



South Coast Educational Collaborative

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

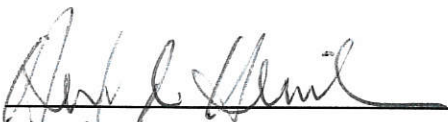
CERTIFICATE OF APPROVAL

At their Executive Board Meeting held on December 13, 2018 the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2017-2018 Annual Report of South Coast Educational Collaborative and instruct the Board Chair and the Executive Director to certify that this action was taken by signing a document that memorializes the action taken.”


Richard Medeiros, SCEC Board Chair

12 / 13 / 18
Date


David R. Heimbecker, Executive Director

12 / 13 / 18
Date



South Coast Educational Collaborative

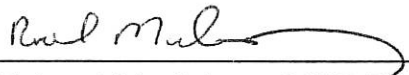
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MISSION: To provide to students, families, educators, school districts, and agencies high quality, cost effective, value-added, and sustainable education, professional development, technical assistance, and resources that are grounded in our core values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

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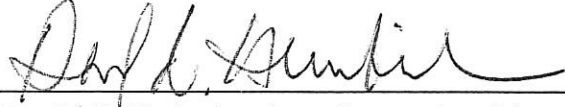
At their Executive Board Meeting held on December 13, 2018 the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2017-2018 Financial Audit as presented and submitted on December 13, 2018 by Laticia Michelson from Pavento, Ratcliffe, Renzi, & Co., LLC and to designate \$1,949,109 as South Coast Educational Collaborative’s cumulative surplus for FY18 and retain for the Collaborative’s use and to instruct the Board Chair and the Executive Director to certify that this action was taken by signing a document that memorializes the action taken.”



Richard Medeiros, SCEC Board Chair

12/13/18
Date



David R. Heimbecker, Executive Director

12/13/18
Date

South Coast Educational Collaborative

ANNUAL REPORT 2017-2018

Doing Exceptional Work with Exceptional People



Exceeding Expectations

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**South Coast Educational Collaborative
2017 - 2018 Annual Report
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MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Reader,

The 2017-2018 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 2017-2018 Annual Report by leaders in each SCEC day school program, service, and support area.

The stated purpose of SCEC is to provide intensive education programs and services for students with disabilities, professional development to educators, and related services to students with disabilities in member and non-member districts, and to provide other high quality, cost effective services to meet the changing needs of member districts. SCEC's Strategic Plan and Collaborative Agreement provide guidance in forming, pursuing, and assessing success of goal pursuits. The objectives being pursued to fulfill the purpose will be clearly delineated as this 2017-2018 Annual Report unfolds.

Progress toward achieving the objectives is monitored consistently by the Leadership Team (LT) and the Board of Directors (Board) at SCEC. Monthly reports are provided for the Board and the LT from an accounting firm that analyzes SCEC finances on a monthly basis. Educational experts assist the Board and the LT by assessing the quality and effectiveness of the professional development that is being provided continuously by SCEC staff. Also, the majority of SCEC leaders are licensed special education administrators and they constantly monitor the quality, appropriateness and cost effectiveness of SCEC programs and services. Expert data collection and analysis, benchmarking, and gap analyses were common practices throughout 2017-2018.

Beginning in September 2016 and throughout 2017-2018, the LT involved staff in efforts to infuse and embed the Fullan and Quinn Coherence Framework, which is being used by many school districts in the United States and Canada to guide their transformation efforts. The LT is using this framework to guide their work to strengthen and improve SCEC. The framework has four domains - Focusing Direction, Cultivating Collaborative Cultures, Deepening Learning, and Securing Accountability - which the LT has aligned with the Massachusetts Department of Elementary and Secondary Education's (DESE) District Standards and Indicators. The following are some of our accomplishments using this framework in 2017-18:

Progress on Focusing Direction:

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

Progress on Cultivating Collaborative Cultures:

- Assisted SCEC employees to achieve their collective and individual professional growth and to fortify and strengthen sustainability through enhancing coherence, distributive leadership, deep leading, and deep learning throughout the organization.
- Continued to create opportunities within the organization and with member and non-member districts for teachers, paraprofessionals, related service providers, and external consultants to work together collaboratively and blur the boundaries between and among programs and services to serve students, staff and families productively.
- Increased collaboration with other collaboratives through the Massachusetts Organization of Educational Collaboratives (MOEC) and the Southeast Collaborative Regional Organization (SCRO).
- Pursued partnerships with New Pedagogies for Deep Learning (NPDL) and members of the NPDL community.

MESSAGE FROM THE EXECUTIVE DIRECTOR

Progress on Deepening Learning:

- Increased the percentage of students taking regular MCAS assessments, demonstrating improvement in MCAS scores from one grade to the next, and graduating with a high school diploma.
- Increased to approximately 50% the percentage of students showing moderate growth this year in their ability to self-regulate or have maintained stable levels of self-regulation with greater independence (fewer supports).
- Across programs and levels, engaged in efforts to improve students' ability to self-regulate, increase the types of data educators collect on student performance and supports, enhanced the use of data-informed instruction, increased the use of project-based and place-based learning, and increased and enhanced community learning opportunities for all students.
- Recognized that the nature of student needs being addressed by SCEC has changed significantly and launched efforts to modify curriculum and instruction, adjust staffing, and build staff capacity through collaboration and professional learning to address these needs.

Progress on Securing Accountability

- Increased supervision and support at all levels to help staff improve their performance.
- Successfully completed in 2016 the DESE Coordinated Program Review and corrected the six (6) out of 52 areas that were identified as only partially implemented.
- Prepared for DESE 2018-2019 Collaborative Audit Program Review
- As a result of these actions, high quality, intensive educational programs and services for students with disabilities, professional development to educators, and related services to students with disabilities are delivered in a cost effective manner that meets the changing needs of all who partner with South Coast Educational Collaborative.

Sincerely,



David R. Heimbecker, EdD
Executive Director

SOUTH COAST EDUCATIONAL COLLABORATIVE

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

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

SOUTH COAST EDUCATIONAL COLLABORATIVE AGREEMENT

The South Coast Educational Collaborative (SCEC) Agreement, updated as required by amendments to M.G.L. c. 40, § 4E and regulations 603 C.M.R. 50.00, was approved by the Commissioner of the Massachusetts Department of Elementary and Secondary Education (DESE) on June 30, 2014. As per the SCEC Agreement, the Board of Directors is comprised of one superintendent or school committee member from each member school district as well as an appointee of the Commissioner of the Massachusetts DESE. The executive director, or designee, acts as executive secretary to the Board, which meets at least six (6) times annually. The Board members elect a chairperson and a vice-chairperson at the first Board meeting of each fiscal year. In 2013-2014, the Board appointed a DESE licensed Business Manager as well as a Treasurer, both of whom have continued in their positions. All Board meetings are posted and conducted in accordance with the Open Meeting Law, M.G.L. c. 30A, Secs. 18-25 and the open meeting regulations, 940 CMR Sec. 29.00. The SCEC Agreement was approved by the Board of Directors on August 5, 2013 and approved by all nine (9) member school committees by May 22, 2014.

MISSION STATEMENT

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

PURPOSE

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

OBJECTIVES

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

CORE VALUES

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

GOVERNANCE AND LEADERSHIP

Board of Directors

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

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

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

Dr. Richard Drolet, Superintendent, Seekonk Public Schools

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

Mr. John Robidoux, Superintendent, Swansea Public Schools

Mr. John Cabral, Superintendent, Taunton Public Schools

Ms. Paulajo 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

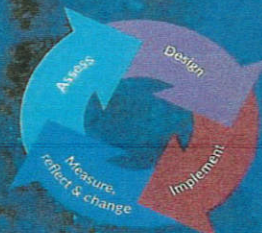
Member Districts

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

THE DEEP LEARNING INITIATIVE

Deep Learning is a major new multi-year initiative at South Coast Educational Collaborative (SCEC) that was launched during the 2017-2018 school year. It is aligned with the SCEC 2017-2022 Strategic Plan and has the potential to transform teaching and learning at SCEC by infusing deep learning at every level and in every role. SCEC is the first educational collaborative in Massachusetts to join the New Pedagogies for Deep Learning global partnership.



If we want learners who can thrive in turbulent and complex times, apply thinking to new situations and change the world, then we must re-imagine learning

What is Deep Learning?

“Deep Learning is the process of acquiring six global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking.”

“Deep learning is good for all but is especially effective for those most disconnected from schooling.”

“*New Partnerships for Deep Learning* is a global partnership that works to transform the role of teachers to that of activators who design experiences that build global competencies using real-life problem solving, and supports schools, districts, and systems to shift practice and measure learning in authentic ways. This comprehensive strategy incorporates practical tools and processes to engage students, educators, and families in new partnerships and drive deep learning.” www.npdglobal


The global partnership in 2017-18 included schools and districts in the United States, Canada, Finland, Netherlands, Uruguay, Australia, and New Zealand.

The Deep Learning Leadership Team

The SCEC Deep Learning Leadership Team was formed in late February 2018. Its members are Barbara Kutz, Kelly Kreizinger, David Marr, Charles Seekell, Donna Cranshaw-Gabriel, Carolyn McKearney, Maureen Canner, David Heimbecker, and Karl Clauset (SCEC external consultant).

The team spent February and March researching NPDL and reading Fullan, Quinn, and McEachen’s book, *Deep Learning: Engage the world, change the world* (Corwin, 2018) before deciding that South Coast should join NPDL. The team decided that joining NPDL would be mutually beneficial to both parties:

- South Coast would benefit from accessing the NPDL resources and tools for building a deep learning network of schools in Southeastern Massachusetts/Rhode Island and learning from other districts and schools in the United States, Canada, Uruguay, Netherlands, Finland, Australia, and New Zealand.
- NPDL would benefit from South Coast’s application of the Deep Learning framework to working with students with severe physical, learning, and emotional needs and application of the SCEC real-time data collection system to measuring the six global competencies in Deep Learning.



CHARACTER
Grit, tenacity, perseverance, and resilience

CITIZENSHIP
Thinking like global citizens

COLLABORATION
Working interdependently and synergistically in teams

COMMUNICATION
Communicating effectively with a variety of styles, modes, and tools including digital

CREATIVITY
Having an “entrepreneurial eye” for economic and social opportunities

CRITICAL THINKING
Evaluating information and arguments



www.npdglobal

Based on the team's recommendation, the SCEC Board of Directors approved at its March meeting (1) SCEC joining NPDL for 2018-19 and (2) sending the Deep Learning Leadership Team to Vancouver in April for the Global Deep Learning Lab.

Deep Learning

Creating environments that challenge, provoke, stimulate and celebrate Learning.

Accomplishments in 2017-18

1. NPDL Global Deep Learning Lab in Vancouver BC April 16-18 – The entire Deep Learning team participated in the Global Deep Learning Lab. The thirty Insight sessions presented by teams from the seven countries and by NPDL leaders were the heart of the Lab. Our team split up to ensure at least one member attended every session. We also met with teams from Washington state and Michigan to learn about Deep Learning initiatives in the U.S. Dr. Jean Clinton, Clinical Professor of Neurosciences, child advocate, and education advisor to the premier of Ontario, spoke about how the 6C's of deep learning inoculate children from future problems and how deep learning adds value for students at risk. She spoke of deep learning as a way of being.
2. Deep Learning Progress Report #1 – The Deep Learning Leadership team developed and disseminated in May a progress report on Deep Learning, initial activities, and future plans to the Board of Directors and all SCEC staff.
3. South Coast Educational Collaborative Deep Learning Institute – The Deep Learning Leadership team developed plans for a three-day institute August 15-17, 2018 for South Coast staff with a one day overview of Deep Learning and the New Pedagogies for Deep Learning global network, followed by a deeper dive on Days 2 and 3 for those who want to learn more, go deeper, think about next steps, and begin experimenting with deep learning in 2018-19.
4. Initial activities in classrooms and programs - Maggie Arruda, Kelly Kreizinger, Barbara Kutz, David Marr, and Charles Seekell began Deep Learning activities in classrooms and programs in April, May, and June:
 - Maggie Arruda - Developed plans to expand and transform in 2018-19 the monthly Health & Wellness newsletter for all staff and the weekly Gallishaw High School newsletter to include articles and activities about Deep Learning. Kim Cappello and Marissa Rauseo edit the Health and Wellness newsletter.
 - Kelly Kreizinger - From April through June 30, North Seekonk Elementary staff were at the beginning stages with Deep Learning. We started sharing what we had learned about NPDL and Deep Learning at the April Global Deep Learning Lab in Vancouver and talking about first steps for the next school year. Teachers began to develop their own Twitter handles. We also identified the first group of educators to take part in the August NPDL institute and developed plans to launch in 2018-19 Deep Learning teaching and learning conversations and sharing among Seekonk North Elementary teachers.
 - David Marr - Began to incorporate the language of the 6C's within his classroom at Seekonk High School, hung the 6C's up on the wall, along with the explanations of each to allow students to see the value and importance in each component, and started to use the language during the delivery of instruction. These small simple steps made him realize that he was already incorporating the 6C's. He also realized that NPDL is a new approach to deliver the curriculum that we are already implementing and it is okay to start small and take some risks. When David was first introduced to the 6C's, the words that came to mind were overwhelming and impossible. Now the words that come to mind are opportunity, thrive, re-imagine, and engage. He says incorporating the 6C's is not about working harder, but working smarter.



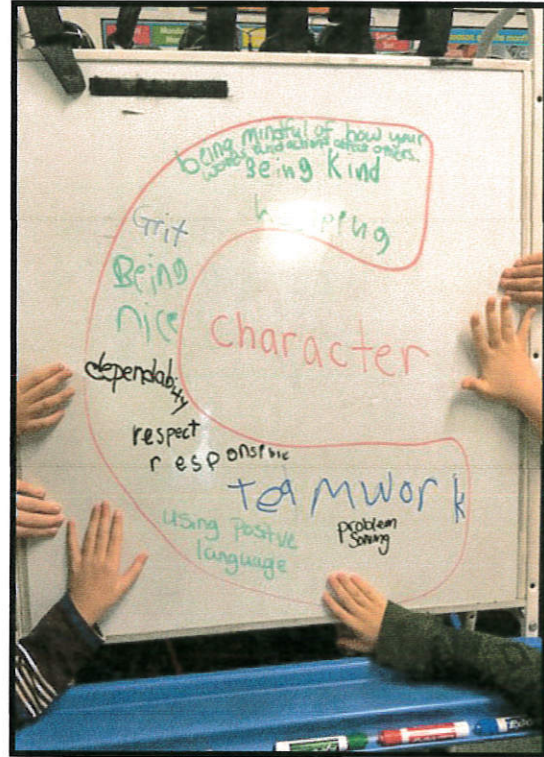
6C's Chart in David Marr's classroom

THE DEEP LEARNING INITIATIVE

- Barbara Kutz - Began introducing the language of 6C's. She introduced a Wonder Wall and had "reveal time" during snack where students shared their thoughts on the questions and the answer was revealed. Plans were developed to have students do simple "research" projects during the summer, where they identified a marine animal of interest and created a project that they shared with peers and adults.



6C's Poster outside Barbara Kutz's classroom

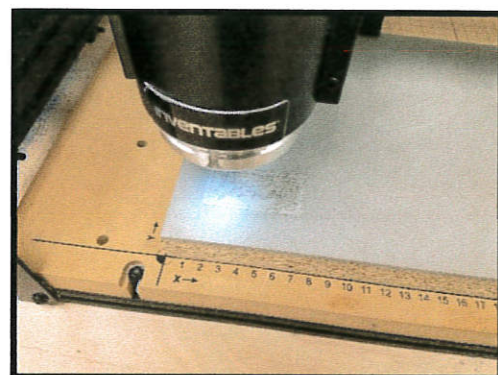


Barbara Kutz's class drawing about the Character Competency

At other sites, students have been learning to use a computer numerical control (CNC) machine that uses a computer to automate the control of machining tools (drills, boring tools, lathes) to transform a piece of material (metal, plastic, wood, ceramic, or composite) according to instructions from a computer program.



Gallishaw students programmed the CNC machine to produce personalized ink stamps



This router, a part of the CNC machine, is used to cut intricate patterns, such as the inscription for the Ja-Kay ink stamp

DAY SCHOOL PROGRAMS

Overview of South Coast Educational Collaborative Day School Programs

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

Day School Programs for Students with Special Needs South Coast Educational Collaborative School Year 2017 - 2018	
<i>Integrated Programs</i>	<i>Public Day School Programs</i>
Early Childhood - Palmer River Elementary Berkley Elementary School Berkley Middle School Bishop Connolly High School Freetown Elementary School George Austin Intermediate School Somerset Middle School Palmer River Elementary School Somerset North Elementary School South Coast Middle Alternative School	Gallishaw High School Gallishaw Middle School North Seekonk ACE Elementary School Seekonk North Elementary School Seekonk North Middle School Seekonk North High School
New in 2017-2018: LIFE Academy - <i>Community-Based Transition Program for Students Ages 18-22</i>	

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

All programs are staffed by highly qualified interdisciplinary teams that include educators, therapists, clinicians, nurses and paraprofessionals who work together to ensure optimal educational experiences for each student. All members of the interdisciplinary team participate in program planning and support, including team meetings, curriculum development, transition planning, and integration supports. Every team member is trained in Positive Behavioral Intervention and Supports (PBIS) and is certified in nonviolent crisis intervention, cardiopulmonary resuscitation and first aid. Research-based best practices are ensured through rich, embedded professional development for all staff in the form of scheduled release days for professional learning, regular staff meetings and focused teacher meetings. Paraprofessionals participate in all professional development opportunities side-by-side with other educators so that they can serve as highly trained therapeutic partners. Best practices are further supported through

DAY SCHOOL PROGRAMS

routine consultation and technical assistance from a network of expert consultants, including a developmental pediatrician and behavioral experts, who further augment the services provided to each student at no additional cost to districts.

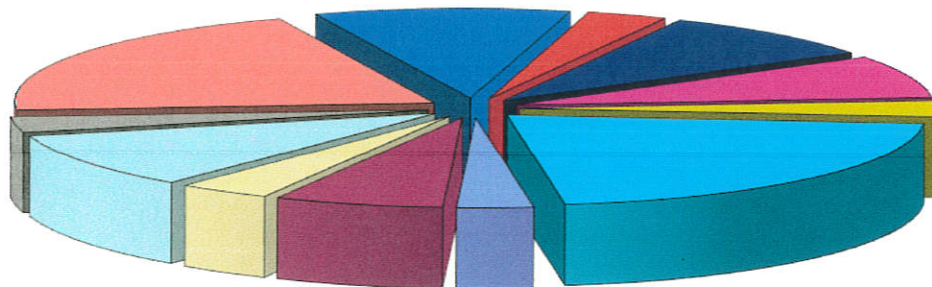
Transition planning is a key component of the education for every student throughout his or her academic career at SCEC. It is the goal of every SCEC program to prepare students to transition back into their own public school district with support from the SCEC team as needed to ensure the student's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

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

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



Students Enrolled by District 2017-2018 (FTEs)



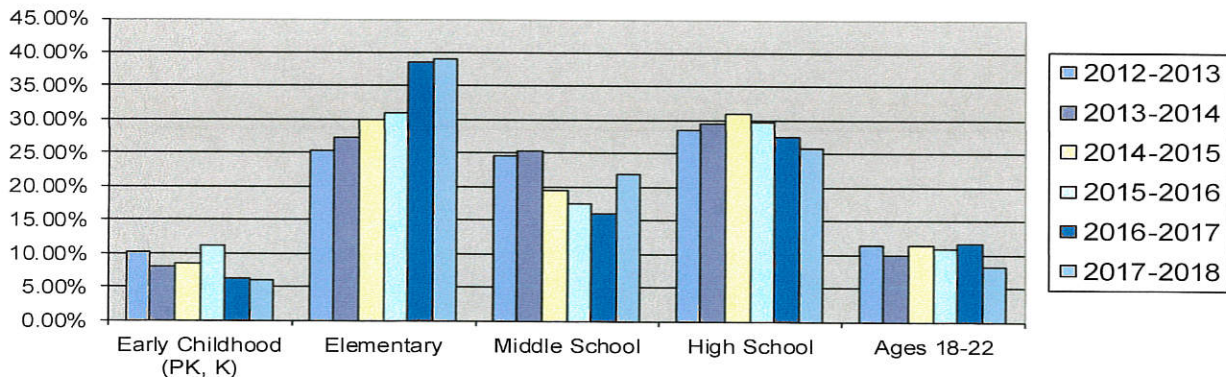
- Bristol-Warren, RI
- Dartmouth
- Dighton-Rehoboth
- East Providence, RI
- Fairhaven
- Fall River
- Freetown-Lakeville
- New Bedford
- Seekonk
- Somerset
- Somerset-Berkley
- Taunton

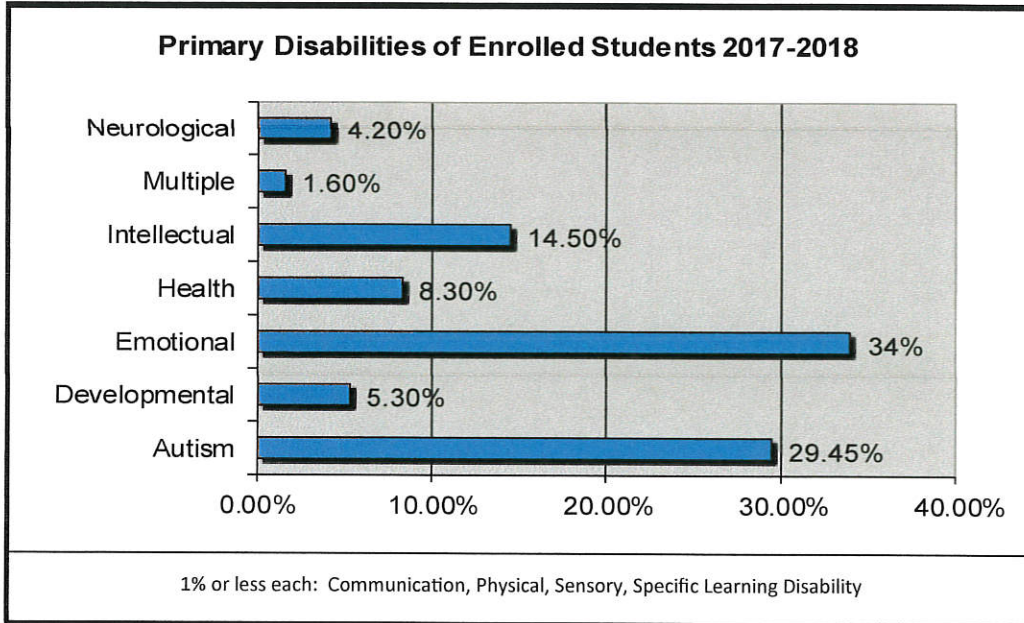
Districts with fewer than 5 students each: Acushnet; Attleboro; Barrington, RI; Berkley; Bridgewater-Raynham; Brockton; Dennis-Yarmouth; Easton; Falmouth; Foxboro; Holbrook; Mansfield; Middleboro; Milton; Newport, RI; Norton; Plymouth; Rochester; Wareham; Westport

ENROLLMENT BY LEVEL (FTEs):

	2016-2017	2017-2018
Early Childhood Level:	14.59	14.42
Elementary Level:	89.92	94.50
Middle School level:	37.51	52.68
High School Level:	64.07	63.02
Ages 18 to 22:	27.26	20.26
Total:	233.35	244.88

Student Enrollment by Level (FTEs): July 2012 - June 2018





STUDENT TRANSITIONS DURING SCHOOL YEAR 2017-2018

Transferred to another SCEC program - same prototype:	49
Returned to home district - less restrictive prototype:	23
Transferred to another SCEC program - less restrictive prototype:	12
Placed residentially/hospitalized/DYS:	11
Moved out of area:	10
Transferred to SCEC's community-based transition program:	11
Attained age 22:	9
Graduated with high school diploma:	5
Withdrew self from school (age 16+):	4
Withdrawn because needs of student changed:	4
Withdrawn due to poor attendance/non-attendance:	3
Transferred to another SCEC program - more restrictive prototype:	3
Transferred to day school program outside SCEC:	3
Summer student only (to provide ESY services):	2
Graduated with certificate of completion before age 22:	1
Parent decided to home-school:	1

Total number of students who transitioned out of or within SCEC during FY 18: 151

COST EFFECTIVENESS OF DAY SCHOOL PROGRAMS 2017 - 2018

South Coast Educational Collaborative (SCEC) day school programs offer uniquely intensive educational environments for students who are currently unable to receive an appropriate education for their needs within their district community schools. Research has shown that the low incidence and constantly changing population within special education often makes it economically unfeasible to develop district-based classrooms (Jackson 2005). Educational collaboratives are designed to provide high quality services to students in a more cost effective way than if the district had to create the programs and services on their own. Through the concept of economies of scale, collaboratives combine the resources of school districts to create programs that are needed by multiple districts. All of the programs and services at SCEC have been structured to meet the needs of our students and districts in the most cost effective way possible. In school year 2017-18, students enrolled in SCEC classrooms came from 32 different school districts throughout Massachusetts and Rhode Island. By bringing together students from multiple communities, particularly those with low incidence conditions and highly-specialized needs, SCEC can provide a comparatively low-cost option for school districts.

District Savings on Tuition

School districts typically consider both SCEC day school programs and private school placements when a student requires an out-of-district placement. SCEC student tuitions are provided to local school districts at a substantially reduced rate as compared to private schools. Member school districts receive further reductions in tuition, resulting in enhanced cost savings for member districts. In order to quantify the cost effectiveness of SCEC day school programs, tuition was compared between SCEC day school programs and private schools in our geographic region that offer comparable educational services for students with similar needs. Private school tuitions were determined using the Massachusetts Operational Services Division authorized prices for Special Education Programs for fiscal year 2018. The average daily rate for each SCEC program and/or private school was multiplied by 180 days to establish an equivalent tuition across programs and sites regardless of the number of days of operation. The total cost savings to all districts combined using this model is over five million dollars per year, as illustrated in Table 1.

Table 1 School District Savings on Tuition FY 2018					
<i>District Type</i>	<i>Number of Students Enrolled</i>	<i>Average SCEC Student Tuition¹</i>	<i>Comparison Private School Tuition^{1,2}</i>	<i>Annual District Savings per Student</i>	<i>Total District Savings FY2018</i>
Member District	117	\$49,780	\$73,822	\$24,042	\$2,812,914
Participating District	127	\$54,720	\$73,822	\$19,102	\$2,425,954
Total district savings FY2018					\$5,238,868

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

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

DAY SCHOOL PROGRAMS : COST EFFECTIVENESS

Table 2			
Tuition Comparison FY 2018			
SCEC Programs vs. Comparable Private Schools			
<i>SCEC Day School Program</i>	<i>Member District Tuition¹</i>	<i>Participant District Tuition¹</i>	<i>Average Tuition of Comparison Schools^{1,2}</i>
Early Childhood Palmer River <i>Inclusionary Site</i>	\$52,740	\$58,860	\$73,614
Berkley Elementary <i>Inclusionary Site</i>	\$52,740	\$58,860	\$89,349
Freetown Elementary <i>Inclusionary Site</i>	\$49,140	\$55,080	\$67,466
Palmer River Elementary <i>Inclusionary Site</i>	\$49,140	\$55,080	\$73,396
Seekonk North ACE Elementary <i>Public Day Site</i>	\$48,060	\$56,700	\$67,466
Seekonk North Elementary <i>Public Day Site</i>	\$50,040	\$54,000	\$70,501
Somerset North Elementary <i>Inclusionary Site</i>	\$49,140	\$55,080	\$78,360
George Austin Intermediate School <i>Inclusionary Site</i>	\$49,140	\$55,080	\$67,466
Berkley Middle School <i>Inclusionary Site</i>	\$51,120	\$54,720	\$89,350
Gallishaw Middle School <i>Public Day Site</i>	\$48,780	\$52,380	\$61,579
South Coast Middle Alternative School <i>Inclusionary Site</i>	\$48,780	\$52,380	\$67,466
Somerset Middle School <i>Inclusionary Site</i>	\$48,060	\$53,280	\$70,254
Seekonk North Middle School <i>Public Day Site</i>	\$51,120	\$54,720	\$81,645
Bishop Connolly High School <i>Inclusionary Site</i>	\$49,140	\$52,920	\$82,559
Gallishaw High School <i>Public Day Site</i>	\$47,880	\$52,200	\$61,579
Seekonk High School <i>Inclusionary Site</i>	\$47,880	\$52,200	\$67,466
Seekonk North High School <i>Public Day Site</i>	\$49,140	\$52,920	\$81,645
LIFE Academy <i>Inclusionary Site</i>	\$54,000	\$58,500	\$77,640

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

DAY SCHOOL PROGRAMS : COST EFFECTIVENESS

Value-Added Settings

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

Value-Added Services

SCEC tuition includes a wide array of specialized student services, resulting in a significant overall reduction in cost to the sending district. Tuition rates are simplified and all-inclusive; they eliminate “a-la-carte” pricing for services that can add up for sending school districts. Services included in tuition at SCEC during FY 2018 are outlined in Table 3.

Adapted physical education	Parent and family education
Applied behavioral analysis	Physical therapy
Behavior therapy	Reading specialist
Career exploration	School health services
Clinical psychology services	Developmental pediatrician
District consultation services	Sensory programs
Family outreach	Social work services
Instructional assistants	Speech language therapy
Job coaching	STEAM activities and resources
Job development	Student internships
Nursing services	Therapeutic counseling services
Occupational therapy	Transition assessment and services

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

References:

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- Special Education Programs: Authorized Prices Fiscal Year 2018. Commonwealth of Massachusetts Operational Services Division website. <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>. Accessed October 2, 2018.

EARLY CHILDHOOD PROGRAM

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South Coast Educational Collaborative (SCEC) provided a 215-day early childhood classroom learning environment at Palmer River Elementary School in Rehoboth. The classroom was designed to facilitate the continued development of children ages 3-7 who demonstrated developmental delays and disorders, including Autism Spectrum Disorder, Down Syndrome, and significant social and communication deficits as well as social-emotional challenges. Average enrollment for the 2017-2018 school year was six students; four students from member districts and two students from participating districts.

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



Accomplishments 2017-2018

In the 2017-2018 school year, the early childhood classroom at the Palmer River Elementary School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Continued work with expert consultants in providing supports to both families and staff to institute positive therapeutic programming that spanned across environments.
2. Redesigned a comprehensive data collection system that focused on progress and level of student support that informed practice and improved student performance.
3. Transitioned four students back to their sending districts by August of 2018.
4. Developed a family consult model, working together with families to ensure wrap-around supports for student and family success.
5. Due to a decrease in enrollment, the Early Childhood Classroom closed in August of 2018.

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

ELEMENTARY LEVEL

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

2017-2018 SNAPSHOT
Grades: K - 5
Enrollment (FTEs): 57.27
Public Day School
205 - 220 Days

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

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

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

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

Accomplishments 2017-2018

In the 2017-2018 school year, Elementary ACE and Seekonk North Elementary addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. In addition to the student emotional regulation data collected by the web-based *Educata* system, staff was trained in the GoalSeeker system where they will be entering academic data on all students.
2. Ten students were transitioned to less restrictive settings in their home districts. One student was successfully transitioned to an inclusive less restrictive site within SCEC.
3. The 2017-2018 school year continued to see a significant increase in evaluative placements. Students were enrolled in our classrooms, participated in a battery of assessments, and returned to their districts (when deemed appropriate by the TEAM).
4. Due to increased enrollment at Seekonk North Elementary, a second classroom was developed and a new teacher hired.
5. SCEC Elementary ACE is an identified professional development model site. Professional development model sites are utilized for collaboration and training of district personnel. Two districts participated in this training opportunity as they developed therapeutic classrooms at the district level and supported their staff in learning the brain-based therapeutic model.
6. The elementary administrators participated in a Deep Learning conference in April 2018 with the intent of implementing this model within the 2018-2019 school year.

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

ELEMENTARY LEVEL

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

2017-2018 SNAPSHOT
Grades: K - 5
Enrollment (FTEs): 26.59
Three Inclusionary Settings
220 Days

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

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

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

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



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

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

Accomplishments 2017-2018

In the 2017-2018 school year, the elementary programs at Berkley Elementary School, Palmer River Elementary School and Somerset North Elementary School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Worked with expert consultants to institute positive therapeutic programming that shapes students' positive identity as well as a collegial classroom culture.
2. Increased inclusive classroom opportunities for students within host schools.
3. Continued the development of comprehensive data collection systems that informs practice and improved student performance.
4. Provided intensive therapeutic supports to decrease interfering behaviors, allowing for improved student engagement.
5. Continued the development of family/school partnerships through the use of parent consult meetings.
6. Developed and redesigned a data collection system that focuses on level of supports correlated with levels of success.
7. Moved the Somerset North Elementary Classroom to the Berkley Community School July 2018.

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

ELEMENTARY LEVEL

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

2017-2018 SNAPSHOT
Grades: K - 6
Enrollment (FTEs): 16.16
Two Inclusionary Settings
205 Days

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

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George R. Austin Intermediate School
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South Coast Educational Collaborative (SCEC) has two structured learning environments for students who present with social-emotional challenges located at Freetown Elementary School (grades K-3) and at the George R. Austin Intermediate School (grades 3-5). These classrooms provide a Step-Up (students from public day school programs) and Step-Down (students from district regular education classrooms) environment within a public school setting with the goal of working closely with district personnel to therapeutically support all students within the public school environment. The average enrollment during 2017-2018 was 15 students between the two sites all from member districts.



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

Accomplishments 2017-2018

In the 2017-2018 school year, the elementary programs at Freetown Elementary School and the George R. Austin Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Continued to work with expert consultants to implement therapeutic practices informed by data.
2. Continued to develop and redesign a data collection system that focuses on level of supports correlated with levels of success.
3. Developed data collection system to inform time on learning
4. Continued to develop partnerships with district personnel to provide outstanding services to all students.
5. Increased inclusive experiences for students.
6. Provided assessments for district-based students.
7. Expanded home/school partnerships using a family consult model.
8. In April 2018, began to implement Deep Learning experiences with the students by developing community based partnerships, supporting the development of citizenship, character, collaboration, creativity, communication and critical thinking skills (the 6C's of Deep Learning).

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

**MIDDLE SCHOOL LEVEL
Somerset Middle School**

2017-2018 SNAPSHOT
Grades: 6 - 8
Enrollment (FTEs): 7
Inclusionary Setting
220 Days

SOMERSET MIDDLE SCHOOL

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Somerset Middle School
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South Coast Educational Collaborative (SCEC) has one classroom at the Somerset Middle School that provides educational services to children ages 11 to 15 years (grades 6-8) whose moderate to severe developmental delays, adaptive behavior challenges, language delays and/or social-emotional challenges currently interfere with their success in a regular education setting. The program operates 220 days a year and offers small group instruction with a staff to student ratio of 1:2. The students' needs frequently arise from diagnoses of Autism Spectrum Disorder, attention deficit hyperactivity disorder, and/or social-emotional challenges. The program has been operating at Somerset Middle School since 1986. During the 2017-2018 school year, there was an average enrollment of seven students, with six students from member districts and one student from a participating district.

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

Accomplishments 2017-2018

In the 2017-2018 school year, SCEC at Somerset Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Developed, implemented, and updated a digitized web-based data collection system that records and tracks student self-regulation, engagement, academic goals and behavior on a daily basis.
2. Expanded our community experiences by increasing students' participation to five days per week.
3. Expanded our involvement with and inclusion of our students in art, music and physical education.
4. Expanded our STEAM (science, technology, engineering, arts and music) opportunities for our students by offering a robotics class once a week. We also added a 3-D printer to our STEAM resources.
5. Offered a step-up/step-down program between our program and other programs at SCEC.
6. Offered opportunities for other students from SCEC classrooms to participate in social opportunities, classroom experiences and STEAM activities with our students at Somerset Middle School.



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

MIDDLE SCHOOL LEVEL

South Coast Middle Alternative School (SCMAS)

2017-2018 SNAPSHOT
Grades: 6 - 8
Enrollment (FTEs): 7.58
Inclusionary Setting
205 Days

SOUTH COAST MIDDLE ALTERNATIVE SCHOOL

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Somerset Middle School

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The South Coast Educational Collaborative (SCEC) alternative inclusion classroom housed at Somerset Middle School (SCMAS) continues to provide high quality educational and therapeutic services since it opened in 2003. The initial objective of the alternative inclusion classroom was to provide a pathway for at-risk students in grades 6-8 to move from SCEC public day school programs into public inclusion opportunities. Since that time, it has expanded its scope and objectives to include supporting students in transitioning back to their sending districts from various alternative programs. The population consists of students with social-emotional disorders in grades 6-8. Primary diagnoses are Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Oppositional Defiant Disorder, Post Traumatic Stress Disorder, and Mood Disorder. In academic year 2017-2018, there was an average of eight students and the average staff to student ratio was 3:8.

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 clinician provides individual and group support 1.5 days per week. Professional development comes with collaborative-wide trainings and in-services. It also includes embedded professional development with staff by utilizing a wide variety of consultants. The majority of the staff and program development has been achieved through monthly consultation with a behavioral psychologist. Monthly consultations consist of programming for individual students and program development to improve classroom practices.

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

Since 2007, more than 95% of the students attending this program have participated in general education inclusion classes. The academic program provides differentiated instruction through the use of general education inclusion. It is also able to provide therapeutic/academic support within a self-contained environment as needed by individual students. Students attend general education classes with the support of the SCMAS staff who attend each inclusion class with students to provide academic and social-emotional support, while following all IEP goals, objectives, and accommodations. Both inclusion classes and SCMAS program classes are aligned with the Massachusetts Curriculum Frameworks. This inclusive approach aligns closely with the SCEC objective of improving academic achievement of students in the least restrictive environment. The classroom utilizes Smart Board technology for much of the delivery of instruction and provides a computer lab setting for students to utilize on a daily basis within the classroom.

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

SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

MIDDLE SCHOOL LEVEL

South Coast Middle Alternative School (SCMAS)

The 2017-2018 academic year focused on continued tracking of social emotional data within the classroom. Data collection continues to guide decision-making that supports improved student self-regulation. Particular attention was given to tracking pro-social behavior. Improved self-regulation leads to improved academic performance with this population of students. We have built these tools using the Goal Seeker platform in conjunction with direct consultation from Dr. Marc Hauser. We have set up school-wide measures to track time on learning, respect, mood regulation, and coping skills. This data has become essential for informing IEP goals and reporting to districts. Our goal for 2018-2019 is to increase the number of data collection tools that are tracked using the Goal Seeker platform, and therefore continuing to provide data that informs decisions for students.

MCAS testing showed that the students enrolled in SCMAS in 2017-2018 had an average student growth percentile of 57.2% for mathematics and an average student growth of 56% for English language arts. Both areas have shown increased student growth from the 2016-2017 year.

Accomplishments 2017-2018

In the 2017-2018 school year, SCMAS addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Seven out of nine students participated in general education classes.
2. Web-based data collection tools were revised and improved.
3. Two SCEC students successfully transitioned from a more restrictive setting to our inclusive site (12 students have returned to general education district programming since 2011-2012).
4. One grade seven student returned to regular education district programming.
5. One of our grade 7 students received a certificate of achievement for Science. The nomination came from the general education staff at Somerset Middle School.



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

**MIDDLE SCHOOL LEVEL
Gallishaw Middle School**

2017-2018 SNAPSHOT
Grades: 6 - 8
Enrollment (FTEs): 13.75
Public Day School
205 Days

GALLISHAW MIDDLE SCHOOL

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Gallishaw Middle School provided high quality, cost effective academic programming for students in grades 6 through 8 who presented with cognitive challenges and social-emotional deficits. In school year 2017-2018, there was an average of 16 students. Gallishaw Middle School students participated in a rigorous academic curriculum that is aligned with the Massachusetts Curriculum Frameworks. Students participated in academic classes of history and social science, science and technology/engineering, mathematics and English language arts. The majority of the students participated in MCAS on-demand testing.

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

Educators incorporated research-based best practices with supports provided by continual, embedded professional learning and technical assistance. The Gallishaw Middle School staff participated in four professional learning days in 2017-2018 with various trainings available to them. Gallishaw Middle School used a variety of expert consultants, such as clinical and behavioral psychologists and a developmental pediatrician, to assist in providing each student with the appropriate educational supports to meet their needs and goals.

Accomplishments 2017-2018

In the 2017-2018 school year, Gallishaw Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Gallishaw Middle School had seven students complete the middle school component of their education and graduate to the high school level.
2. Gallishaw Middle School had two students step down and return to their home district. With our support, one of these students applied and was accepted to their local vocational high school in order to pursue their academic and vocational education within a least restrictive setting. These students demonstrated that they were ready to return to a public school setting and meet the vigorous academic demands that public schools require. Two other students remained at SCEC, but were stepped down from a public day setting into an SCEC classroom within a public school.
3. Gallishaw Middle School continued to provide services to prepare students for the rigorous academic needs that they will require in order to graduate from high school and receive their diploma.
4. Gallishaw Middle School continued to explore data taking techniques in order to evaluate student behaviors and tendencies. The data is then analyzed in order to make the necessary changes so each student can appropriately access their education.
5. Gallishaw Middle School 8th grade students successfully participated in online MCAS testing in order to prepare themselves for the online MCAS testing component by which students will be evaluated in the future.
6. Gallishaw Middle School closed at the end of the school year. Students were transferred to the Seekonk North Middle School. This change established the Gallishaw Building as solely for public day high school students, and Seekonk North was designated as the middle school location for public day students in grades six through eight.

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

**MIDDLE SCHOOL LEVEL
Berkley Middle School**

2017-2018 SNAPSHOT
Grades: 6 - 8
Enrollment (FTEs): 11.34
Inclusionary Setting
220 Days

BERKLEY MIDDLE SCHOOL

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The two Berkley Middle School classrooms offer a structured learning environment for students in grades 6-8 within the inclusionary setting of a public middle school. These classrooms serve a population of students with moderate to severe developmental delays and/or behavioral issues that interfere with their success in a regular education setting. The students' needs frequently arise from diagnoses of autism spectrum disorder, neuromotor deficits, communication impairments, medical needs, and/or social-emotional challenges. The program offers a comprehensive academic curriculum, pre-vocational component, and related services necessary for a successful transition to a less restrictive and/or high school setting. The curriculum emphasizes STEAM activities. STEAM is an educational philosophy at SCEC that uses Science, Technology, Engineering, Art, and Mathematics in an interdisciplinary manner to engage students in real world issues and to guide students in developing skills in critical thinking, problem solving, and creativity. Our mission is to provide a middle school experience that focuses on the functional academics and transition skills necessary for success in today's society. Educators incorporate research-based best practices with supports provided by continual professional development, technical assistance, and a network of expert consultants. Each classroom had an average enrollment of six students, a 1:2 staff-to-student ratio, and a 220-day school year.

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

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



Accomplishments 2017-2018

In the 2017-2018 school year, SCEC at Berkley Middle School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. SCEC staff provided positive and successful transition support to students who transitioned to high school from middle school. Working collaboratively with other SCEC staff, the transition was smooth for students and their families.
2. SCEC staff have continued to foster positive relationship with Berkley Middle School staff and the families of our students.
3. SCEC students were welcomed into the general milieu of the Berkley Middle School and have been afforded numerous inclusionary opportunities that include both academic, ancillary and socialization opportunities.
4. SCEC staff has formed a partnership with the teacher and support staff of the Berkley Middle School's self-contained special education classroom for co-teaching and related socialization activities.

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

**MIDDLE AND HIGH SCHOOL LEVEL
Seekonk North Middle and High School**

2017-2018 SNAPSHOT
Grades: 6 - 12
Enrollment (FTEs): 17.67
Public Day School
220 Days

SEEKONK NORTH MIDDLE AND HIGH SCHOOL

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

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

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

Accomplishments 2017-2018

In the 2017-2018 school year, Seekonk North Middle and High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Data on student self-regulation is now continually collected and managed by the web-based *Educata* system. *Educata* provides an in-depth analysis of data, arranged by individual student and by classroom. This year the area of "support" was added as a data collection element. Support rubrics were developed that quantify and qualify the amount and type of supports that students benefit from in order to maintain optimal self-regulation.
2. The 2017-2018 school year was a year of transformation for our 18-22 year old population. This population of students began transition activities within the Seekonk North building at first, and then moved into their new building in Swansea on April 23, 2018. The new site, LIFE Academy, focuses on transition skills, work, and recreation/leisure to prepare students for adulthood.
3. The Middle/High School administrator participated in a Deep Learning conference in April 2018 with the intent of implementing this model within the 2018-2019 school year.
4. The High School held its fifth annual Prom at Venus DeMilo in May 2018, enhancing opportunities for family involvement.
5. At the end of the school year, our high school students were transferred to the Gallishaw Building in Seekonk. This change established the Gallishaw Building as solely for public day high school students, and Seekonk North was designated as the middle school location for public day students in grades six through eight.



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

**HIGH SCHOOL LEVEL
Gallishaw High School**

2017-2018 SNAPSHOT
Grades: 9 - 12
Enrollment (FTEs): 38.02
Public Day School
220 Days

GALLISHAW HIGH SCHOOL

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jdorrance@scecoll.org

Gallishaw Building
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Seekonk, MA 02771

Evan Salvo, Teacher Leader
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Seekonk High School
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Gallishaw High School at the Gallishaw Building

Gallishaw High School provides high quality and cost effective academic, vocational, transition and therapeutic services for students in grades 9 through 12 who present with social-emotional and cognitive challenges. Many of our students will remain with this program until they attain age 22, but are afforded the option of completing the requirements necessary to obtain their high school diploma at an earlier age. In FY 2018, there was an average of 41 students and the student to staff ratio was 3:1.

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

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

Vocational Classrooms: Students participate in a variety of vocational settings both at school and in the community. Students have the opportunity to attend Massachusetts Tractor Trailer Institute (MTTI) to learn about automotive and small engine repair. Students who attend this program are OSHA certified as well. We offer landscaping and horticulture opportunities both at the school and at other sites for our students to develop their skills in a work-based setting. We offer hospitality classes, where students provide breakfast and lunch services to staff and students in the building. They also bake items to be sold from the café. Students learn to measure properly, budget to make a profit, and shop for items that they need in class. Gallishaw High School also operates a satellite lunch program at the North School in Seekonk where we send a crew of our students to provide lunch services. This gives students the opportunity to be instructed in a kitchen-based work setting. They learn how to function in a professional atmosphere while developing the skills needed to be employed in a cafeteria or restaurant setting. Students generally are in vocational classes for 1 to 3 hours each day, depending on age and team decisions.

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

Our mission is to prepare students for careers and independent adult life through the implementation of counseling, academic support, transition planning, internships and positive behavioral supports. We currently offer extensive academic support to students in small group settings, including MCAS preparation. The goal for each student is to achieve their full potential. Intensive

SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

HIGH SCHOOL LEVEL Gallishaw High School

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

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

Accomplishments 2017-2018

In the 2017-2018 school year, Gallishaw High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Continued to implement data taking techniques in order to evaluate student behaviors and tendencies. Students are tracked in the areas of respect, engagement, completion of task, and support required to be successful. Specific data-based reports are generated and presented at meetings. In addition, each student has their own check sheet to document progress toward their own separate goals.
2. Community tours were facilitated by our staff to help support our students in the community and help them learn about different jobs and opportunities. Tours were held at a variety of locations, including North Easton Machine, EPEC Engineering Tech, and Somerset Credit Union.
3. Students successfully completed internships at Bounce Indoor Inflatable Park, Seekonk Council on Aging, Seekonk Public Library, and Big Lots.
4. Staff facilitated students obtaining paid employment at Burger King, Wendy's, and TJ Maxx.
5. Three students graduated with a high school diploma and two students graduated with certificates of completion.
6. Students participated in training at Massachusetts Tractor Trailer Institute.
7. Students continued to participate in a real working experience in the kitchen at the North School in Seekonk. One staff with a crew of 4 or 5 students provided lunches for all of the students in that building. Participating students obtained *ServSafe* certification. Students earned class credit as well as valuable experience in working in a kitchen setting.
8. Staff expanded their landscaping/horticulture opportunities. Students went to SCEC's main campus to work in an on-site landscaping/horticulture environment. One student received credentialing in landscaping.
9. Gallishaw High School received a work grant for our students from Youth Connections, which allowed students to receive wages for working in a variety of on site and community-based jobs during the summer of 2017.

Gallishaw High at Seekonk High School

The Seekonk High School classroom has a 205-day program that offers a structured learning environment within the inclusionary setting of a public high school. It is the goal of this program to transition students from alternative programs back to their home school district. This classroom provides comprehensive educational services to students with social emotional and learning challenges in grades 9-12. The Seekonk High School classroom has an average enrollment of 7 students and students are supported with 3:7 staff-to-student ratio.

The primary goals of the Seekonk High School classroom are to promote student self-regulation and to allow students to achieve as close to the general education setting as possible. The academic program provides differentiated instruction through the use of general education inclusion as well as therapeutic/academic support within a self-contained environment, as needed by individual students. All students are afforded the opportunity to participate in general education inclusion classes with their

SPECIAL EDUCATION DAY SCHOOL PROGRAMS FOR STUDENTS WITH DISABILITIES

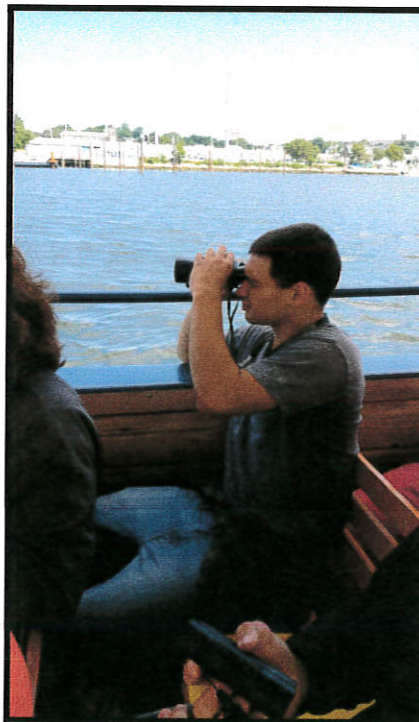
HIGH SCHOOL LEVEL Gallishaw High School

peers. Students attend general education classes with the support of the SCEC staff who attend each inclusion class with students, to provide academic and social-emotional support, while following all IEP goals, objectives, and accommodations. Both inclusion classes and SCEC program classes are aligned with Massachusetts Curriculum Frameworks. This inclusive approach aligns closely with the SCEC objective of improving academic achievement of students in the least restrictive environment. Seekonk High School students also participate in school-wide activities together with their peers, including bullying prevention programming, high school preparation assemblies, after-school clubs, and school dances. All students have the opportunity to join the Unified Sports Program at Seekonk High School. This program is sponsored through the Special Olympics and both Basketball and Track and Field are offered to SCEC students at Seekonk High School.

Accomplishments 2017-2018

In the 2017-2018 school year, Gallishaw High at Seekonk High School addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. 50% of students in our class participated in inclusion classes.
2. One student played for the Seekonk High School Football team.
3. Three students participated in Unified Sports, both Basketball and Track and Field: Division III State Champions for the second year in a row - Unified Track and Field.
4. One student graduated, walked with Seekonk High School, and was accepted into the Engineering program at Bristol Community College. This student also participated in senior activities such as the Senior Supper and Senior Trip.
5. Students participated in summer paid internships through Youth Connections: Seekonk High Maintenance, X-Treme Audio, and the North School Kitchen.



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

**HIGH SCHOOL LEVEL
Bishop Connolly High School**

2017-2018 SNAPSHOT
Grades: 9 - 12
Enrollment (FTEs): 18.17
Two Inclusionary Settings
220 Days

BISHOP CONNOLLY HIGH SCHOOL

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South Coast Educational Collaborative's program at Bishop Connolly High School (BCHS) is an integrated program that aims to prepare students with moderate to severe disabilities to be productive citizens in their local communities. Established in 2016 as a single classroom, the Bishop Connolly program opened two new classrooms in September of 2017. The former Bridge High School classroom at Dighton-Rehoboth High School and the TLC program at Seekonk North School relocated to Bishop Connolly. In July 2017, we began with eight full time students, a teacher and two paraprofessionals. We added twelve more students in September 2017, as well as another teacher and five more paraprofessionals. In addition, the site has a school nurse to meet the specific health related needs of students. Students receive the following related services as part of their weekly programming: speech and language, music therapy, counseling, occupational therapy, physical therapy, and adapted physical education as indicated in each student's educational plan.



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

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

Accomplishments for 2017-2018

In the 2017-2018 school year, Bridge High School-BCHS addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Our Dighton-Rehoboth and Seekonk North TLC classrooms moved to Bishop Connolly, tripling the size of our program.
2. Students participated in the 2018 Special Olympics.
3. We expanded our Unified Track team.
4. Students continued to participate in the Forever Friends club with BCHS students. They had holiday parties and a movie afternoon.
5. SCEC students began to participate in Drama, Music and Art classes taught by BCHS teachers.
6. We honored our first graduating class to finish grade 12 and move to LIFE Academy. Seven students graduated from BCHS in June 2018.

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

**POST-SECONDARY LEVEL
LIFE ACADEMY**

2017-2018 SNAPSHOT
Ages 18 - 22
Enrollment (FTEs): 26.27
Community-Based Setting
220 Days

LIFE ACADEMY

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LIFE (Learning in Functional Environments) Academy is a community-based program for students ages 18 to 22. Students attending LIFE Academy have completed four years of high school and require specialized services that will assist them in achieving maximum independence and success as adults. Our campus, located on the Stoico/First Fed YMCA property in Swansea, Massachusetts, is uniquely designed to meet the needs of our students. Students have individual memberships to the YMCA and spend time there daily for health and wellness, recreation and leisure, and vocational skills training. Within our building, students participate in a variety of transition activities within our learning centers, technology room, therapy space and apartment. The foundation of programming at LIFE Academy is focused on self-determination, self-regulation and transition-related skills. Students participate in making choices as they learn to identify their needs, interests and skills in the arenas of independent living, health and wellness, recreation and leisure, and vocational skills. This largely community-based program aims to prepare students with moderate to severe disabilities to become happy and productive citizens of their local communities. We also provide students and their families with guidance in navigating the complex world of adult services and provide them with support as they transition from entitlement to eligibility.

Accomplishments for 2017-2018

In the 2017-2018 school year, LIFE Academy addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. LIFE Academy hosted two open house events for students, families, SCEC and YMCA staff and district partners to share construction progress, programming and the philosophy of the LIFE Academy.
2. We opened our new facility on April 23, 2018, welcoming 22 students from three SCEC high school sites.
3. All students have daily access to the Stoico/First Fed YMCA for recreation and wellness activities. We also added vocational activities for our students to complete while at the YMCA.
4. We had our first graduate in June on 2018. He successfully transitioned to adult 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. The organization continues to work diligently to align our transition services and programming with IDEA 2004, evidence-based practice, and policy guided by the Department of Elementary and Secondary Education.

SCEC Mission and Purpose

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

Cost Effectiveness and Value-added Service

Typically, our 14-22 year old students represent roughly half of our total enrollment. The focus of programming for these students is transition-related based upon their individual vision and age appropriate transition assessment. Transition assessment is provided as part of a student's tuition, adding no extra cost to our districts. Private organizations can charge up to \$3,000 for a comprehensive transition assessment without a community component. To date, 117 transition assessments for district and SCEC-attending students have been completed and are driving the programming and IEP goals for these students. Some of our staff are specifically trained to provide job-coaching services to students by performing assessment, training, and experience in community based places of employment. In addition to internal professional development, six of our staff members have secured ACRE Certification to provide supported employment and job development services to our students. Contracting for highly qualified job coaching services through private companies costs up to \$45.00 per hour, which does not include job development or transportation. Local bus companies calculate the cost for transportation to provide this service by both hours and mileage. Our job coaches have 7-D licensing and access to our fleet of 15 vehicles, all included as part of an SCEC's student tuition. Transition activities that occur on a regular basis at SCEC sites include:

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

Research indicates that many pre-service teaching programs nationwide fail to provide adequate training pertaining to transition services (Morningstar & Clark, 2003). Therefore, professional development and job-embedded training is the current vehicle best demonstrated to provide the required training. SCEC has been able to provide internal cost effective professional development

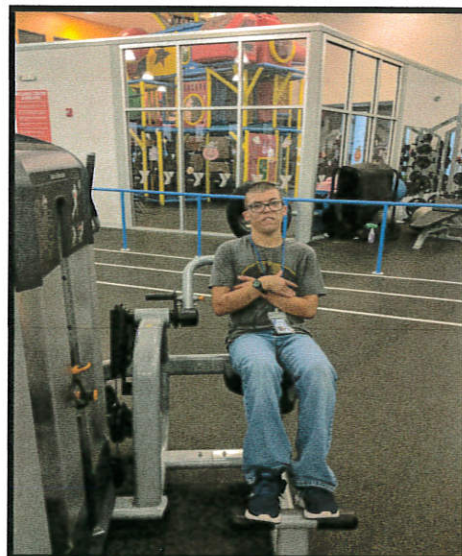
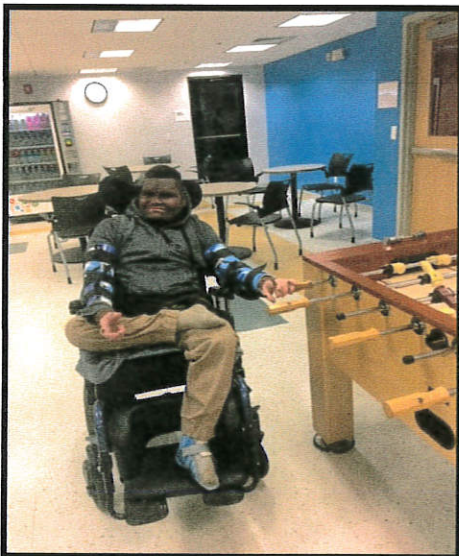
SERVICES AND SUPPORTS: *Transition Services*

and support to staff and districts in the area of transition, specifically training around age appropriate transition assessment, Indicator 13 requirements, self-determination, and post-secondary based IEPs.

Accomplishments for 2017-2018

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 sites and our new post-high school level site. What follows are accomplishments that are not necessarily site specific, but have benefitted each site and the organization as a whole.

1. SCEC, the founder of the Greater Fall River Interagency Transition Team in 2013, continued to meet monthly with other members to discuss the transition needs of students and families and planned two collaborative events during the 2017-2018 school year. In March 2018, we hosted a guardianship workshop at Seekonk High School and finally, in April of 2018, we hosted our fourth annual Meet Your Adult Agencies at Diman Regional Technical High School. This team allows SCEC to partner with local schools and agencies focused on a common vision.
2. Our Community Partners database continued to grow and we developed systems and protocols to assist all of our students in having meaningful, individualized community based experiences.
3. Two of our secondary level sites attended 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.
4. SCEC once again participated in a Workforce Investment Board grant program to pay students for their vocational learning experiences during the summer of 2017.
5. SCEC continued to participate in the 5-year grant in conjunction with the Department of Developmental Services. We are participating in the Family Engagement workgroup as part of The Massachusetts Partnership for Transition to Employment Consortium.



RELATED SERVICES

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The Related Services department addresses the mission and purpose of South Coast Educational Collaborative (SCEC) by providing comprehensive therapeutic services to children ages 3 through 22 who are students in SCEC programs and/or local school districts. This report summarizes programs, services and accomplishments during the 2018 fiscal year.

Therapy Services

All related services are provided as outlined in the students' IEPs and are designed to support students within the least-restrictive educational setting. Our therapists work closely with the student's educational team and family to provide integrated services that support the student's individual development and academic growth. Therapy services provided by the related services division during the 2017-18 school year included:

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



The number of students receiving related services and the number of staff who provided them during the 2018 fiscal year are outlined in Table 1.

**Table 1
SCEC Related Services: Staff and Students Fiscal Year 2018**

<i>Related Service3</i>	<i>Number and Type of Related Service Providers</i>	<i>Total Number of Students Served</i>
Occupational Therapy	OTR = 5; COTA = 4	460
Speech-Language Therapy	SLP = 7; SLPA = 8	406
Adapted Physical Education	APE Teachers = 3	325
Physical Therapy	PT = 3; PTA = 3	171
Assistive Technology	AT Specialists = 5	144
Applied Behavior Analysis	BCBA = 1; RBT = 3	95
Teacher of the Visually Impaired	TVI = 2	84
Orientation and Mobility	COMS = 2	26
Total Number of Students Served FY 2018: 1100		

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 439 evaluations during the 2018 fiscal year (Table 2).

**Table 2
Student Evaluations
Performed by SCEC Related Service Providers Fiscal Year 2018**

<i>Service type</i>	<i>Number</i>	<i>Service type</i>	<i>Number</i>
Occupational Therapy	136	Adapted Physical Education	43
Assistive Technology	76	Applied Behavior Analysis	28
Speech Therapy	68	Vision	25
Physical Therapy	51	Orientation and Mobility	12
Total number of Evaluations FY2018: 439			

SCEC Classroom Services

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

SERVICES AND SUPPORTS: Related Services

service providers ensure that SCEC educational teams are able to address students’ therapeutic needs throughout the school day, thus optimizing student performance. The related services provided to students within SCEC classrooms are summarized in Table 3.

Table 3	
Related Services for Students within SCEC Classrooms: Fiscal Year 2018	
<i>Related Service</i>	<i>Number of SCEC Students Served</i>
Adapted Physical Education	276
Speech Therapy	239
Occupational Therapy	192
Physical Therapy	53
Assistive Technology	50
Applied Behavior Analysis	42
Teacher of Visually Impaired Students	27
Orientation and Mobility	8
Total number SCEC Students Served:	276

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 twenty-nine school districts during the 2018 fiscal year (Table 4).

Table 4	
School Districts Supported by SCEC In-District Related Services Fiscal Year 2018	
Acushnet Public Schools	Justice Resource Institute - Swansea Wood
Atlantis Charter School	King Philip Regional School District
Attleboro Public Schools	Marlborough Public Schools
Argosy Collegiate Charter School	Middleboro Public Schools
Berkley Public Schools	Martha’s Vineyard Public Schools
Dartmouth Public Schools	Norfolk Public Schools
Dighton Public Schools	Norton Public Schools
Dighton-Rehoboth Regional School District	Orleans Southwest Supervisory Union
Evergreen Center	Rehoboth Public Schools
Fairhaven Public Schools	Seekonk Public Schools
Fall River Public Schools	Somerset Public Schools
Franklin Public Schools	Somerset-Berkley Regional High School
Freetown-Lakeville Regional School District	Swansea Public Schools
Hingham Public Schools	Taunton Public Schools
Justice Resource Institute - Meadowridge	Weymouth Public Schools

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. All related service providers remain current in their field through participation in SCEC professional learning opportunities, attendance at workshops and conferences, and other continuing education opportunities. Related service providers also conduct inservices and workshops by request in district and other settings. Members of our SCEC Assistive Technology Team presented at both the state and national level during the past year. In December, they presented the topic *Communication Device Trials* at the Assistive Technology Conference of New England in Rhode Island. In February, they presented at the Assistive Technology Industry Association (ATIA) 2018 annual national conference in Florida on the topic *Augmentative Communication Strategies to Support Students with Poor Intelligibility*. Other workshops and inservices sponsored by related service providers during the 2018 fiscal year included:

- Augmentative Communication Strategies to Support Students with Poor Intelligibility
- Evaluating Students with Complex Communication Needs
- Using Google Chrome as Assistive Technology
- iPad Apps for Communication
- Communication Device Trials
- Feeding and Swallowing
- Lifting and handling non-ambulatory students
- Emergency evacuation procedures for non-ambulatory students
- Improving mobility in young children with cerebral palsy
- Red Cross lifeguard certification
- Management of Student Behavior in General Education Classrooms
- Introduction to Applied Behavior Analysis



Cost Effectiveness

Related services for students enrolled in SCEC classrooms are included within the tuition the local school district pays for student enrollment. Physical therapy, occupational therapy, speech therapy, and adapted physical education are all included within tuition at no additional cost to the sending school district, resulting in a tremendous cost savings to local school districts. In-district related services are provided to local school districts at substantially reduced rate as compared to the statewide average for private agencies. Member school districts contracted for in-district physical therapy, occupational therapy, speech therapy and adapted physical education at the low hourly rate of \$80 per hour during FY2018. We surveyed private agencies that provide these services within the geographic region of SCEC and found that the cost ranges from \$150-\$275 per hour. Thus, SCEC in-district related services save local school districts a minimum of \$70 per hour. The total cost savings to all districts combined using this model is well over two million dollars per year. Districts in need of a greater amount of in-district related services were offered the option of purchasing services at a daily rate which further augmented their savings. Districts benefit from additional cost savings because SCEC related service providers bring SCEC-purchased testing and treatment materials into the district at no additional cost to the district. Finally, SCEC maintains a large inventory of positioning equipment and assistive technology that related service providers utilize with district students for evaluation and trial purposes at no additional cost to the district.

THERAPEUTIC COUNSELING SERVICES

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At South Coast Educational Collaborative (SCEC), counseling services were provided across all grade levels and sites by ten counselors during the 2017-2018 school year. During this school year, we added a Certified Guidance Counselor to our team of clinicians to further meet the social-emotional needs of our students, and one of our per diem Licensed Mental Health Counselors applied for and obtained a position as a full time clinician. During the 2017-2018 school year, SCEC clinicians worked with and assisted in supporting doctoral psychology trainees from William James College. Clinicians partnered with trainees to support assessment, facilitate counseling groups and provide social-emotional support to our students in various sites.

Counselors are trained in a variety of disciplines and are licensed as School Adjustment Counselors/Social Workers, School Guidance Counselors or School Psychologists by the Massachusetts Department of Elementary and Secondary Education. Counselors provide a variety of direct and support services to the various sites, students and families. Counselors provide individual counseling services as determined by the student's Individual Educational Plan and the student's team. Counselors also provide small group counseling services as determined by the needs of the students serviced at a particular site. Counselors serve as an important part of the educational team by providing consultation to staff in the areas of therapeutic rapport and programming, mental health diagnoses, educational approaches, positive behavioral interventions and supports, development of social skills and peer relationships, and family systems, among other areas. Counselors are available to provide crisis intervention as necessary to help support staff and students and can provide assessment in suicidal and homicidal risk. Counselors provide services as part of the educational classroom, joining the therapeutic milieu and modeling and generalizing positive behavioral interventions and supports in the classroom setting. Counselors provide case management services which assist in providing support to families, referring families for various services in the community, including outpatient mental health, psychiatry, home based services, and recreational services. As part of case management services, Clinicians work with federal and state agencies and families to assist families in obtaining services, assistance and qualifying for services with Department of Developmental Services, Massachusetts Rehabilitation Commission, Social Security and Housing Authorities. One of the main functions of case management is as a school to home source of communication to assist families with generalizing skills developed at school to the home environment. The clinical team participates in Family Consult meetings. The Family Consult Model gives families the opportunity to meet as a team with our clinical psychologist consultant, the clinician servicing the site, our developmental pediatrician, outpatient professionals working with the student, and all team members providing services to the student to support continuity of services from classroom to home settings. In the 2017-2018 school year, our family consult model expanded beyond our elementary sites into one of our middle school sites in Berkley.

Professional Development

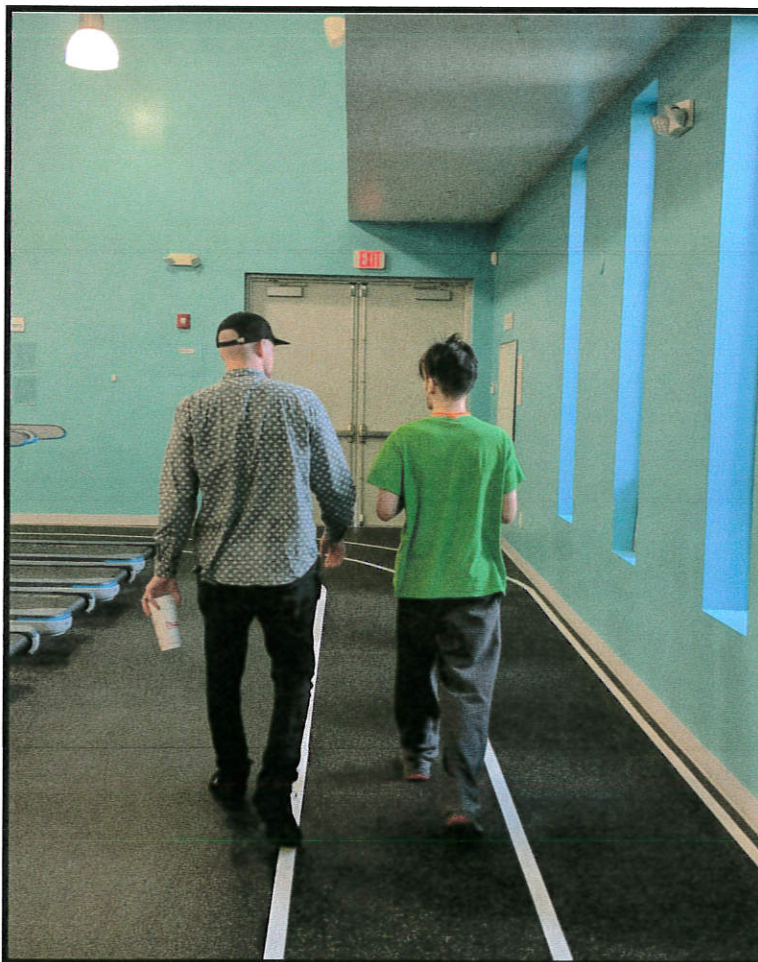
Clinicians provide and participate in professional development at SCEC at the sites they service. Clinicians are an integral part of staff meetings, trainings and development of therapeutic approaches, often focusing on implementing positive behavioral supports at our sites and educating staff on mental health diagnoses, family systems, community resources, and therapeutic educational approaches. Clinicians also participate in professional development activities on collaborative-wide professional learning days. During the 2017-2018 school year, SCEC Clinicians participated in a partnership with a community mental health agency, Quality Behavioral Health, to receive professional development in areas related to clinical practice, including Nutrition and Mental Health and Remembering, Forgetting and the Aging Brain. SCEC clinicians also engaged in an online self-paced training course on Intensive Trauma Treatment given by Dr. Bessel Van der Kolk. Two SCEC clinicians also attended a 6 day training series in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) sponsored by The Massachusetts Children's Alliance and participated in a 12 month telephone consultation with certified trainers in TF-CBT along with local community mental health providers and other agencies.

SERVICES AND SUPPORTS: *Therapeutic Counseling Services*

Accomplishments 2017-2018

During school year 2017-2018, SCEC Clinicians addressed the purpose and objectives outlined in the South Coast Education Collaborative Agreement by:

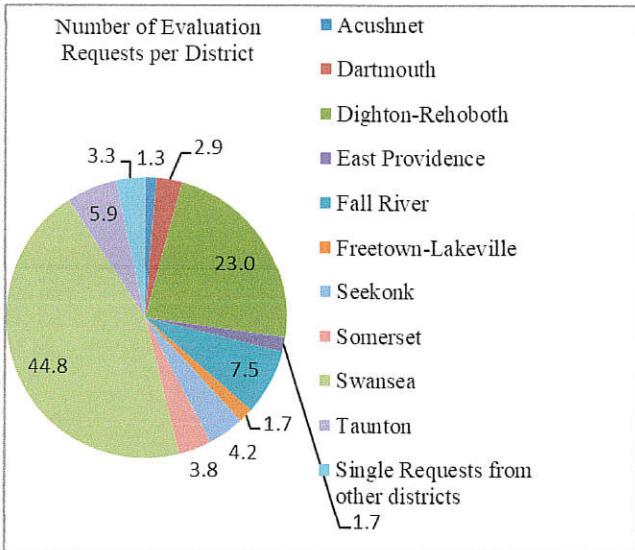
1. Providing intensive therapeutic counseling services to students with disabilities in a high quality, value-added and cost effective manner.
2. Participating in, providing and sharing professional learning activities on-site and as members of a larger educational team with varying members, including general and special educators, administrators and related service providers.
3. Providing Abuse and Neglect Prevention and Confidentiality Trainings across all SCEC sites.
4. Expanded Family Consult Model to Middle School level.
5. Collaborated and supported doctoral psychology trainees from William James College.
6. Participated in advanced training in Trauma Focused Cognitive Behavioral Therapy and consultation with trainers sponsored by The Massachusetts Children's Alliance
7. Supported students to access post-secondary educational opportunities such as applying to and enrolling at Bristol Community College.
8. Supported families to gain access to additional post-secondary services through the Department of Developmental Services, Department of Mental Health and Massachusetts Rehabilitation Commission.



CLINICAL ASSESSMENT SERVICES

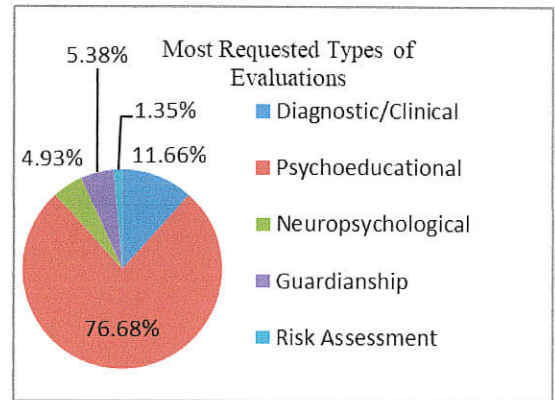
Catherine C. Vieira-Baker, Ph.D.
 Licensed Psychologist-Provider
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 cvieira-baker@scecoll.org

The Clinical Assessment Services division is responsible for completing evaluations of a psychological nature for students ages 3-22 that contribute to the data when reviewing a child’s eligibility for special education. These evaluations occur within the student’s academic setting, including both SCEC programs and general educational settings. A total of 239 student evaluations were completed during the 2017-18 school year.



Assessment Services regularly contracts with individual districts to manage the district’s need for timely and comprehensive evaluations. The 2017-2018 school year saw a significant increase in volume due to a new partnership with the Swansea Public Schools. Assessment Services completed a total of 107 evaluations, predominately psycho-educational in nature, within the Swansea district over the course of the academic year. This was in addition to the commitment already in place with Dighton-Rehoboth Regional School District to provide evaluation and consultation services predominately at the high school level. A total of 55 evaluations were completed for Dighton-Rehoboth Regional School District. The number of requests received from other districts is depicted in the graph. Those districts that requested a single evaluation were summed rather than listing them separately. There were a total of 239 requests that were managed over the course of the 2017-2018 school year, a significant increase from previous years due to the added responsibility of being the evaluators across an entire district.

The most requested evaluation is the psycho-educational (approximately 77%), which includes an assessment of cognitive functioning and academic achievement. Information regarding behavior or adaptive functioning might also be included, but inquiry into the student’s social-emotional functioning would not be as comprehensive as would be the case with a referral that was specifically to outline the diagnostic or clinical conditions that might influence a student’s school performance. Diagnostic/clinical evaluations represented almost 12% of the requests that were received. Approximately 5% of the requests for evaluation resulted from districts enrolling students for the diagnostic period so that more information could be gathered to inform the educational team.



Evaluators seek input from a student’s family through completion of a developmental questionnaire. Because parents of children struggling in school are often called to many meetings during work hours, a flexible approach to working with families has been favored. Parents and guardians are offered the opportunity to meet face-to-face with evaluators, but many prefer over-the-phone interactions that can occur during their lunch hour or break time. By being responsive to the needs of working families and those with limited transportation options, a positive working relationship can be fostered with the student’s family and the information places in context the findings from the formal testing.

For the past several years, doctoral-level trainees in school and clinical psychology have joined the assessment team staff members (doctoral-level, clinical psychologist and masters-level, certified school psychologist). This year, the trainees were from William James College and University of Rhode Island. These individuals, working under the supervision of full-time staff, gain

SERVICES AND SUPPORTS: Clinical Assessment Services

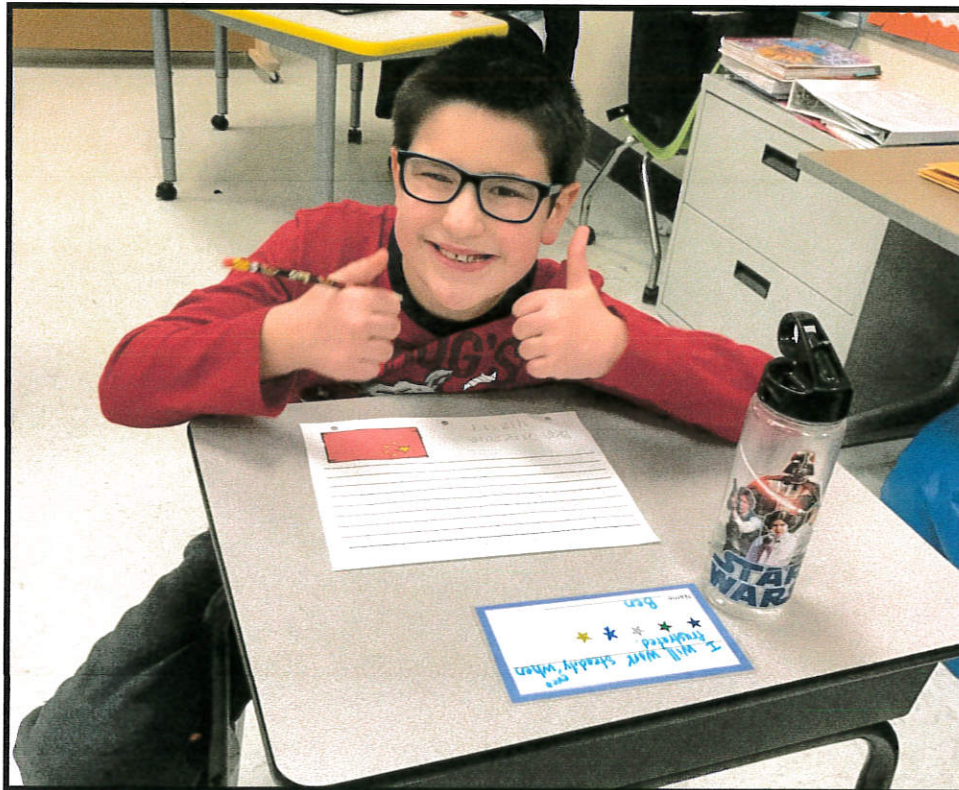
Staff Assigned	# of Evaluations
Clinical Psychologist - Alone	70
1st yr Graduate Student*	22
3rd yr Graduate Student*	39
5th yr Graduate Student*	42
School Psychologist	29
* Under supervision	

valuable experience in the assessment of various disabilities while adding value to the organization. Together, trainees were involved in more than 43% of the referrals received this school year.

Cost Effectiveness: According to <https://www.howmuchisit.org>, there is a large disparity in the fees charged for psychological evaluation and in the way in which they are billed. Whereas private-pay clients were charged between \$125 and \$200 hourly, a packaged assessment can be billed at \$1500 - \$3500. South Coast Educational Collaborative provides cost effective service in this high-fee area in

which many families seek consultation in the Boston area, where fees can run as high as \$5000. The fees charged to districts for a clinician to arrive on-site, potentially multiple times, is approximately one fifth that of a Boston private testing practice.

Sustainability: In addition to providing testing services, this division is also committed to the quality training of young professionals. To that end, we contribute to the development of the profession, at large, while being able to have the capacity to tackle the large number of evaluation requests that are received each year. Recognizing that the volume has increased dramatically, discussions have begun about adding additional staff to support sustainability.



SCHOOL HEALTH SERVICES

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At South Coast Educational Collaborative (SCEC), the School Nurse is the cornerstone of the health service program, and her/his role interacts with three major systems affecting children and adolescents: education, health, and public health. We recognize that a student-centered approach is necessary and the nurses at SCEC pride themselves on being part of a multidisciplinary team who share in the responsibility to increase and improve educational opportunities for students grounded in our core values as well as appropriate research-based content and best practice. During the school year 2017-2018, SCEC employed 13 full time nurses who were responsible for managing the health needs of student’s ages 3-22 years of age within our 14 educational programs.

The primary focus of SCEC’s health services team during FY 2018 was implementing a culturally competent health and wellness program and to analyze its impact on student safety and well-being through analysis of Health Office Anywhere (HOA) data to make informed decisions for adjusting individual practices. In addition, we launched our Screening, Brief Intervention, and Referral to Treatment (SBIRT) program in grades 7 and 9, which is part of the statewide Substance Use Prevention and Education initiative.

In September of 2017, our wellness committee launched its third volume of the monthly newsletter. Each edition has a wellness theme and SCEC staff and students were encouraged to develop, participate in and share activities based on those themes. Our primary goal was to understand the impact of health and wellness activities on creating environments that support staff and students in making positive health decisions and in turn improve learning outcomes. This requires both clinical and management expertise, as well as the ability to work with families and a range of disciplines within both the school and community. Our goal for FY 2019 is further develop our health curriculum programs with a focus on building competencies that foster healthy decision-making. We also plan to embed Deep Learning Global competencies otherwise known as the 6C’s which include Character, Creativity, Collaboration, Communication, Critical Thinking and Citizenship. The photos below show an example of our April 2018 Wellness Newsletter.



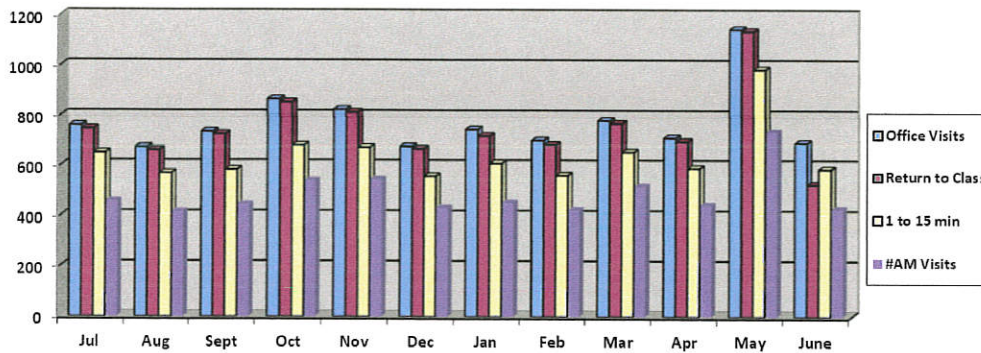
Access to professional nursing care during the school day is beneficial in improving attendance, academic performance, and reduction in risk behaviors and injury (Kocoglu & Emiroglu, 2017). Our school nurses are committed to continued professional learning and they participate regularly in professional development offered by the Northeastern School Health Institute and Boston University’s Shield Program. This allows us to stay current in school health policies and trends, thereby keeping the agency well informed in providing care based on current evidenced-based practices. SCEC has 7 professionally licensed school nurses who have engaged in new initiatives by the Department of Public Health (DPH) including medical emergency response planning involving substance use and Narcan Policy development and training; nurse leadership courses through Boston University and increased offerings of RETELL courses to meet CEU requirements in trauma informed care.

SERVICES AND SUPPORTS: School Health Services

Our nursing team manages students with chronic conditions such as asthma, diabetes and seizure disorders to allow them to stay in class and be ready to learn. We are responsible for identifying and treating accidents and injuries. We have designed tools that assist our student populations in being screened for vision, hearing, posture and body mass index. We also counsel and educate students on a variety of social, emotional and behavioral health issues. Over the course of FY 2018, our nursing staff instructed and certified both staff and students in the American Heart Association's (AHA) Heartsaver First Aid and CPR. Offering internal courses provides SCEC with substantial cost savings. According to data on the AHA website, the average cost for certification in First Aid and CPR is \$85.00 per person. With SCEC nurses as instructors, SCEC delivers this at a rate of \$37.50 per person. Below is a table that displays SCEC's staffing levels in Health Services for FY 2018.

Level of Nursing Service					# of Hours Employed		Licensure			DESE Licensed	
Building Nurse	Classroom -Based Nurse	1:1 Nurse	1:1 CNA	Nurse Leader	*Full Time	Per Diem	RN	LPN	CNA	Initial	Professional
6	8	0	1	1	14	2	14	1	1	1	7

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



The cost effectiveness of school based nursing services is difficult to measure in terms of monetary values since this service is embedded into full tuition rates. However, when considering the cost of providing 1:1 nursing care, our districts can save approximately \$139.00 per day by contracting with SCEC for nursing coverage. On average, home care agencies (Bayada, Ready Nurse, 2018) charge \$60.00/hour for 1:1 nursing

coverage, which equals an average daily cost of \$450.00. SCEC offers those same services at a rate of \$281.00/day. In addition, studies have shown that having a nurse available in the schools is a cost effective investment, saving principals one hour per day, teachers 20 minutes per day, and support staff over 45 minutes per day used to address health concerns (NASN, 2013). In FY 2018, the nurses collectively logged 9,294 office visits, which in turn resulted in an 97.81% return to class rate. This was a 6% improvement from the previous school year. Furthermore, in 82% of all office visits completed in FY 2018, students returned to class in less than 15 minutes. Additional statistics related to office visit frequency that were analyzed for FY 2018 revealed that Tuesdays had the highest office visit frequency (21.5%) and Fridays had the lowest office visit frequency (17%). The majority of office visits occurred in the mornings (62.8%). Above is a chart that provides a visual comparison of the number of office visits, duration and return to class statistics. It should be noted that some of the nominal increases over the course of the year could be attributed to the increase in the number of students being tracked in the electronic health database and may also correspond with the nurses' increased understanding of how to effectively use the database.

In FY 2018, six of our Department of Elementary and Secondary Education (DESE) licensed nurses underwent the 2nd year of the educator evaluation process. Our student learning and professional practice goals centered on improving school safety through the evaluation of current safe school plans and identification of areas in need of improvement. During 2017-18 school year, we saw a 50% increase in the number of health office visits related to injury or risk related behaviors. As a result, nurses were engaged in learning opportunities, including embedded professional development, webinars and continuing education courses with a focus on issues such as violence and injury, suicide prevention, substance use recognition and treatment and social and emotional regulation.

For FY 2019, the health service team will focus on implementing new policies related to responsible and healthy decision making. Utilizing data collected from the school health index tool designed by the Center for Disease Control (CDC) we will modify our policies, curriculum and professional development. Currently, 76% of offices visits are related to injury or behavioral assessments. Our goal is to achieve a 10% reduction in the number of those visits as evidenced by data collected in Health Office Anywhere.

SERVICES AND SUPPORTS: School Health Services

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



References:

- Lambert, D. L. (2014). Health and wellness begin with school nurses. *NASN School Nurse*, 29(3), 114-115.
- Kocoglu, D. & Emiroglu, O. N. (2017). The impact of Comprehensive School Nursing Services on Students Academic Performance. *Journal of Caring Services*, 6(1), 5-17.

GENERAL EDUCATION SUPPORTS

Donna Cranshaw-Gabriel, Ed.S
Carolyn McKearney, Ed.D
Charlie Seekel, MS, MMA
Frank Gallishaw, MS.Ed

South Coast Educational Collaborative (SCEC) is committed to providing general education supports to both member and participating school districts. During the 2017-2018 school year, Dr. Carolyn McKearney consulted with teachers, para-professionals, and staff within the Seekonk, Dartmouth, Fall River, Foxboro and Taunton Public Schools. Her accomplishments and initiatives included:

- Provided trainings for para-professionals, teachers, and staff on creating therapeutic environments for Social-Emotional learners in Foxboro, Dartmouth and Taunton.
- Worked alongside administration and staff to transform an Elementary school in Taunton utilizing principles of the brain-based therapeutic model.
- Provided professional development for cafeteria staff and recess monitors on utilizing routines to create safe/welcoming environments for students.
- Provided individualized teacher consultation around designing therapeutic classrooms.
- Provided teacher consultation around improving student supports in an effort to maintain the child's placement in the regular education classroom (Elementary - High School).
- Provided consultation to a special education classroom teams in Foxboro and Fall River to create a therapeutic environment.
- Provided Bullying Prevention trainings in Seekonk.

During the 2017-2018 school year, the SCEC Nonviolent Crisis Intervention (CPI) training team, led by Frank Gallishaw, supported SCEC districts by offering initial CPI trainings and refreshers for district personnel. The team's accomplishments included:

- Provided comprehensive CPI training programs in the following eight school districts: Seekonk, Somerset, Freetown-Lakeville, Dartmouth, Fall River, Berkley, Acushnet and Attleboro.
- Provided comprehensive CPI training programs for bus drivers in Seekonk Public Schools and for the Fisher Bus Company in Somerset.
- Hosted the "Enhanced Training of the Trainers" workshop.

In the 2017-2018 school year, Donna Cranshaw-Gabriel consulted with the special education administrators and teachers within the Freetown-Lakeville Public Schools. Her accomplishments and initiatives included consultation and collaboration with special education administrators and district teachers around the development of therapeutic classrooms. Her accomplishments and initiatives included:

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

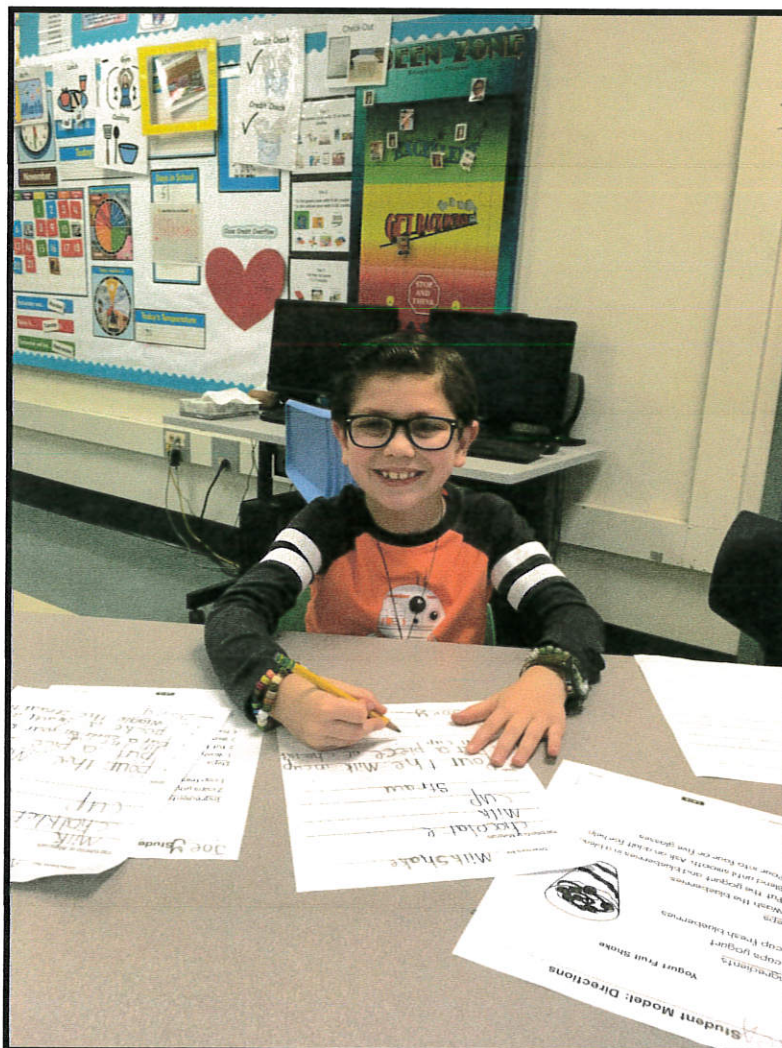
The South Coast Educational Collaborative STEAM program, developed, coordinated and taught by Charlie Seekell, offers research based educational services to students and staff in grades K-12. These services include project-based learning, place-based learning and work in science, technology, engineering, arts, and mathematics. STEAM is a philosophy that emphasizes delivering the subject matter in an integrated fashion to work on real world problems. The SCEC STEAM program emphasizes the development of communication, collaboration, and cooperation - skills that are vital for success. STEAM services were individually

SERVICES AND SUPPORTS: General Education Supports

adapted to those students whose moderate to severe developmental delays, adaptive behavior challenges, language delays, and/or behavioral/emotional issues currently interfere with their success in a school setting. The STEAM program offered professional development opportunities for staff inside the classroom and in workshops. Our mission is to provide an experience that focuses on the academic and transition skills necessary for success in today's society.

Cost Effectiveness

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



PROFESSIONAL DEVELOPMENT

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During the 2017-2018 school year, South Coast Educational Collaborative (SCEC) continued to provide comprehensive, high quality and cost effective learning experiences to professionals and educators at SCEC and throughout Southeastern Massachusetts and Rhode Island. SCEC is committed to supporting the pursuit of professional learning by:

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

Professional Learning for SCEC Employees

SCEC provided extensive in-house training for SCEC employees during the 2017-2018 school year. Annual training in all Department of Elementary and Secondary Education mandated training topics was completed during two “opening days” on September 5th and 6th. These professional release days were attended by all SCEC employees and course evaluations indicated that the training programs were highly effective. Additional professional development was provided to employees throughout the year. Professional development offerings for SCEC staff during the FY 2018 included the following topics:

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

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

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

SERVICES AND SUPPORTS: Professional Development

Annual Special Education Law Update

On May 4, 2018 all SCEC employees attended the annual Special Education Law Update, presented by attorney Felicia Vasudevan from the law firm of Murphy, Hesse, Toomey and Lehane. The primary focus of this yearly training is reviewing and ensuring the protection of civil rights for students with disabilities and their families. At the 2017 workshop, topics included bullying and discriminatory harassment, transition services, truancy, and the BSEA year in review. New regulations were highlighted and case studies were reviewed and discussed. Member district administrators attended this comprehensive three-hour inservice at no cost.

Regional Professional Development

Since 2009, SCEC has been an active and integral member of the Southeast Collaborative Regional Organization (SCRO) which represents Region 5 collaboratives (CHARMSS Collaborative, Bi-County Collaborative, Pilgrim Area Collaborative, READS Collaborative, Southeastern Massachusetts Regional Collaborative, South Shore Educational Collaborative, North River Collaborative, Cape Cod Collaborative and SCEC). Each year in November, SCRO members offer a day of workshops open to employees of all nine collaboratives. During the 2017-2018 school year, SCRO sponsored a Virtual Learning Academy that provided complete and high quality virtual courses to prepare students for success in college and career.

Cost Effectiveness

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



STEAM PROGRAM

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The South Coast Educational Collaborative STEAM Program provides research based educational services to students and staff in grades K-12+. These services include Project Based Learning, Placed Based Learning and work in science, engineering, arts, and mathematics. STEAM is a philosophy that emphasizes the Deep Learning principle of exploring the subject matter in an integrated fashion to work on real world problems.

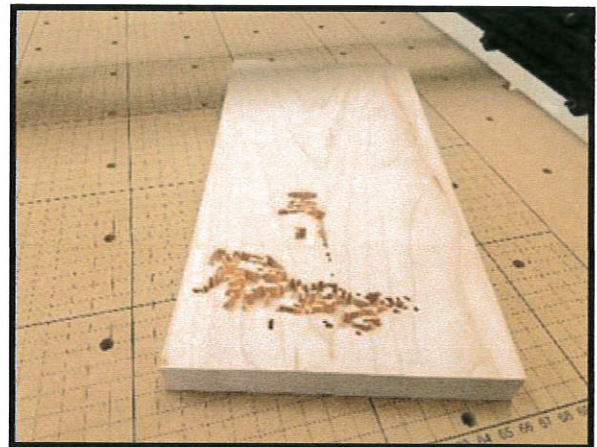
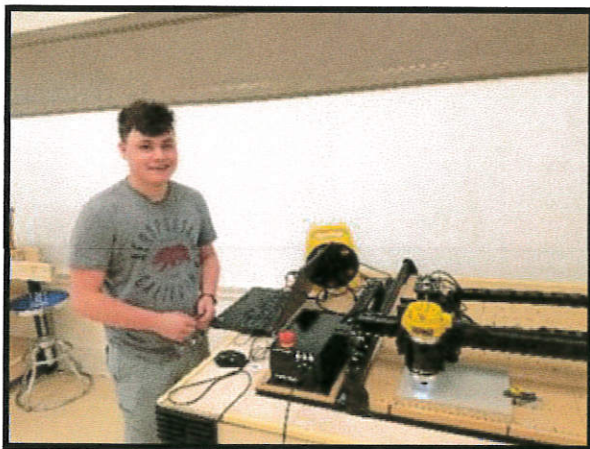
The SCEC STEAM Program also works to develop the six C's of Deep Learning: critical thinking, communication, collaboration, creativity, citizenship, and character, skills that are vital for success. STEAM services are individually adapted to those students with moderate to severe developmental delays, adaptive behavior challenges, language delays, and/or social-emotional issues that interfere with their success in a school setting.

The STEAM Program has established Maker Spaces in three locations. Activities available in some or all of the Maker Spaces include 3D printing and CNC machining. The STEAM Program provides in-classroom services upon request. Activities include coding; robotics; and science experiments utilizing Pocket Labs to complete hands-on physics, weather, and environmental science. The STEAM program offers professional development opportunities for staff inside the classroom and in workshops. Our mission is to provide an experience that focuses on the academic and transition skills necessary for success in today's society.

Accomplishments for 2017-2018

In the 2017-2018 school year, the STEAM Program addressed the mission and objectives in the South Coast Educational Collaborative Agreement by accomplishing the following:

1. Developed an Introductory CNC Technology Certificate Program.
2. Worked with students to build work benches in the Gallishaw Building Maker Space.
3. Coordinated with the Related Service providers to have the high school students design and build assistive devices for other students.



ORGANIZATIONAL SUSTAINABILITY

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During fiscal year 2017-2018, South Coast Educational Collaborative (SCEC) continued to expand its transportation initiative to include four communities across six routes. The program has become self-sustaining with a modest surplus. This does not factor in the capital cost of new vehicles which will be replacing the older high mileage vehicles. The complicating factor in determining cost effectiveness is the combined use of vehicles for both fixed route transportation (home to school) and program use for classroom activities during the day. The high mileage associated with the routes combined with daily classroom use requires more frequent replacement of vehicles.

Three new vehicles were purchased during the fiscal year via the VEH 98 state contract. There is currently an effort underway to improve and create more thorough and comprehensive maintenance protocols to extend the useful life of the current fleet and provide accurate assessment of future needs.

Due to substantial changes in the laws regarding the licensing of drivers and certifying vehicles used in transporting students under chapter 7D, additional equipment and training is required. There is currently a plan in place to provide training for new drivers as well as in-service training for drivers needed for re-licensing. SCEC continues to seek appropriate candidates for roles as drivers as the state is currently experiencing a shortage of 7D drivers as well as class A school bus drivers.



FISCAL SUSTAINABILITY

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

Following is the Fiscal Year 2017-2018 Audit Report.

**SOUTH COAST EDUCATIONAL
COLLABORATIVE**

BASIC FINANCIAL STATEMENTS
AND
MANAGEMENT'S DISCUSSION AND ANALYSIS
TOGETHER WITH INDEPENDENT AUDITORS' REPORT
FOR THE YEAR ENDED JUNE 30, 2018

SOUTH COAST EDUCATIONAL COLLABORATIVE

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JUNE 30, 2018

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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, 2018, 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 from 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, 2018, 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, the budgetary comparison information on page 25; schedule of the Collaborative's proportionate share of the net pension liability; and schedule of pension contributions 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 pages 29-30 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 basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic 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 basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 21, 2018, 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.

Pavento, Ratcheffe, Renzi + Co., LLC

Franklin, Massachusetts
September 21, 2018

SOUTH COAST EDUCATIONAL COLLABORATIVE

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2018

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, 2018 and summarized comparative information for 2017. 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 (ages 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 related, clinical, and consultation services from contracting municipalities. The Collaborative is governed by a seven member Board of Directors representing eight member districts (one board member represents two districts).

OVERVIEW OF THE FINANCIAL REPORTS

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

- **Management's Discussion and Analysis** introduces the basic financial statements and provides an analytical overview of the Collaborative's financial activities.
- **Government-wide financial statements** consist of the Statement of Net Position and the Statement of Activities. These provide both short-term and long-term information about the Collaborative's overall financial status.
- **Fund basis financial statements** focus on individual parts of the Collaborative, reporting the Collaborative's operations in more detail than the government-wide statements. The *governmental funds* statements tell how basic services were financed in the short-term as well as what remains for future spending.
- **Notes to the financial statements** explain some of the information in the statements and provide more detailed data.
- **Supplementary information** includes both additional financial information which provides more detailed support of the basic 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 in its entirety 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 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, 2018

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 2018 with comparative information from fiscal year 2017.

	June 30, 2018	June 30, 2017
Current assets, i.e. cash, accounts receivable and prepaid expenses	\$3,110,479	\$4,496,323
Capital assets	<u>2,753,292</u>	<u>1,903,952</u>
Total assets	<u>\$5,863,771</u>	<u>\$6,400,275</u>
Current liabilities, i.e. accounts payable, accrued expenses, debt, and unearned income	\$1,382,487	\$2,296,512
Non-current liabilities	<u>104,368</u>	<u>80,012</u>
Total liabilities	<u>\$1,486,855</u>	<u>\$2,376,524</u>
Net position:		
Invested in capital assets, net of related debt	\$2,605,711	\$1,788,510
Restricted	-	-
Unrestricted	<u>1,771,205</u>	<u>2,235,241</u>
Total net position	<u>\$4,376,916</u>	<u>\$4,023,751</u>

SOUTH COAST EDUCATIONAL COLLABORATIVE

MANAGEMENT'S DISCUSSION & ANALYSIS

YEAR ENDED JUNE 30, 2018

As indicated in the following summarized *Statement of Activities and Changes in Net Position*, net position increased by \$353,165 during the current fiscal year. Revenues increased due to a large increase in students, primarily from non-member districts. On average, an additional 26 students more than the number budgeted were enrolled during FY18. Staffing was adjusted during the year as needed to accommodate the rise in student enrollment. Operating expenses increased overall, but at a lower rate than revenue. Fiscal year 2018 continued to include the rent and renovation expense of the YMCA in Swansea. The YMCA program was operational during FY18, but the building did not open until half way through the year. The students began the year at a different facility. Rent expense for the YMCA was accounted for in Administrative Expenses during FY18. Intergovernmental revenue and expense ("on behalf" pension payments made by the Commonwealth of Massachusetts) decreased by \$225,881. This number is generated by the Commonwealth and does not affect net position because it is recorded as both revenue and expense and nets to zero.

	Year ended June 30, 2018	Year ended June 30, 2017	%
			Change
Revenues:			
Charges for student services	\$18,740,330	\$17,070,402	+9.8%
Intergovernmental revenue	3,236,181	3,462,062	
Grants and contributions	-	-	
Interest income	<u>5,111</u>	<u>2,505</u>	
Total revenues	<u>21,981,622</u>	<u>20,534,969</u>	
Expenses:			
Student services	16,339,782	15,045,685	+8.6%
General and administrative	1,817,474	1,749,788	+3.9%
Depreciation	235,020	143,506	
Intergovernmental expense	<u>3,236,181</u>	<u>3,462,062</u>	
Total expenses	<u>21,628,457</u>	<u>20,401,041</u>	
Change in net position	353,165	133,928	
Net position – beginning	<u>4,023,751</u>	<u>3,889,823</u>	
Net position – ending	<u>\$ 4,376,916</u>	<u>\$ 4,023,751</u>	

GENERAL FUND BUDGETARY HIGHLIGHTS

The budget for fiscal year 2018 was based on the assumption that revenue from charges for student services would increase by approximately four percent. Actual revenues were higher than budgeted due to additional students enrolling in the Collaborative programs, many from non-member towns. Actual expenditures were over budget by approximately \$634,835 due to staffing additions to adjust to the student enrollment numbers and due to the renovation costs for the YMCA Swansea program.

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, 2018

	Governmental Activities
CURRENT ASSETS:	
Cash and cash equivalents	\$1,564,049
Accounts receivable	1,241,758
Prepaid expenses	<u>304,672</u>
Total current assets	<u>3,110,479</u>
DEPRECIABLE CAPITAL ASSETS, net of accumulated depreciation	2,248,317
LAND	<u>504,975</u>
Total capital assets	<u>2,753,292</u>
Total assets	<u>\$5,863,771</u>
CURRENT LIABILITIES:	
Accounts payable and accrued expenses	\$1,339,274
Current portion of long-term debt	43,213
Unearned revenue	<u>-</u>
Total current liabilities	<u>1,382,487</u>
LONG-TERM DEBT	<u>104,368</u>
	1,486,855
NET POSITION:	
Investment in capital assets, net of related debt	2,605,711
Unrestricted	<u>1,771,205</u>
Total net position	<u>4,376,916</u>
Total liabilities and net position	<u>\$5,863,771</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, 2018

FUNCTIONS/PROGRAMS	Charges for Expenses	Program Revenue Charges for Services	Total
Governmental Activities:			
Student services	\$16,339,782	\$18,740,330	\$ 2,400,548
General and administrative	1,817,474	-	(1,817,474)
Depreciation	235,020	-	(235,020)
Intergovernmental revenue	<u>3,236,181</u>	<u>3,236,181</u>	<u>-</u>
TOTAL GOVERNMENTAL ACTIVITIES	<u>\$21,628,457</u>	<u>\$21,976,511</u>	<u>348,054</u>
General revenue:			
Interest			5,111
Other			<u>-</u>
Change in Net Position			<u>353,165</u>
NET POSITION, BEGINNING OF YEAR			<u>4,023,751</u>
NET POSITION, END OF YEAR			<u>\$ 4,376,916</u>

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

SOUTH COAST EDUCATIONAL COLLABORATIVE

BALANCE SHEET – GOVERNMENTAL FUNDS

JUNE 30, 2018

ASSETS:	
Cash and cash equivalents	\$1,564,049
Accounts receivable	1,241,758
Prepaid expenses	<u>304,672</u>
Total assets	<u>\$3,110,479</u>
LIABILITIES:	
Accounts payable and accrued expenses	\$ 966,959
Unearned revenue	<u>-</u>
Total liabilities	<u>966,959</u>
FUND BALANCES:	
Nonspendable	304,672
Cumulative surplus (Unassigned)	<u>1,838,848</u>
Total fund balances	<u>2,143,520</u>
Total liabilities and fund balance	<u>\$3,110,479</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, 2018

REVENUES:	
Direct service and administrative	\$18,740,330
Intergovernmental revenue	3,236,181
Interest income	<u>5,111</u>
Total revenues	<u>21,981,622</u>
EXPENDITURES:	
Administrative expenses	1,808,535
Intergovernmental expense	3,236,181
Program expenses	16,339,782
Capital outlay, net of debt incurred	1,003,279
Debt Services:	
Debt principal	48,942
Debt interest	<u>8,488</u>
Total expenditures	<u>22,445,207</u>
Revenue over (under) expenditures	<u>(463,585)</u>
FUND BALANCES, BEGINNING OF YEAR	<u>2,607,105</u>
FUND BALANCES, END OF YEAR	<u>\$ 2,143,520</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, 2018

Total fund balance, governmental funds	\$2,143,520
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.	2,753,292
Certain liabilities are not typically due and payable in the current period and, therefore, are not reported in the governmental funds.	
Notes payable	(147,581)
Compensated absences	<u>(372,315)</u>
Net Position of Governmental Activities in the Statement of Net Position	<u>\$4,376,916</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, 2018

Net changes in balances - governmental funds	\$(463,585)
Amounts reported for governmental activities in the Statement of Activities are different because:	
Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only a portion of the outlay as expense. The outlay is allocated over the assets' estimated useful lives as depreciation expense for the period. This is the amount gross capital outlays exceeded depreciation in the current period.	849,340
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.	48,942
Governmental funds report capital outlays used for current year acquisitions net of debt incurred because only the current amount is a use of 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.	(81,081)
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>(451)</u>
Changes in Net Position of Governmental Activities in the Statement of Activities	<u>\$ 353,165</u>

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

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(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 related, clinical, and consultation 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, 2018

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(a) *Basis of Presentation (continued)*

Following are the governmental fund classifications available to the Collaborative:

Nonspendable – 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, if applicable. An allowance for doubtful accounts is recorded based on management's assessment of the status of individual receivables. No allowance was deemed necessary by management as of June 30, 2018. 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.

(d) *Reclassifications*

Certain prior year amounts have been reclassified for consistency with the current period presentation. These reclassifications had no effect on the net change in fund balance.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(e) 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.

(f) 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 the related functions.

(g) 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.

(h) 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, 2018 does not differ materially from the aggregate carrying value of its financial instruments recorded in the accompanying financial statements.

(i) 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, 2018

(3) CAPITAL ASSETS

Capital asset activity for fiscal year 2018 is as follows:

	Balance June 30, 2017	Additions	Disposals	Balance June 30, 2018
Capital assets:				
Land	\$ 504,975	\$ -	\$ -	\$ 504,975
Building & improvements	1,519,472	-	-	1,519,472
Leasehold improvements	1,033,469	1,003,279	-	2,036,748
Vehicles	<u>268,868</u>	<u>81,081</u>	-	<u>349,949</u>
Total capital assets	3,326,784	1,084,360	-	4,411,144
Less accumulated depreciation:				
Land	-	-	-	-
Building & improvements	817,230	97,629	-	914,859
Leasehold improvements	517,498	92,314	-	609,812
Vehicles	<u>88,104</u>	<u>45,077</u>	-	<u>133,181</u>
Total accumulated depreciation	<u>1,422,832</u>	<u>235,020</u>	-	<u>1,657,852</u>
Capital assets, net	<u>\$1,903,952</u>	<u>\$ 849,340</u>	<u>\$ -</u>	<u>\$2,753,292</u>

Depreciation and amortization expense totaled \$235,020 and was not allocated to governmental functions. It appears unallocated on the statement of activities.

(4) RETIREMENT BENEFIT PLAN

The Collaborative sponsors two retirement plans for its employees.

Massachusetts State Employees' Retirement System

Plan Description and Provisions

Non-teacher personnel participate in the Massachusetts State Employees' Retirement System (MSERS), a cost sharing multiple-employer defined benefit plan established under the Massachusetts Contributory Retirement Law. Benefit provisions and contribution requirements are established by state law. MSERS provides retirement benefits up to a maximum of 80% of a member's highest three-year average annual compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any consecutive five years, whichever is greater, in terms of compensation. Benefit payments are based upon member's age, length of creditable services, level of compensation, and group classification.

Members of the system become fully vested after 10 years of creditable service. A retirement allowance may be received upon reaching age 65 or upon attaining twenty years of service. The Plan also provides for early retirement at age 55 if the participant (1) has a record of 10 years creditable service, (2) was on the Collaborative payroll after January 1, 1978, (3) voluntarily left Collaborative employment on or after that date, and (4) left accumulated annuity deductions in the Fund. MSERS is part of the Commonwealth's reporting entity and does not issue a stand-alone audited financial report.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(4) RETIREMENT BENEFIT PLAN (continued)

Contributions

Plan members are required to contribute to the MSERS at rates ranging from 5% to 11% of their annual covered compensation, on a pre-tax basis. The Collaborative is required to contribute at an actuarially determined rate that is apportioned among employees based on active current payroll. The contribution requirements of plan members are established and may be amended by the MSERS Board of Trustees. The Collaborative's contribution rate at June 30, 2018 and 2017 is 6.1% and 5.6%, respectively.

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975	5% of regular compensation
1975 to 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

Annual Pension Cost

The Collaborative's required and actual contributions to MSERS were \$216,401. Pension expense to the Commonwealth of Massachusetts for the Collaborative amounted to \$1,331,414. Therefore, \$1,115,013 is reflected as intergovernmental revenues and corresponding expenditures in the Collaborative's financial statements for the portion of the Commonwealth's pension expense not required to be paid by the Collaborative. Collaboratives contribute amounts equal to the normal cost of employees' benefits at a rate established by the Public Employees' Retirement Administration Commission (PERAC), currently 6.1% of covered payroll. Legally, the Collaboratives are only responsible for contributing the annual normal cost of their employees' benefits (i.e. the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the Collaboratives. The Commonwealth as a non-employer is legally responsible for the entire past service cost related to the Collaboratives.

Massachusetts Teachers' Retirement System

Plan Description and Provisions

Teachers and certain administrative personnel participate in the Massachusetts Teachers' Retirement System (MTRS), a cost-sharing multi-employer defined benefit plan administered by the Massachusetts Teachers' Retirement Board. Benefit provisions and contribution requirements are established by state law. The MTRS covers certified teachers in cities (except Boston), towns, regional school districts, charter schools, educational collaboratives and Quincy College. MTRS is part of the Commonwealth's reporting entity and does not issue a stand-alone audited financial report. Additional information can be obtained on the state website.

Contributions

Participation in the plan requires that members contribute a fixed percentage of their compensation each pay period depending upon the date of employment. Employee contributions vest immediately. After 20 years, or upon having attained the age of 55 with at least 10 years of service, employees are eligible to receive benefits under the plan. Benefits are based on the average of the three highest-salaried years of the employee service and are determined in a manner similar to the provisions of MSERS.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(4) RETIREMENT BENEFIT PLAN (continued)

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975	5% of regular compensation
1975 to 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation
7/1/2001 to present	11% of regular compensation (for teachers hired after 7/1/01 and those accepting provisions of Chapter 114 of the Acts of 2000)
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The Collaborative has no obligation to contribute to the MTRS. All pension benefits and expenses paid by the Teachers' Retirement Board to employees of the Collaborative are funded by the Commonwealth of Massachusetts. Pension expense to the Commonwealth of Massachusetts for the Collaborative was \$2,121,168 for fiscal 2018, and this amount is reflected as intergovernmental revenues and corresponding expenditures in the Collaborative's financial statements.

Pension Liabilities and Pension Expense

The Collaborative is considered to be a special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth of Massachusetts is a non-employer contributing entity for MTRS and MSERS. Therefore, the Collaborative is required to disclose, but not record, the portion of the non-employer contributing entities' share of the collective net pension liability that is associated with the employer. The Collaborative's proportionate share of the net pension liability was \$20,322,971 for MTRS and \$10,289,691 for MSERS. For both MTRS and MSERS, the net pension liability was measured as of June 30, 2017 and the total pension liability used to calculate the net pension liabilities were determined by actuarial valuations as of January 1, 2017 rolled forward to June 30, 2017. The Collaborative's proportion of the net pension liability was based on a projection of the Collaborative's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts and the State, actuarially determined. At June 30, 2017, the Collaborative's proportion was .08% for MSERS and .089% for MTRS. As a special funding situation, the Collaborative must recognize its portion of the collective pension expense as both a revenue and pension expense. As indicated above, for the year ended June 30, 2018, the Collaborative recognized intergovernmental pension expense and revenue of \$1,115,013 (MSERS) and \$2,121,168 (MTRS).

Actuarial Assumptions

The total pension liability in the January 1, 2017 actuarial valuations for MSERS and MTRS were determined using the following actuarial assumptions, applied to all periods included in the measurement:

1. (a) 7.5% investment rate of return, (b) 3.5% interest rate credited to the annuity savings fund and (c) 3.0% cost of living increase per year.
2. Salary increases are based on analyses of past experience but range from 4.0% to 9.0% (MSERS) and 4.0% to 7.5% (MTRS) depending on group and length of service.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(4) RETIREMENT BENEFIT PLAN (continued)

3. Mortality rates were as follows:

MSERS:

- Pre-retirement – reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females
- Post-retirement – reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females
- Disability – the mortality rate is assumed to be in accordance with the RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

MTRS:

- Pre-retirement – reflects RP-2014 White Collar Employees table projected generationally with Scale MP-2016 (gender distinct)
- Post-retirement – reflects RP-2014 White Collar Healthy Annuitant table projected generationally with Scale MP-2016 (gender distinct)
- Disability – assumed to be in accordance with the RP-2014 Healthy Annuitant table projected generationally with Scale BB and a base year of 2014 set forward 4 years

Investment assets of MSERS and MTRS are with the Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2017 are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global Equity	40%	5.0%
Portfolio Completion Strategies	13	3.6
Core Fixed Income	12	1.1
Private Equity	11	6.6
Value Added Fixed Income	10	3.8
Real Estate	10	3.6
Timber/Natural Resources	4	3.2
Hedge Funds	0	3.6
Total	<u>100%</u>	

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(4) RETIREMENT BENEFIT PLAN (continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.5%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Collaborative's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the Collaborative's proportionate share of the net pension liability calculated using the discount rate of 7.5 percent, as well as what the Collaborative's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower (6.5 percent) or 1 percentage point higher (8.5 percent) than the current rate:

<u>Collaborative's Proportionate Share of Net Pension Liability</u>	<u>1 % Decrease (6.5%)</u>	<u>Discount Rate (7.5%)</u>	<u>1% Increase (8.5%)</u>
MTRS	\$25,241,702	\$20,322,971	\$16,156,330
MSERS	\$14,014,131	\$10,289,691	\$7,289,566

Pension Plan Fiduciary Net Position

The Plan Fiduciary Net Position as a percentage of the Total Pension Liability is 54.25% for MTRS and 67.21% for MSERS.

(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, 2018 is equal to the Unassigned General Fund Balance of \$1,949,109. 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 and a local YMCA. 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 the school district 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.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(6) COMMITMENTS AND CONTINGENCIES (continued)

(a) *Operating Leases (continued)*

Rent expense relating to all property leases totaled \$787,179 for fiscal year ending June 30, 2018. The Collaborative also leases several types of office equipment under operating leases that are rolled over to new leases and related new equipment at the end of each lease term. The amounts are not material to the financial statements are not included in the future rental payments below.

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

Year Ending June 30,	Amount
2019	\$ 561,486
2020	497,463
2021	91,136
2022	102,528
2023	125,312
Thereafter	375,936
	<u>\$1,753,861</u>

(b) *Employment Contract*

The Collaborative has an employment contract with a key employee which expires on June 30, 2022.

(7) ACCRUED SICK PAY BENEFITS

The Collaborative allows employees to accrue sick pay benefits from year to year. The maximum allowable accrued sick pay benefit is 140 days for eligible employees. In addition to illness, employees can use their accumulated sick time to receive a lump sum severance benefit, upon retirement or death. An employee who has worked 12 or more consecutive years for the Collaborative is eligible for the lump sum severance benefit. The benefit is equal to 40% 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, 2018. As of June 30, 2018, the Collaborative had an estimated liability of \$372,315 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 February 15, 2019. No balance was outstanding at June 30, 2018.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(9) DEBT

Debt consists of the following at June 30, 2018:

	Balance June 30, 2017	Amounts Borrowed	Principal Payments	Balance June 30, 2018	Current Portion
Note payable secured by a vehicle, due in monthly installments of principal and interest of \$476.20. The note matures on January 14, 2019. The interest rate is 5.95%.	\$ 8,615	\$ -	\$ 5,346	\$ 3,269	\$ 3,269
Note payable secured by two vehicles, due in monthly installments of principal and interest of \$984.47. The note matures on November 20, 2018. The interest rate is 5.45%.	16,071	-	11,215	4,856	4,856
Note payable secured by a vehicle, due in monthly installments of principal and interest of \$707.25. The note matures on October 14, 2021. The interest rate is 5.45%.	32,132	-	6,907	25,225	7,293
Note payable secured by a vehicle, due in monthly installments of principal and interest of \$604.56. The note matures on January 8, 2022. The interest rate is 4.79%.	29,312	-	5,980	23,332	6,274
Note payable secured by a vehicle, due in monthly installments of principal and interest of \$604.56. The note matures on January 8, 2022. The interest rate is 4.79%.	29,312	-	5,980	23,332	6,274
Note payable secured by a vehicle, due in monthly installments of principal and interest of \$947.45. The note matures on July 30, 2022. The interest rate is 5.45%.	-	49,887	8,349	41,538	9,337
Note payable secured by a vehicle, due in monthly installments of principal and interest of \$589.58. The note matures on August 11, 2022. The interest rate is 4.99%.	-	31,194	5,165	26,029	5,910
	<u>\$115,442</u>	<u>\$81,081</u>	<u>\$48,942</u>	<u>\$147,581</u>	<u>\$43,213</u>

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(9) DEBT (continued)

The debt is scheduled to mature as follows:

Year Ending June 30:	Principal	Interest	Total
2019	\$ 43,213	\$ 6,486	\$ 49,699
2020	36,932	4,509	41,441
2021	38,870	2,571	41,441
2022	27,040	772	27,812
2023	<u>1,526</u>	<u>12</u>	<u>1,538</u>
	<u>\$147,581</u>	<u>\$14,350</u>	<u>\$161,931</u>

Interest expense for the fiscal year totaled \$8,488.

(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.

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 \$304,488 as of June 30, 2018. 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, 2018, the Collaborative's cash balances in excess of FDIC limits totaled \$1,206,395. 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 2017 and will be in effect until 2020.

SOUTH COAST EDUCATIONAL COLLABORATIVE

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

(11) RETIREE HEALTH INSURANCE

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

(12) SUBSEQUENT EVENTS

The Collaborative evaluated subsequent events through September 21, 2018, which is the date the financial statements were available to be issued.

SOUTH COAST EDUCATIONAL COLLABORATIVE

REQUIRED SUPPLEMENTARY INFORMATION
JUNE 30, 2018

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, 2018

	Original Budget	Final Budget	Actual Amounts Budgetary Basis	Variance with Final Budget - Positive (Negative)
REVENUES:				
Direct service and administrative	\$17,515,986	\$17,515,986	\$18,740,330	\$ 1,224,344
Interest income	-	-	5,111	5,111
Other income	-	-	-	-
 Total revenues	 <u>17,515,986</u>	 <u>17,515,986</u>	 <u>18,745,441</u>	 <u>1,229,455</u>
EXPENDITURES:				
Administrative expenses	2,192,186	2,192,186	1,808,535	383,651
Program expenses	<u>15,321,296</u>	<u>15,321,296</u>	<u>16,339,782</u>	<u>(1,018,486)</u>
 Total expenditures for operations	 <u>17,513,482</u>	 <u>17,513,482</u>	 <u>18,148,317</u>	 <u>(634,835)</u>
 Revenue over operating expenditures	 2,504	 2,504	 597,124	 594,620
Capital outlay	750,000	750,000	1,003,279	(253,279)
Debt service payments	<u>40,525</u>	<u>40,525</u>	<u>57,430</u>	<u>(16,905)</u>
 Revenue under expenditures	 <u>(788,021)</u>	 <u>(788,021)</u>	 <u>(463,585)</u>	 <u>324,436</u>
 FUND BALANCES, BEGINNING OF YEAR	 <u>2,607,105</u>	 <u>2,607,105</u>	 <u>2,607,105</u>	 <u>-</u>
 FUND BALANCES, END OF YEAR	 <u>\$ 1,819,084</u>	 <u>\$ 1,819,084</u>	 <u>\$ 2,143,520</u>	 <u>\$ 324,436</u>

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

SOUTH COAST EDUCATIONAL COLLABORATIVE

SCHEDULE OF THE COLLABORATIVE'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY

JUNE 30, 2018

Measurement Date	June 30, 2017		June 30, 2016		June 30, 2015		June 30, 2014	
	MTRS	MSERS	MTRS	MSERS	MTRS	MSERS	MTRS	MSERS
Collaborative's proportion of the net pension liability	.0888%	.0802%	.0898%	.0785%	.0931%	.0778%	.0890%	.0847%
Collaborative's proportionate share of the net pension liability	\$20,322,971	\$10,289,691	\$20,087,752	\$10,818,003	\$19,080,579	\$8,857,025	\$14,139,839	\$6,288,169
Collaborative's covered-employee payroll	\$ 6,069,530	\$ 3,864,304	\$ 6,259,722	\$ 4,369,857	\$ 5,958,793	\$ 4,225,714	\$ 5,329,572	\$ 4,487,071
Collaborative's proportionate share of the net pension liability as a percentage of its covered-employee payroll	334.84%	266.28%	320.90%	247.56%	320.21%	209.60%	265.31%	140.14%
Plan fiduciary net position as a percentage of the total pension liability	54.25%	67.21%	52.73%	63.48%	55.38%	67.87%	61.64%	76.32%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2017, 2016, 2015 and 2014.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

SOUTH COAST EDUCATIONAL COLLABORATIVE

SCHEDULE OF PENSION CONTRIBUTIONS

JUNE 30, 2018

Measurement Date	June 30, 2017		June 30, 2016		June 30, 2015		June 30, 2014	
	MTRS	MSERS	MTRS	MSERS	MTRS	MSERS	MTRS	MSERS
Contractually required contribution	\$ -	\$ 216,401	\$ -	\$ 244,712	\$ -	\$ 236,640	\$ -	\$ 251,276
Contributions in relation to the contractually required contribution	\$ -	\$ 216,401	\$ -	\$ 244,712	\$ -	\$ 236,640	\$ -	\$ 251,276
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Collaborative's covered-employee payroll	\$6,069,530	\$3,864,304	\$6,259,722	\$4,369,857	\$5,958,793	\$4,225,714	\$5,329,572	\$4,487,071
Contributions as a percentage of covered-employee payroll	0%	5.6%	0%	5.6%	0%	5.6%	0%	5.6%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System
 MSERS is the Massachusetts State Employees' Retirement System

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2017, 2016, 2015 and 2014.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

Contributions

The Collaborative is required to pay an annual appropriation as established by the Public Employees' Retirement Administration Commission (PERAC) for MSERS. No contribution is required for MTRS. The Commonwealth of Massachusetts as a non-employer is legally responsible for the entire past service cost related to the Collaborative and therefore has a 100% special funding situation.

SOUTH COAST EDUCATIONAL COLLABORATIVE

SUPPLEMENTARY INFORMATION
JUNE 30, 2018

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, 2018

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 2018 Expense
Dighton/Rehoboth	Annual	\$ 60,000
Seekonk	7/1/10 – 6/30/20	310,219
Somerset	7/1/15 – 6/30/18	105,000
Bishop Connolly	7/1/16 – 6/30/19	100,000
YMCA Swansea	7/1/16 – 6/30/26	56,960
Freetown/Lakeville	Annual	70,000
Berkley	Annual	<u>85,000</u>
Total		<u>\$787,179</u>

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

David Heimbecker	Executive Director	\$187,009
Carolyn McKearney	Senior Leadership Team Member, Administrative Leadership at the North Seekonk School, and Educational Consulting	\$116,774
Donna Cranshaw-Gabriel	Senior Leadership Team Member for Curriculum, Instruction, Special Education Programming, and Educational Consulting	\$114,994
Patricia Steele	Senior Leadership Team Member and Educational Consulting	\$112,738
Francis Gallishaw Jr.	Senior Leadership Team Member and Coordinator of Continuous Professional Learning	\$103,000

The amounts expended on administration and overhead:

Administration and overhead	\$2,052,494
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Any accounts held by the Collaborative that may be spent at the discretion of another person or entity:

None

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

None

SOUTH COAST EDUCATIONAL COLLABORATIVE

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

ANNUAL DETERMINATION AND DISCLOSURE OF CUMULATIVE SURPLUS

FOR THE YEAR ENDED JUNE 30, 2017

Cumulative Surplus Calculation FY18	Page(s) in financial statements
(A) Voted Cumulative Surplus as of 6/30/17	2,412,694 (A)
(B) 1 Amount of (A) used to support the FY18 Budget	(B)1 463,585
2 Amount of (A) returned to member districts	(B)2 -
	(B)1 + (B)2 = (B) 463,585 (B)
(C) Unexpended FY18 General Funds	- (C) <u>p. 9</u>
(D) Cumulative Surplus as of 6/30/18	(A) - (B) + (C) = (D) 1,949,109 (D)
(E) FY18 Total General Fund Expenditures	18,148,317 (E) <u>p. 9</u>
(F) Cumulative Surplus Percentage	(D) ÷ (E) 10.74% (F) <u>p. 17</u>

SOUTH COAST EDUCATIONAL COLLABORATIVE

AUDITORS' REPORT PURSUANT TO GOVERNMENTAL
AUDITING STANDARDS
FOR THE YEAR ENDED JUNE 30, 2018



PAVENTO, RATCLIFFE,
RENZI & CO., LLC

Business Advisors
Certified Public Accountants

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of South Coast Educational Collaborative which comprise the statement of financial position as of June 30, 2018, and the related statement of activities for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 21, 2018.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Pavento, Ratcliffe, Renzi, Co., LLC

Franklin, Massachusetts
September 21, 2018