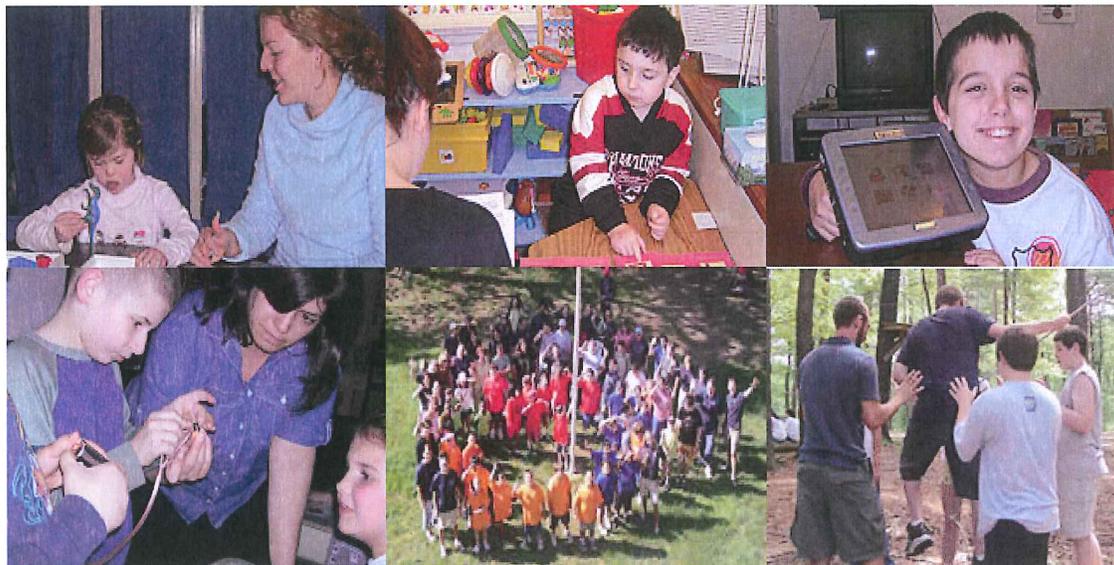




# Annual Report

## 2011-2012



*...creating successful futures*

LYNNFIELD MELROSE NORTH READING READING SAUGUS  
STONEHAM WAKEFIELD WILMINGTON WINCHESTER WOBURN

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## 1. MESSAGE FROM THE EXECUTIVE DIRECTOR

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Dear SEEM Collaborative Community Members,

The Collaborative was founded in 1968 out of a notion that local school districts can accomplish more by working together and conducting, in concert, educational programs and services to supplement and strengthen existing school programs and services which would otherwise be neither affordable nor accessible. Thirty-five years later, the evolution of this notion has resulted with a thriving and multi-faceted educational service agency.

Henry Ford once said, "Coming together is a beginning, staying together is progress, and working together is success." The Collaborative is a true example of what can happen when districts, stakeholders, community members, staff and parents work together towards a shared vision. It is because of this collective effort and commitment that the Collaborative has grown into the organization it is today.

Thank you for your contributions to our work at SEEM Collaborative, I look forward to continuing our partnership for years to come as we keep working together to improve educational outcomes for all students.

With Gratitude,



Cathy Lawson  
Executive Director



## 2. COLLABORATIVE INFORMATION

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### Collaborative History

The SEEM Collaborative was established in 1968, six years before the Massachusetts Legislature passed and the governor signed into law, Chapter 40 Section 4e in 1974, the public statute that authorizes the creation of collaboratives in the Commonwealth. This statute requires local school committees to consider conducting, in concert, educational programs and services to supplement and strengthen existing school programs and services which otherwise would be neither affordable nor accessible to local school districts.

### 2011-2012 Leadership at SEEM Collaborative

#### BOARD OF DIRECTORS

- Dr. John Doherty – Reading, Chairperson
- Ms. Joanne Benton, Wilmington, Financial Representative
- Dr. Les Olson – Stoneham
- Mr. William McAlduff, Winchester
- Mr. Joseph Casey, Melrose
- Dr. Thomas Jefferson, Lynnfield
- Ms. Joan Landers, Wakefield
- Ms. Kathleen Willis, North Reading
- Mr. Mark Donovan, Woburn
- Mr. Richard Langlois, Saugus

#### SPECIAL EDUCATION PLANNING AND ADVISORY COMMITTEE

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| -Dr. Linda Stapp, Winchester        | -Mr. Steve Orloff, Stoneham      |
| -Ms. Kara Mauro, Lynnfield          | -Ms. Alison Elmer, Reading       |
| -Ms. Cindy Joyce, Saugus            | Ms. Patty Bullard, North Reading |
| -Mr. Kevin Pierce, Wakefield        | -Ms. Mary Houde, Wilmington      |
| -Ms. Patty White-Lambright, Melrose | -Ms. Christine Lenahan, Woburn   |

#### SEEM ADMINISTRATIVE TEAM

- Cathy Lawson, Executive Director -Clinton Rowe, Finance
- Ryan Snyder, Behavioral Services - Deana Trefry, Assessment Center
- Stephanie Arzigian, Middle School -Jennifer Thornton, Ripley Elementary School
- Kristine Ducker, Beebe School -David Farwell, SEEM Prep
- Julie Goldberg, Deaf and Hard of Hearing Program
- Maureen Crowley, Campus Academy High School and Foundations for Life Program



## SEEM COLLABORATIVE MISSION AND VISION

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### ◆ MISSION STATEMENT

The mission of the SEEM Collaborative is to provide low incidence populations with high quality, cost-efficient educational programs and services, in the least restrictive environment, that compliment and strengthen the school programs of the member districts.

### ◆ VISION STATEMENT

1. SEEM's programs and services enable member districts to extend their capacity to educate students in the least restrictive environment.
2. SEEM's programs and services provide access to the Massachusetts Curriculum Frameworks, and support students to learn the skills that allow them to be productive and successful adults.
3. All students enrolled recognize their strengths and experience success.
4. All students enrolled have access to typically developing peers in the least restrictive environment possible.
5. Integrated, specialized services are provided to low incidence populations.
6. Member districts, parents, students and other stakeholders involved in students' lives support respect, value and appreciate the consistent high quality of our programs and services.

### ◆ BELIEFS

#### **We believe in:**

1. The ability of all children to learn;
2. The importance of strong mutually supportive relationships among all members of the SEEM community, including students, parents, staff and district personnel, respecting individual differences and the value of collaboration and trust;
3. The development of the skills necessary for success in the least restrictive environment while ensuring access to the full range of the Massachusetts Curriculum Frameworks;
4. The value of high quality, cost effective programming for students which provides the best opportunity for them to achieve equality of opportunity, full participation, independent living, and economic self-sufficiency.

### ◆ OUR PURPOSE

Founded in 1968, The Collaborative exists to conduct educational programs and services which shall compliment and strengthen the school programs of member school committees and increase educational opportunities for children when it is determined that such programs and services can most effectively and economically be provided on a collaborative basis. The foregoing purpose includes the authority of the Collaborative, acting through its Board of Directors, to contract with corporations, individuals, associations, agencies, and/or any other entities in order to obtain and provide services for a member district(s). In addition, the Collaborative will continue to increase and expand its level of service in general education, occupational-vocational education, staff development and training, and research and development of innovative programs. (SEEM Articles of Agreement, 2008, Article 1 -p.3)

#### **Why We Exist...**

- To educate, to collaborate, to train, to create.
- To accommodate school-aged students whose needs are so unique that local special education teams have determined that their needs cannot be met by the local school districts.
- To help each student achieve his/her personal, vocational, and/or educational goals.
- To assist students and families through their transitions from school to life.
- To educate practitioners and parents, through training programs and professional development activities that are in the forefront of research-based best practices.
- To provide on-site consultation, demonstrations of best practices, and remain available to ensure transference to the local instructional team.
- To work toward a future where all students will be seen as equally valuable, where all students can learn, and where all students benefit when they are educated together.

## EXECUTIVE DIRECTORS GOALS 2011-2013

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### 1. GOVERNANCE AND LEADERSHIP

Shape and monitor the organization by implementing policies and procedures developed by the Board of Directors

- Continue to review and improve policies and procedures in response to the internal controls audit and state audit reports
- Meet with management team to review policies and procedures
- Design procedures for proper implementation
- Ensure for fidelity of implementation of adopted policies and procedures

### 2. BUDGET AND FINANCE

Maintain financial stability and enhance the effective and efficient use of limited resources

- Analyze all operations, systems and procedures to ensure compliance, efficiency and cost-effectiveness.
  - o Include use of technology to automate, capture and report (work orders, payroll, inventory, technology requests, etc.)
  - o Analyze current costs associated with leases, utilities, maintenance, phone internet to assess for cost savings.
  - o Update and Implement Operations manual for all SEEM programs to follow (Fire Drills, Bomb Scares, etc.)
    - Identify additional sources of revenue that will support Collaborative growth and offset Tuitions (professional development, ABA services)
    - Finalize internal control plan
    - Identify, fix and amend areas in the business office where opportunities present themselves.

### 3. LEADERSHIP AND PLANNING

Promote staff growth and development by providing strong and effective leadership throughout the collaborative

- Recruit and retain competent and motivated staff
- Support administrators in implementing effective supervision and evaluation practices in order to provide staff with specific feedback to strengthen practice and promote professional growth.
- Provide staff with opportunities to learn and practice research based methods by expanding and enhancing professional development opportunities.
- Ensure that DESE required trainings are incorporated, reflected in the calendar and implemented across all programs.
- Assist staff in completion of Individual Professional Development Plans
- Revise and Implement Induction Program

### 4. TECHNOLOGY & COMMUNICATION

Expand use of technology in order to improve communication and promote 21<sup>st</sup> century learning

- Update SEEM Collaborative Technology Plan to reflect the principals of Universal Design for Learning (UDL) and 21<sup>st</sup> century skill development.
- Continue acquiring and integrating technology into teaching, learning and school administration across the collaborative.
- Provide professional development to staff in the use of instructional and assistive technology
- Update website and expand content to enable website to act as a means of centralized communication with staff and stakeholders.

#### Progress towards Goals and Strategic Investments:

- In addition to weekly leadership meetings, in September of 2011, Central Office Administration began meeting bi-weekly to review and improve personnel and operations policies.
- Developed and implemented an attendance system for programs and central office staff
- Reviewed facilities maintenance model for cost-effectiveness and efficiency and developed plan for fy13

- Launched facilities subcommittee to review lease v. purchase options and develop long term accommodations plan.
- Begin review of new hire process
- Began Implementation of systems and procedures from Business Policy and Procedures manual developed in FY11
- Began developing internal control plan, which is partially developed.
- Identified and investigated opportunities to increase Professional Development, increase transportation contract participation and alternative sources of funding such as grant funding and fund raising.
- Developed plan for OPEB investment
- Reduced number of teachers on waivers
- Administrators received introductory training on DESE educator evaluation process, smart goals and difficult conversations
- Expanded face to face pd time by digitizing and delivering policy and procedure trainings via Its Learning (no cost to collaborative)
- Added one additional program BCBA to expand ability to provide in- classroom support and training for teachers on best practices in positive behavior support.
- Created Integration Technology Specialist position to provide consult, assessment, and professional development to programs and districts in the areas of instructional and assistive technology.
- Invested in iPads to begin piloting use within programs
- Technology evaluation for all programs conducted by Sun Associates
- Technology Integration Specialist designed and delivered UDL course for credit through Fitchburg State; provides in-service workshop on assistive technology, instructional design and UDL to staff in programs and in districts.
- ITS Learning platform utilized free of charge – all compliance trainings housed and completed on platform.



### 3. PROGRAMS AND SERVICES INFORMATION

#### THE DEAF AND HARD OF HEARING PROGRAM

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The SEEM Collaborative Program for Deaf and Hard of Hearing students is a 180 day school program housed at a public school in North Reading. The program consists of three classrooms and educates students in grades PreK-2 and serviced 14 students during the 2011-2012 school year. All students present with an educationally significant hearing loss including moderate, severe and profound losses. Students use a variety of amplification devices including hearing aids, FM systems and cochlear implants. In addition, staff and students use a combination of spoken English and Signing Exact English (SEEI) to communicate. The mission of this program is to prepare students to transition back to their sending district when they are ready to return successfully.

The program also offers an extended year program which runs four half days a week for 5 weeks for students who require additional academic services to prevent substantial regression.

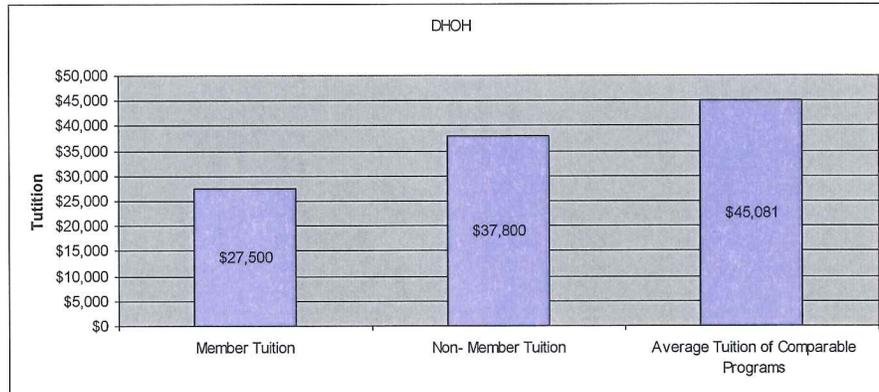
#### **Additional Program Features include:**

- The curriculum is aligned with the Massachusetts State Curriculum Frameworks, but modified to incorporate language, speech and auditory development.
- Class sizes are small, ranging from 3 to 8 students with a teacher of the deaf and a paraprofessional.
- Students receive individual speech, language and auditory therapy four times per week as well as Audiological support.
- Other services such as occupational and physical therapy are available as needed.
- Starting at the kindergarten level, students participate in mainstream classes for both academic and non-academic subjects. Mainstream programming is based on individual readiness and students are always accompanied by SEEM staff.
- A deaf mentorship component of the program includes deaf and hard of hearing adults visiting the classrooms and sharing stories with students.
- Staff Include;
- DESE certified Teachers; Experienced Assistant Teaching Staff; Licensed Occupational Therapists; Licensed Speech and Language Pathologists; Certified Physical Education Teacher; access to full time registered nurse; audiologist;

#### **2011-2012 Program Enhancements**

- Strengthened reading program by standardizing a system of assessment and tracking of student reading levels in order to better inform instructional design
- Staff received training in RAVO, and balanced literacy provided by Dr. Ilda King
- Increased use of instructional and assistive technology across the curriculum as result of support from Technology Integration Specialist.
- Improved system for data collection around areas of improvement and struggle in language development to better inform instruction
- Initiated the development of a retrospective evaluation of the progress of students enrolled over time in the program to improve and validate effective programmatic services.
- Increased parent involvement by providing additional opportunities for interaction and family support with consulting Psychologist.
- Maximized staff support by improving the efficiency and relevance of processes for goal-setting, training, mentoring, supervision and evaluation of staff.
- Improved forum for students and families to share important themes and issues (i.e. conducted a student panel discussion).
- Began providing teacher of the deaf and educational audiologist consultation to public school districts in order to support capacity building for students who are Deaf and Hard of Hearing.
- Provided Mimeos for all three classrooms
- Technology training provided to staff by Technology Integration Specialist to begin working towards goal of increasing use of instructional and assistive technology in the classroom.
- Anti-Bullying Curriculum implemented

## Cost Effectiveness



## THE THERAPEUTIC LEARNING CENTER (TLC)

The SEEM Collaborative Therapeutic Learning Center (TLC) at the Beebe School is a Massachusetts Department of Elementary and Secondary Education approved, public day elementary and middle school (Pre-K through 9th grade) for students with intensive special needs. Located in the town of Melrose, the school's enrollment fluctuates between 55 and 65 students depending on the needs of member and non-member districts at any given time. The main goal of TLC is to provide the necessary support to help students acquire the skills identified on their Individual Education Plans. Teachers receive intensive training and follow research-supported best practices, including Applied Behavior Analysis. The TLC program also offers a six-week, extended year program, from early July to mid-August for students who require additional academic services to prevent substantial regression.

Students attending the Therapeutic Learning Center are currently on an Individual Education Plan; present with significant levels of cognitive delay, communication and/or social deficits; require moderate to significant modifications to the MA Curriculum Frameworks to make effective academic progress; present with interfering challenging behaviors (e.g. aggression, self-injury) and have been diagnosed with: Autism Spectrum Disorder, Developmental Delay, Receptive/Expressive Language Delay, Down Syndrome, and other genetic disorders

### Additional Program Features include:

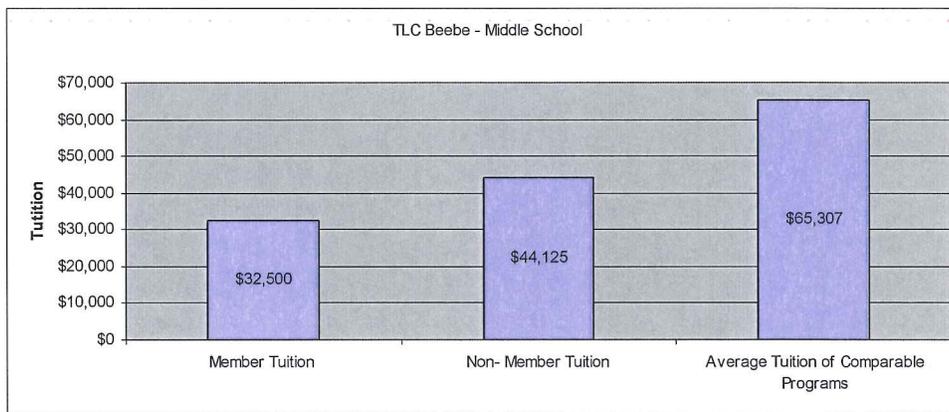
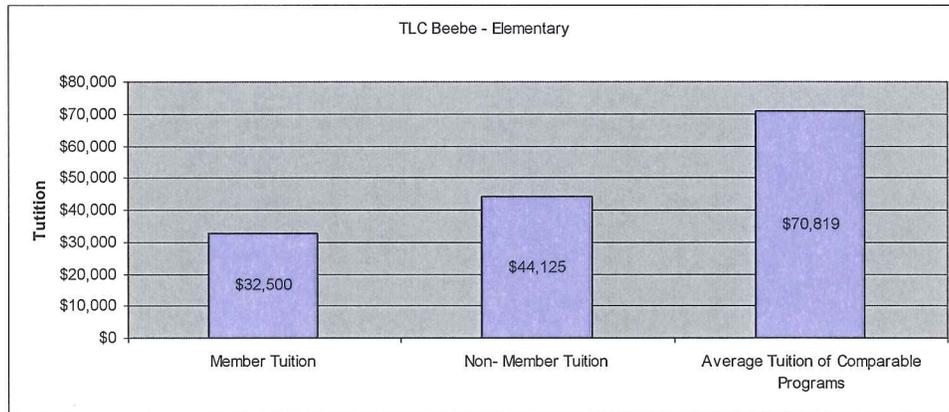
- Individualized academic and behavioral programs
- Curriculum emphasis on communication, academic readiness, community, life skills and social skills
- 2:1 student to staff ratio
- Discrete Trial and Incidental Teaching
- Assistive technology, Mimeo® boards and educational technology in every classroom
- Augmentative and Alternative Communication Systems; Functional Behavior Assessment
- Behavior Intervention Plans
- Consulting Licensed Clinical Psychologist
- Related services: Speech, OT, PT, APE; Social skills groups; Parent consultation available
- Staff Include:
  - DESE certified Teachers; Board Certified Behavior Analysts; Licensed Social Workers; Licensed Occupational Therapists; Licensed Speech and Language Pathologists; Certified Physical Education Teacher; Behavior Support Assistant; Experienced Assistant Teaching Staff; Fulltime Registered Nurse; Music Therapist

### 2011-2012 Program Enhancements:

- The Therapeutic Learning Center program began providing 45-day assessments for students Pre-K through 8th grade who present with severe cognitive and or communication needs and who are experiencing difficulty in their current school environment. The TLC program provides the following services during the 45 day assessment period as requested by the school district:

- Functional Behavior Assessment; Behavior Intervention Plan; Academic achievement testing; Adaptive behavior assessment; Consultation to school districts
- Two classroom sets of iPads were purchased and staff received training from SEEM's Technology Integration Specialist.
- Increased School based BCBA's from one to two in order to enhance support to staff and students with making progress towards student goals.
- Added a float position for students who require greater than 2:1 ratio but slightly less than 1:1 to help minimize need for 1:1's.
- Music Therapy has been added three days a week for both elementary and middle level students.
- Anti-Bullying Curriculum instituted as part of wellness program

**Cost-Effectiveness:**



**THE SEEM PREP PROGRAM**

The SEEM Prep Program is a Massachusetts Department of Elementary and Secondary Education approved, public day high school (age 14-22) for students with intensive special needs. Located in Wakefield, the SEEM Prep Program serviced 53 students during the 2011-2012 school year. The primary goal of the program is to provide a functional academic curriculum along with vocational training in order to support students' development of the independent skills necessary to transition successfully into the adult world. Vocational Staff, counselors and teachers work collaboratively to provide both therapeutic and case management support to students and their families. The SEEM Prep program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression.

Students who attend SEEM Prep are between the ages of 14 and 22 who are currently on an Individual Education Plan. The students present with moderate to significant levels of cognitive delay, communication based delays, and/or social difficulties. All students require moderate to significant modifications to the MA Curriculum Frameworks to make effective academic

progress. Diagnoses include, but are not limited to: Developmental Delay, Autism Spectrum Disorder, Prader-Willi Syndrome, LandauKleffner, and other genetic disorders. Many students are affected by secondary diagnoses including: Post Traumatic Stress Disorder, Mood Disorders (e.g. BiPolar, Depressive Disorders, Anxiety Disorders), and various medical needs.

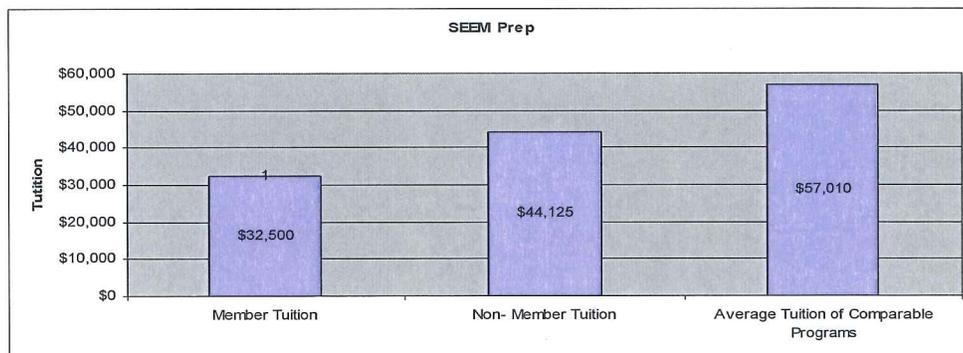
**Additional Features Include:**

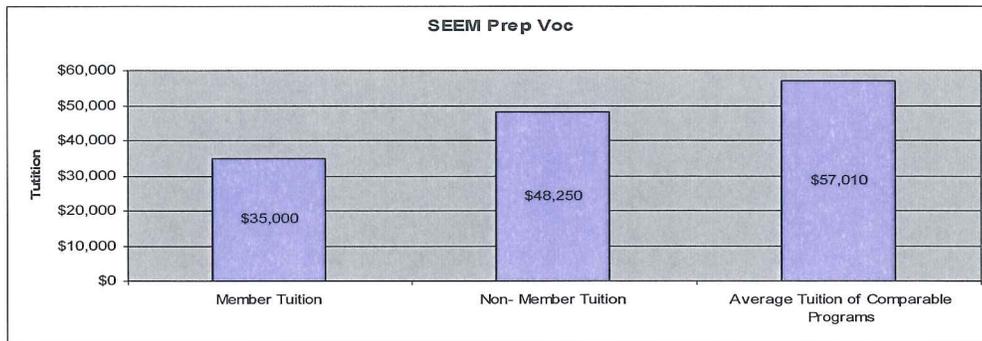
- Functional and Experiential Curriculum based upon the Massachusetts Curriculum Frameworks for Students with Significant Disabilities (2001).
- Picture Exchange Communications System
- Positive Behavior Support Plans
- Total communication approach
- Speech and Language Therapy (individual and/or group)
- Occupational Therapy (individual and/or group)
- Adaptive Physical Education (individual and/or group)
- Integrated Related Service Approach in order to enhance student learning
- Social Skills Groups Individual Counseling Vocational Program Individualized curriculum focusing on academic achievement, life skills development
- Staffing Ratio: 2:1 (student: staff)
- Intramural and Recreational sports
- Monthly School socials and dances for students
- Annual Participation in the Special Olympics
- Staff Include:
  - o DESE certified Teachers; Licensed Fulltime Counselors; Licensed Occupational Therapist; Licensed Speech and Language Pathologist; Certified Physical Education Teacher; Behavior Specialist; Experienced Assistant Teaching Staff; Fulltime Registered Nurse; Music Therapist

**2011-2012 Program Enhancements**

- SEEM Prep began providing a 45-day assessments for students Pre-K through 9th grade who present with severe cognitive and or communication needs and who are experiencing difficulty in their current school environment. The following services are provided during the 45 day assessment period as requested by the school district:
- Functional Behavior Assessment; Behavior Intervention Plan; Academic or achievement testing; Adaptive behavior assessment; Consultation to school districts
- Purchased 10 iPads as a pilot for individual and group instruction.
- Training and consult for iPad was provided to staff and students by Technology Integration Specialist.
- Transition classroom was established for the 18+ age students who require minimal academic and classroom learning time and are ready to learn to generalize independent living and vocational skills into the community on a near full time basis.
- Acquired the "Unique Curriculum" to improve transition training for students with a more complex profile who are not yet ready to access vocational and life skill training in the community.
- Acquired the Styer-Fitzgerald Program for Functional Academics (Secondary Level Program) for all classrooms, which provides a comprehensive approach for teaching real world skills for students with mild, moderate, and severe special needs.
- Anti-bullying curriculum implemented.

**Cost-Effectiveness:**





## THE RIPLEY ELEMENTARY SCHOOL PROGRAM

The Ripley Elementary Program is a Massachusetts DESE approved educational therapeutic day school located at the Ripley School in Melrose, MA. The program serviced a total of 62 students during the 2011-2012 school year. The Ripley Elementary Program serves students in grades K-5 with a variety of social, emotional, behavioral and learning needs, who do not yet possess the skills necessary to meet the day-to-day demands of a traditional elementary school program. Despite years of significant local modifications to their schedule and curriculum and intense special education intervention and support, students who exhibit behaviors and challenge that, in the team's judgment, warrant out-placement in a therapeutic day school program.

Students attending the Ripley School Program have cognitive abilities that fall in the average range or above; however, many students have significant learning disabilities, organizational issues, social, emotional and/or behavioral issues that greatly impact their performance in academic areas. All students are on an Individual Education Plan and most have cognitive skills in the average range (may have specific learning disabilities). Diagnoses include High Functioning Autism, Asperger Syndrome, PDD/NOS, or similar profile; Mood Disorders, including depression, Bipolar, or similar profile; Emotional Behavioral Disorders (EBD), including phobias, anxiety, conduct disorder, oppositional defiant disorder, or similar profiles; ADHD; Sensory Integration issues.

All curricula taught at the Ripley School follows the standards based on the Common Core Curriculum Frameworks while, at the same time, provides individual students with support, adaptations and accommodations they need in order to reach their learning potential, as well as, pass the MCAS. The program strives to assist students in developing the behavioral and academic skills needed to successfully return to their sending school.

The program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression

### Additional Program Features

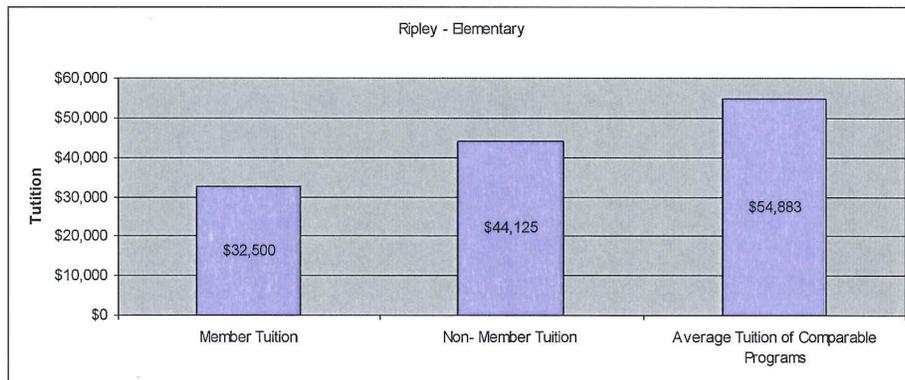
- Curriculum aligned to MA state Frameworks
- Small group instruction -3:1 Student to staff Ratio
- Multisensory learning approach
- Balanced Literacy Program
- Social Skills Group
- Sensory Education Program
- Keyboarding and computer instruction
- Mimeos in every classroom
- Adventure-based learning
- Weekly Social Skills group;
- Pragmatic Language and Occupational Therapy Groups
- Electives Program: Project Adventure, Cooking, Science, Arts and Crafts
- Parent Activity Group
- Yearly School Community Events: Thanksgiving brunch; Holiday Fair; Yard Sale; Socials
- Staff Include:

- DESE certified Teachers; Licensed Fulltime Counselors; Licensed Occupational Therapist; Licensed Speech and Language Pathologist; Certified Physical Education Teacher; Behavior Specialist; Experienced Assistant Teaching Staff; Fulltime Registered Nurse

**2011-2012 Program Enhancements:**

- Began providing 45-day assessments for all students Pre-K to K and for students in grades 1-5 as needed by the SEEM Assessment Center due to age and needs of individual student and/or district.
- Purchased 2 iPads as a pilot for individual/ dyad instruction.
- Initial Training and consult for iPad was provided to staff by Technology Integration Specialist.
- Purchased Inference-based Science and Social Studies Curriculum
- Developed a Health Teaching Team in order to more effectively address Health/Wellness standards and to provide each classroom teaching team with 45 minutes of planning/supervision time per week.
- Provided further Mimeo training to all teaching staff (teachers, health team, counselors, specialists) followed with model teaching and consultation by veteran teacher
- Provided initial staff training and curriculum alignment training on common core state standards
- Completed common core aligned maps for mathematics
- Purchased Type to Learn 4 to enable students to access individual accounts at home and school
- Developed a school Blog
- Continued to improve data collection practices for addressing IEP goals/objectives across disciplines
- Certified all staff on Sixth Edition (new) of Therapeutic Crisis Intervention
- Offered in-service training on Difficult Conversations, Project Adventure, Active Listening (TCI) in order improve communication skills with staff, students and families
- Incorporated "Social Thinking" techniques/ concepts into counseling (social skills group), speech (social pragmatic groups) and classroom instruction
- Developed new system for providing beginning of the school year benchmark reading assessments for all students
- Purchased several on-line curriculum support programs (i.e., Teacher File Box, Learning A-Z, Super Teacher Worksheets, Kidspiration) in order to enhance curriculum
- Anti-bullying curriculum implemented

**Cost-Effectiveness**



**SEEM MIDDLE SCHOOL PROGRAM**

SEEM Middle School is a Massachusetts Department of Education approved co-educational therapeutic day school. Located in Stoneham, the school is conveniently located minutes from both route 93 and route 95. SEEM Middle School's census for the 2011-2012 school year was 64 students. The main goal of SEEM Middle is to provide the necessary therapeutic and educational supports to help students prepare for high school and attain the social/behavioral skills to be prepared to join the work force or continue on to higher education opportunities. Counselors provide both therapeutic and case management supports.

Students who attend the SEEM Middle School are in Grades 5-8, currently on an Individual Education Plan and typically present with the following characteristics: No significant level of global delay (may have specific learning disabilities); Able to contact at or near grade level for most academic material with support; May require some remedial supports for specific learning disabilities; High Functioning Autism, Aspergers, PDD-NOS, or similar profile; Mood Disorders, including depression and bipolar disorders, or similar profile; Emotional Behavioral Disorders (EBD), including conduct disorder, oppositional defiant disorder, or similar profiles; Psychiatrically involved.

The program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression

#### **Additional Program Features**

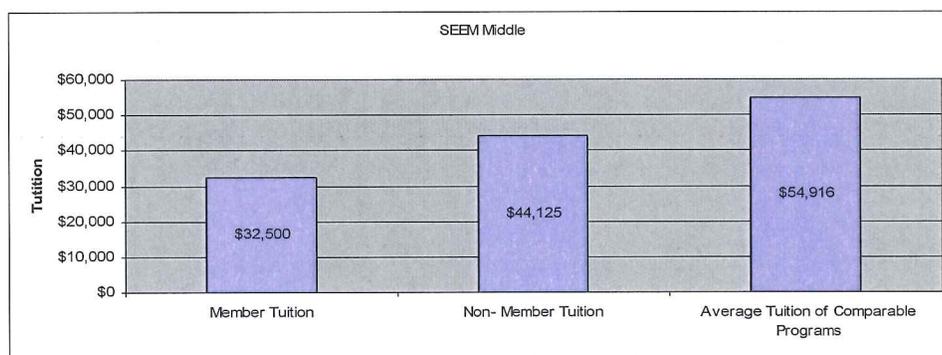
- Curriculum aligned with MA State Frameworks
- Small group instruction- Average of 3:1 Student to Staff ratio
- Multi-sensory learning approach
- Balanced Literacy Program
- Social Skills Group
- Sensory Education Program
- Direct and Consulting SLP, OT, PT Services
- Keyboarding and Computer instruction
- Project-based learning
- Mimeos in every classroom
- Student Recreational Room and Activities
- Creative Arts Program
- Theater, Photography and multi-media electives
- School Basketball Team
- In school vocational placements
- Prevocational skills training
- Staff include:
  - DESE certified Teachers; Licensed Fulltime Counselors; Licensed Occupational Therapist; Licensed Speech and Language Pathologist; Certified Physical Education Teacher; Behavior Specialist; Experienced Assistant Teaching Staff; Fulltime Registered Nurse on site; Consulting Board Certified Behavior Analyst.

#### **2011-2012 Program Enhancements**

- Instructional and Assistive Technology Training for all staff by Technology Integration Specialist
- Purchased 6 iPads as a pilot for individual and classroom instruction
- Expanded Vocational Curriculum and Vocational Experiences for Students
- Began implementing Vocational Assessments for students in program as part of the core programming and transition planning for students turning age 14.
- Launched Bike Shop
- Invested in technology resources in order to facilitate student Multi-media training- expanded to movie making by creating IMAC movies in which students learned to create and edit movies and commercials from beginning to final production.
- Enhanced data driven practices for behavior management
- Eliminated integrated classroom model and separated out programming into a three cluster model designed to expand services and accommodate different learning profiles
  - o **Cluster 1:** Students with High Functioning Autism, Asperger's Syndrome, Pervasive Development Disorder (PDD-NOS), Non-Verbal Learning Disorder (NLD), and other disabilities such as Anxiety, Depression, Obsessive Compulsive Disorder (OCD), Mood Disorder, ADD and/or externalized behaviors. The educational focus is based on the development of academic skills, social competencies, and pragmatic language development. Acquired skills are generalized into social settings and the community. The curricula taught follows the standards based on the Common Core Curriculum Frameworks while providing individual support, adaptations and accommodations for students to fully reach their learning potential and pass the MCAS.
  - o **Cluster 2:** Students with average cognitive profiles along with Mood Disorder, Anxiety, Depression, Bi-Polar, Obsessive Compulsive Disorder (OCD), ODD, ADD and/or ADHD along with externalized behaviors. The curricula taught follows the standards based on the Common Core Curriculum Frameworks while providing individual support, adaptations and accommodations for students to fully reach their learning potential and pass the MCAS.

- **Cluster 3:** Students with complex cognitive profiles that include borderline or low average scores in memory, processing speed, verbal comprehension and/or perceptual reasoning. Students in this program often present with splintered skills and require accommodations or modifications to access the frameworks. Coupled with their learning issues, students also have externalized behaviors. The curriculum focuses on functional academic skills while accessing the Massachusetts Curriculum Frameworks. The educational philosophy is to provide an instructional methodology that emphasizes the application of knowledge and skills in reality contexts. Acquired skills are generalized into social settings, the community, and on site prevocational opportunities.
- Utilized Consulting BCBA to train staff on data based decision by training new teachers on how to take data on pro social objectives that are individualized and directly connected to IEPs in order to inform data driven interventions and reflect on progress reports.
- Developed a data base to enhance tracking of student progress on behavior goals and to more effectively track use of time out room and student support room. Goal of data base and tracking system is to evaluate the variables and use of out of class time and use information to create interventions that will lead increased time in class and improve student learning.
- Consulting BCBA utilized to conduct FBAS for students as part of core program offering.
- Reviewing curriculum alignment with common core state standards
- Completed common core aligned maps for mathematics.
- Anti-bullying curriculum implemented

#### Cost-Effectiveness:



#### CAMPUS ACADEMY ALTERNATIVE HIGH SCHOOL

Campus academy is a Massachusetts Department of Education approved educational therapeutic day school. Located in Stoneham, Campus Academy's census fluctuates between 60 and 85 students depending on the needs of member and nonmember districts at any given time. Campus Academy's census for the 2011-2012 school year was 84 students. The main goal of Campus Academy is to provide the necessary therapeutic, transition, and academic supports to help student's graduate high school and attain productive social/behavioral skills to return to the sending district, join the work force, or continue on to higher education opportunities. The Academic and Elective Programs at Campus Academy are aligned with State requirements and meets the credit requirements of each sending districts; therefore, each student attending Campus Academy is eligible for a high school diploma from his or her sending district provided course requirements are met with a passing grade and MCAS is passed. In addition to academic support, the counselors on staff provide both therapeutic and case management supports to students and their families and interface with other medical, court appointed and/or community based supports as needed. Campus Academy also offers a vocational program in which students receive onsite employment opportunities and training, community based employment, and community based social pragmatics training.

Students enrolled at Campus Academy High School are currently on an Individual Education Plan and present with the following learning profile: have No significant level of global delay (may have specific learning disabilities); Able to

contact at or near grade level for most academic material with support; May require some remedial supports for specific learning disabilities; High Functioning Autism, Aspergers, PDD NOS, or similar profile; Mood Disorders, including depression and bipolar disorders, or similar profile; Emotional Behavioral Disorders (EBD), including Conduct Disorder, Oppositional Defiant Disorder, or similar profiles; Psychiatrically involved.

The program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression

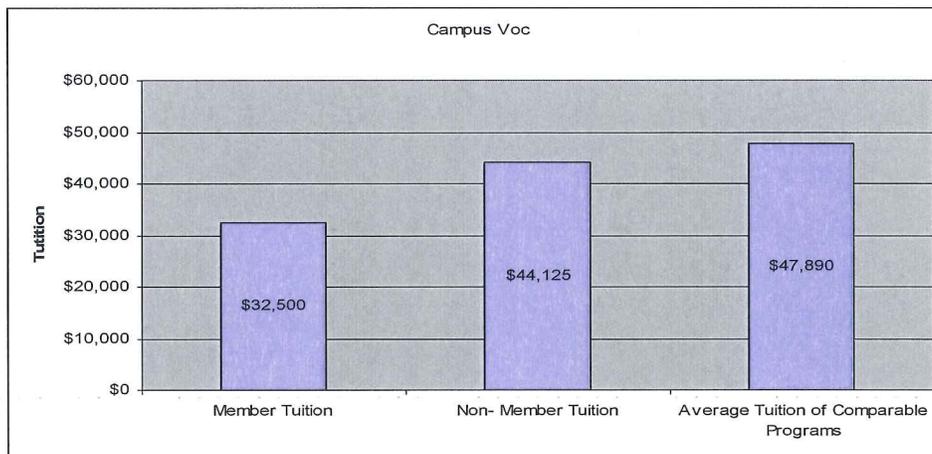
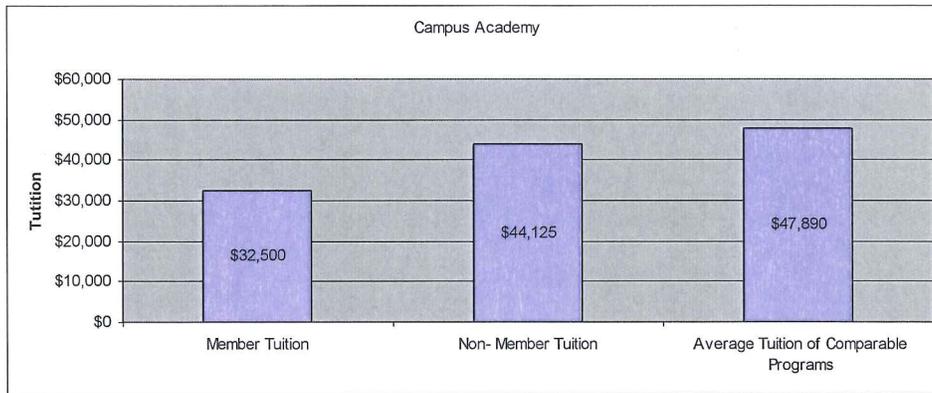
Additional Program Features:

- Curriculum aligned with MA State Frameworks
- Small group instruction- Average of 6:1 Student to Staff ratio
- Multi-sensory learning approach
- Balanced Literacy Program
- Social Skills Group
- Dual Enrollment Program with local Community Colleges
- Sensory Education Program
- Direct and Consulting SLP, OT, PT Services
- Keyboarding and Computer instruction
- Project-based learning
- Mimeos in every classroom
- Student Recreational Activities – i.e. school basketball program
- Creative Arts Program
- Fine Art, Visual Art and Graphic Arts Program
- In school vocational placements
- Transition and vocational skills training
- Staff Include:
  - o DESE certified Teachers; Licensed Fulltime Counselors; Licensed Occupational Therapist; Licensed Speech and Language Pathologist; Certified Physical Education Teacher; Behavior Specialist; Experienced Assistant Teaching Staff; Fulltime Registered Nurse on site; Consulting Board Certified Behavior Analyst

#### **2011-2012 Program Enhancements:**

- Extended services to 18+ age students by launching the Foundations for Life Program –
  - o The focus of the program is to promote the greatest level of independence possible for each student. The program concentrates on three areas; post secondary education, community based employment and community based social pragmatics. We increased the dual enrollment program by forging relationships with additional post-secondary schools i.e. Benjamin Franklin College.
- Formalized the Hallmark Program to expand services and accommodate different learning profiles.
  - o Designed for students with Aspergers Syndrome, Internalized Behaviors and Diagnoses such as social phobia, Anxiety and Depression.
  - o A research based social pragmatics program has been implemented and imbedded into the program. Each student receives a 1x45 per week social skills group.
- In-service trainings and implementation of curriculum mapping for all grades and content areas.
  - o Teachers meet weekly to develop scope and sequence for standard base instruction. In addition, rubric writing and assessment is imbedded in all teaching practices.
- Concentrated on utilizing technology that fosters good communication with parents, with colleagues and with students.
- Implemented the EN-GRADE system which allows students to access curriculum from home.
- Implemented a WIKI space which is a central area for things like a school calendar, shared lesson plans, IEP meetings
- Purchased 12 iPads to further enhance classroom teaching and learning.
- Implemented reminder 101 that allows us to communicate groups messages to staff.
- Expanded the vocational, community based opportunities for students at 16 years of age.
- Due to increased enrollment the reading program has been duplicated in the Hallmark Program and was fine-tuned and re-assessed with the assistance of Dr. Ilda King. The school wide goal is that all students improving reading skills, at minimally, to reach an 8th grade readability level.
- Anti-bullying curriculum implemented

## Cost-Effectiveness



## ASSESSMENT CENTER

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The SEEM Assessment and Intervention Center is an interim alternative educational setting, which provides stabilization and evaluation to aide in determining long term educational placement solutions. Students typically are at our center for up to nine school weeks. During this time parents/guardians and students can expect a highly structured, therapeutic educational setting in which each student is carefully evaluated. Our classrooms are designed to provide a rich academic experience in which each student engages in curriculum as outlined by the Massachusetts Curriculum Frameworks.

### Additional Features:

#### Curriculum:

- Sending district personnel have the option to forward curriculum to our teachers so that students can continue to focus upon their community district curriculum.

#### School-based individual counseling and groups:

- Our program clinician provides therapeutic support throughout each school day. Students are involved in groups which target social skills, behavioral skills, cooperative play and leadership.

#### Person Centered Planning:

- In an effort to organize a framework for planning and making decisions, each student creates a powerpoint or poster board to present to the TEAM at their final meetings. Each student's project is based on their strengths, capabilities, preferences, lifestyle and cultural background.

Occupational therapy and Speech therapy:

- Our teachers have weekly consultation with an occupational therapist and speech therapist. Students who have Occupational and/or Speech Therapy on their IEP grids engage in one 30 minute OT and/or Speech group per week (for elementary/middle classrooms).

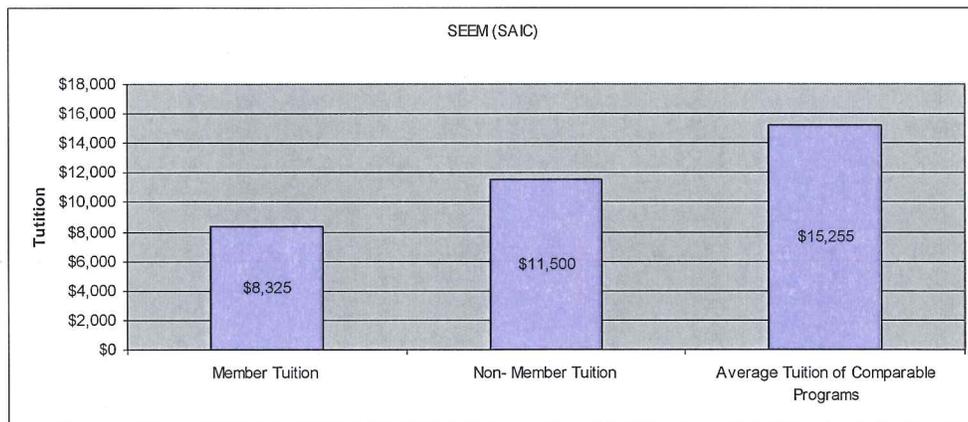
Evaluation:

- Social-emotional, behavioral, academic, psycho-educational and neuropsychological

**2011-2012 Program Enhancements**

- Instructional and Assistive Technology Training for all staff by Technology Integration Specialist
- Purchased an iPad as a pilot for individual and classroom instruction
- Reviewing curriculum alignment with common core state standards
- Outreach to collateral resources and informational trainings from representatives of collateral resources to our clinical staff
- Continued improvement of our clinical internship program
- Enhanced data driven practices for intervention strategies and supports
- Creation of SEEM-wide assessment/evaluation instrument list to increase accessibility of lending library

**Cost-Effectiveness:**



## DISTRICT BASED SERVICES

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### **Assistive Technology**

SEEM Collaborative provides Assistive Technology assessments and consultations to member & non-member districts. Utilizing the SETT Framework, students are assessed to determine what, if any, assistive technology supports are needed to support access to the Mass Curriculum Frameworks. Classroom support and training is available as needed. Assistive Technology and Universal Design for Learning workshops are also offered.

### **Audiology**

Services include: ongoing consultation with classroom staff on a specific speech, language, audition, academic and social/emotional needs of the student, providing in-services on hearing equipment functioning and troubleshooting, providing instruction on environmental and educational accommodations, communicating with the student's audiologist when needed and when necessary providing direct assessment and instruction to the student in need.

### **Behavior**

Applied Behavior Analysis (ABA) is the science of systematically studying variables that influence behavior (Sulzer-Azaroff & Mayer, 1991) and is the teaching methodology which has received the most effective outcomes for individuals with autism (Zager, 2005). SEEM Collaborative currently employs several Board Certified Behavior Analysts (BCBA), who provide and supervise ABA services, for students ages 3-22. Four main areas of service are provided: Consultation to SEEM Collaborative schools, Consultation to Member & Non-member public schools, Direct and Consultative Home services, as well as Behavior-based trainings.

### **Psycho-Educational and School Neuropsychological Assessments**

The primary goal of a psycho-educational assessment is to evaluate psychological and academic functioning to determine the needs for special education placement and services required for effective remediation. A school neuropsychological evaluation integrates neuropsychological and educational principles to the assessment and intervention process.

### **Transition**

SEEM Collaborative's Transition Services Department provides evaluation in the areas of vocation and transition skills. Each evaluation consists of a series of formal and informal tests, interviews and observations. Specific evaluation tools are used based on the individual's specific learning style. All assessments begin with a review of the student's most recent IEP and testing.

### **Vision and Mobility**

Vision services are provided through either direct instruction or consultative model. Direct services include teaching compensatory skills, Consultation to classroom staff includes classroom organization, materials modification and teaching strategies. Orientation and mobility instruction is age appropriate, individualized training which teaches students with visual impairments to move safely and independently in home, schools and Community.

### **Transportation**

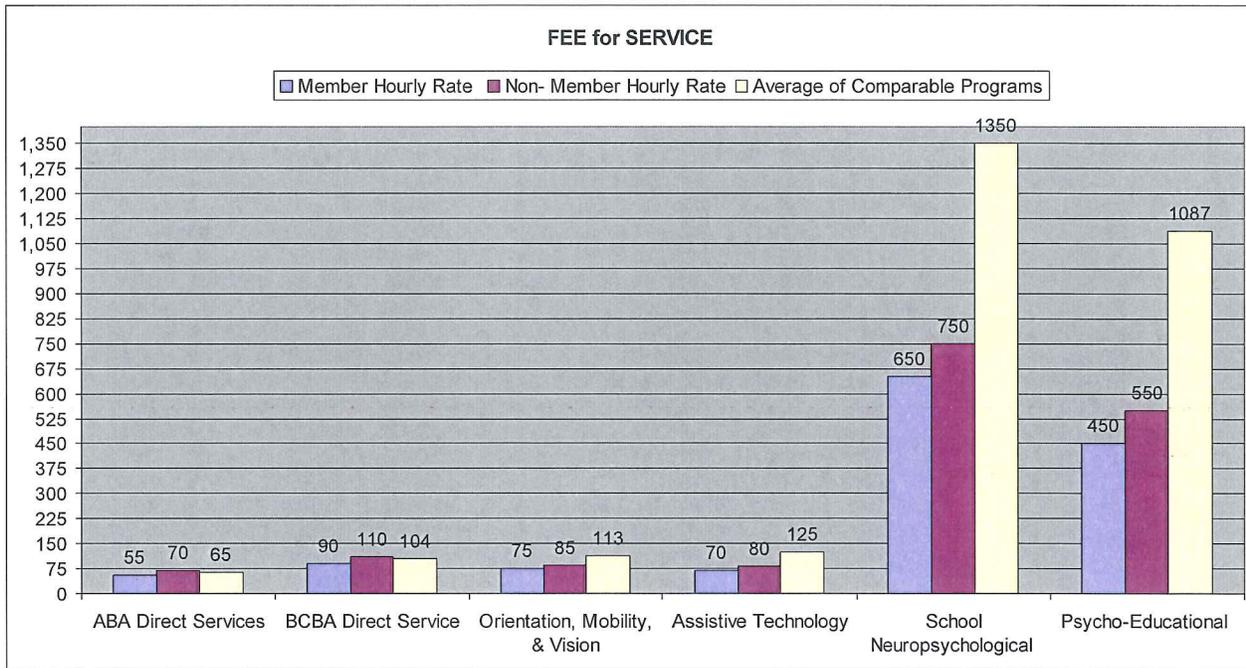
SEEM Collaborative manages a special education transportation contract on behalf of local public school districts which provides school districts with the opportunity to partner with each other to transport their students to out-of-district schools. The Network is effective because transportation of special education students to out-of-district schools can be shared within contiguous areas, thus reducing the cost to each district. The quality of service is improved by contact with one transportation company, delegating the vehicle routing of all students to NRT staff, avoiding route duplication, overlap and wait time. In addition to cost savings, the Collaborative supports participating districts in saving time and energy by following the procurement process, collecting the data, writing and initiating the bid process and by managing the contract.

### **Professional Development**

SEEM Collaborative believes that fostering continual professional growth is critical to the effective practice and successful student learning. Our professional development center's core mission is to provide support services to our

districts in extending instructional excellence to students. We are committed to providing *quality, cost-effective services* and partnering with local school districts to develop high quality, authentic professional development services to improve student achievement.

The professional development center provides professional development in a myriad of ways that is engaging, promotes positive change in practice, and supports the growth of all staff. We hire trainers that are reputable and known for their high impact on instructional practice (i.e. Michelle Garcia Winner), but are too costly for a district to fund entirely on its own. We utilize Collaborative Staff (i.e. BCBA's, Safety Care Trainers) to provide customized workshops; this allows districts to access trainings that are necessary for select faculty across districts without incurring the burden of total cost. In 2012, The Collaborative also began to host a job alike for member district curriculum leaders. This forum led to a 4 day math institute in which 6 districts assembled K-8 math teachers, trained them in the common core and provided 3 days of working sessions which resulted with K-8 common core aligned math curriculum maps and completion of trimester 1 common assessments.

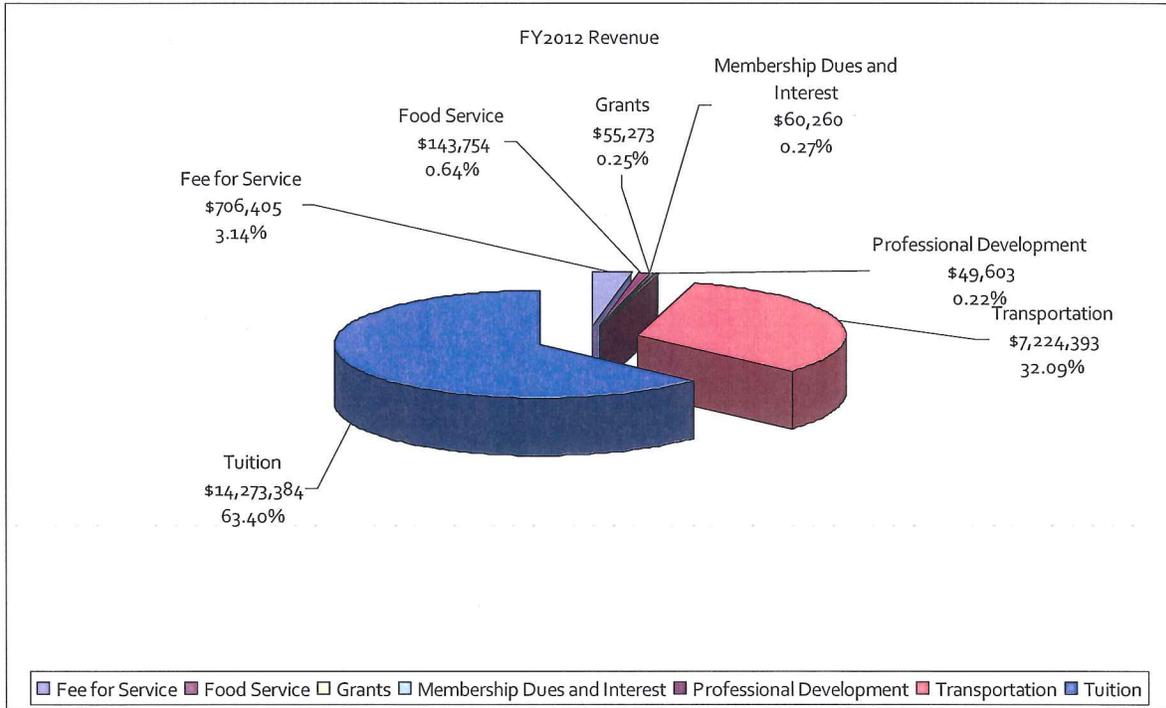


#### 4. FINANCIAL INFORMATION

##### FY12 SOURCES OF REVENUE

SEEM Collaborative Revenue sources include...

Tuition, Fee for Service (Consultation, Direct Service to Districts and Assessments), Professional Development, Grants, Food Service, Transportation, and Membership Dues and Interest:



Program	Revenue	Percentage
Fee for Service	\$ 706,405	3.14%
Food Service	\$ 143,754	0.64%
Grants	\$ 55,273	0.25%
Membership Dues and Interest	\$ 60,260	0.27%
Professional Development	\$ 49,603	0.22%
Transportation	\$ 7,224,393	32.09%
Tuition	\$ 14,273,384	63.40%
<b>TOTAL</b>	<b>\$ 22,513,071</b>	<b>100.00%</b>

# **APPENDIX A**

## **FY12 Tuition and Rate Comparison with Comparable Programs and Services**

Member District Rates

Program	Tuition	Days	Tuition/per day	Day Comparisons	180 Day Comparison	180 Day Comparison
Elementary School						
Elementary (Pre K-2)		180	\$152.78			
Global Impairments; Neurological; Autism Spectrum Disorder	\$27,500.00				\$27,500.00	
	\$32,301.40	192	\$168.24	-\$15.46	\$25,702.79	\$1,797.21
	\$57,959.00	204	\$333.18	-\$180.40	\$50,902.71	-\$23,402.71
Average Cost and Difference of Comparable Programs based on 180 Days						
	\$32,500.00	180	\$180.56		\$38,302.75	Average Difference -\$10,802.75
Elementary (Pre K-5)						
Global Impairments; Neurological; Autism Spectrum Disorder	\$5,166.29	237	\$401.55	-\$248.77	\$72,501.28	-\$40,001.28
	\$9,200.36	242	\$409.92	-\$257.14	\$74,013.12	-\$41,513.12
	\$6,568.48	226	\$427.29	-\$274.52	\$77,150.33	-\$44,650.33
	\$7,568.18	224	\$346.29	-\$193.51	\$62,523.95	-\$30,023.95
	\$9,704.85	216	\$443.08	-\$290.30	\$80,000.20	-\$47,500.20
	\$74,572.85	198	\$376.63	-\$223.85	\$68,002.74	-\$35,502.74
	\$78,997.86	226	\$349.55	-\$196.77	\$63,112.84	-\$30,612.84
Average Cost and Difference of Comparable Programs based on 180 Days						
	\$32,500.00	180	\$180.56		\$71,043.50	Average Difference -\$38,543.50
Elementary (Pre K-5)						
Social-Emotional/Behavioral; Autism Spectrum Disorder - High Functioning; Asperger Syndrome	\$22,500.00	180	\$180.56		\$32,500.00	
	\$70,769.18	216	\$327.64	-\$147.08	\$59,156.34	-\$26,656.34
	\$59,876.68	180	\$332.65	-\$152.09	\$60,061.48	-\$27,561.48
	\$44,255.98	180	\$245.87	-\$65.31	\$44,392.57	-\$11,892.57
	\$68,962.00	220	\$313.46	-\$132.91	\$56,597.60	-\$24,097.60
Average Cost and Difference of Comparable Programs based on 180 Days						
	\$32,500.00	180	\$180.56		\$55,052.00	Average Difference -\$22,552.00
Middle School						
Middle School (5-9th)						
Global Impairments; Neurological; Autism Spectrum Disorder	\$32,500.00	180	\$180.56		\$32,500.00	
	\$5,166.29	237	\$401.55	-\$220.99	\$72,501.28	-\$40,001.28
	\$2,097.29	242	\$339.25	-\$158.69	\$61,252.57	-\$28,752.57
	\$94,554.47	226	\$418.38	-\$237.83	\$75,541.30	-\$43,041.30
	\$7,568.18	224	\$346.29	-\$165.73	\$62,523.95	-\$30,023.95
	\$9,704.85	216	\$443.08	-\$262.52	\$80,000.20	-\$47,500.20
	\$74,572.85	198	\$376.40	-\$195.85	\$67,961.70	-\$35,461.70
	\$53,596.96	180	\$297.76	-\$117.21	\$53,762.38	-\$21,262.38
	\$63,239.40	226	\$279.82	-\$99.26	\$50,523.12	-\$18,023.12
Average Cost and Difference of Comparable Programs based on 180 Days						
	\$32,500.00	180	\$180.56		\$65,508.31	Average Difference -\$33,008.31

1. Tuition data source of private schools utilized by member districts - Comm.of MA. OSD - Authorized prices FY12 and mem. district survey  
 2. Fee for service data source - member district survey

Member District Rates

Middle School (5-9th) Social-Emotional/Behavioral; Autism Spectrum Disorder- High Functioning; Asperger Syndrome	SEEM Middle Sev		\$32,500.00	180	\$180.56		\$32,500.00			
	Walker		\$70,769.18	216	\$327.64	-\$147.08	\$59,156.34	-\$26,656.34		
	Dearborn Academy		\$66,214.74	180	\$367.86	-\$187.30	\$66,419.11	-\$33,919.11		
	Germaine Lawrence		\$53,495.97	216	\$247.66	-\$67.11	\$44,716.82	-\$12,216.82		
	Manville		\$75,946.00	220	\$345.21	-\$164.65	\$62,329.42	-\$29,829.42		
	BayCove Schools		\$64,543.20	220	\$293.38	-\$112.82	\$52,971.06	-\$20,471.06		
	Average Cost and Difference of Comparable Programs based on 180 Days					Average Cost	Average Difference			
						\$57,118.55	-\$24,618.55			
	High School									
	High School (ages 14-22) Global Impairments; Neurological; Autism Spectrum Disorder	SEEM Prep		\$32,500.00	180	\$180.56		\$32,500.00		
SEEM Prep Voc			\$35,000.00	180	\$194.44		\$35,000.00			
Melmark			\$72,279.00	220	\$328.54	-\$134.10	\$63,882.95	-\$28,882.95		
May Institute			\$60,480.00	220	\$274.91	-\$80.46	\$53,454.55	-\$18,454.55		
NECC			\$76,912.00	220	\$349.60	-\$155.16	\$67,977.78	-\$32,977.78		
Walker - Beacon			\$48,614.00	216	\$225.06	-\$30.62	\$43,762.60	-\$8,762.60		
Nashoba			\$81,454.00	220	\$370.25	-\$175.80	\$71,992.17	-\$36,992.17		
CrossRoads			\$77,436.00	220	\$351.98	-\$157.54	\$68,440.91	-\$33,440.91		
Average Cost and Difference of Comparable Programs based on 180 Days.					Average Cost	Average Difference				
					\$61,585.16	-\$26,585.16				
High School (ages 14-22) Social-Emotional/Behavioral; Autism Spectrum Disorder - High Functioning; Asperger Syndrome	Campus		\$32,500.00	180	\$180.56		\$32,500.00			
	Walker		\$46,698.33	220	\$212.27	-\$31.71	\$38,325.65	-\$5,825.65		
	Dearborn Academy		\$59,876.68	180	\$332.65	-\$152.09	\$60,061.48	-\$27,561.48		
	BayCove Schools		\$64,543.20	220	\$293.38	-\$112.82	\$52,971.06	-\$20,471.06		
	Manville		\$68,962.00	220	\$313.46	-\$132.91	\$56,597.60	-\$24,097.60		
	Germaine Law.		\$54,634.52	216	\$252.94	-\$72.38	\$45,669.29	-\$13,169.29		
	Dearborn Seaport		\$50,543.88	235	\$215.08	-\$34.52	\$38,833.95	-\$6,333.95		
	JRI/Victor School		\$49,401.62	216	\$228.71	-\$48.16	\$41,295.08	-\$8,795.08		
	Average Cost and Difference of Comparable Programs based on 180 Days					Average Cost	Average Difference			
						\$47,679.16	-\$15,179.16			
Assessment and Intervention Center										
Assessment and Intervention Center	SEEM (SAIC)		\$8,325.00	45	\$185.00		\$8,325.00			
	Dearborn		\$15,252.00	45	\$339.00		\$15,252.00			
Day Comparison							\$45 day Comp			
							-\$154.00	-\$6,930.00		

1. Tuition data source of private schools utilized by member districts - Comm.of MA. OSD - Authorized prices FY12 and mem. district survey  
 2. Fee for service data source - member district survey

Member District Rates

Fee for Service					
Program	Hourly Rate	Seem-Outside Differential	Notes		
SEEM	\$55.00				
ILAN	\$85.00	-\$30.00			
RCS	\$70.00	-\$15.00			
Boston ABA	\$50.00	\$5.00			
A Ha Connections	\$50.00	\$5.00			
Beacon	\$69.00	-\$14.00			
<b>Average Cost and Difference of Comparable Service</b>	<b>Average Cost</b>	<b>Average Difference</b>			
	\$64.80	-\$9.80			
SEEM	\$90.00				
ILAN	\$110.00	-\$20.00			
RCS	\$110.00	-\$20.00			
Boston ABA	\$100.00	-\$10.00			
Beacon	\$97.50	-\$7.50	Senior BCBA: \$135 per/hr, Doctoral/BCBA-D: \$154.50		
<b>Average Cost and Difference of Comparable Service</b>	<b>Average Cost</b>	<b>Average Difference</b>			
	\$104.38	-\$14.38			
SEEM	\$75.00				
Perkins	\$120.00	-\$45.00			
Carroll School	\$105.00	-\$30.00			
<b>Average Cost and Difference of Comparable Service</b>	<b>Average Cost</b>	<b>Average Difference</b>			
	\$112.50	-\$37.50			
SEEM	\$70.00				
Edtech Solutions	\$125.00	-\$55.00			
SEEM	\$650.00				
Neuropsych. Services	\$1,350.00	-\$700.00			
SEEM	\$450.00				
Neuropsych. Services	\$1,087.00	-\$637.00			

1. Tuition data source of private schools utilized by member districts - Comm.of MA. OSD - Authorized prices FY12 and mem. district survey  
 2. Fee for service data source - member district survey

NON-MEMBER DISTRICT RATES

Program	Tuition	Days	Tuition/per day	Day Comparisons	180 Day Comparison	180 Day Comparison
Elementary School						
DHOH	\$38,750.40	180	\$215.28		\$38,750.40	
Educationally Significant Hearing Loss						
Clark School - East	\$32,202.69	192	\$167.72	\$47.56	\$30,190.02	\$8,560.38
Childrens Comm. Ctr.	\$67,969.00	204	\$333.18	-\$117.90	\$59,972.65	-\$21,222.25
Average Cost and Difference of Comparable Programs based on 180 Days					Average Cost	Average Difference
					\$45,081.33	-\$21,222.25

Program	Tuition	Days	Tuition/per day	Day Comparisons	180 Day Comparison	180 Day Comparison
Elementary School						
TLC Beebe	\$44,125.00	180	\$245.14		\$44,125.00	
Melmark	\$95,166.29	237	\$401.55	-\$156.41	\$72,278.19	-\$28,153.19
May Institute	\$99,200.36	242	\$409.92	-\$164.78	\$73,785.39	-\$29,660.39
NECC	\$96,554.47	226	\$427.23	-\$182.09	\$76,901.79	-\$32,776.79
Milestones	\$77,568.18	224	\$346.29	-\$101.15	\$62,331.57	-\$18,206.57
Nashoba	\$95,704.85	216	\$443.08	-\$197.94	\$79,754.04	-\$35,629.04
Boston College Campus	\$74,542.98	198	\$376.48	-\$131.34	\$67,766.35	-\$23,641.35
CrossRoads	\$78,997.86	226	\$349.55	-\$104.41	\$62,918.65	-\$18,793.65
Average Cost and Difference of Comparable Programs based on 180 Days					Average Cost	Average Difference
					\$70,819.43	-\$26,694.43

Program	Tuition	Days	Tuition/per day	Day Comparisons	180 Day Comparison	180 Day Comparison
Elementary School						
Ripley	\$44,125.00	180	\$245.14		\$44,125.00	
Walker	\$70,769.18	216	\$327.64	-\$82.50	\$58,974.32	-\$14,849.32
Dearborn Academy	\$59,876.68	180	\$332.65	-\$87.51	\$59,876.68	-\$15,751.68
St. Annes	\$44,255.98	180	\$245.87	-\$0.73	\$44,255.98	-\$130.98
Manville	\$68,962.00	220	\$313.46	-\$68.32	\$56,423.45	-\$12,298.45
Average Cost and Difference of Comparable Programs based on 180 Days					Average Cost	Average Difference
					\$54,882.61	-\$10,757.61

Program	Tuition	Days	Tuition/per day	Day Comparisons	180 Day Comparison	180 Day Comparison
Middle School						
TLC Beebe	\$44,125.00	180	\$245.14		\$44,125.00	
Melmark	\$95,166.29	237	\$401.55	-\$156.41	\$72,278.19	-\$28,153.19
May Institute	\$82,097.29	242	\$339.25	-\$94.11	\$61,064.10	-\$16,939.10
NECC	\$94,554.47	226	\$418.38	-\$173.24	\$75,308.87	-\$34,183.87
Milestones	\$77,568.18	224	\$346.29	-\$101.15	\$62,331.57	-\$18,206.57
Nashoba	\$95,704.85	216	\$443.08	-\$197.94	\$79,754.04	-\$35,629.04
Boston College Campus	\$74,542.98	198	\$376.40	-\$131.26	\$67,752.59	-\$23,627.59
St. Anne's	\$53,596.96	180	\$297.76	-\$52.62	\$53,596.96	-\$9,471.96
CrossRoads	\$63,239.40	226	\$279.82	-\$34.68	\$50,367.66	-\$6,242.66
Average Cost and Difference of Comparable Programs based on 180 Days					Average Cost	Average Difference
					\$65,306.75	-\$21,181.75

1. Tuition source for private schools used by member districts - Comm. of MA. OSD Authorized prices FY12 and member district survey  
 2. Fee for service data source- survey of memb. districts

NON-MEMBER DISTRICT RATES

Middle School (5-9th)		SEEM Middle	\$44,125.00	180	\$245.14		\$44,125.00
Social-Emotional/Behavioral; Autism Spectrum Disorder- High Functioning/Asperger Syndrome	Walker	\$66,214.74		216	\$306.55	-\$61.41	\$55,178.95
	Dearborn Academy	\$59,876.68		180	\$332.65	-\$87.51	\$59,876.68
	Germaine Lawrence	\$53,495.07		216	\$247.66	-\$2.52	\$44,579.23
	Manville	\$75,946.00		220	\$345.21	-\$100.07	\$62,137.64
	BayCove Schools	\$64,543.20		220	\$293.38	-\$48.24	\$52,808.07
Average Cost and Difference of Comparable Programs based on 180 Days							Average Cost
							\$54,916.11
							Average Difference
							-\$10,791.11
High School (ages 14-22)		High School					
	SEEM Prep	\$44,125.00		180	\$245.14		\$44,125.00
	SEEM Prep Voc	\$48,250.00		180	\$268.06		\$48,250.00
	Melmark	\$72,279.00		220	\$328.54	-\$60.49	\$59,137.36
	May Institute	\$60,480.00		220	\$274.91	-\$6.85	\$49,483.64
	NECC	\$76,912.00		220	\$349.60	-\$81.54	\$62,928.00
	Walker - Beacon	\$48,614.00		216	\$225.06	\$42.99	\$40,511.67
	Nashoba	\$81,454.00		220	\$370.25	-\$102.19	\$66,644.18
	CrossRoads	\$77,436.00		220	\$351.98	-\$83.93	\$63,356.73
Average Cost and Difference of Comparable Programs based on 180 Days.							Average Cost
							\$57,010.26
							Average Difference
							-\$8,760.26
High School (ages 14-22)		High School					
	Campus	\$44,125.00		180	\$245.14		\$44,125.00
	Campus Vocational	\$48,250.00		180	\$268.06		\$48,250.00
	Walker	\$46,698.33		220	\$212.27	\$32.87	\$38,207.72
	Dearborn Academy	\$59,876.68		180	\$332.65	-\$87.51	\$59,876.68
	BayCove Schools	\$64,543.20		220	\$293.38	-\$48.24	\$52,808.07
	Manville	\$68,962.00		220	\$313.46	-\$68.32	\$56,423.45
	Germaine Law.	\$54,534.52		216	\$252.94	-\$7.80	\$45,528.77
	Dearborn Seaport	\$52,568.97		235	\$223.70	\$21.44	\$40,265.59
	JRT Victor School	\$50,543.88		216	\$234.00	\$11.14	\$42,119.90
Average Cost and Difference of							Average Cost
							\$47,890.03
							Average Difference
							-\$3,765.93
Assessment and Intervention Center		Assessment and Intervention Center					
Assessment and Intervention Center	SEEM (SAIC)	\$8,325.00		45	\$185.00		Day Comparison
	Dearborn	\$15,255.00		45	\$339.00		45 day Comp
Average Cost and Difference of							Average Cost
							\$2,005.10
							Average Difference
							-\$3,930.00

1. Tuition source for private schools used by member districts - Comm. of MA. OSD Authorized prices FY12 and member district survey  
 2. Fee for service data source- survey of memb. districts

NON-MEMBER DISTRICT RATES

Fee for Service				
Program	Hourly Rate	Seem-Outside Differential	Notes	
SEEM	\$55.00			
<b>ABA Direct Services</b>				
ILAN	\$85.00	-\$30.00		
RCS	\$70.00	-\$15.00		
Boston ABA	\$50.00	\$5.00		
A Ha Connections	\$50.00	\$5.00		
Beacon	\$69.00	-\$14.00		
<b>Average Cost and Difference of Comparable Service</b>	<b>Average Cost</b>	<b>Average Difference</b>		
	\$64.80	-\$9.80		
<b>BCBA Direct Service</b>				
SEEM	\$90.00			
ILAN	\$110.00	-\$20.00		
RCS	\$110.00	-\$20.00		
Boston ABA	\$100.00	-\$10.00		
Beacon	\$97.50	-\$7.50	Senior BCBA: \$135 per/hr, Doctoral/BCBA-D: \$154.50	
<b>Average Cost and Difference of Comparable Service</b>	<b>Average Cost</b>	<b>Average Difference</b>		
	\$104.38	-\$14.38		
<b>Orientation, Mobility, &amp; Vision</b>				
SEEM	\$75.00			
Perkins	\$120.00	-\$45.00		
Carroll School	\$105.00	-\$30.00		
<b>Average Cost and Difference of Comparable Service</b>	<b>Average Cost</b>	<b>Average Difference</b>		
	\$112.50	-\$37.50		
<b>Assistive Technology</b>				
SEEM	\$70.00			
Edtech Solutions	\$125.00	-\$55.00		
<b>School Neuropsychological</b>				
SEEM	\$650.00			
Neuropsychology Servid	\$1,350.00	-\$700.00		
<b>Psycho-Educational</b>				
SEEM	\$450.00			
Neuropsychology Servid	\$1,087.00	-\$637.00		

1. Tuition source for private schools used by member districts - Comm. of MA. OSD Authorized prices FY12 and member district survey  
 2. Fee for service data source- survey of memb. districts

**APPENDIX B**

**FY12 Financial Audit**