board and the LT by assessing the quality and effectiveness of the professional development that is being provided by SCEC. Also, the majority of SCEC leaders are licensed special education administrators and they constantly monitor the quality, appropriateness and cost-effectiveness of SCEC programs and services. Expert data collection and analysis, benchmarking and gap analyses were common practices throughout 2014-2015.

Accomplishing the objectives during 2014-2015 required strengthening and complementing member district programs throughout the school year. Much of the support was provided through expert consultation, program development and continuous professional learning activities focused on meeting the needs associated with the dramatically increasing high levels of multiple and severe student disabilities.

Throughout 2014-2015, the complexities of student needs continued to increase significantly with medical and behavioral challenges that can only be effectively addressed by a highly skilled labor force in settings with low student to professional ratios. However, although laudable attempts were made by school district officials to address all student needs in-district, often success was varied and/or fleeting. As a result, SCEC experienced a more rapid cycling of students entering, leaving and returning to programs than in past years.

The increased undulation of students into, out of and then back into SCEC programs led to the growth in step-up/step-down programming coupled with more intense professional development for both receiving and sending district staff members. Although these types of arrangements were occurring in previous years, they increased significantly during the 2014-2015 school year. It is anticipated these joint initiatives, centered on seamless programming between and among districts and SCEC, will continue to grow

## MESSAGE FROM THE EXECUTIVE DIRECTOR

and will generate continued successful outcomes in the future. In most cases, success will be defined as increases in the number of students returning to and remaining in their school districts after having been served by SCEC programming.

Fortunately, the challenges of meeting the needs of students with increasingly complex and aberrant behavior and medical issues has proven to be a valuable opportunity for South Coast Educational Collaborative and its partners. During 2014-2015, the number of districts being served by SCEC grew from 24 to 27. This influx created a potential for pooling resources, and therefore, often rendered the cost of high quality programming increasingly cost-effective.

Data informed reflection and practice was a common through line in all SCEC initiatives in 2014-2015. Data collection and analysis was practiced in every classroom and in every service delivery system throughout SCEC. The practices of staff members directed at enhancing student achievement, self-regulation, social communication, academic performance and transitional readiness were enlightened by data informed reflection.

Many SCEC initiatives demonstrated the positive impact data informed reflection and practice had on student achievement during the 2014-2015 school year. The School Health Services program actions provide a good illustration of what has become standard practice in many SCEC initiatives. Working with an expert in data informed practice, the health care professionals took the lead for developing a system for collecting and analyzing information on educator behavior and students' self-regulation. As a result of the nurses' leadership, such a system was launched with an *Educata* database on December 1, 2014 across all SCEC programs. Preliminary indications are that when SCEC educators are informed with data connecting their practice and student behavior, significant, positive change can occur.

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



David R. Heimbecker, Ed.D



## **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 the Freetown-Lakeville Regional School District in 2007 and Taunton Public Schools in 2014.

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

## **SOUTH COAST EDUCATIONAL COLLABORATIVE AGREEMENT**

The South Coast Educational Collaborative (SCEC) Agreement, updated as required by amendments to M.G.L. c. 40, § 4E and regulations 603 C.M.R. 50.00, was approved by the Commissioner of the Massachusetts Department of Elementary and Secondary Education (DESE) on June 30, 2014. As per the SCEC Agreement, the Board of Directors is comprised of one superintendent or school committee member from each member school district as well as an appointee of the Commissioner of the Massachusetts DESE. The executive director, or designee, acts as executive secretary to the Board, which meets at least six (6) times annually. The Board members elect a chairperson and a vice-chairperson at the first Board meeting of each fiscal year. In 2013-2014, the Board appointed a DESE licensed Business Manager as well as a Treasurer, both of whom continued in their positions during 2014-2015. All Board meetings are posted and conducted in accordance with the Open Meeting Law, M.G.L. c. 30A, Secs. 18-25 and the open meeting regulations, 940 CMR Sec. 29.00. The SCEC Agreement was approved by the Board of Directors on August 5, 2013 and approved by all eight (8) member school committees by May 22, 2014.

## **MISSION STATEMENT**

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

## **PURPOSE**

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

## **OBJECTIVES**

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

## **CORE VALUES**

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

**Board of Directors**

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

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

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

Ms. Arlene Bosco, Superintendent, Seekonk Public Schools

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

Mr. Robert Monteiro, Superintendent, Swansea Public Schools

Dr. Julie Hackett, Superintendent, Taunton Public Schools

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

**Board Employees**

Dr. David R. Heimbecker, Executive Director

Mr. Joseph DeLude, Treasurer

Ms. Jennifer Prendergast, Business Manager

**Member Districts**

Berkley Public Schools

Dighton-Rehoboth Regional School District

Freetown-Lakeville Regional School District

Seekonk Public Schools

Somerset Public Schools

Somerset-Berkley Regional School District

Swansea Public Schools

Taunton Public Schools



## DAY SCHOOL PROGRAMS

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

South Coast Educational Collaborative (SCEC) is dedicated to offering high quality educational programming for students of all ages in response to the educational needs within our collective communities. SCEC day school programs address the educational needs of students with a wide array of abilities and challenges. Integrated classrooms are provided in public school settings for elementary through high school students, ages 3-22 years. Public day school programs support students in grades 1-12+ who require more restrictive programming.

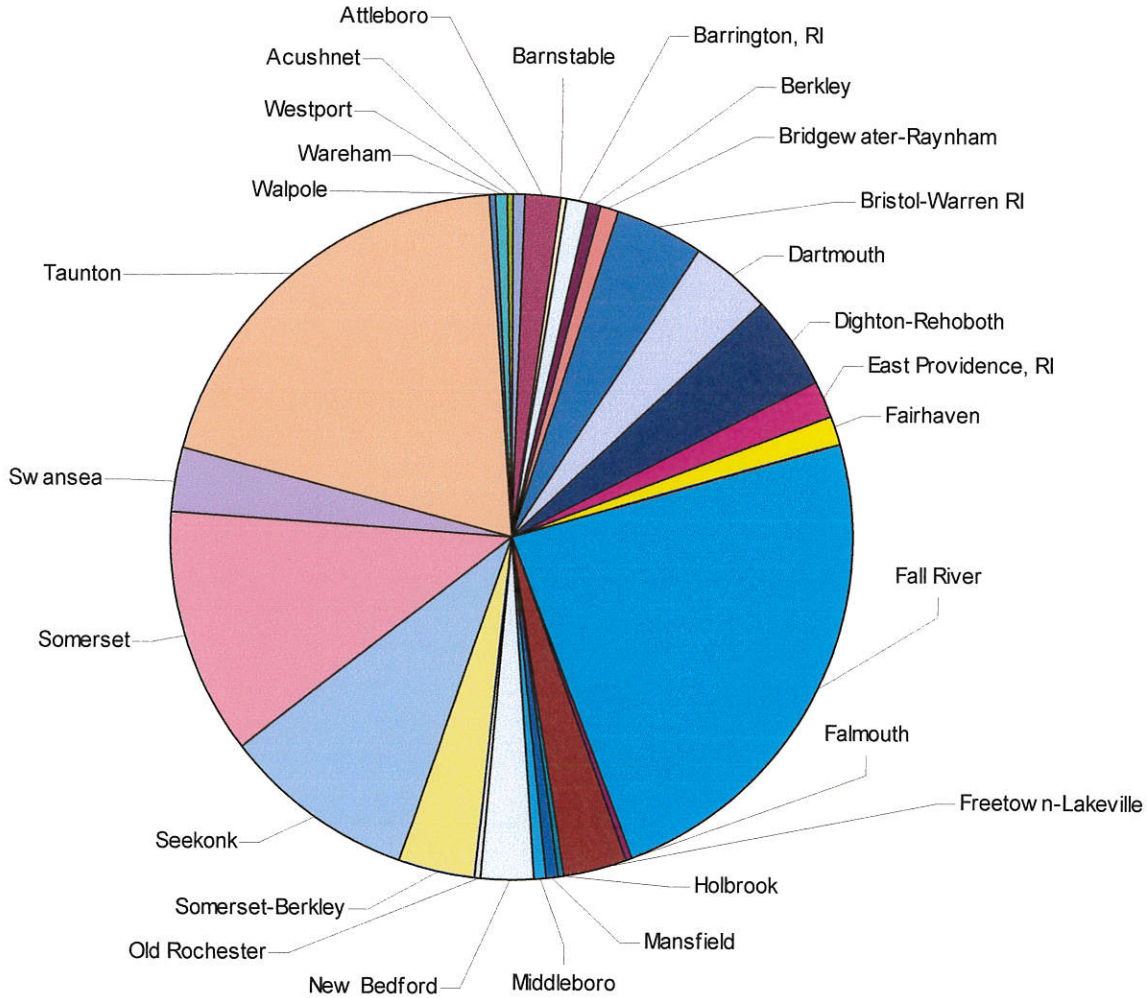
<b>Table 1</b>	
<b>Day School Programs for Students with Special Needs</b>	
<b>South Coast Educational Collaborative FY 2014-15</b>	
<i>Integrated Programs</i>	<i>Public Day Programs</i>
Early Childhood at Hoyle Elementary Early Childhood at Chace Street Elementary SCEC at Palmer River Elementary School SCEC at Somerset North Elementary School South Coast Middle Alternative School SCEC at Somerset Middle School Bridge High School, Dighton Rehoboth High School Bridge High School, Somerset Berkley Regional High School	North Seekonk ACE Elementary School Seekonk North Elementary School Gallishaw Middle School Seekonk North Middle School Gallishaw High School Seekonk North High School

All SCEC programs focus on high-quality instruction using evidence-based practices that are aligned with state and national standards. All programs are staffed by high-quality interdisciplinary teams that include educators, therapists, clinicians, nurses and paraprofessionals who work together to ensure optimal educational experiences for each student. Expert consultants, including a developmental pediatrician and behavioral experts further augment the services provided to each student at no additional cost to districts. All members of the interdisciplinary team participate in program planning and support, including team meetings, curriculum development, transition planning, and integration supports. Experiences in the community are an essential component of the curriculum at every site. Each classroom participates in opportunities to interact within local communities appropriate to the learning objectives in the students' educational plan. Progress for each student is articulated through reports to families and districts at five intervals throughout the school year, at annual IEP meetings, and through ongoing communication with the family throughout the year. Progress is measured through data collection, observation, and formal and informal assessments.

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

**DAY SCHOOL PROGRAMS: STUDENT ENROLLMENT DATA**

**2014-2015 Day School Enrollment by District (FTEs)**



<b>DAY PROGRAM ENROLLMENT TOTALS FY 15</b>	
Total Students Enrolled (FTEs):	243.05
Enrollment, Member Districts (FTEs):	133.35
Enrollment, Participating Districts (FTEs):	109.70
Total Students Enrolled During 2014-15:	298.00
Enrollment, Last Day of School 2015:	249.00
Total Districts Served: 27	

<b>ENROLLMENT BY LEVEL LAST DAY OF SCHOOL 2015</b>	
Early Childhood Level:	22
Elementary School Level:	83
Middle School level:	48
High School Level:	96
<b>Total:</b>	<b>249</b>

## DAY SCHOOL PROGRAMS: STUDENT ENROLLMENT DATA

### STUDENT TRANSITIONS: JULY 1, 2014 - JUNE 30, 2015

Returned to home district (less restrictive setting):	24
Moved out of catchment area:	12
Placed residentially or hospitalized:	11
Graduated with high school diploma:	7
Attained age 22:	7
Transferred to day school program outside SCEC:	5
Withdrew self from school:	4
Summer student only (to provide ESY services):	2
Needs of student changed:	2
Graduated with certificate of completion, before age 22:	1

Total number of students who transitioned out of SCEC during FY 15: 75

### School Lunch Program

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

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

**DAY SCHOOL PROGRAMS  
COST EFFECTIVENESS**

**Cost Effectiveness of Day School Programs**

South Coast Educational Collaborative (SCEC) day school programs offer uniquely intensive educational environments for students who are unable to receive an appropriate education within their district community schools. Research has shown that the low incidence and constantly changing populations within special education often makes it economically unfeasible to develop district-based classrooms (Jackson 2005). Educational collaboratives are designed to provide high-quality services to students in a more cost-effective way than if the district had to create the programs and services on their own. Through the concept of economies of scale, collaboratives combine the resources of the school districts to create programs that are needed by multiple districts. All of the programs and services at SCEC have been structured to meet the needs of our students and districts in the most cost-effective way possible. In school year 2014-2015, students enrolled in SCEC classrooms came from 27 different school districts in Massachusetts and Rhode Island. By bringing together students from multiple communities, particularly those with low-incidence conditions and highly specialized needs, SCEC can provide a comparatively low-cost option for districts.

SCEC tuition includes a wide array of specialized student services, resulting in a significant overall reduction in cost to the district. Tuition rates are simplified and all-inclusive, and eliminate “a la carte” pricing for services that can significantly increase the cost for sending school districts. Services included in tuition at SCEC are outlined in Table 2.

<b>Table 2 Services Included in SCEC Tuitions - Fiscal Year 2014-15</b>	
Adapted physical education	Occupational therapy
Applied behavioral analysis	Parent and family education
Behavior therapy	Physical therapy
Career exploration	Reading teacher
Clinical psychology services	School health services
District consultation services	Developmental pediatrician
Family outreach	Sensory programs
Instructional assistants	Social work services
Job coaching for students	Speech language therapy
Job development for students	Student internships
Nursing services	Therapeutic counseling services
	Transition assessment and services

Member districts typically consider both SCEC day school programs and private school placements when a student requires an out-of-district placement. Tuition was compared between SCEC day school programs and private schools in our geographic region that offer comparable educational services for students with similar needs. Private school tuitions were determined using the Massachusetts Operational Services Division authorized prices for special education programs for fiscal year 2015. The daily rate for each SCEC program and/or private school was multiplied by 180 days to establish an equivalent tuition across programs and sites regardless of the number of days of operation. SCEC day school program tuitions were substantially less than private school tuitions in all cases, as outlined in Table 3. **The average annual member district savings per student in school year 2014-2015 was \$18,994, for a total combined savings to member districts of \$2,532,850.**

## DAY SCHOOL PROGRAMS: COST EFFECTIVENESS

<i>SCEC Day School Program</i>	<i>Member District Tuition<sup>1</sup></i>	<i>Average Tuition of Comparison Schools<sup>1,2</sup></i>	<i>Annual Member District Savings per Student<sup>1</sup></i>
Early Childhood <i>Inclusionary Site</i>	46,620	68,911	22,291
Palmer River Elementary <i>Inclusionary Site</i>	43,380	70,313	26,933
Somerset North Elementary <i>Inclusionary Site</i>	43,380	70,313	26,933
North Seekonk Elementary Alternative Center for Education: <i>Public Day Site</i>	42,120	54,081	11,961
Seekonk North Elementary <i>Public Day Site</i>	44,280	64,464	20,184
South Coast Middle Alternative School <i>Inclusionary Site</i>	42,300	54,081	11,781
Somerset Middle School <i>Inclusionary Site</i>	41,400	51,806	10,406
Seekonk North Middle <i>Public Day Site</i>	44,460	64,464	20,004
Gallishaw Middle School <i>Public Day Site</i>	42,300	58,004	15,704
Seekonk North High School <i>Public Day Site</i>	43,920	64,464	20,544
Gallishaw High School <i>Public Day Site</i>	42,300	58,004	15,704
Dighton Rehoboth Regional High School <i>Inclusionary Site</i>	43,920	64,464	20,544
Somerset Berkley Regional High School <i>Inclusionary Site</i>	43,920	64,464	20,544

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

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

*Massachusetts Operational Services Division authorized prices for special education programs for fiscal year 2015*

## DAY SCHOOL PROGRAMS: COST EFFECTIVENESS

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

### **Cost Effectiveness of 45-Day Placements**

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

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

### References:

Jackson, RM. (2005). Curriculum access for students with low-incidence disabilities: The promise of universal design for learning. National Center on Accessing the General Curriculum, Wakefield, MA.

Special Education Programs: Authorized Prices Fiscal Year 2015. Commonwealth of Massachusetts Operational Services Division website. <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>. Accessed October 27, 2015

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

**EARLY CHILDHOOD LEVEL**

**2014-2015 SNAPSHOT**

**Grades: PK - 1**

**Average Enrollment: 22  
Two Inclusionary Settings**

**Holly Flanagan, MS, CCC-SLP  
Teacher/Leader  
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Chace Street School  
538 Chace Street  
Somerset, MA 02726

Mark G. Hoyle Elementary School  
70 Community Lane  
Swansea, MA 02777

**Programs and Services**

South Coast Educational Collaborative (SCEC) provides 215-day early childhood programs designed to facilitate the continued development of children ages three to seven years who demonstrate developmental delays and a variety of 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. In FY 2015, the average enrollment was 22 students, with an average class size of seven students and an average staff to student ratio of 1:2.

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

SCEC's highly qualified early childhood educators participated in professional learning activities in school year 2014-2015 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 continued to be a strong focus of professional development for all staff members in FY 2015.

**School Sites**

**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.

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

### **EARLY CHILDHOOD LEVEL**

***SCEC's Early Childhood Program provides a reverse-inclusion classroom at the Chace Street School*** in Somerset for students who demonstrate the communication and self-regulatory skills conducive to peer imitation and interaction. Reverse inclusion is the practice of placing 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. This classroom provides a small, visually structured setting where our full-time SCEC students with Individualized Education Plans (IEPs) are educated with model preschoolers who attend from 9:00-11:30 four mornings each week. The focus in this classroom is on self-regulation, communicative interaction, independence in classroom and school routines, and Kindergarten readiness skills.

***SCEC's 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. Students demonstrating peer imitation skills and social interest are included in the adjoining district inclusive preschool classroom, with staff support, as appropriate to their IEP objectives.

#### **Curriculum & Technology**

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

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

#### **Services for Families**

##### ***Home-School Coordination***

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



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

### **EARLY CHILDHOOD LEVEL**

#### ***Parent Programs***

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

#### ***Clinical Family Consultation***

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

#### **Accomplishments 2014-2015**

In the 2014-2015 school year, the Early Childhood Program addressed the mission and objectives in the SCEC Collaborative Agreement by accomplishing the following:

1. Implemented a new community-based, therapeutic swim program for all Early Childhood Program classrooms (objective #1).
2. Certified three staff members as lifeguards (objective #2).
3. In June 2015, five students were slated to return to their home district in less restrictive placements (objective #1).

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

**ELEMENTARY LEVEL**

**North Seekonk Elementary Alternative Center for Education**

**2014-2015 SNAPSHOT**

**Grades: K - 5**

**Average Enrollment: 42  
Public Day School**

**Carolyn McKearney, Ed.D.  
Special Education Administrator  
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2 North Street, Seekonk, MA 02771

The North Seekonk Elementary Alternative Center for Education (Elementary ACE), a public day school, provides comprehensive educational services to children in grades Kindergarten through five whose social-emotional and behavioral challenges preclude successful participation in the public school setting at this time. For school districts, this placement option provides a cost effective alternative to private and/or residential placements. Elementary ACE offers a 205-day school year. The average enrollment during 2014-2015 was 42 students. Our goal is to effect academic and social-emotional growth through specialized counseling, academic instruction and positive behavioral supports so that students will successfully transition to a less restrictive educational setting.

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

**Accomplishments 2014-2015**

In the 2014-2015 school year, Elementary ACE addressed the mission and objectives in the SCEC Collaborative Agreement by accomplishing the following:

1. Data on student self-regulation and self-control was collected and then managed by the web-based *Educata* system. *Educata* provides an in-depth analysis of data, arranged by individual student and by classroom. Staff were able to interpret and draw conclusions from data trends, which they utilized to inform their daily practice. Data was utilized to assess student readiness to return to a less restrictive setting (objective #1).
2. Twelve students from six school districts were successfully transitioned back to less restrictive settings in their home districts. An additional six students were transitioned to less restrictive settings within South Coast Educational Collaborative (objective #1).
3. A student council was established, which gave leadership roles to several students in an effort to shape student identity, reinforce students for positive growth, and grow positive school culture. The council met on a regular basis and ran several events during the year (objective #1).
4. SCEC identified Elementary ACE's K-2 classroom as a professional development model site. Professional development model sites at SCEC are utilized for collaboration and training of district personnel. Two districts participated in this training opportunity as they developed therapeutic classrooms at the district level (objective #2).

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

**ELEMENTARY LEVEL**

**Seekonk North Elementary School**

**2014-2015 SNAPSHOT**

**Grades: K - 5**

**Average Enrollment: 9**

**Public Day School**

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

This public day school serves a grade one to five population of students with diagnoses of autism spectrum disorder, moderate to severe cognitive impairments, sensory processing and communication impairments, neuromotor deficits and/or medical and psychiatric needs. Average enrollment in the 2014-2015 school year was nine students. Students were provided with a 1:2 staff to student ratio. The primary goal of this program is to engage students in meaningful instruction aligned with the Massachusetts Curriculum Frameworks and supported by adapted curriculum materials. All students enrolled in the 2014-2015 school year participated in the MCAS Alternate Assessment process. The desired outcome of instruction is increased potential in the areas of self-regulation, social skills development, communication and cognitive development. For sending school districts, this public day program provides a cost effective alternative to private school and/or residential placements. The ultimate goal is for students to return to a less restrictive public school environment.

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

**Accomplishments 2014-2015**

In the 2014-2015 school year, Seekonk North Elementary addressed the mission and objectives in the SCEC Collaborative Agreement by accomplishing the following:

1. Data on student self-regulation and self-control was collected and then managed by the web-based *Educata* system. *Educata* provides an in-depth analysis of data, arranged by individual student and by classroom. Staff were able to interpret and draw conclusions from data trends, which they utilized to inform their daily practice. Data was utilized to assess student readiness to return to a less restrictive setting (objective #1).
2. Successfully transitioned two students back to less restrictive settings in their home school districts (objective #1).
3. Our focus group continued to develop and implement a model that effectively integrates the principles of Applied Behavior Analysis into the classroom setting (objective #2).
4. A student council was established, which gave leadership roles to several students in an effort to shape student identity, reinforce students for positive growth, and grow positive school culture. The council met on a regular basis and ran several events during the year (objective #1).

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

**ELEMENTARY LEVEL**

**Palmer River Elementary and Somerset North Elementary**

**2014-2015 SNAPSHOT**

**Grades: K - 5**

**Average Enrollment: 35  
Two Inclusionary Settings**

**Donna Cranshaw Gabriel, Ed.S  
Special Education Administrator  
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Palmer River Elementary School  
326 Winthrop Street, Rehoboth, MA 02769

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

South Coast Educational Collaborative (SCEC) offers structured classroom learning environments located in public elementary schools. There are three classrooms (K-2, 3-5, and 2-5) located at the Palmer River Elementary School and two classrooms (K-2, 3-5) at the North Elementary School, providing comprehensive services to a low-incidence population whose adaptive behavior challenges, cognitive challenges, communication deficits, emotional and behavioral challenges, and/or medical needs preclude full time inclusive opportunities. Diagnoses of autism spectrum disorder, intellectual impairment, neurological impairment, emotional impairment, and developmental delays are the precursors to the students' presented challenges. Average enrollment for the 2014-2015 school year was 35 students between the two sites: 27 students from member districts, seven students from participating districts, and one student who was 50% member/50% participating.

Our 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. The curriculum is 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 inclusive academic and related arts classrooms, and if behavior precludes them from that involvement, students from the district school participate in SCEC classroom instruction with SCEC students (reverse inclusion). Our goal is to prepare students to transition back into their district schools as well as be seen as integrated members of their community – be it school, home and/or neighborhood.

**Accomplishments 2014-2015**

In the 2014-2015 school year, the elementary programs at Palmer River and Somerset North addressed the mission and objectives in the SCEC Collaborative Agreement by accomplishing the following:

1. Instituted Family Consult meetings to extend family and student supports beyond the school day (objective #3).
2. Integrated augmentative communication systems into all instruction and social opportunities (objective #1).
3. Instituted the use of enhanced transition planning to ensure successful student transitions to district classrooms or other comparable or less restrictive educational environments (objective #1).
4. Developed and utilized digitized data collection systems to track education, behavior and social growth (objective #1).
5. Developed additional therapeutic inclusive opportunities (objective #3).
6. Increased opportunities for relationship building with host schools to facilitate inclusive opportunities for all students (objective #1).

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

**MIDDLE SCHOOL LEVEL  
Somerset Middle School**

**2014-2015 SNAPSHOT**

**Grades: 6 - 8  
Average Enrollment: 17  
Inclusionary Setting**

**Jennifer Faria, Ed.D  
Teacher/Leader  
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1141 Brayton Avenue, Somerset, MA 02726

South Coast Educational Collaborative (SCEC) has two classrooms at the Somerset Middle School that provide educational services to children ages 11 to 15 years (grades 6-8) whose moderate to severe developmental delays, adaptive behavior challenges, language delays and/or behavioral/emotional issues interfere with their success in a regular education setting. The program operates 220 days a year and offers small group instruction with a staff to student ratio of 1:2. The students' needs frequently arise from diagnoses of autism spectrum disorder, attention deficit hyperactivity disorder, pervasive developmental disorder and/or social-emotional challenges. The program has been operating at Somerset Middle School since 1986. During the 2014-2015 school year, there was an average enrollment of 17 students, with seven students from member districts and ten students from participating districts. Five students participated in inclusion opportunities at Somerset Middle School (social studies, science, technology, music and physical education classes).

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

**Accomplishments 2014-2015**

In the 2014-2015 school year, SCEC at Somerset Middle School addressed the mission and objectives in the SCEC Collaborative Agreement by accomplishing the following:

1. Transitioned one student to a less restrictive program in their home school district (objective #1).
2. Developed and implemented a digitized web-based data collection system that records and racks student self-regulation, participation and behavior on a daily basis (objective #1).
3. The SCEC Transition Specialist provided training on improving and expanding upon the program's transition services and writing and implementing transition based IEPs (objective #2).
4. Expanded our prevocational, independent living skills and community experiences by creating and expanding the classroom environment to include extension activities and units of instruction that are based on functional daily living skills (objective #3).
5. Students participated in the following vocational activities: SCEC mail delivery; stocking shelves and bagging at the Fall River Food Pantry; planting and harvesting crops at the Harvest Community Farm (Dartmouth YMCA) (objective #1).

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

### **MIDDLE SCHOOL LEVEL**

#### **Seekonk North Middle School**

**2014-2015 SNAPSHOT**

**Grades: 6 - 8**

**Average Enrollment: 12**

**Public Day School**

**Carolyn McKearney, Ed.D.**  
**Special Education Administrator**  
**(508) 399-7801**  
**cmckearney@scecoll.org**

2 North Street, Seekonk, MA 02771

The Seekonk North Middle School program is 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 2014-2015 school year, there was an average of 12 students enrolled in the Seekonk North Middle School. Our primary goal is to enable our students to achieve success in community integration, functional daily living skills and social relationships through specialized techniques, adaptations and modifications of the curriculum and the environment, and through the use of Positive Behavioral Intervention and Supports methodology.

The program of studies is a functional curriculum that is highly modified to meet the specific individual needs of the students by focusing on individual students' learning styles and communication methods. Students receive functional education in pre-vocational skills, language, socialization, independent living skills and physical education. Physical therapy, occupational therapy, orientation and mobility, vision services and speech-language therapy are provided according to the individual student's Individualized Education Program. Technology is heavily integrated into the curriculum through the daily use of computers, SMART Boards, iPads, communication systems and other assistive devices in the classrooms. The program incorporates research-based best practices with supports provided by embedded professional development, technical assistance and a network of expert consultants.

#### **Accomplishments 2014-2015**

In the 2014-2015 school year, Seekonk North Middle School addressed the mission and objectives in the SSEC Collaborative Agreement by accomplishing the following:

1. A clinical coordinator was appointed to the Middle/High wing at Seekonk North. The goal of this new position was to ensure fidelity of practice among all staff in regards to the implementation of therapeutic programming and carryover of positive behavioral support plans (objective #3).
2. Instituted increased opportunities for community and recreational experiences (objective #1).
3. Provided professional learning through the SSEC Transition Specialist based on improving and expanding upon the program's transition services and writing and implementing transition based IEPs (objective #2).
4. Increased student participation in the IEP process. Students participated in their IEP meetings in part by greeting participants, distributing documents and making presentations via PowerPoint (objective #1).
5. Data on student self-regulation and self-control was collected and then managed by the web-based *Educata* system. *Educata* provides an in-depth analysis of data, arranged by individual student and by classroom. Staff were able to interpret and draw conclusions from data trends, which they utilized to inform their daily practice (objective #1).

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

**MIDDLE SCHOOL LEVEL**

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

**2014-2015 SNAPSHOT**

**Grades: 6 - 8**

**Average Enrollment: 5  
Inclusionary Setting**

**Evan Salvo, MS.Ed  
Teacher/Leader  
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Case Junior High School, 195 Main Street, Swansea, MA 02777

During school year 2014-2015, the SCMAS classroom was housed at Case Junior High School in Swansea and continued to provide an invaluable service since it first opened in 2003. The mission of this program is to provide a pathway for at-risk students in grades 6-8 to “step up” from more restrictive placements with opportunities for inclusion in regular education classes and activities. The program also supports students transitioning back to their sending school districts. The population consists of students with emotional disorders with primary diagnoses of Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Oppositional Defiant Disorder, Post Traumatic Stress Disorder, and Mood Disorders. In academic year 2014-2015, there was an average enrollment of five students with an average staff to student ratio of 3:5.

Our primary goal is to promote self-regulation to allow students to achieve as close to the general education setting as possible. Staff consists of one licensed teacher and two paraprofessionals for delivery of instruction, therapeutic support and assessment. A School Adjustment Counselor/Social Worker provided individual and group support 1.5 days per week. All educators received rich professional development in the form of scheduled release days for professional learning, embedded professional development, regular staff meetings, focused teacher meetings, and routine consultation from outside expert consultants.

The 2014-2015 academic year focused on implementing new data collection and analysis tools with the goal of gathering information to guide decision making to 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. Each student's essential goal was defined by staff and individual student rubrics were created. This allowed us to take accurate data on student self-regulation, which has become essential to informing IEP goals and reporting to districts and parents.

**Accomplishments 2014-2015**

In the 2014-2015 school year, SCMAS addressed the mission and objectives in the SCEC Collaborative Agreement by accomplishing the following:

1. All enrolled students participated in general education classes (objective #1).
2. Developed and implemented a new web-based data collection tool (objective #1).
3. Two students successfully transitioned into the program from a more restrictive setting (objective #1).
4. Average student growth percentile for Math and English was 50% (objective #1).
5. All grade 8 students transitioned back to district high school programs at the end of the school year (objective #1).

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

**MIDDLE SCHOOL LEVEL  
Gallishaw Middle School**

**2014-2015 SNAPSHOT**

**Grades: 6 - 8  
Average Enrollment: 18  
Public Day School**

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

320 Pleasant Street, Seekonk, MA 02771

Gallishaw Middle School, a public day school, provides high quality, cost effective, value-added and sustainable educational and therapeutic services for at-risk students in grades six through eight whose social, emotional, and/or learning challenges have prevented success in a general education setting. The average enrollment during 2013-2014 was 18 students. The immediate objective is to provide an academic program of core curriculum subjects aligned with the Massachusetts Curriculum Frameworks while providing academic and therapeutic 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.

Our mission is to prepare students for the demands of high school through the implementation of counseling, academic support, transition planning, and positive behavioral intervention and supports. The interdisciplinary team of educators, clinicians, related service providers, the school nurse, the transition specialist, paraprofessionals and consultants work together to build a therapeutic environment in which students can be successful.

**Accomplishments 2014-2015**

In the 2014-2015 school year, Gallishaw Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. At the end of the school year, three students were scheduled to return to their home school district, in a less restrictive setting, for the 2015-2016 school year (objective #1).
2. At the end of the school year, two students transferred to Gallishaw High School's inclusive setting at Seekonk High School, a less restrictive setting (objective #1).
3. Developed and implemented a new web-based data collection tool (objective #2).



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

**HIGH SCHOOL LEVEL  
Seekonk North High School**

**2014-2015 SNAPSHOT**

**Grades: 6 - 8  
Average Enrollment: 27  
Public Day School**

**Carolyn McKearney, Ed.D.  
Special Education Administrator  
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2 North Street, Seekonk, MA 02771

Seekonk North High School is a public day school which provides educational services to students between the ages of 14 to 22 years (grades 9-12+) with diagnoses of autism spectrum disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical and psychiatric challenges. During the 2014-2015 school year, there was an average of 27 students enrolled at Seekonk North High School.

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

Students have access to a modified curriculum aligned with the Massachusetts Curriculum Frameworks. 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. Technology is heavily integrated into the curriculum through the daily use of computers, Smart Boards, iPads, augmentative communication devices and other assistive devices in the classroom. Positive behavioral supports are implemented to encourage the development of appropriate social behaviors in the classroom and community settings. Students participate in recreational, social and vocational experiences on a regular basis both at school and in the community.

In an effort to enhance transition outcomes, Seekonk North High School provides both community based and in-school vocational opportunities. In the 2014-2015 school year, students participated in the following jobs in the school and community:

- Rehoboth Council on Aging - "Meals on Wheels" deliveries
- "The Insider"- monthly magazine deliveries
- Doorways Food Pantry- stocking shelves and recycling
- Seekonk Recycling Center- recycling materials from school and the food pantry
- Mail delivery- delivering interoffice mail between SCEC sites and the main office
- Cafeteria - assisting cafeteria staff with organizing packaged food items and low level maintenance kitchen duties at the Seekonk North site
- Auclair's Market- stocking shelves and low level maintenance activities

## SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

### HIGH SCHOOL LEVEL Seekonk North High School

#### Accomplishments 2014-2015

In the 2014-2015 school year, Seekonk North High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Increased embedded professional learning through internal and external consultants that focused on increasing student engagement (objectives #1, 2 and 3).
2. Purchased and implemented a new transition curriculum (objective #1).
3. A clinical coordinator was appointed to Seekonk North High School. The goal of this new position is to ensure fidelity of practice among all staff in regards to implementation of therapeutic programming and carryover of positive behavioral support plans (objective #3).
4. Provided professional learning through the SCEC Transition Specialist based on improving and expanding upon the program's transition services and writing and implementing transition based IEPs (objective #2).
5. Increased student participation in the IEP process. Students presented elements of their individual transition plans at meetings (objective #1).
6. Data on student self-regulation and self-control was collected and then managed by the web-based *Educata* system. *Educata* provides an in-depth analysis of data, arranged by individual student and by classroom. Staff were able to interpret and draw conclusions from data trends, which they utilized to inform their daily practice (objective #1).
7. The High School held their second annual Prom at the Venus DeMilo in May 2015, enhancing opportunities for family involvement. Participation doubled over the previous year (objective #1).



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

**HIGH SCHOOL LEVEL  
Gallishaw High School**

**2014-2015 SNAPSHOT  
Grades: 9 - 12 +  
Average Enrollment: 55  
Public Day School**

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Principal  
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Gallishaw Building  
320 Pleasant Street  
Seekonk, MA 02771

Seekonk High School  
261 Arcade Avenue  
Seekonk, MA 02771

As of July 1, 2014, the two high school programs located at the Gallishaw Building in Seekonk - the Alternative Center for Education and the Vocational Training Center - merged into one program, "Gallishaw High School." In addition, a satellite classroom was created at Seekonk High School for students transitioning to a less restrictive educational placement. This major programmatic change was made to offer all students increased academic offerings, enhanced independent living skills training, more opportunities for vocational and transition activities, as well as inclusion opportunities in a public high school.

Gallishaw High School provides high quality, cost effective academic, vocational, transition and therapeutic services for students in grades 9 through 12+ (through age 21) who present with a variety of significant disabilities. Many of our students will remain with the program until they turn age 22, but are afforded the option of completing the requirements necessary to obtain their high school diploma with their same age peers. In school year 2014-2015, there was an average enrollment of 55 students with a staff to student ratio of 1:3. Students participate in academic, vocational and transition classes at Gallishaw High School. Students also participate in community based activities such as driver's training, job fairs, work internships and job exploration. Students have the opportunity to practice and/or complete the interviewing process both at school and in the community, with the chance of receiving paid employment. Offsite training opportunities are provided by area vocational-technical schools and community colleges.

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

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

Our mission is to prepare students for careers and independent adult life through the implementation of counseling, academic support, transition planning, internships and positive behavioral supports. Our School

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

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

Adjustment Counselors/Social Workers assist in building a therapeutic environment to enhance student learning outcomes. Educators incorporate research-based best practices with supports provided by continual professional development and technical assistance.

#### **Accomplishments 2014-2015**

In the 2014-2015 school year, Gallishaw High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Created a new classroom for students who have completed their high school credits, with a focus on community based learning, in order to prepare students for adult living (objective #1).
2. Students successfully completed internships at community job sites such as Big Lots, Grace Barker Nursing Home, Seekonk Water Department, Savers, and Nancy's Bakery, and several students obtained paid employment at Liberty Tax and Walmart (objective #1).
3. Seven students graduated with a high school diploma (objective #1).
4. In addition to the cafeteria at Gallishaw High School, which is operated by the students, we began managing the cafeteria at South Coast Educational Collaborative's program site at Seekonk North School. Students participate in a real work experience, providing lunches for the students at Seekonk North. Students need to obtain ServSafe certification in order to be eligible for this work experience, which is provided by Gallishaw High School staff (objectives #1 and #3).
5. Offered training to students in American Heart Association's (AHA) Heartsaver First Aid and CPR, and OSHA regulations (objective #1).

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

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

**2014-2015 SNAPSHOT**

**Grades: 9 - 12 +**

**Average Enrollment: 16  
Two Inclusionary Settings**

**Kevin Hurley, MS.Ed  
Teacher/Leader  
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khurley@scecoll.org**

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

The educators at Bridge High School at Dighton-Rehoboth Regional High School (DRRHS) and 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 2014-2015, eight full time students attended Bridge High School DRRHS. Staff included a teacher and two paraprofessionals. Bridge High School SBRHS had eight full time students with a teacher and two paraprofessionals. This site also provided vocational and counseling services to two Somerset-Berkley students on a part time basis. In addition, each site has a nurse to meet specific health related needs of students. All related services are provided as per each student's Individual Education Plan (IEP).

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 inclusive activities. In addition to the large vocational and community-based component, students receive classroom based instruction designed to support their community learning and to address functional academics linked to the Massachusetts Curriculum Frameworks, modified to meet the individual abilities of students. Students in 10th grade participate in the MCAS Alternate Assessment.

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 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 Bridge High School sites incorporate substantiated best practice in transition to improve post school outcomes - specifically, paid and unpaid work experiences, employment preparation skills, self-determination skills, family involvement, daily living skills training, social skills training, and interagency collaboration. SCEC staff 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 IEPs 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 favorite vocational, lifelong learning, recreational, and independent living school and community-based experiences. These presentations are then used to inform the

## SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

### HIGH SCHOOL LEVEL

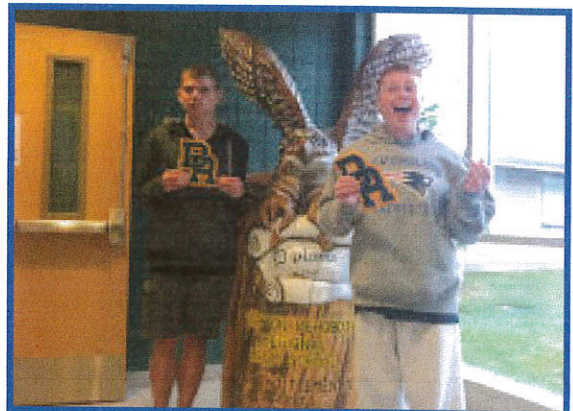
#### Bridge High School

student vision that will drive the remainder of the 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.

#### Accomplishments 2014-2015

In the 2014-2015 school year, Bridge High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Four students participated in the Bridgewater State University T@B Program (Transitions at Bridgewater). The program ran from September through May and included a diverse syllabus of weekly transition-themed lessons, such as money management, developing resumes, healthy eating, and how to use public transportation (including a train ride to Boston's South Station). The program culminated with PowerPoint presentations displayed by all participants for their families and classmates (objective #1).
2. The SBRHS site began exploring STEAM (Science, Technology, Engineering, the Arts and Mathematics) by consulting with experts in the field and incorporating robotics and new technology into the classroom setting (objective #2).
3. Twelve students attended an Educational Performance of *A Christmas Carol* at The Zeiterion Theater in New Bedford, Massachusetts (objective #1).
4. Three students participated on the Dighton Rehoboth Regional High School "Unified Basketball Team," highlighted by a tournament at the University of Massachusetts, Dartmouth. Two of the students earned varsity letters (see photo) (objective #1).
5. Fifteen students participated in The Special Olympics Attleboro Area School Day Games at Attleboro High School and earned medals (objective #1).
6. Nine students attended the South Coast Educational Collaborative Prom at the Venus de Milo in Swansea, Massachusetts (objective #1).
7. Four students were involved with the Dighton-Rehoboth "Best Buddies" organization, attending numerous recreational inclusion opportunities (movies, dances, parties) throughout the school year (objective #1).
8. The SBRHS program moved into the new Somerset-Berkley Regional High School building and actively sought new school-based vocational opportunities (objective #1).
9. Students were active in student-led IEPs, an approach that encourages increased involvement in the IEP process, such as describing/reading activities that they have completed in and out of school, using a PowerPoint format at the start of their IEP meetings (objective #1).



## SERVICES AND SUPPORTS

### RELATED SERVICES

#### Related Services

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The Related Services program addresses the mission and purpose of South Coast Educational Collaborative (SCEC) by providing comprehensive therapeutic services to children ages 3 through 21 who are students in SCEC programs and/or local school districts. This report summarizes programs, services and accomplishments during the 2014-15 fiscal year.

#### Therapy Services

All Related Services are provided as outlined in the students' IEPs and are designed to support students within the least restrictive educational setting. Our therapists work closely with the student's educational team and family to provide integrated services that support the student's individual development and academic growth. Therapy services provided by the Related Services department during the 2014-15 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 Teacher of the Visually Impaired (TVI) determines what and how a visually impaired student sees in the school setting and will use this information to determine necessary adaptations and modifications for the education of that student.
- **Orientation and Mobility:** An Orientation and Mobility teacher works with visually impaired students to help them learn to travel safely and independently in both familiar and unfamiliar environments. Body awareness and sensory skills are addressed as well as overall travel skills.
- **Assistive Technology** specialists address a student's need for Assistive Technology to facilitate access to the curriculum and increase independence. Supports may include hardware, software, adaptive equipment, low-tech supports, and/or recommendations for staff training or curriculum modification.

# SERVICES AND SUPPORTS

## RELATED SERVICES

The number of students receiving Related Services and the number of staff who provided them during the 2014-15 fiscal year are outlined in Table RS1.

<b>Table RS1</b> <b>SCEC Related Services</b> <b>Staff and Students 2014-15</b>		
<i>Related Service</i>	<i>Number and Type of Related Service Providers</i>	<i>Total Number of Students Served</i>
Speech-Language Therapy	SLP=8 SLPA=9	487
Adapted Physical Education	APE Teacher=4	416
Occupational Therapy	OTR=6 COTA=6	406
Physical Therapy	PT=3 PTA=3	138
Assistive Technology	AT Specialist = 3	108
Teacher of the Visually Impaired	TVI=1	45
Orientation and Mobility	O&M Specialist =1	13

### Student Evaluations

Related Service providers at SCEC conduct comprehensive student evaluations utilizing evidence-based measures and testing protocols. Evaluators across disciplines utilize a universal template to achieve uniformity in the presentation of evaluation results. Discipline-specific evaluation templates ensure that the content and presentation of evaluation results is consistent across evaluators and settings. High-quality, comprehensive evaluations are a critical first step in identifying the individual needs of students. SCEC Related service providers conducted a total of 457 evaluations during the 2014-15 fiscal year (Table RS2).

<b>Table RS2</b> <b>Student Evaluations</b> <b>Performed by SCEC Related Service Providers 2014-15</b>			
<i>Service type</i>	<i>Number</i>	<i>Service type</i>	<i>Number</i>
Occupational Therapy	178	Physical Therapy	60
Speech-Language Therapy	101	Vision Evaluations	12
Assistive Technology	52	Orientation and Mobility	5
Adapted Physical Education	49		
<b>Total number of Evaluations: 457</b>			

### SCEC Classroom Services

Related Service providers are active members of the SCEC educational teams supporting initiatives at the Early Childhood, Elementary, Middle and High School levels. They provide individual and group therapy,



# SERVICES AND SUPPORTS

## RELATED SERVICES

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

<i>Related Service</i>	<i>Number of SCEC Students Served</i>
Adapted Physical Education	249
Speech-Language Therapy	197
Occupational Therapy	167
Physical Therapy	62
Assistive Technology	23
Teacher of the Visually Impaired	21
Orientation and Mobility	8

### 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 18 school districts during the 2014-15 fiscal year (Table RS4).

Argosy Regional Charter School	Freetown Lakeville Regional School District
Berkley Public Schools	Martha’s Vineyard Public Schools
Bristol County Agricultural High School	Norfolk Public Schools
Dartmouth Public Schools	Rehoboth Public Schools
Dighton Public Schools	Schwartz Center for Children
Dighton-Rehoboth Regional School District	Seekonk Public Schools
Diman Regional Vocational Technical School	Somerset Public Schools
Fairhaven Public Schools	Somerset-Berkley Regional High School
Fall River Public Schools	Swansea Public Schools

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

## SERVICES AND SUPPORTS

### RELATED SERVICES

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

Accessing the expertise of SCEC Related Service providers can be a key factor that allows a student to remain in the least-restrictive environment. Sustainability efforts by Related Service providers ensure that district educational teams are able to address students' therapeutic needs throughout the school day, thus optimizing student performance in the general education setting. During the 2014-2015 year, member and participating districts contracted with SCEC to provide services from the following disciplines: physical therapy, occupational therapy, speech-language therapy, adapted physical education, teacher of the Visually impaired, orientation and mobility, 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 during the 2014-15 fiscal year are illustrated in table RS5.

<b><i>Related Service</i></b>	<b><i>Number of Students Served</i></b>
Speech-Language Therapy	290
Occupational Therapy	239
Adapted Physical Education	167
Physical Therapy	76
Assistive Technology	85
Teacher of the Visually Impaired	24
Orientation and Mobility	5

#### **Family Services**

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

## SERVICES AND SUPPORTS

### RELATED SERVICES

#### **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. An Assistive Technology User Group was established during FY 2014-15 to provide a forum for Related Service providers to learn together and share their experiences. All Related Service providers remain current in their fields 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 2014-15 fiscal year included supplemental training for Related Service providers in the following areas:

- Google apps for Education
- Evidence-Based Physical Therapy Interventions for Students with Special Needs
- Physical Therapists and Transition to Adult Life
- Why Picky Eaters are Picky: Assessing Sensory and Motor Barriers to Eating and Swallowing
- Swallowing and Dysphagia for the Student with Medical Challenges

SCEC Related Services sponsored several half- and full-day onsite workshops during the 2014-15 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 in FY 15 included “Reading Comprehension and Thinking Skills: Teaching vs. Telling,” and “BoardMaker Studio.”

#### **Cost Effectiveness**

Related Services for students enrolled in SCEC classrooms are included within the tuition the local school district pays for student enrollment. Physical therapy, occupational therapy, speech-language therapy, and adapted physical education are all included within tuition at no additional cost to the sending school district, resulting in a tremendous cost savings to local school districts. In-district Related Services are provided to local school districts at substantially reduced rates as compared to the statewide average for private agencies. Member school districts contracted for in-district physical therapy, occupational therapy, speech language therapy and adapted physical education at the low hourly rate of \$75 per hour during FY 15. We surveyed private agencies that provide these services within the geographic region of SCEC and found that the cost ranges from \$125-\$220 per hour. Thus, SCEC in-district Related Services save local school districts a minimum of \$50 per hour. The total cost savings to all districts combined using this model is well over two million dollars per year. Districts in need of a greater amount of in-district Related Services were offered the option of purchasing services at a daily rate which further augmented their savings. Districts benefit from additional cost savings because SCEC Related Service providers bring SCEC-purchased testing and treatment materials into the district at no additional cost to the district. Finally, SCEC maintains a large inventory of positioning equipment and assistive technology that Related Service providers utilize with district students for evaluation and trial purposes at no additional cost to the district.

## SERVICES AND SUPPORTS

### Behavior Therapy and Consultation

#### 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), two Registered Behavior Technicians (RBTs) and one Speech-Language Pathology Assistant (SLPA). ABA staff promote the core values of the collaborative by determining each individual student's and their family's needs by the process of assessment that takes into account the context in which a student functions, and the specific characteristics, whether challenges or strengths, that affect how those needs are met. Individualized programming is developed based upon research validated practices that have been demonstrated to be effective. This programming accommodates a student's deficits while capitalizing on his/her 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 ages 3 to 22. Services are provided for students as proscribed 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 2014-15:

<b>ABA Service</b>	<b>Number and Type of Service Providers</b>	<b># of District Students Served</b>	<b>Number of SCEC Students Served</b>	<b>Total # of Students Served</b>
Assessment	1	1	18	19
Consultation	1	4	36	41
Direct Services	4	2	5	8

#### SCEC Services

There were a wide range of services provided to SCEC classrooms by the ABA department in the past year. We provided Skills Assessments as well as Functional Behavior Assessments (FBAs) for 18 students. Skills assessments included the *Verbal Behavior Milestones and Placement Protocols* (VB-MAPP), which were conducted

## SERVICES AND SUPPORTS

### *Behavior Therapy and Consultation*

for young children, or children with a suspected developmental age of 0-4 years. For elementary school age we used the *Assessment of Basic Learning and Language Skills-Revised* (ABLLS-R). For middle school and high school students, the four *Assessment of Functional Living Skills* (AFLS): Basic Language Skills, Community Skills, Home Skills and School Skills were used. 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 the collaborative before progress could be determined.

#### **Direct Services**

There were a variety of services provided to member districts by the ABA department during 2014-2015. 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 assessment as well as functional behavior Assessments (FBAs) 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.

#### **Professional Development**

In addition to on-going job-embedded training in ABA specific to each student, ABA staff received additional training in *Crisis Prevention and Intervention* and *CPR/First Aid*. The BCBA provided supervision to one staff person, allowing her to sit for the Behavior Analyst Certification Board. Skills necessary to achieve this certification include writing assessments, developing educational and behavior plans, and conducting oneself in a manner consistent with the Board's professional and ethical guidelines. Two ABA paraprofessionals attained the Registered Behavior Technician (RBT) credential in 2014-2015. In addition, the BCBA completed supervisor training through the Behavior Analyst Certification Board, and completed training to become a certified *Safety-Care* trainer.

#### **Cost Effectiveness**

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

## SERVICES AND SUPPORTS

### Behavior Therapy and Consultation

<i>ABA Service</i>	<i>Rate Type</i>	<i>SCEC</i>	<i>Average Private ABA Provider</i>	<i>Cost Savings</i>
<i>Assessment</i>	Functional Behavior Assessment	\$400	\$1,200	66%
	Skills Assessment	\$400-700	\$1200-2000	66%
<i>Consultation</i>	Hourly rate	\$40	\$100	60%
<i>Direct Service</i>	Member hourly rate	\$25	\$50	50%

## SERVICES AND SUPPORTS

### *Therapeutic Counseling Services*

#### **Therapeutic Counseling Services**

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At South Coast Educational Collaborative (SCEC), counseling services were provided across all grade levels and sites by eight counselors during the 2014-2015 school year. Counselors are trained in a variety of disciplines and all are licensed as School Adjustment Counselors/Social Workers or School Psychologists by the Massachusetts Department of Elementary and Secondary Education. Counselors provide a variety of direct and support services to the various sites, students and families. Counselors provide individual counseling services as determined by the student's Individual Educational Plan and the student's team. Counselors also provide small group counseling services as determined by the needs of the students serviced at a particular site. Counselors serve as an important part of the educational team by providing consultation to staff in the areas of therapeutic rapport, mental health diagnoses, educational approaches, positive behavioral interventions and supports, development of social skills and peer relationships, and family systems, among other areas. Counselors are available to provide crisis intervention as necessary to help support staff and students and can provide assessment in suicidal and homicidal risk. Counselors provide services as part of the educational classroom, joining the therapeutic milieu and modeling and generalizing positive behavioral interventions and supports in the classroom setting. Counselors provide case management services which assist in providing support to families, referring families for various services in the community, including outpatient mental health, psychiatry, home based services, and recreational services. One of the main functions of case management is as a school to home source of communication 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 2014-2015 school year. Listed below are the results of the time sample data collection.

#### **Elementary Level**

Counselors provide services at four elementary level sites. Each table will indicate time sample data provided at the various sites. A significant development at the elementary level has been the introduction of the Family Consult model. Family consult gives families the opportunity to meet as a team with our clinical psychologist consultant, the clinician servicing the site, our developmental pediatrician, outpatient professionals working with the student and all team members providing services to the student to support continuity of services from classroom to home setting.

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 social skill development.

At Somerset North Elementary, clinical services were available for one and one-half days per week servicing a population primarily diagnosed with developmental disabilities. Group education at the time of the data sample was focused around social skill development.

At Palmer River Elementary, clinical services were available for one and one-half days per week servicing a

## SERVICES AND SUPPORTS

### Therapeutic Counseling Services

population with multiple disabilities, developmental disabilities and social-emotional disabilities. Services at this site were primarily focused on providing case management, supporting the therapeutic programming by providing services in the classroom setting, and providing consult to staff to ensure that educational services align with best practices therapeutically.

At the Early Childhood Level sites, clinical services were available for one and one-half days per week servicing a population primarily diagnosed with developmental disabilities and multiple disabilities. Services were primarily focused on providing consult 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 five days per week servicing primarily a population diagnosed with social-emotional disabilities. Groups were focused on social skill development and included improving peer interaction skills through milieu activities.

Seekonk North Elementary	Hours provided per week
Individual Counseling	2.5 hours per week
Group counseling	.5 hour per week
Case Management	1.5 hours per week
Crisis Intervention	.5 hour per week
Participation in Assessment Services	.5 hour per week
Clinical consult to Staff	1 hour per week
Professional Development	1 hour per week

Somerset North Elementary	Hours provided per week
Individual Counseling	1.5 hours per week
Group Counseling	.5 hours per week
Case Management	11 hours per week
Crisis Intervention	0 hours per week
Participation in Assessment Services	0 hours per week
Clinical Consult to staff	2.25 hours per week
Professional Development	1 hour per week

Seekonk North Elementary ACE	Hours provided per week
Individual Counseling	18.5 hours per week
Group Counseling	3.5 hours per week
Case Management	2 hours per week
Crisis Intervention	1 hour per week
Participation in Assessment Services	0 hours per week
Clinical Consult to Staff	12 hours per week
Professional Development	5 hours per week



## SERVICES AND SUPPORTS

### Therapeutic Counseling Services

North Seekonk Elementary ACE	Hours provided per week
Individual Counseling	18.5 hours per week
Group Counseling	3.5 hours per week
Case Management	2 hours per week
Crisis Intervention	1 hour per week
Participation in Assessment Services	0 hours per week
Clinical Consult to Staff	12 hours per week
Professional Development	5 hours per week

Palmer River Elementary	Hours provided per week
Individual Counseling	1 hour per week
Group Counseling	0 hours per week
Case Management	6 hours per week
Crisis Intervention	0 hours per week
Participation in Assessment Services	0 hours per week
Clinical Consult to Staff	3 hours per week
Professional Development	4 hours per week

Early Childhood	Hours provided per week
Individual Counseling	0 hour per week
Group Counseling	0 hours per week
Case Management	1 hours per week
Crisis Intervention	0 hours per week
Participation in Assessment Services	0 hours per week
Clinical Consult to Staff	3 hours per week
Professional Development	0 hours per week

#### Middle School Level

Counselors provide services at 4 different sites at the middle school level for SCEC. At Somerset Middle School, clinical services were provided 2 days per week servicing a population primarily diagnosed with developmental disabilities. Groups conducted during the time sample focused on life skills development in the area of oral hygiene.

Seekonk North Middle School received two days of clinical services per week. Students were primarily diagnosed with developmental disabilities and multiple disabilities. Services were primarily focused on providing support to families to assist in home to school generalization and accessing community based services, and assisting educational staff with providing services which are based on evidence based therapeutic practices. Group therapy services focused on social skill development.

South Coast Middle Alternative School at Case Junior High School received one day of clinical services for a population primarily diagnosed with social-emotional disabilities. Services were primarily directed at providing individual counseling services per the student's IEP goals, to increase functioning in the academic

## SERVICES AND SUPPORTS

### Therapeutic Counseling Services

environment, and to provide therapeutic services based in the classroom setting to support community building and generalization of positive behavioral interventions and supports.

At Gallishaw Middle School, clinical services were provided eight days per week between two counselors servicing a population primarily diagnosed with social-emotional disabilities. Services were 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>	<b>Hours provided per week</b>
Individual Counseling	2.5 hours per week
Group Counseling	1.5 hours per week
Case Management	1 hour per week
Crisis Intervention	1 hour per week
Participation in Assessment Services	0 hours per week
Clinical Consult to Staff	2 hours per week
Professional Development	2 hours per week

<b>Seekonk North Middle</b>	<b>Hours provided per week</b>
Individual Counseling	1 hour per week
Group Counseling	.75 hours per week
Case Management	2 hours per week
Crisis Intervention	.5 hours per week
Participation in Assessment Services	.5 hours per week
Clinical Consult to Staff	1.5 hours per week
Professional Development	2 hours per week

<b>Gallishaw Middle School</b>	<b>Hours provided per week</b>
Individual Counseling	28 hours per week
Group Counseling	7 hours per week
Case Management	7.5 hours per week
Crisis Intervention	8.5 hours per week
Participation in Assessment Services	1 hour per week
Clinical Consult to Staff	5 hours per week
Professional Development	5 hours per week

## SERVICES AND SUPPORTS

### Therapeutic Counseling Services

SCMAS	Hours provided per week
Individual Counseling	5 hours per week
Group Counseling	1 hour per week
Case Management	1 hour per week
Crisis Intervention	0 hours per week
Participation in Assessment Services	0 hours per week
Clinical Consult to Staff	1 hour per week
Professional Development	0 hours per week

#### High School Level

Counselors provided clinical services across five high school sites. At Bridge High School, clinical services were provided for one-half day per week at each site to a population diagnosed primarily with developmental disabilities.

At Seekonk North High School, clinical services were provided for two days per week primarily servicing a population diagnosed with developmental disabilities and multiple disabilities. Small group counseling focused on development of interaction skills, increasing awareness of emotions, expressing emotions 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, clinical services were provided for ten days per week between three clinicians to a population with varied disabilities, including social-emotional challenges, learning disabilities and developmental disabilities, ages 14-22 years. Group counseling focused on the development of a student advisory council, transition topics, community building, anger management and a nature connection group. Individual counseling focused on meeting students' 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, providing direction with positive behavioral supports, creating a therapeutic culture and developing therapeutic programming. Case management services focused on communication with outpatient providers, families and caregivers to increase home to school communication, making referrals to community based services and assisting students and families with transition to adult life and adult services.

For the Gallishaw High School classroom at Seekonk High School, counseling services were provided for one day per week providing services to students primarily diagnosed with social-emotional disabilities currently attending a special education class in a general education setting. Individual counseling focused on meeting students' IEP needs as well as providing counseling for emotional support. Consult services focused on helping staff support students with various mental health diagnoses, providing direction with positive behavioral interventions and supports, and assisting the students emotionally in an inclusive setting. Case management services focused on communication with outpatient providers, families and caregivers to increase home to school communication and making referrals to community based services.

## SERVICES AND SUPPORTS

### Therapeutic Counseling Services

Bridge High School	Hours provided per week
Individual Counseling	2.5 hour per week
Group Counseling	0 hours per week
Case Management	2 hours per week
Crisis Intervention	.5 hours per week
Participation in Assessment services	0 hours per week
Clinical Consult to staff	3 hours per week
Professional Development	0 hours per week

Seekonk North High School	Hours provided per week
Individual Counseling	5 hours per week
Group Counseling	.75 hours per week
Case Management	2 hours per week
Crisis Intervention	1 hour per week
Participation in Assessment services	.5 hours per week
Clinical Consult to staff	14.25 hours per week
Professional Development	8.5 hours per week

Gallishaw High School	Hours provided per week
Individual Counseling	60.5 hours per week
Group Counseling	3.0 hours per week
Case Management	6 hours per week
Crisis Intervention	6 hours per week
Participation in Assessment Services	2.25 hours per week
Clinical Consult to Staff	14.25 hours per week
Professional Development	8.5 hours per week

GHS at Seekonk High School	Hours provided per week
Individual Counseling	4.0 hours per week
Group Counseling	0 hours per week
Case Management	1 hour per week
Crisis Intervention	0 hours per week
Participation in Assessment Services	.5 hours per week
Clinical Consult to staff	1 hour per week
Professional Development	0 hours per week

## **SERVICES AND SUPPORTS**

### ***Therapeutic Counseling Services***

#### **Professional Development**

Clinicians both provide and participate in professional development at SCEC. Clinicians provide 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 participated in professional development activities on collaborative-wide professional learning days and participated in a partnership with a community mental health agency, Quality Behavioral Health, on three dates during the 2014-2015 school year to receive professional development in areas related to clinical practice, including Trauma Informed Care and Executive Functioning.

#### **Cost Effectiveness**

Therapeutic Counseling services are cost effective to districts because all services provided at South Coast Educational Collaborative are included in the tuition at no additional cost to the sending district. School Adjustment Counselors/School Social Workers and School Psychologists are based at program sites, affording the ability to offer high quality services without incurring the cost of travel. In addition, we are able to provide standardization of counseling services by sharing curriculum, methodologies, and professional learning activities.

#### **Accomplishments 2014-2015**

During school year 2014-2015, SCEC clinicians addressed the purpose and objectives outlined in the Collaborative Agreement by:

1. Provided intensive therapeutic counseling services to students with disabilities in a high quality, cost effective manner (objective #3).
2. Improved student learning outcomes by supporting, stabilizing and/or enhancing the emotional well-being and self-regulation of students with disabilities (objective #1).
3. Participated in, provided and shared professional learning activities on-site and as members of a larger educational team (objective #2).

# SERVICES AND SUPPORTS

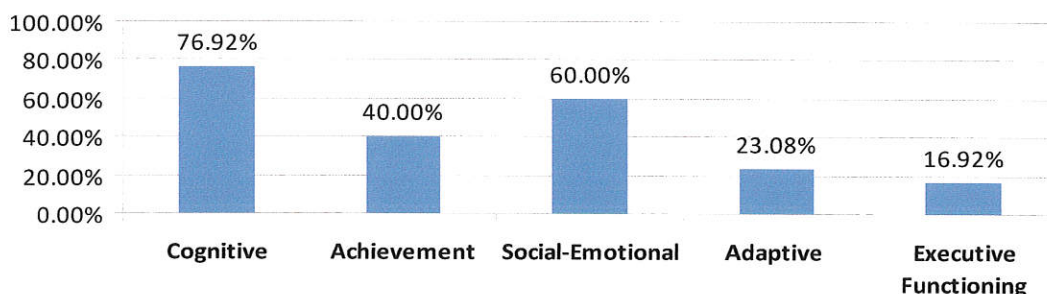
## Clinical Assessment Services

### Clinical Assessment Services

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Assessment Services is responsible for completing evaluations of a psychological nature for children ages 3-22 that contribute to the data when reviewing a child’s eligibility for special education. These evaluations occurred within the academic setting (within South Coast Educational Collaborative programs and within general educational settings) irrespective of the referral question. In this way, obstacles preventing access to clinical evaluations have been removed. Family involvement in the evaluation process begins with the completion of a developmental questionnaire related to the student and may include face-to-face or telephone interviews to gather additional information within which to interpret test findings. Of the requested evaluations, 35.38% specifically asked for information regarding mental health diagnosis and 4.62% were evaluations to substantiate the need for guardianship of an adult student. Below is a chart depicting the assessment batteries used most frequently during the evaluation process.

**Percentage of Evaluations that Include Specific Assessment**



South Coast Educational Collaborative (SCEC) strives to work cooperatively with school districts. Assessment Services continued to work with a variety of districts and forged a new relationship with Argosy Collegiate Charter School in Fall River. Below is a chart of the schools/districts that requested services:

School or District	# of Requests	School or District	# of Requests
Argosy Collegiate	5	Freetown-Lakeville	1
Attleboro	2	Plymouth	1
Barrington, RI	1	Seekonk	3
Bristol-Warren, RI	1	Somerset	10
Dartmouth	4	Somerset-Berkley	16
Dighton	1	Swansea	7
Dighton-Rehoboth	6	Taunton	1

To meet the changing needs of our districts, Assessment Services contracted with districts in 2014-2015 to provide services for three days weekly. Swansea School District contracted for consultation, trainings, observations and evaluations. These services were provided one day weekly for the school year. Somerset-Berkley High School (SBRHS) contracted for two days weekly for direct service to individual students as per the IEP, evaluations of students, meeting attendance, and staff consultation. Two pre-doctoral practicum

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### Clinical Assessment Services

students from the University of Rhode Island also provided supportive services within these districts in unpaid training experiences.

Type of Service	Swansea	SBRHS
Days Contracted Per Week	1	2
Total Number of Evaluations:	7	15
Neuropsychological	3	1
Cognitive	6	14
Clinical	1	3
Achievement	3	8
Guardianship	0	3
Trainings - 90 minutes each	3	0
Meetings	7	16
Practicum Student Hours	108	58
Observations and Follow-Up	6	0
Groups	-	1 period/week = 30
Direct Service Caseload	-	20 students

#### Objectives

One of the organizational objectives involves the provision of quality professional development. Two professional development (PD) trainings were offered within a nonmember district to communicate the changes in the diagnostic criteria for mental health conditions and how those changes might influence the eligibility for special education services. In addition, there were three PD trainings provided to adjustment counselors within the general education setting that addressed ways to implement evidence-based group interventions as a Tier 1 intervention as well as implementing similar strategies as Tier 2 and 3 interventions. Finally, there was a PD training of classroom staff related to developing environmental supports that would facilitate differentiated instruction.

#### Cost Effectiveness

The cost of community-based, psychological testing varies widely with estimates of \$500 - \$900 for a single, specific cognitive test battery and upwards to \$3000 for a complicated test battery that involves neuropsychological, personality, achievement, and cognitive components. SCEC Assessment Services offers a cost effective way for the member districts to access these services for students in need. The most expensive battery involving all those components was less than half of what is often charged by community providers. Districts save even more when hiring a PhD-level psychologist for the low daily rate which allowed for greater flexibility in terms of the nature of the services and in terms of accessibility. The average hourly rate for a PhD psychologist to provide services is approximately \$80, according to the Bureau of Labor Statistics. By contracting by the day, districts save a third of the cost.

In addition, cost effectiveness can also be defined in terms of the amount of time involved with completing the evaluation and obtaining the report. By employing SCEC Assessment Services, evaluations are completed within the required timelines as prescribed by special education law. Whereas community providers maintain 2-6 month delays before children can be seen for an evaluation, SCEC Assessment Services completes the evaluation of the child and delivers a written report within 30 school days, thereby avoiding a delay in the needed services to support children.

## SERVICES AND SUPPORTS

### SCHOOL HEALTH SERVICES

#### 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 who share in the responsibility to increase and improve educational opportunities for students that are grounded in our core values as well as appropriate research-based content and best practices. During the fiscal year 2015 (FY2015), SCEC employed eleven full time nurses who were responsible for managing the health needs of students ages 3-22 years within our educational programs.

The primary focus of SCEC's Health Services team during FY2015 was to establish a shared understanding of the concept of students' self-regulation and develop a data collection system designed to measure the impact of nursing interventions on student self-regulation levels, then analyze and use that data to make informed decisions for adjusting individual practices. Under the guidance of Dr. Marc Hauser, the nursing team met monthly to develop an appropriate rubric for defining and rating "self-regulation." A 4-point Likert scale was selected for rating, with the indicators ranging from highly regulated (4) to highly dysregulated (1). A full day training session was held in November of 2014 on the use of the rubric and the *Educata* database. The system was launched on December 1, 2014 across all SCEC programs.

Our primary goal was to understand how best to create an environment that supports students being healthy and ready to learn. This requires both clinical and management expertise, as well as the ability to work with families and a range of disciplines within both the school and community. Access to professional nursing care during the school day is said to be beneficial in improving attendance, academic performance, staff wellness and agency accountability (National Association of School Nurses [NASN], 2013). In April 2015, after analysis of compiled data, it was decided that the current system for measuring self-regulation during office visits was insufficient and needed to be re-designed in order to better capture the impact of nursing services for the 2015-16 school year.

Our school nurses are committed to continued learning and participate regularly in professional development offered by the 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 seizure disorders to allow them to stay in class and be ready to learn. We are responsible for identifying and treating accidents and injuries. We have designed tools that assist our student populations in being screened for vision, hearing, posture and BMI. We also counsel and educate students on a variety of social, emotional and behavioral health issues. Over the course of FY2015, our nursing staff instructed and certified both staff and students in the American Heart Association's (AHA) Heartsaver First Aid and CPR.



# SERVICES AND SUPPORTS

## SCHOOL HEALTH SERVICES

Following is a table that displays SCEC's staffing levels in Health Services for FY2015:

**FY2015 Staffing Levels**

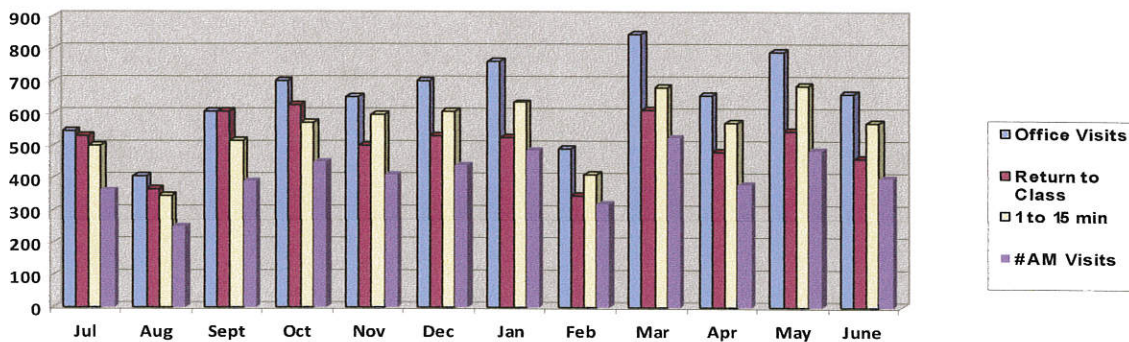
Level of Nursing Service					# of Hours Employed		Licensure			DESE Licensed	
Build- ing Nurse	Classroom - Based Nurse	1:1 Nurse	1:1 CNA	Nurse Leader	*Full Time	**Per Diem	RN	LPN	CNA	initial	Prof.
2	7	1	1	1	11	2	10	2	1	5	3

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

In FY 2015, the nurses collectively logged 7,811 office visits which in turn resulted in a 78.4% return to class rate. Furthermore, in 85% of all office visits completed in FY2015, students were returned to class in less than 15 minutes. Additional statistics related to office visit frequency that were analyzed for FY2015 revealed that Tuesdays had the highest office visit frequency (21.7%) and Fridays had the lowest office visit frequency (17.1%). The majority of office visits occurred in the mornings (63%).

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.

**FY2015 Office Visit Statistics**



In FY2015, six 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. Five nurses continue to work toward their goals at a proficient level as part of a two-year self-directed

## SERVICES AND SUPPORTS

### SCHOOL HEALTH SERVICES

growth plan. One nurse completed a one-year self-directed plan at a proficient level and was placed on a two-year self-directed plan starting in the 2015-16 school year.

For FY2016, 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 evidenced 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 planning to explore opportunities to expand our wellness programs and to create partnerships with higher learning institutions that focus on health careers.

#### School Physician

The SCEC School Physician, Jeannine Audet MD, is a developmental and behavioral pediatrician who provides valuable medical services to SCEC students at no additional cost to the sending school districts. Dr. Audet evaluates students across the program sites, providing diagnostic care and treatment for a wide range of developmental and behavioral concerns, including autism spectrum disorders, attention deficit hyperactivity disorder, anxiety disorders and mood disorders. Dr. Audet provides ongoing medication management for behavioral needs, as well as interim medical services for students who are not under the care of a primary care provider. Dr. Audet is an integral member of the educational team at all program sites. She consults with classroom staff, therapists and program leaders to provide assistance with a variety of medical issues and also reviews and approves student health policies and procedures.

#### Cost Effectiveness of School Health Services

School Health Services at SCEC are highly cost effective for school districts. All of the complex medical care provided to students is embedded into student tuition rates at no additional cost to the sending school district. When considering the cost of providing one-to-one nursing care, our districts can save approximately \$139.00 per day by contracting with SCEC for nursing coverage. On average, home care agencies charge \$56.00 per hour for one-to-one nursing coverage which equals an average daily cost of \$420.00. SCEC offers those same services at a rate of \$281.00 per day. In addition, studies have shown that having a nurse available in the schools is a cost effective investment, saving principals one hour per day, teachers twenty minutes per day, and support staff over forty-five minutes per day that they would have used to address health concerns (NASN, 2013).

#### References:

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

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

## SERVICES AND SUPPORTS

### TRANSITION SERVICES

#### 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. SCEC continues to work diligently to align our transition services and programming with IDEA 2004, evidence based practice, and policy guided by the Department of Elementary and Secondary Education (DESE). Transition activities that occur on a regular basis at SCEC sites include:

- Age appropriate transition assessment and summary of performance
- Ongoing transition-related data collection
- Student led IEPs
- Community-based vocational experiences
- Community-based employment: paid and non-paid, with job coaching supports
- Community-based recreation and leisure activities
- Community-based independent living skills activities
- Vocational classes
- School-based vocational experiences
- Independent living skills and pre-employment training
- Transition based curricular materials
- Tours, activities and educational programming at institutions of higher learning (MTTI, BCC and BSU)

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

#### **SCEC Mission and Purpose**

Transition services at SCEC include professional development to SCEC staff members and local school districts. Having a DESE endorsed Transition Specialist on staff to support educators, students and families offers value-added and sustainable practice within the organization. Membership on the Greater Fall River Interagency Transition Team allows SCEC to partner with local organizations and school districts to develop common practice, highlight common issues and develop collective strategies to address the transition needs of schools, adult service providers, students and their families.

Ongoing transition related policy, procedures, and practice continue to evolve within the organization as we build capacity in transition and share our experiences with our partners. As a teaching and learning

## SERVICES AND SUPPORTS

### TRANSITION SERVICES

organization, SCEC is the site of a research case study examining our growth in transition capacity building. The results of this study have allowed SCEC to learn and grow from our experiences and position our organization to assist other educational organizations in building capacity in transition services.

#### **Accomplishments 2014-2015**

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.

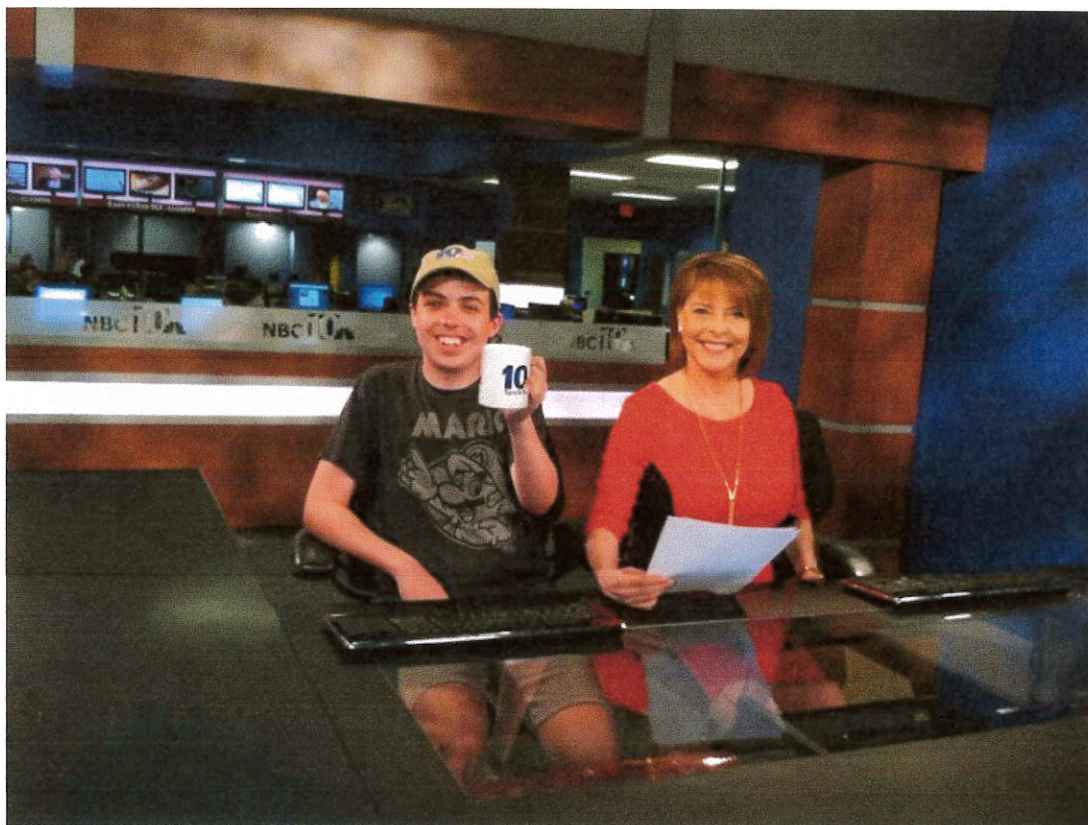
1. SCEC was one of the founders of the Greater Fall River Interagency Transition Team. This team met monthly to discuss the transition needs of students and families and plan two collaborative events. In October 2014, we hosted our First Annual Transition Fair at Bristol Community College. This extremely well attended event afforded over one hundred families in the Greater Fall River area to come meet a variety of adult service providers and receive resources. We were fortunate to have over thirty local service providers attend and share their information and resources. In April 2015, we hosted an event at Diman Regional Vocational Technical High School allowing families to come meet the leaders of the Massachusetts Rehabilitation Commission, Department of Developmental Services, and the Department of Mental Health (objective #2).
2. A Community Partners Database was developed and launched, allowing all SCEC sites to access community based vocational experiences developed throughout the organization (objective #1).
3. Three of our secondary level sites began attending the Transitions at Bridgewater (T@B) program. Students attended weekly transition classes on the campus of Bridgewater State University taught by teachers from other local school districts. Students ate lunch on campus and participated in a completion ceremony at the end of the program (objective #1).
4. Our Seekonk North School site participated in a Self-Determination Series program on the campus of Bridgewater State University. This six-week series allowed the students to learn about themselves and create and share a presentation as a culminating activity (objective #1).
5. SCEC expanded site based vocational opportunities in landscaping and meal preparation. These programs allowed students to integrate their classroom based learning into hands on learning and projects (objective #1).
6. SCEC participated in a Workforce Investment Board grant program to pay students for their vocational learning experiences. We have applied to continue this opportunity in the following school year and hope to offer the opportunity to more students (objective #1).
7. Ongoing, targeted professional development continues in several transition related topics for teachers, paraprofessionals, and related service providers. We are continuing to align our practice with evidence based practices, write meaningful post secondary IEPs based on assessment, provide students with a variety of transition services, and build our capacity to provide world class transition planning for our students while supporting their families through the process (objective #2).

## SERVICES AND SUPPORTS

### TRANSITION SERVICES

#### Cost Effectiveness

Currently, 55% of our student population is aged 14-22 years and participates in transition related activities. Age appropriate transition assessments are provided as part of a student's tuition, adding no extra cost to our districts. Private organizations can charge up to \$1,000 for a comprehensive transition assessment with a community component. To date, 82 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 are specifically trained to provide job-coaching services to students by performing assessment, training, and experience in community-based places of employment. In addition to internal professional development, eight of our staff have secured ACRE Certification to provide supported employment and job development services to our students. Contracting for highly qualified job coaching services through private companies costs \$45.00 per hour, which does not include job development or transportation. Local bus companies calculate the cost for transportation to provide this service by both hours and mileage. Our job coaches have 7-D licensing and access to our fleet of 15 vehicles.



*A Bridge High School student learns about delivering news and weather at the Channel 10 studios*

# SERVICES AND SUPPORTS

## PROFESSIONAL DEVELOPMENT

### Professional Development

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South Coast Educational Collaborative (SCEC) offers a robust program of professional development for SCEC employees as well as for educators within our member and participating districts. Professional development offerings address the SCEC objective of providing high-quality professional development to educators. SCEC is committed to supporting the pursuit of professional learning by:

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

### Professional Learning for SCEC Employees

SCEC provided extensive in-house training for SCEC employees during the 2014-2015 school year. Annual training in all DESE mandated training topics was completed during two “opening days” on September 2nd and 3<sup>rd</sup>. These professional release days were attended by all SCEC employees and course evaluations indicated that the training programs were highly effective. Additional professional development was provided to employees in an ongoing manner throughout the year. Professional development offerings for SCEC staff during the FY 2015 school year are illustrated in Table PD1.

**Table PD1: Professional Development for SCEC employees FY 2015**

Access to equal educational opportunity	Preventing discriminatory harassment
Age of majority for students	Preventing and reporting child abuse and neglect
Appropriate use of social media	Safe schools
Bullying prevention and intervention	Students with anxiety
Clinical Evaluation of Language Fundamentals®	Swallowing and dysphasia
CPR and first aid	Teaching music to students on the autism spectrum
Curriculum alignment	Transition planning and services
Evidence-based physical therapy interventions	Transportation safety
Maintaining student confidentiality	Understanding data input and student output
Maximizing student engagement	Universal precautions and medication administration
Nonviolent crisis intervention	Using Google for education
Positive behavioral instructional supports	Assessing sensory and motor barriers to eating
Post-traumatic stress disorder	Writing transition IEPs

## SERVICES AND SUPPORTS

### PROFESSIONAL DEVELOPMENT

#### Annual Learning Expo

SCEC's annual *Learning Expo* was held on May 1, 2015 for all SCEC employees. During the course of 2014-2015, educator teams at every SCEC site worked on a variety of initiatives designed to enhance teaching practice and student outcomes. At the *Learning Expo*, twenty-four (24) educator teams set up booths to present their projects and share their findings. This year-long focus on special initiatives, culminating in the *Learning Expo*, served 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 while enabling educators to acquire and refine their professional skills within their daily practice.



#### Annual Special Education Law Update

On May 1, 2015 all SCEC employees attended the annual Special Education Law Update, presented by attorneys Mary Ellen Sowyrda and Felicia Vasudevan. The primary focus of this yearly training is ensuring the protection of civil rights for students with disabilities. New regulations were highlighted and case studies were reviewed and discussed. Member district administrators attended this three-hour inservice at no cost.

#### Regional Professional Development

Since 2009, SCEC has been an active and integral member of the Southeast Collaborative Regional Organization (SCRO) which represents Region 5 collaboratives (CHARMSS Collaborative, Bi-County Collaborative, Pilgrim Area Collaborative, READS Collaborative, Southeastern Massachusetts Regional Collaborative, South Shore Educational Collaborative, North River Collaborative, Cape Cod Collaborative and SCEC). Each year in November, SCRO members offer a day of workshops open to employees of all nine collaboratives. In 2014, SCEC sponsored two SCRO regional trainings: *The ABC's of Testing: Assessment Batteries for Children and What They Can Tell You*, and *Reading Comprehension & Thinking Skills: Teaching vs. Telling*.

#### College and University Professional Learning Partnership Programs

During the past two decades, SCEC has had the privilege of partnering with a total of 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. College and university courses are offered at SCEC's main campus in Swansea through a cohort model. Students are afforded the opportunity to study in small groups at a site close to where they work or live. This model is less costly to participants, offering lower tuitions and removing the costs inherent in traveling to college or university campuses. There were two educational cohorts at SCEC during the F2015 school year:

## SERVICES AND SUPPORTS

### PROFESSIONAL DEVELOPMENT

- The Boston University School of Education sponsored a Master's Degree program in Policy, Planning and Administration with a specialization in Educational Administration (Administrative Licensure). This specialization is designed for educators who wish to be licensed as school administrators, including principals, superintendents and/or special education directors. The program includes all required coursework to meet state licensure requirements. Participants in this SCEC cohort anticipate graduating during the FY 2016 school year.
- The Bridgewater State University College of Education and Allied Studies sponsored a Master's of Education (M.Ed) in Special Education at SCEC. This degree program is designed for students who wish to be licensed as Teachers of Students with Moderate Disabilities and includes all required coursework to meet state licensure requirements.

#### **Cost Effectiveness**

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



# SERVICES AND SUPPORTS

## GENERAL EDUCATION SUPPORTS

### General Education Supports

**Donna Cranshaw-Gabriel, Ed.S**  
**Jennifer Faria, Ed.D**  
**Carolyn McKearney, Ed.D**

**Kathleen Neilson, Ed.S**  
**Patricia Steele, Ed.S**

South Coast Educational Collaborative (SCEC) is committed to supporting its member and participating districts. In a collaborative effort with the districts, SCEC strives to improve educational opportunities for students within their districts in the least restrictive environment. To achieve this goal, SCEC offers educational consultation upon request. SCEC consultants work directly with educators, paraprofessionals, and administrators to create safe educational environments where students can flourish. Our focus is on developing prevention strategies that support all students as well as educator training. In the 2014-2015 school year, several members of the SCEC Leadership team provided consultation on the following topics:

#### ***Positive Behavioral Interventions & Supports (PBIS)***

##### ***Inclusion Practices***

##### ***Response to Intervention (RTI)***

##### ***Nonviolent Crisis Prevention and Intervention***

##### ***Paraprofessional Roles and Responsibilities***

#### **Cost Effectiveness**

1. By utilizing SCEC experts for embedded professional learning at little or no cost, districts do not have to pay outside experts from colleges, universities or professional development providers.
2. By providing professional development at their school sites, districts avoid the cost of sending educators to off-site workshops (workshop fees, travel expense, substitutes).
3. The SCEC Prevention intervention training team expanded its training to include the consultation model. This expansion allowed our member districts the opportunity to partner with the members of the SCEC team to identify students in need and facilitate the implementation of Tier 2 and Tier 3 supports. Instituting this process allowed districts to incorporate high-quality interventions and supports in their schools, thus allowing students to remain in their home district and eliminating the cost that would be incurred for collaborative or private school tuitions.

#### **Accomplishments 2014-2015**

1. In the 2014-2015 school year, Donna Cranshaw-Gabriel consulted with teachers within the Swansea Public Schools. Her accomplishments and initiatives included:
  - Classroom and student observation, followed by individual student and classroom recommendation notes based on the PBIS framework.
  - Consultation with parents of one student.

## SERVICES AND SUPPORTS

### GENERAL EDUCATION SUPPORTS

2. In the 2014-2015 school year, Dr. Carolyn McKearney consulted with teachers within the Seekonk Public Schools. Her accomplishments and initiatives included:
  - Small group presentations with paraprofessional staff at the Hurley Middle School.
  - District wide “brown bag” sessions with special education personnel.
  - Job-A-like sessions with special education teachers at the Middle School level to facilitate alignment between classrooms. Focus on recognition systems and data collection in the 2014-2015 school year.
  - Individualized teacher consultation around designing therapeutic classrooms.
  - Teacher consultation around improving student supports in an effort to maintain the child’s placement in the regular education classroom.
  
3. In the 2014-2015 school year, Kathy Neilson consulted with teachers within the Swansea and Somerset Public Schools. Her accomplishments and initiatives included:
  - Positive Behavioral Intervention and Supports (PBIS) training (Swansea).
  - Teacher consultation around improving student supports in an effort to maintain the child’s placement in the regular education classroom (Swansea).
  - Group and/or individualized RTI training at the elementary level.
  
4. In the 2014-2015 school year, Patricia Steele expanded her training opportunities to include an individual consultative model and promoted the use of preventive strategies in the classroom, by aligning with the national Positive Behavior Interventions and Support (PBIS) and Nonviolent Crisis Prevention and Intervention. Her accomplishments and initiatives included:
  - FY 15 was SCEC’s 17th year providing the Crisis Prevention Institute’s Nonviolent Crisis Intervention training program to member and participating districts.
  - Trained instructional support staff focusing on setting limits and de-escalation strategies.
  - Coached/facilitated the implementation of School-wide Positive Behavior Intervention and Supports (PBIS).
  - Identified and formulated Tier 2 and Tier 3 supports.
  - Collaborated with district educators in designing therapeutic settings that encourage and maintain a student’s placement in the general educational setting.
  
5. In the 2014-2015 school year, Jennifer Faria offered the workshop, *Paraprofessional/Paraeducator Training*. Her accomplishments and initiatives included:
  - Worked with school districts to tailor the workshop materials to each specific district’s needs.
  - Worked with paraprofessionals to define their roles and responsibilities and discuss ways to support students with special needs in the general education setting.

## SERVICES AND SUPPORTS

### MUNICIPAL MEDICAID REIMBURSEMENT

#### Municipal Medicaid Reimbursement

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School Based Medicaid Reimbursement is a method for cities and town to recover dollars spent on health related educational services. SCEC assists local educational authorities (LEAs) with the federal reimbursement process for these expenditures. SCEC has been supporting school districts by coordinating their School Based Medicaid Reimbursement Program since 1999. The current School Based Reimbursement Program consists of two claiming components: Direct Service Claiming (DSC) and Administrative Activities Claiming (AAC). DSC allows LEAs 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 LEAs for actual costs incurred that relate to the delivery of Medicaid allowable services. The following are some of the services SCEC provided to districts through this program in FY 15:

- Awareness of confidentiality and privacy concerns
- Updating districts when Medicaid program changes occur
- Uploading school calendars and hours
- Identifying eligible students for district
- Facilitating Random Moment Time Study Participant list
- Maintaining required documentation
- Processing direct claims electronically
- Preparing administrative claims
- Submitting administration claims electronically
- Streamlining annual cost reporting
- Training member district staff as needed

#### **Cost Effectiveness**

SCEC coordinated the Municipal Medicaid Reimbursement Program for the member districts of Swansea, Somerset and Somerset Berkley Regional during FY 2015. SCEC effectively succeeded in maximizing Medicaid reimbursement for these towns. During this time, the three districts combined received more than \$450,000 in federal reimbursement as a result of this SCEC service.

## SERVICES AND SUPPORTS

### ASSISTIVE TECHNOLOGY

#### Assistive Technology

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

#### Hardware

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

#### Software

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

#### Adaptive/Access Equipment

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

#### Subscription Services

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

#### Communication Devices

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

#### Seating/Positioning

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

#### Activities of Daily Living

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

# SERVICES AND SUPPORTS

## ASSISTIVE TECHNOLOGY

### Feeding/Oral Motor

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

### Mobility/Gross Motor/Transport

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

### Fine Motor/Visual Motor

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

### Sensory

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

### Cost Effectiveness

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

## **FINANCE: ORGANIZATIONAL SUSTAINABILITY**

### **Organizational Sustainability**

**Michael Novick. M.S., M.Ed., Ed.S.**

**(508) 726-8898**

**Procurement Officer. M.C.P.P.O.**

**[mnovick@scecoll.org](mailto:mnovick@scecoll.org)**

The scope of this year's report will summarize efforts at South Coast Educational Collaborative (SCEC) to promote the use of best practice and tight fiscal controls in the procurement of goods and services pursuant to its effective operation. Consistent with that effort is the practice of environmental sustainability in the selection and use of products and services.

During the fiscal year 2014-2015, SCEC continued to research and avail itself of services through the Commonwealth of Massachusetts state contract list as well as the Massachusetts Higher Education Purchasing Consortium. Efforts this year led to substantial savings in telecommunications costs via the landline contract ITT46. Moving to this contract projects an annual savings of between twelve and fifteen thousand dollars. SCEC continues to utilize the state contracts for both automotive fuel and wireless communication.

The Collaborative utilized the state contract OVM10 for the purchase of a new truck for use by the maintenance supervisor and for plowing snow in the winter. The savings on this purchase overall was \$12,345.00. SCEC solicited bids for janitorial services for its buildings during this period. As a result of consolidating vendors and utilizing the bid process, the Collaborative expects to realize savings of over \$9,000 annually. Additionally, the current contract has provided for the exclusive use of low VOC green cleaning products in all Collaborative sites. By continuing to leverage consolidated purchasing power and informed intra-collaborative resource allocation, SCEC expects to continue to achieve its organizational goals relative to cost effectiveness and sustainability.

## **FINANCE: FISCAL SUSTAINABILITY**

### **Fiscal Sustainability**

**Jennifer Prendergast, M.Ed.**  
**Business Manager**  
**(508) 379-1180 X22**  
**[jprendergast@scecoll.org](mailto:jprendergast@scecoll.org)**

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

Following is the Fiscal Year 2014-2015 Audit Report.

**ADDENDUM  
FY 15 AUDIT REPORT**





# South Coast Educational Collaborative

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Telephone: 508.379.1180 • 800.423.1074 • Fax: 508.379.1231  
www.scecoll.org

## CERTIFICATE OF APPROVAL

At their Executive Board Meeting held on December 3, 2015, the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2014-2015 Annual Audit of South Coast Educational Collaborative and instruct the Board Chair and the Executive Director to certify that this action was taken by signing a document that memorializes the action taken.”

Handwritten signature of Richard Medeiros in blue ink.

Richard Medeiros, SCEC Board Chair

Handwritten date 12/3/15 in blue ink.

Date

Handwritten signature of David R. Heimbecker in blue ink.

David R. Heimbecker, Executive Director

Handwritten date 12/3/15 in blue ink.

Date

**SOUTH COAST EDUCATIONAL  
COLLABORATIVE**

BASIC FINANCIAL STATEMENTS  
AND  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
TOGETHER WITH INDEPENDENT AUDITORS' REPORT  
FOR THE YEAR ENDED JUNE 30, 2015

# SOUTH COAST EDUCATIONAL COLLABORATIVE

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JUNE 30, 2015

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Business Advisors  
Certified Public Accountants

## Independent Auditors' Report

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

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities of South Coast Educational Collaborative as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Collaborative's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

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

### ***Auditor's Responsibility***

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

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

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

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities of South Coast Educational Collaborative as of June 30, 2015, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Required Supplementary Information*

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

### *Other Information*

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

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

## **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2015, on our consideration of South Coast Educational Collaborative's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering South Coast Educational Collaborative's internal control over financial reporting and compliance.

*Pawnto, Ratcliffe, Ruzj + Co. P.C.*

Franklin, Massachusetts  
October 8, 2015

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2015

The following discussion and analysis of the South Coast Educational Collaborative's (the Collaborative) financial performance provides an overview of the Collaborative's financial activities for the fiscal year ended June 30, 2015 and summarized comparative information for 2014. Please read it in conjunction with the Collaborative's financial statements which begin on page 6.

### THE COLLABORATIVE AS A WHOLE

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

### OVERVIEW OF THE FINANCIAL REPORTS

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

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

### Government-wide Statements

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

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

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

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2015

### OVERVIEW OF THE FINANCIAL REPORTS *(continued)*

#### ***Fund Financial statements***

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

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

### GOVERNMENT-WIDE FINANCIAL ANALYSIS

The following summarized ***Statement of Net Position*** is for the fiscal year 2015 with comparative information from fiscal year 2014.

	June 30, 2015	June 30, 2014
Current assets, i.e. cash, accounts receivable and prepaid expenses	\$5,915,876	\$4,261,048
Capital assets	<u>1,092,232</u>	<u>1,139,034</u>
Total assets	<u>\$7,008,108</u>	<u>\$5,400,082</u>
Current liabilities, i.e. accounts payable, accrued expenses, debt, and unearned income	\$2,876,786	\$2,136,919
Non-current liabilities	<u>40,346</u>	<u>55,153</u>
Total liabilities	<u>\$2,917,132</u>	<u>\$2,192,072</u>
Net position:		
Invested in capital assets, net of related debt	\$1,037,080	\$1,067,964
Restricted	-	-
Unrestricted	<u>3,053,896</u>	<u>2,140,046</u>
Total net position	<u>\$4,090,976</u>	<u>\$3,208,010</u>

## SOUTH COAST EDUCATIONAL COLLABORATIVE

### MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2015

As indicated in the following summarized **Statement of Activities and Changes in Net Position**, net position increased by \$882,966 during the current fiscal year. Revenues increased due to a combination of tuition increases and a more favorable ratio of member to non-member students. Operating expenses decreased due to a reduction in staff positions and a conscious reduction in discretionary expenses prompted by lower enrollments. Intergovernmental revenue and expense ("on behalf" pension payments made by the Commonwealth of Massachusetts) increased by \$725,157 due, primarily, to reporting changes for fiscal year 2015 that required the Commonwealth to provide all pension contribution payments made on behalf of the Collaborative. In prior years, the Commonwealth had provided only payments made on behalf of the Massachusetts State Employees' Retirement System and not the Massachusetts Teachers' Retirement System

	Year ended June 30, 2015	Year ended June 30, 2014	% Change
Revenues:			
Charges for student services	\$16,531,356	\$15,758,388	+4.9%
Intergovernmental revenue	1,229,309	504,152	
Grants and contributions	6,000	1,550	
Interest income	<u>1,643</u>	<u>4,100</u>	
Total revenues	17,768,308	16,268,190	
Expenses:			
Student services	14,108,182	14,210,258	-0.7%
General and administrative	1,452,227	1,886,187	-23.0%
Depreciation	95,624	83,584	
Intergovernmental expense	<u>1,229,309</u>	<u>504,152</u>	
Total expenses	<u>16,885,342</u>	<u>16,684,181</u>	
Change in net position	882,966	(415,991)	
Net position – beginning	<u>3,208,010</u>	<u>3,624,001</u>	
Net position – ending	<u>\$ 4,090,976</u>	<u>\$ 3,208,010</u>	

#### GENERAL FUND BUDGETARY HIGHLIGHTS

The budget for fiscal year 2015 was based on the assumption that revenue from charges for student services would increase by approximately two percent. Actual revenues were greater than budgeted due to higher than anticipated enrollments and the student mix which allowed for more favorable student/teacher ratios in a majority of the programs. Actual expenditures were under budget by approximately \$600,046 due to the ability of the Collaborative to accommodate student needs while maintaining lower staffing levels (student mix, as mentioned above) and due to the ongoing cost containment measures instituted at the end of the prior fiscal year to address the prior year operating deficit.

#### REQUESTS FOR INFORMATION

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



# SOUTH COAST EDUCATIONAL COLLABORATIVE

## STATEMENT OF NET POSITION

JUNE 30, 2015

	Governmental Activities
CURRENT ASSETS:	
Cash and cash equivalents	\$3,260,652
Accounts receivable (net of allowance for doubtful accounts of \$41,038)	2,460,813
Prepaid expenses	<u>194,411</u>
Total current assets	<u>5,915,876</u>
DEPRECIABLE CAPITAL ASSETS, net of accumulated depreciation	587,257
LAND	<u>504,975</u>
Total capital assets	<u>1,092,232</u>
Total assets	<u>\$7,008,108</u>
CURRENT LIABILITIES:	
Accounts payable and accrued expenses	\$1,363,052
Current portion of long-term debt	14,806
Unearned revenue	<u>1,498,928</u>
Total current liabilities	<u>2,876,786</u>
LONG-TERM DEBT	<u>40,346</u>
	2,917,132
NET POSITION:	
Investment in capital assets, net of related debt	1,037,080
Unrestricted	<u>3,053,896</u>
Total net position	<u>4,090,976</u>
Total liabilities and net position	<u>\$7,008,108</u>

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

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2015

FUNCTIONS/PROGRAMS	Charges for Expenses	Program Revenue Charges for Services	Total
<b>Governmental Activities:</b>			
Student services	\$14,108,182	\$16,531,356	\$2,423,174
General and administrative	1,452,227	-	(1,452,227)
Depreciation	95,624	-	(95,624)
Intergovernmental revenue	<u>1,229,309</u>	<u>1,229,309</u>	<u>-</u>
 TOTAL GOVERNMENTAL ACTIVITIES	 <u>\$16,885,342</u>	 <u>\$17,760,665</u>	 <u>875,323</u>
 <b>General revenue:</b>			
Interest			1,643
Other			<u>6,000</u>
Change in Net Position			<u>882,966</u>
NET POSITION, BEGINNING OF YEAR			<u>3,208,010</u>
NET POSITION, END OF YEAR			<u>\$4,090,976</u>

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

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## BALANCE SHEET – GOVERNMENTAL FUNDS

JUNE 30, 2015

ASSETS:	
Cash and cash equivalents	\$3,260,652
Accounts receivable (net of allowance for bad debt of \$41,038)	2,460,813
Prepaid expenses	<u>194,411</u>
Total assets	<u>\$5,915,876</u>
LIABILITIES:	
Accounts payable and accrued expenses	\$1,108,791
Unearned revenue	<u>1,498,928</u>
Total liabilities	<u>2,607,719</u>
FUND BALANCES:	
Nonspendable	194,411
Cumulative surplus (Unassigned)	<u>3,113,746</u>
Total fund balances	<u>3,308,157</u>
Total liabilities and fund balance	<u>\$5,915,876</u>

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

# SOUTH COAST EDUCATIONAL COLLABORATIVE

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

FOR THE YEAR ENDED JUNE 30, 2015

REVENUES:	
Direct service and administrative	\$16,531,356
Intergovernmental revenue	1,229,309
Interest income	1,643
Other income	<u>6,000</u>
Total revenues	<u>17,768,308</u>
EXPENDITURES:	
Administrative expenses	1,425,811
Intergovernmental expense	1,229,309
Program expenses	14,104,669
Capital outlay, net of debt incurred	48,822
Debt Services:	
Debt principal	15,918
Debt interest	<u>3,513</u>
Total expenditures	<u>16,828,042</u>
Revenue over (under) expenditures	<u>940,266</u>
FUND BALANCES, BEGINNING OF YEAR	<u>2,367,891</u>
FUND BALANCES, END OF YEAR	<u>\$ 3,308,157</u>

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

## SOUTH COAST EDUCATIONAL COLLABORATIVE

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

JUNE 30, 2015

Total fund balance, governmental funds	\$3,308,157
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Capital assets used in governmental activities are not current financial resources and therefore are not reported in the fund financial statement, but are reported in the governmental activities of the Statement of Net Position.	1,092,232
Certain liabilities are not typically due and payable in the current period and, therefore, are not reported in the governmental funds.	
Notes payable	(55,152)
Compensated absences	<u>(254,261)</u>
Net Position of Governmental Activities in the Statement of Net Position	<u>\$4,090,976</u>

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

## SOUTH COAST EDUCATIONAL COLLABORATIVE

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

FOR THE YEAR ENDED JUNE 30, 2015

Net changes in balances - governmental funds	\$940,266
--	-----------

Amounts reported for governmental activities in the Statement of Activities are different because:

Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only a portion of the outlay as expense. The outlay is allocated over the assets' estimated useful lives as depreciation expense for the period. This is the amount depreciation exceeded gross capital outlays in the current period.	(46,802)
---	----------

Governmental funds report debt service payments as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only the current year interest accrued on the debt as expense. This is the amount of debt principal payments in the current period.	15,918
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Governmental funds report capital outlays net of debt incurred because only the net amount is a use of current financial resources. In contrast, the Statement of Net Position reports capital assets at gross. This is the amount of debt incurred to purchase capital assets in the current period.	-
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Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds. Net change in compensated absences accrual.	<u>(26,416)</u>
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Changes in Net Position of Governmental Activities in the Statement of Activities	<u>\$882,966</u>
---	------------------

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

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

### (1) NATURE OF ORGANIZATION AND REPORTING ENTITY

#### (a) *Organization*

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

#### (b) *Reporting Entity*

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

### (2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### (a) *Basis of Presentation*

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

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

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

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(a) *Basis of Presentation (Continued)*

Following are the governmental fund classifications available to the Collaborative:

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

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

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

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

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

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

(b) *Cash and Cash Equivalents*

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

(c) *Accounts Receivable and Revenue*

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

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



# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

### (2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

#### *(d) Capital Assets*

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

#### *(e) Allocation of Costs*

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

#### *(f) Use of Estimates*

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

#### *(g) Fair Value of Financial Instruments*

The Collaborative's financial instruments, none of which are held for trading purposes, include cash and cash equivalents and accounts receivable. The Collaborative estimates that the fair value of all financial instruments at June 30, 2015 does not differ materially from the aggregate carrying value of its financial instruments recorded in the accompanying financial statements.

#### *(h) Budgetary Control*

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

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

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

(3) CAPITAL ASSETS

Capital asset activity for fiscal year 2015 is as follows:

	Balance June 30, 2014	Additions	Balance June 30, 2015
<b>Capital assets:</b>			
Land	\$ 504,975	\$ -	\$ 504,975
Building & improvements	1,117,185	16,331	1,133,516
Leasehold improvements	505,634	32,491	538,125
Vehicles	<u>118,814</u>	<u>-</u>	<u>118,814</u>
<b>Total capital assets</b>	<b>2,246,608</b>	<b>48,822</b>	<b>2,295,430</b>
<b>Less accumulated depreciation:</b>			
Land	-	-	-
Building & improvements	619,995	61,344	681,339
Leasehold improvements	461,606	10,517	472,123
Vehicles	<u>25,973</u>	<u>23,763</u>	<u>49,736</u>
<b>Total accumulated depreciation</b>	<b><u>1,107,574</u></b>	<b><u>95,624</u></b>	<b><u>1,203,198</u></b>
<b>Capital assets, net</b>	<b><u>\$1,139,034</u></b>	<b><u>\$(46,802)</u></b>	<b><u>\$1,092,232</u></b>

Depreciation and amortization expense totaled \$95,624 and was not allocated to governmental functions. It appears unallocated on the statement of activities.

(4) RETIREMENT BENEFIT PLAN

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

The Massachusetts State Employees' Retirement System (MSERS) is a public employee retirement system (PERS), that administers a cost-sharing multi-employer defined benefit plan as defined by Governmental Accounting Standards Board (GASB) Statement No. 67, *Financial Reporting for Pension Plans*, covering substantially all employees of the Commonwealth and certain employees of the independent authorities and agencies. The Collaborative's contribution rate was 5.6% of MSERS wages as of June 30, 2015 and totaled \$236,640 for the fiscal year then ended. This contribution is calculated per MGL 32, & 28(4)(c) as a reimbursement to the Massachusetts State Retirement Board (the Board) for its share of any retirement allowance or pension amounts paid by the Board during the preceding calendar year which were based on service to the Collaborative as determined by the plan actuary.

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

(4) RETIREMENT BENEFIT PLAN (Continued)

Legally, the Collaborative is responsible for contributing the annual normal cost of its employees' benefits (i.e., the present value of the benefits earned by those employees in any given year) and is not legally responsible for the past service cost attributable to those employees or previously retired employees of the Collaborative. The Commonwealth, as a non-employer contributor, is legally responsible for the entire past service cost related to the collaboratives and therefore has a 100% special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. As such, the Commonwealth contributes to the Massachusetts State Employees' Retirement System on behalf of the Collaborative. In accordance with government accounting standards, the Collaborative is required to record such "on behalf payments" as revenue and expenditures in the financial statements. Contributions made by the Commonwealth "on behalf" of the Collaborative totaled \$246,946. This amount is included in the accompanying statement of activities as intergovernmental revenue and expense.

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

Net pension liability 6/30/14	\$6,288,169
Proportionate share of plan pension expense	\$465,525
Net amortization of deferred amounts from change in proportion	\$(18,371)
Total employer pension expense	\$447,154

The Commonwealth of Massachusetts contributes to the Massachusetts Teachers Retirement System (MTRS) on behalf of the Collaborative. The Commonwealth is a non-employer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the member employers. Therefore, the Collaborative is considered to be in a 100% special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a non-employer contributing entity in MTRS. In accordance with government accounting standards, the Collaborative is required to record such "on behalf payments" as revenue and expenditures in the financial statements. Pension support provided by the Commonwealth "on behalf" of the Collaborative totaled \$982,363. This amount is included in the accompanying statement of activities as intergovernmental revenue and expense.

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

Proportionate share of the net pension liability at 6/30/14	\$14,139,839
Commonwealth pension support provided	\$833,801
Total employer pension expense and revenue for Commonwealth support	\$982,363

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

(4) RETIREMENT BENEFIT PLAN (Continued)

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

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

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

(5) CUMULATIVE SURPLUS

In accordance with Massachusetts regulation 603 C.M.R. 50.07, the Collaborative has determined that its Cumulative Surplus as of June 30, 2015 is equal to the Unassigned General Fund Balance of \$3,113,746. The Collaborative Agreement stipulates that the Board will retain no more than 25 percent of the previous year's general fund expenditures in cumulative surplus.

(6) COMMITMENTS AND CONTINGENCIES

*(a) Operating Leases*

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

Rent expense relating to all property leases totaled \$576,168 for fiscal year ending June 30, 2015.

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

(6) COMMITMENTS AND CONTINGENCIES (Continued)

(a) *Operating Leases (continued)*

The Collaborative also leases vehicles and office equipment under operating leases. Several of the vehicles under lease agreement were purchased during fiscal year 2014 through financing agreements with terms of 36 months and interest rates ranging from 5.71% to 6.31%. For consistency, the Collaborative continues to account for these small lease-purchases as lease payments. The annual obligation is included in the minimum future rental payment schedule below.

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

Year Ending June 30,	Amount
2016	\$ 250,574
2017	258,091
2018	265,834
2019	273,809
2020	<u>282,023</u>
	<u>\$1,330,331</u>

(b) *Employment Contract*

The Collaborative has an employment contract with a key employee, which expires on June 30, 2016.

(7) ACCRUED SICK PAY BENEFITS

The Collaborative allows employees to accrue sick pay benefits from year to year. The maximum allowable accrued sick pay benefit is 130 days for eligible employees. In addition to illness, employees can use their accumulated sick time to receive a lump sum severance benefit, upon retirement or death. An employee who has worked 12 or more consecutive years for the Collaborative is eligible for the lump sum severance benefit. The benefit is equal to 35% of an employee's daily rate multiplied by the total sick days accumulated upon the day of retirement or death.

The maximum payment per employee is \$6,000 at June 30, 2015. As of June 30, 2015, the Collaborative had an estimated liability of \$254,261 relating to the lump sum benefit. This amount is included in accrued expenses in the Statement of Net Position.

(8) LINE OF CREDIT

The Collaborative has a \$1,000,000 line of credit. The obligation is secured by the Collaborative's accounts receivable and fixtures. The loan agreement contains certain restrictive covenants. Interest is payable at the National Prime Rate. The line of credit can be terminated at the discretion of the lender and expires on November 15, 2015. No balance was outstanding at June 30, 2015.

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

(9) DEBT

Debt consists of the following at June 30, 2015:

	Balance June 30, 2014	Amounts Borrowed	Principal Payments	Balance June 30, 2015	Current Portion
Note payable secured by a vehicle, due in monthly installments of principle and interest of \$644.95. The note matured on September 21, 2014. The interest rate is 5.9%.	\$ 1,916	\$ -	\$ 1,916	\$ -	\$ -
Note payable secured by a vehicle, due in monthly installments of principle and interest of \$476.20. The note matures on January 14, 2019. The interest rate is 5.95%.	22,875	-	4,475	18,400	4,748
Note payable secured by two vehicles, due in monthly installments of principle and interest of \$984.47. The note matures on November 20, 2018. The interest rate is 5.45%.	<u>46,279</u>	<u>-</u>	<u>9,527</u>	<u>36,752</u>	<u>10,059</u>
	<u>\$71,070</u>	<u>\$ -</u>	<u>\$15,918</u>	<u>\$55,152</u>	<u>\$14,807</u>

The debt is scheduled to mature as follows:

Year Ending June 30:	Principal	Interest	Total
2016	\$14,807	\$2,722	\$17,529
2017	15,660	1,767	17,427
2018	16,562	967	17,529
2019	<u>8,123</u>	<u>132</u>	<u>8,255</u>
	<u>\$55,152</u>	<u>\$5,588</u>	<u>\$60,740</u>

Interest expense for the fiscal year totaled \$3,513.

(10) CONCENTRATIONS

(a) Cash and Cash Equivalents

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

# SOUTH COAST EDUCATIONAL COLLABORATIVE

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

(10) CONCENTRATIONS (Continued)

*(a) Cash and Cash Equivalents (Continued)*

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

Amounts invested in the Massachusetts Municipal Depository Trust totaled \$9,342 as of June 30, 2015. According to published investment policies and restrictions, although uninsured, the Trust will invest in only high quality and primarily short-term investments.

The Collaborative follows deposit and investment policies that limit the Collaborative's allowable deposits and investments and address the specific types of risk to which the Collaborative is exposed. The Collaborative maintains cash in public funds interest-bearing bank deposit accounts, at a highly rated financial institution. Balances are insured by the Federal Deposit Insurance Corporation up to \$250,000. At June 30, 2015, the Collaborative's cash balances in excess of FDIC limits totaled \$3,136,610. As a public funds account, deposits are collateralized by securities held by the financial institution.

*(b) Employees*

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

(11) RETIREE HEALTH INSURANCE

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

(12) SUBSEQUENT EVENTS

The Collaborative evaluated subsequent events through October 8, 2015, which is the date the financial statements were available to be issued.

**SOUTH COAST EDUCATIONAL COLLABORATIVE**

REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2015



## SOUTH COAST EDUCATIONAL COLLABORATIVE

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

FOR THE YEAR ENDED JUNE 30, 2015

	Original Budget	Final Budget	Actual Amounts Budgetary Basis	Variance with Final Budget - Positive (Negative)
REVENUES:				
Direct service and administrative	\$17,204,271	\$16,138,506	\$16,531,356	\$ 392,850
Interest income	-	4,200	1,643	(2,557)
Other income	<u>-</u>	<u>-</u>	<u>6,000</u>	<u>6,000</u>
Total revenues	<u>17,204,271</u>	<u>16,142,706</u>	<u>16,538,999</u>	<u>396,293</u>
EXPENDITURES:				
Administrative expenses	1,968,327	1,968,327	1,425,811	542,516
Program expenses	<u>15,223,764</u>	<u>14,162,199</u>	<u>14,104,669</u>	<u>57,530</u>
Total expenditures for operations	<u>17,192,091</u>	<u>16,130,526</u>	<u>15,530,480</u>	<u>600,046</u>
Revenue over (under) operating expenditures	12,180	12,180	1,008,519	996,339
Capital outlay	104,000	104,000	48,822	55,178
Debt service payments	<u>19,463</u>	<u>19,463</u>	<u>19,431</u>	<u>32</u>
Revenue over (under) expenditures	<u>(111,283)</u>	<u>(111,283)</u>	<u>940,266</u>	<u>941,129</u>
FUND BALANCES, BEGINNING OF YEAR	<u>2,367,891</u>	<u>2,367,891</u>	<u>2,367,891</u>	<u>-</u>
FUND BALANCES, END OF YEAR	<u>\$ 2,256,608</u>	<u>\$ 2,256,608</u>	<u>\$ 3,308,157</u>	<u>\$ 941,129</u>

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

**SOUTH COAST EDUCATIONAL COLLABORATIVE**

SUPPLEMENTARY INFORMATION  
JUNE 30, 2015

# SOUTH COAST EDUCATIONAL COLLABORATIVE

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

FOR THE YEAR ENDED JUNE 30, 2015

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

None

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

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

School District	Lease Term	FY 2015 Expense
Dighton/Rehoboth	Annual	\$ 83,333
Seekonk	7/1/2010 – 6/30/2020	273,185
Somerset	Annual	135,150
Somerset Berkley	Annual	16,665
Swansea	Annual	<u>67,835</u>
Total		<u>\$576,168</u>

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

David Heimbecker	Executive Director	\$170,609
Carolyn McKearney	Senior Leadership Team Member, Administrative Leadership at the North Seekonk School, and Educational Consulting	\$109,048
Donna Cranshaw-Gabriel	Senior Leadership Team Member for Curriculum, Instruction, Special Education Programming, and Educational Consulting	\$108,361
Patricia Steele	Senior Leadership Team Member and Educational Consulting	\$106,236
Francis Gallishaw Jr.	Senior Leadership Team Member and Coordinator of Continuous Professional Learning	\$94,000

### The amounts expended on administration and overhead:

Administration and overhead \$1,547,851

### Any accounts held by the Collaborative that may be spent at the discretion of another person or entity:

None

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

None

**SOUTH COAST EDUCATIONAL COLLABORATIVE**

AUDITORS' REPORT PURSUANT TO GOVERNMENTAL  
AUDITING STANDARDS  
FOR THE YEAR ENDED JUNE 30, 2015



Business Advisors  
Certified Public Accountants

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of South Coast Educational Collaborative which comprise the statement of financial position as of June 30, 2015, and the related statement of activities for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 8, 2015.

**Internal Control over Financial Reporting**

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

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

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

**Compliance and Other Matters**

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

**Purpose of this Report**

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

*PAVENTO, RATCLIFFE, RENZI & CO. PLLC*

Franklin, Massachusetts  
October 8, 2015