

ANNUAL REPORT 2017-18

SHORE EDUCATIONAL COLLABORATIVE



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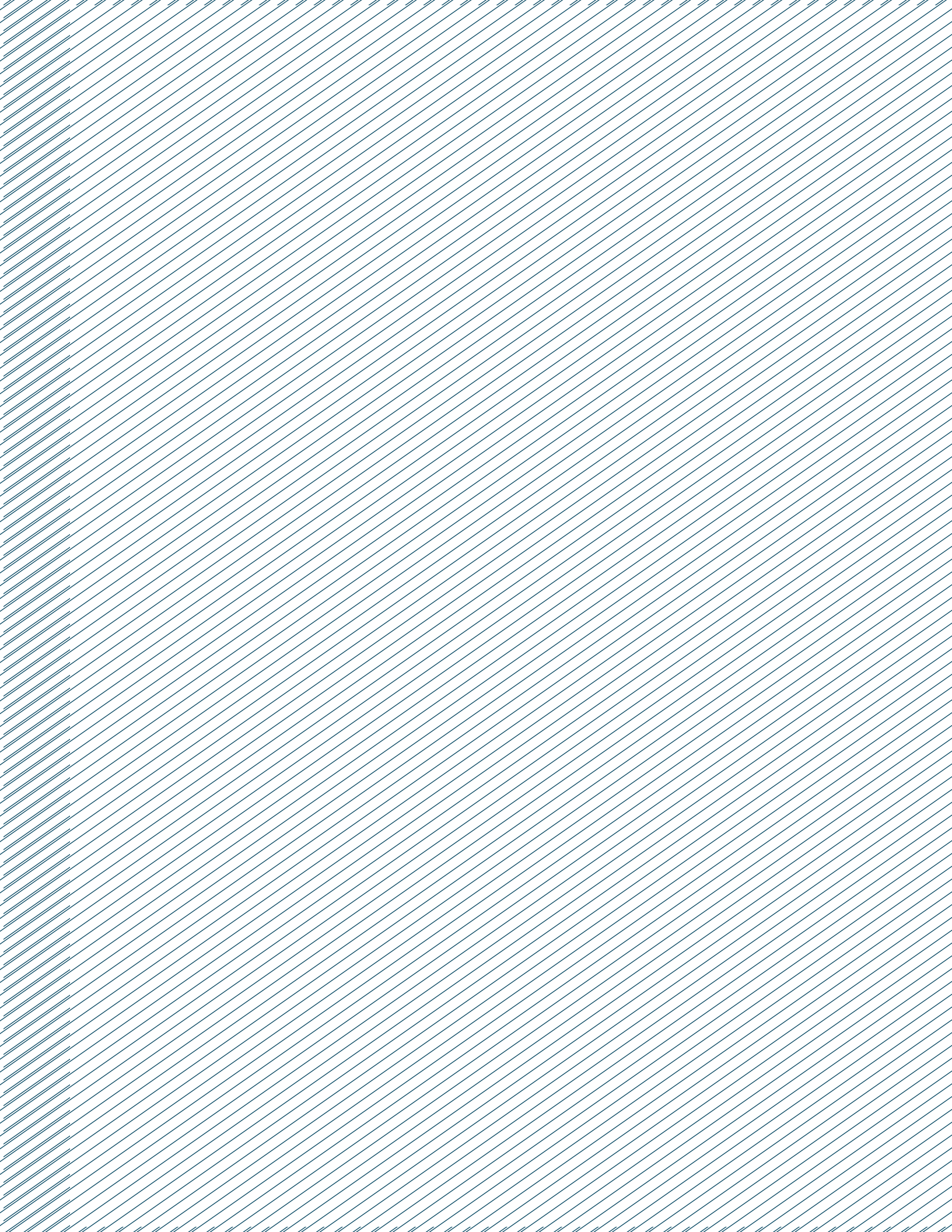


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BOARD OF DIRECTORS

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Tara Beardsley

Paul Ruseau

Stacey Rizzo

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Somerville

Chelsea

Malden

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Saugus

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Kate Dufort, Adult Services Coordinator

Donna Carrington, Adult Services Coordinator

Michelle Amero, Adult Services Coordinator

OUR MISSION

SHORE EDUCATIONAL COLLABORATIVE'S *MISSION* IS TO DEMONSTRATE EXCELLENCE, EXPERTISE, AND EXPERIENCE THAT WILL MAKE US THE AGENCY OF CHOICE FOR STUDENTS AND ADULTS WITH UNIQUE CHALLENGES AND ABILITIES.

SHORE'S VALUES

01

INDIVIDUALS FIRST:

We place the interests and needs of our students and adult participants first.

02

EXCELLENCE:

We strive to be exceptional in our programs and in our professions.

03

RESPECT:

We embrace our community of diverse backgrounds, experiences, beliefs, and perspectives.

04

COMPASSION:

We are kind and empathetic to the extraordinary people we serve.

05

INTEGRITY:

We make our decisions based on honesty and strong moral principles.

06

ACCOUNTABILITY:

We accept ownership for our decisions and commitments.

STUDENT SERVICES

The Intensive Multiple Modalities Program (Shore's 105 Program)

...provides comprehensive services to students with significant physical, health, developmental and intellectual impairments from ages 3-22. The program provides specialized instruction to students whose disabilities significantly impact their educational performance in general education settings. Students participate in academic, vocational, community and recreational activities. Computers, ipads, assistive technology, switches, etc. are used with students by occupational and speech therapists as well as teachers and aides. The goals are to improve communication as well as to optimize independence. This program is richly enhanced by related services: physical and occupational therapy, speech and language services, nursing and mobility training and other low vision services. In addition to individualized services provided to students based on their IEPs, therapists and nurses are often in these classrooms, assisting students to access the curricula and engage in school activities to their fullest capacity. The program offers wheel chair and orthotics clinics on site for the convenience of students (and their families) for whom medical and rehabilitative appointments are often difficult.

(5) Classrooms in this program are located at the Henry Owen School in Chelsea.

The Intensive Skill & Language Development Program (also Shore's 105 Program)

...is designed to meet the needs of students diagnosed with Autism Spectrum Disorders, Developmental Delays, Intellectual Impairments, and/or Communication Impairments. The program serves children between the ages of 3 and 22. Additionally, these students may be exhibiting behavioral and learning challenges that make it difficult for them to be successful in their community school. Our integrated therapy approach provides a board certified behavior analyst, speech/language pathologists, occupational therapists, physical therapists, music therapists that work with the classroom staff to ensure the entire student's needs are met. The curriculum utilizes a teaching approach based on the principles of applied behavior analysis techniques, direct instruction, discrete trial training, task analysis, total communication, integrated therapy techniques and hands on experiences.

(10) Classrooms in this program are located at the Henry Owen School in Chelsea.
(This is (1) additional classroom compared to prior year.)

The Elementary Therapeutic Day School (Shore's 305 Program)

...provides a highly structured environment for students who have emotional, behavioral, health impairments and social adjustment difficulties that impact their abilities to make effective progress in traditional school settings. The program serves students in grades PK-5 and includes students with a variety of cognitive abilities. In addition to emotional and behavioral disabilities, students in this program may have learning disabilities such as dyslexia or dysgraphia, as well as organizational, processing and communication challenges.

The setting allows for small class sizes, structured behavioral programming, an individualized teaching approach and the use of a variety of instructional methods to motivate the students. The curriculum is taught using small groups at differentiated instructional levels while adhering to the Mass Frameworks and the Common Core. Each year scaffolds upon the previous year's skills creating an enriching environment but offering repetition in skills needed by students to ensure learning. Lessons are accompanied by visuals, manipulatives, motivating hands-on projects and the use of technology to allow students to extend their learning to real life applications.

Social emotional curricula and instruction are embedded in all activities of the day. Strategies from Responsive Classroom, Social Thinking, PBIS, and Yoga/Meditation are used to teach and encourage social skills and emotional regulation. Individual and group counseling and behavioral services; speech and occupational therapies; art and adaptive physical education are provided to all students, according to individual IEPs.

(6) Classrooms in this program are located at the Henry Owen School in Chelsea and
(1) Classroom is at the Columbus Elementary School in Medford (Shore's 405 Program).
(This is (1) additional classroom compared to prior year.)

The Alternative Middle & High School Program (Shore Program Code 315)

... serves students in grades 6-12 who have demonstrated difficulty progressing in regular educational settings due to significant social/ emotional impairments, behavior problems, and/or learning disabilities such as executive functioning/organizational issues or attention difficulties.

In order to make academic progress, students benefit from therapeutic, academic settings that offer them the accommodations and supports that are necessary for them to reach their greatest potential. The program allows for small class sizes, structured schedules and expectations, and school adjustment counselors who set individualized goals with all students. These clinicians are involved with students' families or residential providers, therapists, DCF workers, probation officers and other collaterals in order to holistically understand and support students' learning as well as emotional needs. Differentiated instructional methods are used to meet, remediate and motivate students. All instruction is based on the Massachusetts State

Frameworks and Common Core. Students from ages 14 up, receive transition assessments and services. Counseling services (individual and group) as well as speech and occupational therapies are provided according to individual student's IEPs.

(7) Classrooms in this program are located at the Henry Owen School in Chelsea and
(1) Classroom is at the Belmont Middle School in Saugus
(This is (1) less classroom compared to prior year.)

Interim Alternative Education Settings

... serve special education students in grades K-12 who violate their public school districts' disciplinary policies. In these cases, Principals or Special Education Directors may refer students to Shore's 45-day assessment program. Students are immediately assigned clinicians who conduct formal assessments using the clinical inventories most appropriate to the students' ages and presenting problems as well as observational assessments. Students are integrated into an age/grade appropriate classroom for the 45-day period so that academic classwork continues without interruption. This also yields better interactions/conflicts that most closely replicate those occurring in public school classrooms. Halfway through and at the end of the 45-day placement, team meetings are convened and written reports are presented. These include assessment information and particularly, recommendations for intervention strategies – both instructional and behavioral- that may be effective in meeting students' needs.

DISCUSSION OF EFFECTIVENESS

The differences, or cost aversion, between Shore's tuitions and comparable private schools, are considerable across all program types. Annual savings (Shore relative to privates) range from \$11,500 to \$31,000. In addition, these annual tuition costs are based on 180 days of school when many students attend an additional (30) days in the summer. All of our students in the 105 programs and most in the therapeutic elementary program require extended year programs. Finally, transportation costs are considerably reduced when students attend Shore rather than schools in communities much further from their homes.

SHORE VS. COMPARABLE PRIVATE SCHOOLS

Program	Shore Annual Tuition based on 180 days (includes all therapies)	Comparative Private School Average Annual Tuition – based on 180 days	Variance/Savings
Multiple Disabilities	\$50,394.60	\$78,304.20	\$27,909.60 55%
Language-Based/DD	\$50,394.60	\$81,550.20	\$31,115.60 62%
Elementary Therapeutic	\$51,913.80	\$63,423.00	\$11,509.20 22%
Middle and High Therapeutic	\$48,015.00	\$70,545.60	\$22,530.76 47%

Specific comparison schools and tuitions appear in Appendix 1.

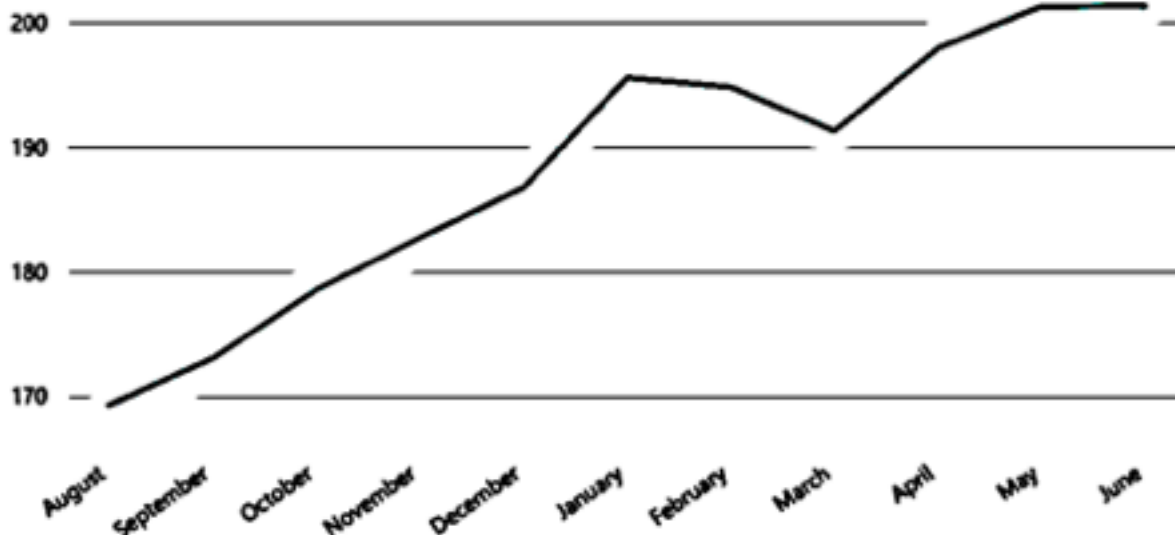
OWEN SCHOOL

BELMONTE

COLUMBUS

Shore's Student Services grew in capacity in 9 of the 11 months of the fiscal year. Transience of students, always in and out, is a challenge for students, teachers, therapists, clinicians, and administrators in this division. For this reason, FTE's of students in attendance is a better reflection of capacity than "head count". The graph below depicts this measure for FY18.

FTE by Month



The collection and analysis of these data have been effective in budgeting for student capacity/revenue as well as retaining and recruiting staff.

Last fiscal year, was the first full year that Shore used data tools to analyze behavior data. Analysis can be done on a single student, classroom, subject/time period, weekday, week, or month. This has been extremely valuable to interdisciplinary teams who are working with challenging students. Intervals, setting events, particular academic activities are just a few examples of data analysis that is useful in implementing and revising targeted behavior plans. On a macro level, setting events like “unstructured time” (breaks or lunches) that is associated with higher frequencies of behavior, across all students in one or more programs can inform changes in scheduling, staffing, and other environmental design.

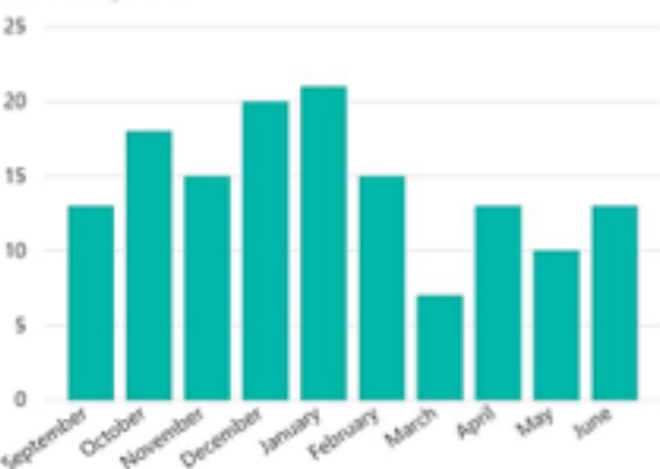
A notable indicator of how judicious staff are in using any physical, hands on procedures is depicted in the following charts. In May 2018, for example, there were 450 incidents of behavior issues, across all programs and students for the month. Only (10) resulted in the application of some physical, hands-on procedures for which the average duration was (3) minutes. Physical escorts, even guiding a student out of a classroom if s/he is actively resisting, are considered and documented as “physical restraints”. This seems to indicate that our considerable efforts

in staff training and oversight are effective in reducing physical interventions.

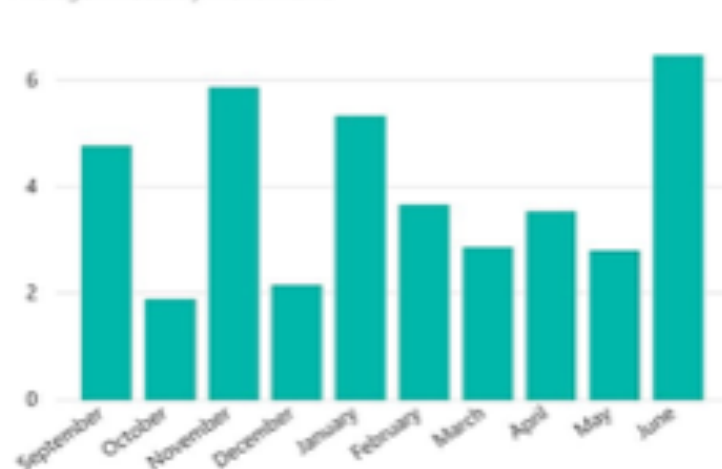
Behavior Count by Month



Restraints by Month



AverageMinutes by Month/Name



ADULT SERVICES

The mission of Shore's Adult Services program is to provide individualized work, community and educational opportunities that enable persons with highly diverse challenges, skills, and interests, to lead the most independent and productive lives possible. Individuals range in ages from 22 to 70+ years old. They live in community residences, with families, and a few still, in state schools. Individuals commute to Shore programs from over thirty different Massachusetts cities and towns. Individuals who participate in Shore's services are unique in their multiple physical, medical, sensory impairments or significant behavioral challenges.

Two general service models are provided at each of Shore's three program locations. Individuals, through their Individual Support Plan (ISP) or Day Habilitation Service Plan (DHSP), may be referred to participate in one of these programs exclusively or a combination of services from both program models.

Employment and Community Services: Community Based Day Services include opportunities for true community integration, in areas that interest the individuals involved. These may include employment, volunteering, joining a club or organization, shopping or banking, becoming a "regular" at a coffee shop or health club. The goals are for individuals with disabilities to fully explore their interests, exert control over and direct their own lives to the fullest extent possible, and be fully accepted members of the community. To this end, Community Based Day and Supported Employment services at Shore focus on assisting our individuals in building skills and exploring or cultivating interests so that they can be confident and successful.

Day Habilitation Services that include skill acquisition, social, community, and reliance and independence. Nurses, occupational, speech/language, and physical therapists, mobility and behavior specialists, all evaluate participants in this program component and serve, along with program case managers, as the interdisciplinary teams that develop and monitor the progress of their individualized DHSP's. Individuals work on their goals in a variety of functional contexts, both at program sites and in the community.

Behavior Services and Nursing Plans of Care are incorporated into either or both of the program models to support participants' extraordinary needs. Many people have behavior support plans to assist in successfully treating (reducing and eventually eliminating) challenging behaviors that interfere with one or more meaningful life areas. All behavior plans are reviewed and approved by individuals or their guardians.

Shore's nurses and therapists work along-side staff, to support individuals who are medically complex. Individuals generally have multiple disabilities and/or health conditions that require specialized supports, frequent monitoring and/or nursing interventions. In addition to direct services, special evaluations for adaptive equipment, swallowing disorders, assistive technology, are often arranged and conducted at the program sites. Active treatment goals are the same for these participants as all others: to be as self-reliant as possible, to be exposed to new interests and activities, and to communicate their preferences in whatever ways they can. Nurses and Program Managers maintain frequent communication with individuals' families and residential service providers to ensure continuity of care and supports for optimal health and safety. Shore staff, therapists, and nurses know individuals so well that health changes are often detected early enough to prevent more serious illnesses and hospitalizations.

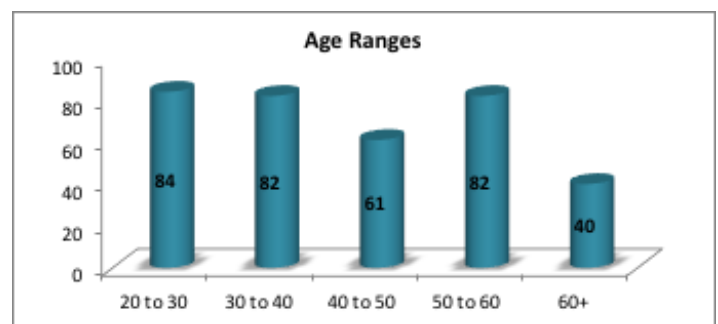
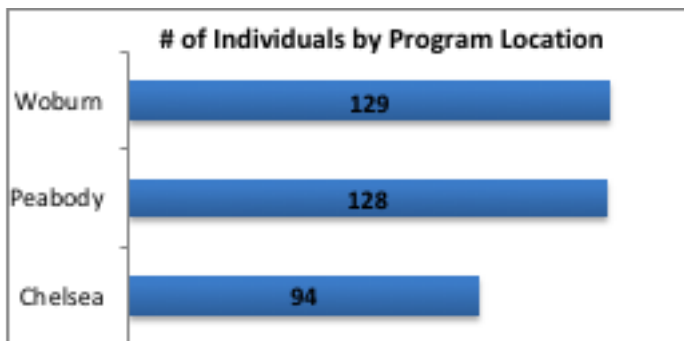
The Department of Developmental Services (DDS) provides referrals, funding and regulatory authority. Specifically, DDS contracts with Shore to provide community based day services (work opportunities) and supplementary behavior and health supports for individual participants. DDS Quality Assurance surveys and certifies services every two years. Individuals' Medicaid benefits fund their day habilitation services that are regulated by the Mass Health Office of Long Term Services and Supports. The Adult Services Division is proud to be accredited by CARF, an international accreditation organization.

Adult Services programs are located in Chelsea, Peabody and Woburn.

DISCUSSION OF EFFECTIVENESS

Shore is the largest provider of Adult Services among the state's educational collaboratives. Since rates are set by Department of Developmental Services (DDS) contracts and Mass Health day habilitation regulations, there are no tuition differences among providers of Adult Services. However, indicators of effective service provision are demonstrated in the following ways.

- The numbers of individuals served and revenue generated clearly indicates that Adult Services continues to be a sought after service for state partners, families and individuals. The overhead generated by this service (more than \$800,000 in FY18) continues to support the strong infrastructure of Shore, such that our human and capital resources benefit all divisions.
- Formal satisfaction surveys are conducted annually with individuals, their families, friends, and DDS staff. Over 90% of all respondents expressed a high degree of satisfactions with Shore's staff, communication with stakeholders, safety and cleanliness if its facilities, and the services designed and implemented to meet individuals' goals.
- Shore's Adult Services Division sets annual service goals and objectives, targeted to its services and stakeholders.
- Individuals' longevity at Shore's Adult Services programs is a remarkable testament to the programs' effectiveness and consumer satisfaction. 52% of our adults have attended Shore for over 10 years. In fact, of these, 27% (49 people) have called Shore programs "home" for over 20 years.



HOME TRAINING SERVICES

Shore provides home-based services to families of students with disabilities who reside in member school district communities and when students have these services specified on their I.E.P.'s. Initial assessments of students' strengths and areas of need as well as families' support systems and capacities are done at the onset of services and guide the delivery of services. Practical strategies are taught and role modeled for families in the areas of communication, social, play and self-help skills. Pre-vocational and community-based skills are strengthened through role modeling and rehearsal in "real life situations".

As recommended by physicians, psychologists and IEP Team members, students may require direct skill acquisition services and/or specific interventions, such as discrete trials training. These services are accessed by referrals from the school district. Home trainers observe the students' behaviors and skills in classroom settings; attend student IEP and other team meetings when appropriate.

Shore home trainers facilitate quarterly parent training workshops designed to increase networking, resource sharing, and troubleshoot common issues and problems. Similar workshops and forums have been provided to early learning teachers who work with at-risk preschoolers.

In FY18 Shore's Home Trainers provided 1,886 hours of service, total revenue of \$157,000.

TRANSITION SERVICES

Shore's College/Career/Future-Ready (CCFR) Extension Program is a collaborative network of partnerships involving Shore Educational Collaborative, local school districts, community-based businesses and organizations, and post-secondary training/higher education programs working together to provide high school students with disabilities an opportunity to prepare for the future through inclusive 'real-world' learning experiences in a variety of careers, job sites, and community-based settings.

Through opportunities to model and share the skills and expertise necessary for success in the workplace and/or unique to various types of careers, community organizations, businesses and professionals contribute to an enhanced workforce for the future, while building positive community connections with students and families living in the community.

With support of Shore's Job Developers/Community Coaches/Mentors, students develop community-based 'career readiness' skills and personal networks, as the coaches work to match each student's vision for the future with certain types of skill-building experiences across various community-based businesses and organizations, using a variety of strategies and opportunities.

Referral to/Enrollment in Shore's CCFR Extension program is made through the student's school district special education liaison. S/he will complete and submit the student's Transition Plan and CCFR Referral form to the Special Education Director for approval.

CCFR Services are packaged and include an intake/planning meeting, transition consultation, portfolio, and 24 hours of personalized coach/mentoring connected to the student's vision.

In FY18, Shore's team of (10) part time coaches/mentors provided 2,500 hours of college, career and future-ready services to 51 students. This has become a valuable service to districts, students and their families in providing cost effective, peer support to supplement in-school transition services. Students work with their Coaches in community settings, visiting colleges, applying for and getting jobs, learning interpersonal and "real world" skills. For many students, these opportunities truly help them to develop a real vision for their futures and the skills and confidence to actualize their goals.

District	# of Students	# of Hours
Chelsea	1	17.75
Everett	29	1816.50
Revere	20	700.25
Saugus	1	10.50
Total	51	2,545.00

Shore's Transition Leaders also assist secondary teams in building their in-district capacity for supporting students' transition work, through attending team meetings, consulting to teachers/administrators, and facilitating connections to state and community partners. Referrals can also be made for person-centered assessments and plans in cases where transition service planning has been stalled or difficult for a variety of reasons. These referrals should be made through the district's Special Ed Director/designee and are billed on an hourly basis.

MUNICIPAL MEDICAID BILLING

Shore Educational Collaborative provides Medicaid billing services to School Districts, as well as having developed and continue to support the web-based software that providers use to electronically enter and submit data to Shore (ShoreDoc). Shore provides contracting member and non-member school districts with three different types of billing for Medicaid reimbursement:

Direct Service Claiming:

All Medicaid eligible special education students who have eligible health/clinical related services identified on their IEPs and have parent authorization are billed for these services. The billing is processed on a monthly basis, submitted to Mass Health and districts/communities are reimbursed.

Administrative Activity Claims:

Administrative Activity Claims (AACs) are processed on a quarterly basis. The claims consist of the quarterly expenditures for Specialized Transportation, Chapter 766 Tuitions, capital costs, salary and fringe benefit costs for employees listed on the quarterly RMTS Random Moment Time Study (RMTS) templates, and indirect costs. School districts submit the information to Shore for billing and reimbursements are returned to their communities.

Annual Cost Reports:

The Annual Cost Report consists of the information for the salaries of all the therapists and nurses that provided the direct care therapeutic and medical services to those who are Medicaid eligible.

This table represents the Medicaid revenues returned to the following communities in FY18 through the Shore Medicaid Municipal Billing services.

Community	FY17 Medicaid Reimbursement	FY18 Medicaid Reimbursement	Compare FY17 to FY 18
Amesbury	\$125,659.84	\$144,977.05	+ 15%
Everett	\$921,407.81	\$1,399,625.62	+ 52%
Georgetown	\$91,465.47	\$27,876.61	- 69%
Ipswich	\$137,735.72	\$161,646.48	+ 17%
Malden	\$827,257.66	\$814,508.20	- 1.5%
Medford	\$433,531.48	\$387,962.84	- 10%
Mystic Valley Center	\$4,374.16	\$4,315.58	- 1%
Northeast Vocational Tech H.S.	\$91,371.15	\$81,909.01	- 10%
Revere	\$495,897.42	\$642,360.56	+ 30%
Rockport	\$47,970.09	\$66,327.24	+ 38%
Saugus	\$133,615.30	\$195,220.86	+ 46%
Shawsheen Valley Tech H.S.	\$3,617.86	\$33,834.61	+ 800%
Winthrop	\$145,778.40	\$172,274.12	+ 18%
Total Billed	\$3,459,682.36	\$4,132,838.78	

WORK ALIGNED TO OUR PURPOSE: OUR ACCOMPLISHMENTS

Continued to implement Positive Behavior Interventions and Supports (PBIS) and Safety Care throughout the entire organization: Student Services and Adult Services Divisions.

Administered MCAS, including grades 3 and 8 computer-based MCAS testing, Alternative MCAS, and ACCESS testing to all of our students.

Established a PLC of high school and post-secondary teachers related to transition services: conducting interest surveys and interviews; and developing a curriculum to teach hard and soft skills required for employment.

Developed, trained and implemented for the entire school year, an in-house significant behavior and physical restraint data collection and analysis system in Student Services.

Continued to purchase and support the use of chromebooks, ipads, smart tvs in classrooms resulting in a 1:1 student:device learning environment. Technology continues to be the focus of our resources, both financial and professional development.

Adults services increased their community-based activities, such as:

- Ballroom dancing classes
- Got to know their communities and meet local business owners by engaging in community scavenger hunts.
- Collecting and delivering food items, toys, and/or clothing for the following charitable organizations:
 - Toys for Tots
 - Haven from Hunger
 - Boston Children’s Hospital, “The Chloe Cares Project”
 - RiverHouse Shelter
 - Salem Animal Rescue League
 - MSPCA – Angel Kindness and Care
 - Puerto Rico Hurricane Disaster Fund



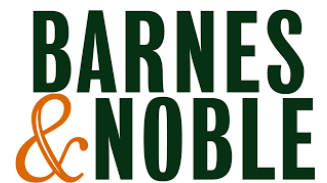
Adult Services in Peabody Cooked and delivered lunches and dessert for the Peabody Fire Department for 2 consecutive years, and toured station each time. They came to our Peabody program in April and individuals got to see a fire truck, the Jaws of Life, hoses, ladders, and other equipment.

Adult Services in Woburn Made blankets and cards for Beacon Hospice Care. Two individuals are in training to visit with patients.

Expanded and developed new Transition Services for our districts: Shores College, Career, and Future Ready Extension Program. Specifically, partnered with Revere and Everett to provide CCFR services and began working with specific Saugus and Chelsea students.

CCFR Coaches worked with students to completed job applications at:

- Target
- Monday Joe's Sports Center
- Home Depot
- Barnes and Nobel
- Village Book and Gift Shop
- Children's Play House



Coaches arranged job shadowing to students at:

- City Hall
- Deli
- Nail Salon
- Children's Day Care Center
- Pep Boys

Coaches helped students with computer skills, studying for drivers' tests, travel training, interview and resume writing, speaking with confidence in work or social settings, buying uniforms for work, opening bank accounts.

Signed a lease to move Administration and Adult Services to Crescent Ave in Chelsea, expanding capacity in Chelsea's Adult Services program and the Owen School.

Began the system of outsourcing payroll for the first time in Shore's history

Shore operated on a budget of \$24.2 million and audited financials indicate a surplus of \$424,000 in FY18

APPENDIX 1

FY 18 TUITIONS OF 766 PRIVATE SCHOOLS COMPARABLE TO SHORE'S PROGRAMS

105 Comparison	Daily Rate	Annual Rate for 180 Days
Cotting School	\$425.54	\$76,597.20
B.C. Campus School	\$448.07	\$80,652.60
Franciscan	\$431.46	\$77,662.80
AVERAGE	\$435.02	\$78,304.20
Shore's 105 Multimodality	\$279.97	\$50,394.60

105 Comparison	Daily Rate	Annual Rate for 180 Days
May Center	\$406.10	\$69,978.60
NECC	\$514.43	\$91,391.40
Guild for Human Services	\$397.25	\$83,280.60
AVERAGE	\$439.26	\$81,550.20
Shore's 105 Skill & Language	\$279.97	\$50,394.60

305 Comparison	Daily Rate	Annual Rate for 180 Days
Walker School	\$404.12	\$72,741.60
St. Ann's	\$283.72	\$51,069.60
Italian Home	\$369.21	\$66,457.80
AVERAGE	\$352.35	\$63,423.00
Shore's Elementary Therapeutic	\$288.41	\$51,913.80

315 Comparison	Daily Rate	Annual Rate for 180 Days
Dearborne	\$386.00	\$69,480.00
Lighthouse	\$400.91	\$72,163.80
Compass	\$388.85	\$69,993.00
AVERAGE	\$391.92	\$70,545.60
Shore's Mid & High Therapeutic	\$266.75	\$48,015.00