

# Annual Report

## 2016-2017



*...creating successful futures*

LYNNFIELD   MELROSE   NORTH READING   READING   SAUGUS  
STONEHAM   WAKEFIELD   WILMINGTON   WINCHESTER   WOBURN

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## I. MESSAGE FROM THE EXECUTIVE DIRECTOR

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Dear SEEM Collaborative Community Members,

Helen Keller once said, "Alone we do so little; together we can do so much." I am pleased to share with you how much we have indeed done by coming together and working together in earnest, with heart, passion, and a genuine commitment to educating every child who walks through our school doors.

Nearly 50 years ago our member districts realized the untapped possibilities that collaboration could create when it came to their efforts to educate all children. Because of their support, and as a result of the dedication and perseverance of our staff and parents, SEEM Collaborative has become a thriving organization that adapts and evolves with the needs of children and the districts who serve them.

During the 2016-2017 school year, the collaborative continued this effort by engaging in a number of changes and initiatives: We continued our goal of improving Social Emotional Learning for our students by developing a child abuse prevention plan that will be implemented across the organization. We added a BCBA, an instructional coach, and continued utilizing a reading consultant to ensure staff are well trained in understanding and practicing current research-based practices; We also expanded our services by opening the BRIDGES program, to provide mental health and wrap around supports to districts' and families. Additionally, we participated in the Low-income Education Access Project (LEAP) offered by the MA. Dept. of Elementary and Secondary Education, in order to build our capacity for providing districts training and consultation in the area of servicing low income students.

The following report illustrates the myriad of ways in which SEEM Collaborative works to provide cooperative services that helps districts maximize cost efficiency; support the growth and development of educational professionals; and provide students with unique learning needs a challenging and meaningful education.

Thank you for your contribution to our work at SEEM Collaborative, I look forward to a long-lasting partnership as we continue our mission of improving educational outcomes for all students.

Warmest Regards,

Cathy Lawson  
Executive Director

## II. 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 allowed for local school districts to come together and work together, conducting, in concert, educational programs and services to supplement and strengthen existing school programs and services which would otherwise be neither affordable nor accessible.

### 2016-2017 Leadership at SEEM Collaborative

#### BOARD OF DIRECTORS

- Dr. John Doherty, Reading , Chairperson
- Mr. Jon Bernard, North Reading, Financial Representative
- Mr. Mark Donovan, Woburn
- Mr. Les Olson, Stoneham
- Ms. Joanne Benton, Wilmington
- Dr. Judy Evans, Winchester
- Ms. Cyndy Taymore, Melrose
- Ms. Jane Tremblay, Lynnfield
- Dr. Kim Smith, Wakefield
- Dr. David DeRousi, Saugus

#### SPECIAL EDUCATION PLANNING AND ADVISORY COMMITTEE

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| -Ms. Pam Girouard, Winchester       | -Ms. Martha Bakken, Stoneham       |
| -Ms. Kara Mauro, Lynnfield          | -Ms. Carolyn Wilson, Reading       |
| -Ms. Lisa Howard, Saugus            | -Ms. Cynthia Conant, North Reading |
| -Ms. Lyn O'Neil, Wakefield          | -Ms. Jennifer Mahan, Wilmington    |
| -Ms. Patty White-Lambright, Melrose | -Ms. Kimberly Lawrence, Woburn     |

#### SEEM ADMINISTRATIVE TEAM

- |   |  |
|---|--|
| -Dr. Cathy Lawson, Executive Director   | -Mr. Greg Zammuto, Finance Director              |
| -Mr. Ryan Snyder, Behavioral Services   | -Ms. Aine Healy, Assessment Center               |
| -Ms. Stephanie Arzgian, Middle School   | -Ms. Jennifer Thornton, Ripley Elementary School |
| -Ms. Kristine Nickas, Beebe School  | -Mr. David Farwell, SEEM Prep                    |
| -Ms. Julie Goldberg, Deaf and Hard of Hearing Program                             |  |
| -Ms. 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.

### 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, demonstration 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.

### III. COLLABORATIVE OBJECTIVES

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1. Provision of day programs and other services for general education students and students with low-incidence disabilities in the least restrictive environment;
  2. Offering cooperative programs and/or services to help districts maximize cost efficiency and program effectiveness through a collaborative effort;
  3. Provision of cooperative and regional educational programs and services in a cost-effective manner;
  4. To offer a variety of quality professional development opportunities to general and special education teachers and administrators, and related service providers;
  5. Exploration and pursuit of grants and other funding to support identified needs of the Member Districts; and
- 



## IV. PROGRAM INFORMATION

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**Collaborative Objective 1:**

The provision of day programs and other services for general education students and students with low-incidence disabilities in the least restrictive environment.

**Progress toward Program Objective:**

Currently SEEM Collaborative operates eight programs: The Deaf and Hard of Hearing Program, The Therapeutic Learning Center, SEEM Prep, The Hurd Elementary Program, SEEM Middle School Program, Campus Academy Alternative High School, the Foundations for Life Program, and the Assessment and Intervention Center.

These programs support SEEM Collaborative districts and work toward meet our organization's goals and objectives by providing programming for students with low-incidence disabilities. Each of the programs offers opportunities for students to be included in both general education classes, and the community through experiential life and academic experiences, as well as transitional and vocational experiences; thus ensuring students are receiving their education in the least restrictive educational environment possible.

1. In the area of academics
  - a. Replicated and expanded the reading co-teaching model at Campus Academy to the Mathematics
  - b. Began using virtual learning opportunities through Fuel Ed. to provide electives and courses that are not standard part of the curriculum.
  - c. Added an instructional coach position at the SEEM Prep as part of the FY18 budget.
  - d. Expanded consultative work with Dr. Ilda King to include SEEM Middle School, who provided targeted reading support through consultation and professional development.
  - e. Continued our work in developing and implementing common interim assessments that correspond to the Massachusetts Common Core Curriculum Frameworks
  - f. Continued to invest in ipads, assistive technology, and new computers and upgraded our infrastructure to better support technology based instruction in the classroom.
2. In the area of the arts and electives
  - a. Students at Campus Academy and SEEM Middle participated in the arts program at Express Yourself throughout the year (partially grant funded).
  - b. SEEM Middle School received a grant through the Stoneham Cultural Council to participate in an afterschool photography program at the Stoneham library
  - c. Hired a recreational therapist to work with students across the collaborative in developing skills such as social interaction, self-determination, independence, communication, teamwork, and problem solving while out in the community and afterschool.
3. In the area of social emotional/behavioral health
  - a. Added a BCBA position to the SEEM Prep as part of the FY17 Budget
  - b. Beebe School participated in research study through Salem State University and Worcester Polytechnical Institute. The research project is titled, "Evaluating the Capabilities and Efficacy of Robot-Assisted Therapy for Children with Autism"
  - c. Began year 2 of a three year grant with Project Impact to improve our work at preventing sexual abuse for children with disabilities. In year two the results of the needs assessment conducted in year one was used to develop a draft child abuse prevention plan that addresses; (1) staff training areas, (2) organizational policies, (3) survivor supports and secondary trauma and, (4) healthy development and relationships. Training on abuse response was also provided to all staff..

## DESCRIPTION OF PROGRAMS:

### THE DEAF AND HARD OF HEARING PROGRAM

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 averages between 9-14 students. All students present with an educationally significant hearing loss that is moderate, severe, or profound. 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 (SEEL) 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.

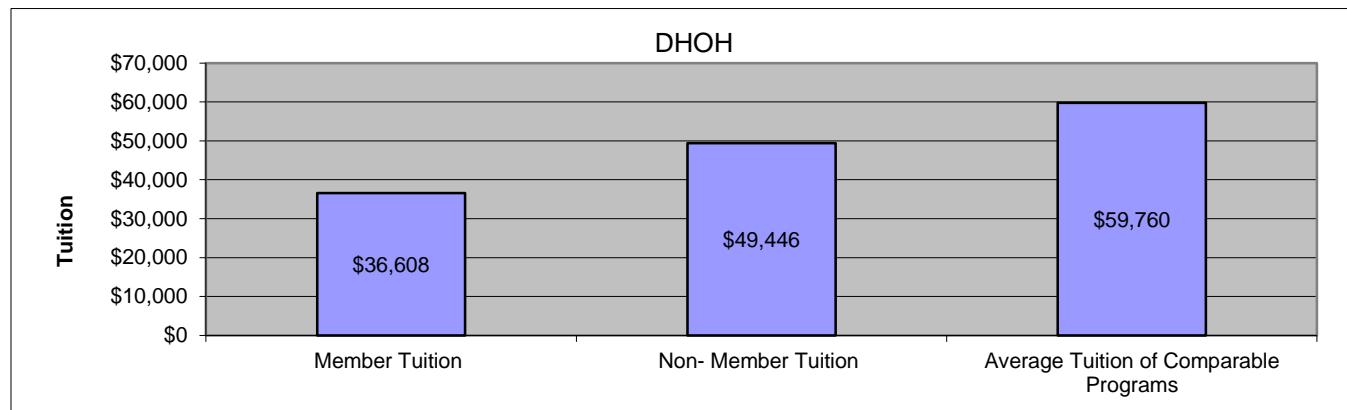
The program also offers an extended year program which runs four half days a week for 5 weeks for students who require additional academic services to prevent substantial regression.



#### Additional Program Features include:

- The curriculum is aligned with the Massachusetts Common Core 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;

#### 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

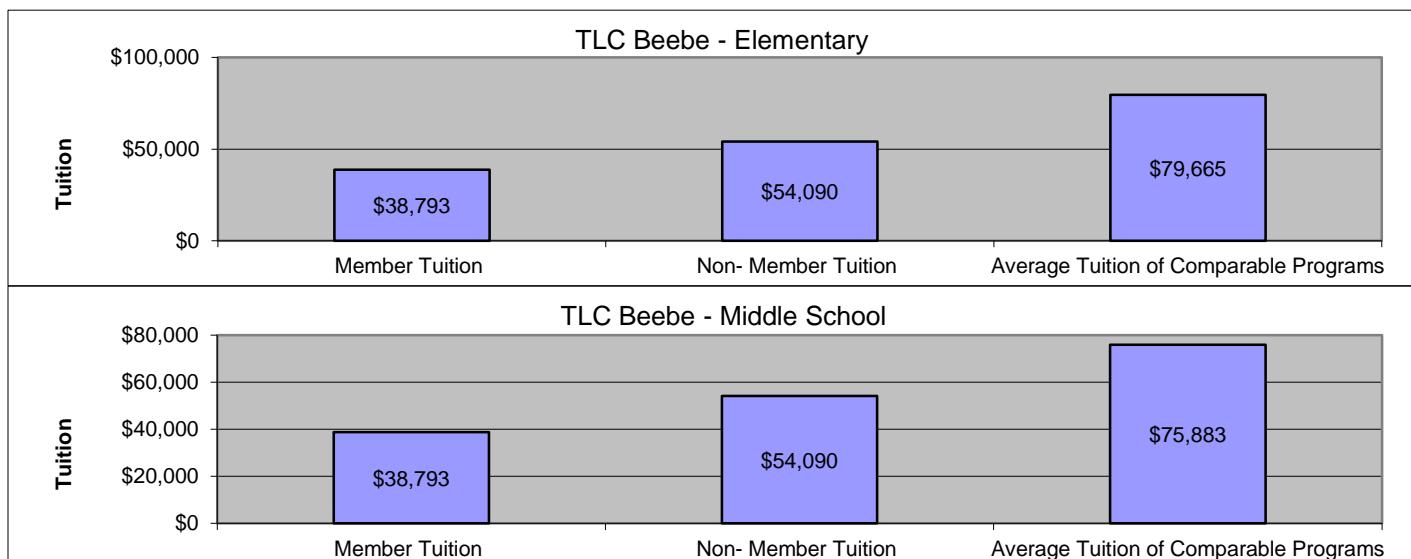
### Additional Program Features include:

- 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 Board Certified Behavior Analysts
- 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.

### Cost-Effectiveness:



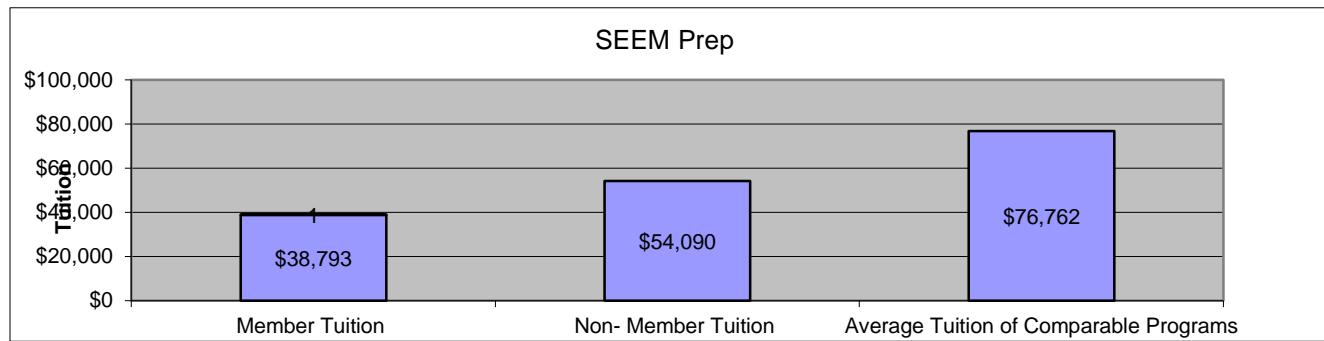
The SEEM Prep Program is a Massachusetts Department of Elementary and Secondary Education approved, public day high school (age 14-22) for students with moderate to intensive special needs. Located in Wakefield, the SEEM Prep Program services on average between 42- 60 students in a given school year. 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, are currently on an Individual Education Plan and have identified social emotional and learning needs. 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.

#### **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
- Occupational Therapy
- Adaptive Physical Education
- 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:  
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

#### **Cost-Effectiveness:**



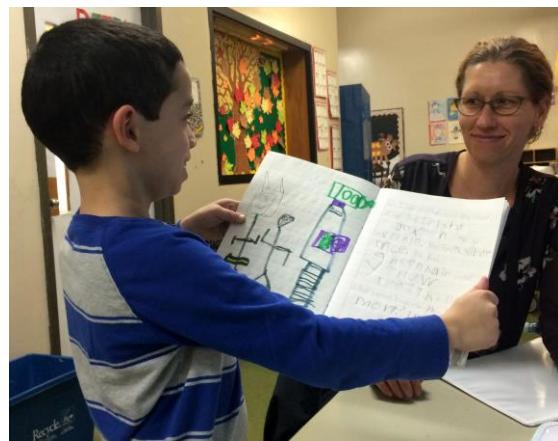
## THE HURD ELEMENTARY SCHOOL PROGRAM

The Hurd Elementary Program at Ripley School is a Massachusetts DESE approved educational therapeutic day school located at the Ripley School in Melrose, MA. The program services an average range of 40-60 students in a given 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).

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.

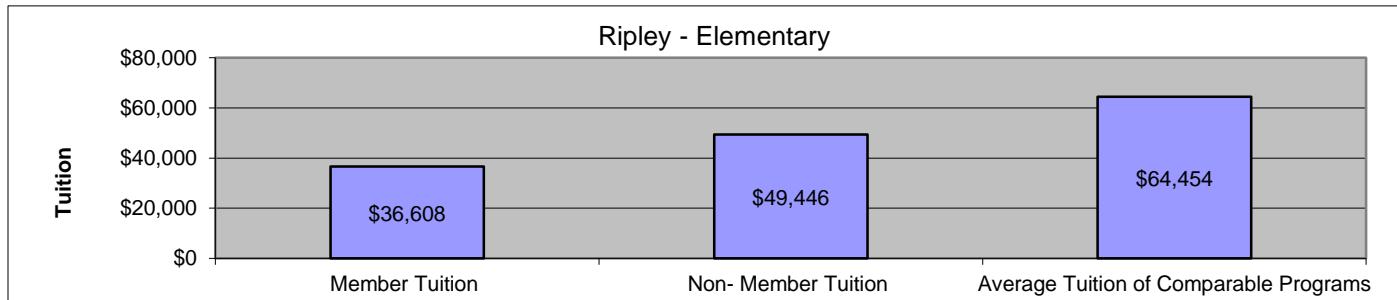
The program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression



### 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; Music Therapist

### 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 services an average range of 46-70 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.

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

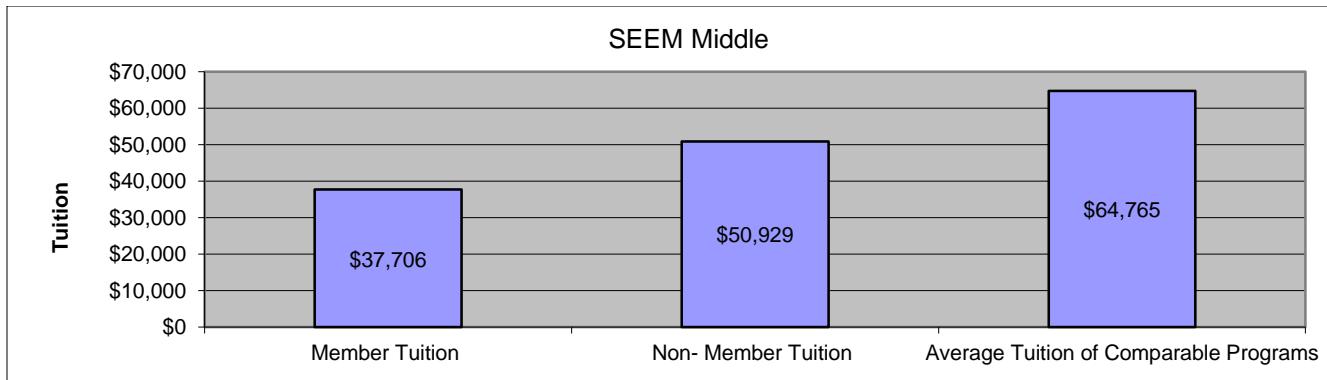
### Additional Program Features

- 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 multimedia 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 Analysis

### Cost-Effectiveness:



## CAMPUS ACADEMY ALTERNATIVE HIGH SCHOOL & FOUNDATIONS FOR LIFE PROGRAM

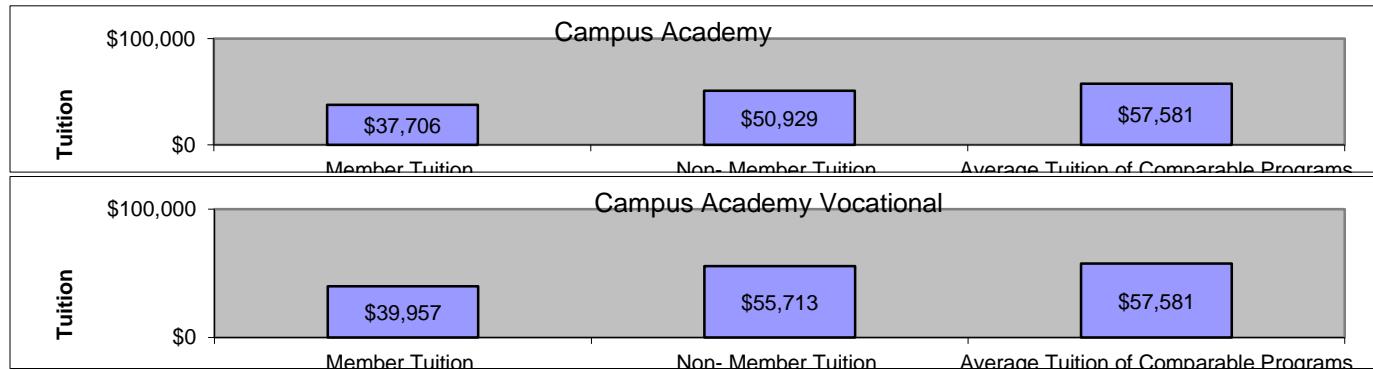
Campus academy is a DESE approved educational therapeutic day school. Located in Stoneham, MA. Campus Academy's census fluctuates between 70 and 85. Campus Academy's primary goal is to provide the necessary therapeutic, transition, and academic supports to help students' graduate high school and/or attain the productive social/behavioral skills needed 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 access at or near grade level for most academic material with support; May require some remedial supports for specific learning disabilities; have identified social – emotional needs. 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

### Cost-Effectiveness:



- 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
- Student Recreational Activities/Intramural Sports
- Fine Art, Visual Art and Graphic Arts Program
- In school vocational placements
- Transition and vocational 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

**The Foundations for Life** program is an extension of Campus Academy that delivers extended services to students 18 years and older. The program's goal is to promote the greatest level of independence possible for each student by providing community-based transition skills for students who require such training after completing grade.

## SEEM ASSESSMENT INTERVENTION CENTER

SAIC is an interim alternative educational setting, which provides stabilization and evaluation to aide in determining long-term educational placement solutions. Students attend the center for up to 9 school weeks. During this time parents/guardians and students can expect a highly structured, therapeutic educational setting in which each student is carefully evaluated. Classrooms are designed to provide a rich academic experience in which each student engages in curriculum as outlined by the Massachusetts Common Core 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 power point to present to the TEAM at their final meetings. Each student's project is based on his or her strengths, capabilities, preferences, lifestyle and cultural background.

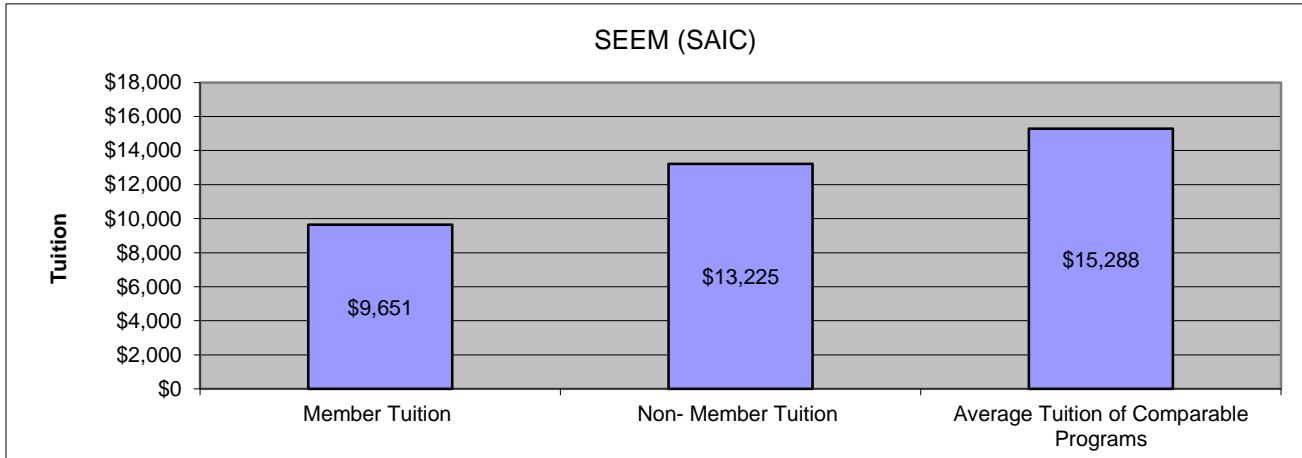
#### Occupational therapy and Speech therapy:

- 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, transition, and psycho-educational

### Cost-Effectiveness



## V. DISTRICT BASED SERVICES

### **Collaborative Objective #2:**

Offering cooperative programs and/or services to help districts maximize cost efficiency and program effectiveness through a collaborative effort.

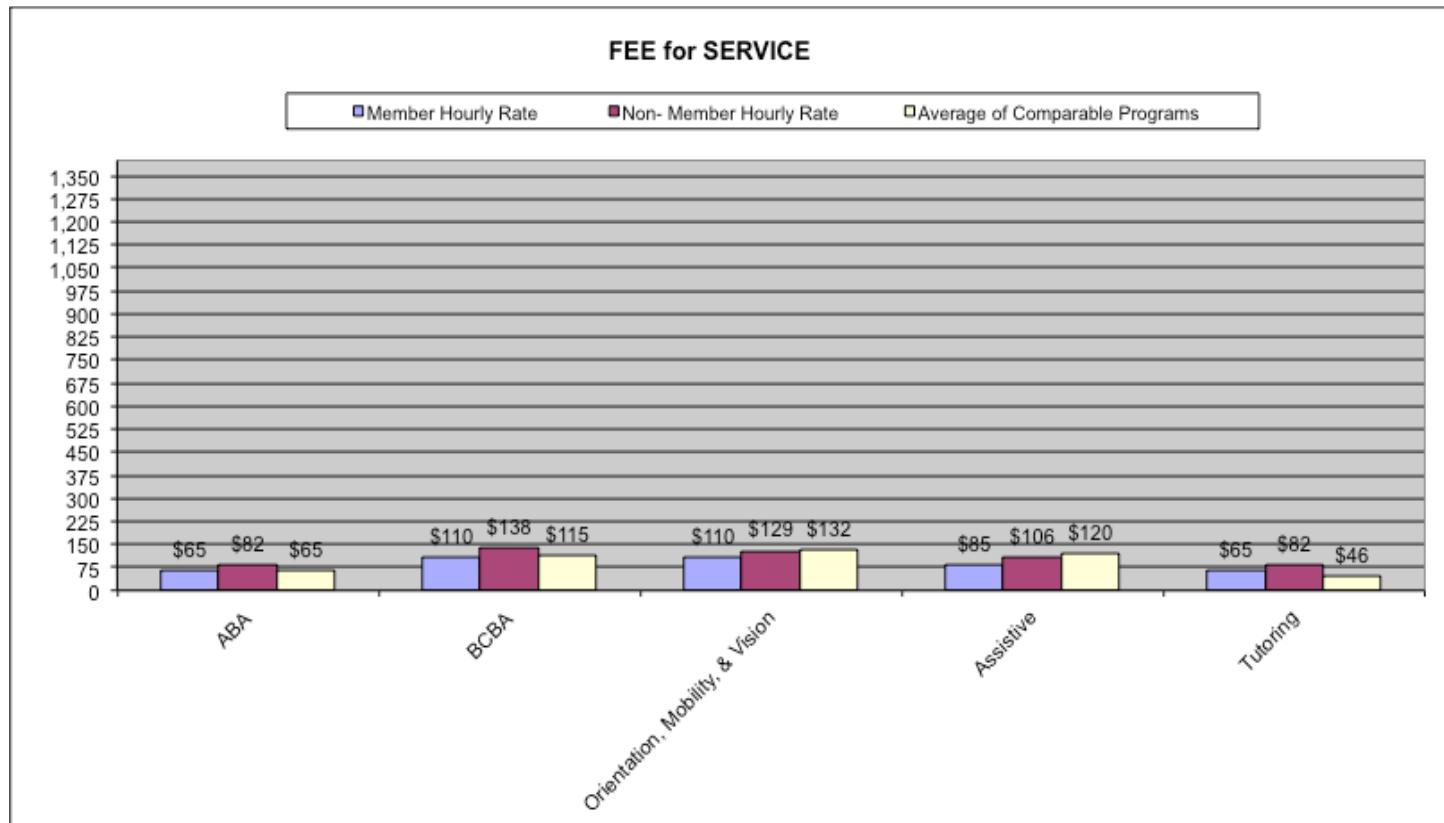
### **Progress toward Program Objective:**

In addition to offering programs that directly educate students, the collaborative also provides district-based services that support teachers and specialists who service students who have low-incidence special needs. These services include evaluations, consultation, targeted professional development and direct service to staff and students in local public schools.

Efforts to make progress towards this objective included implementation a new service called the Bridges Program. The Bridges program expanded our ability to support students with social emotional difficulties in the public schools. Additionally, the Bridges program provides wraparound services to families.

### **Cost-Effectiveness:**

The district based services helps districts maximize cost efficiency and effectiveness through a consortium approach. For example, vision services is a need in all ten member districts, however, because it is a low-incidence need, contracting on a per diem basis with the collaborative is more cost –effective than hiring staff and it can prevent an out of district placement. The district is therefore able to provide the specialized support required to properly educate certain students in their home school, support inclusion, and avoid the costs associated with hiring additional staff and out of district placements.



## Description of 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. During the 2016-2017 school year, the Collaborative conducted evaluations for 36 students across 10 districts. Additionally, ongoing Assistive Technology, UDL and Executive Functioning trainings were provided to both districts and SEEM Programs.

### **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. Audition services are provided to each student part of our SEEM Deaf and Hard of Hearing program. During the 2016-2017 school year these services were provided to 21 students in public school districts, in order to support the districts effort to educate children in their local public school.

### **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. During the 2016-2017 school year, school and home based consultation/services were provided to 86 students and approximately 25 Functional Behavior Assessments/home assessments were conducted across 14 districts.

### **Psycho-Educational 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. During the 2016-2017 school year this service was provided for approximately 55 students who attended the Assessment and Intervention Center and Campus Academy Alternative High School.

### **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. During the 2016-2017 school year our transition service department conducted transition assessments and provided direct service for 50+ students across 10 districts. The Venture program provided job coaching support to two districts; professional development and consultative support was provided to SEEM programs, and 10 member districts participated in the transition job alike, which occurs on a monthly basis with up to 20 people in attendance at meetings. Furthermore, in 2015-2016 school year, the Board of Directors voted to expand the transition services to include recreational services. Recreational Services assist youth in identifying and accessing community leisure and recreational opportunities. The recreational specialist is available for student pick up at school locations, and drop off at home. She also works with teachers to develop a proper plan of action and works with parents to identify what skills they would like to see their child develop.

### **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. During the 2016-2017 school year, this service continued to be provided to 69 students across 9 member districts and 1 non-member district.

## **English Language Education:**

SEEM's English Language Education (ELE) department was established in FY16. It offers a variety of services to English Language Learners and their teachers. Our services include coaching/consultation for ELL and SEI teachers, professional development workshops, RETELL trainings, direct student services, and ELL assessments. We are also able to do program consults and assessments for districts looking to restructure their programming. During the 2016-2017 school year direct and consultative ELE services were provided to 2 districts and all of SEEM Programs. The collaborative also offered 2 professional development offerings that met the 15 pdp licensure requirement. Approximately 50 people participated in the courses. The Collaborative also ran 18 full Teacher RETELL courses and 1 for administrators, servicing approximately 400 educators.

## **Home Tutoring Services**

Home tutoring was a new service offered to districts during the 2015-2016 school year. Tutoring services are provided to students who have a medical condition preventing them from participating in classroom instruction. The goal of tutoring is to keep students as current as possible with their school work while facilitating the student's return to the current classroom setting. The collaborative provides the services through online learning or direct 1:1 instruction. Online courses may be used in place of, or to supplement, direct instruction for available classes. During the 2016-2017 school year, this service was provided to 41 students across 8 districts and SEEM programs

## **NEW SERVICES**

### **Wraparound Services - Bridge Program**

The purpose of the Bridge Program at SEEM Collaborative is to assist public school districts with developing increased skills and capacity to effectively meet the growing needs of students struggling with social and emotional difficulties; to provide support to families in removing nonacademic barriers to student success; and to support students directly through crisis intervention and intensive case management. The Bridge Program provides services in a variety of modalities in the school, home and community setting. The Bridge Program offers Consultation Services, Home Services, Intensive Case Management and Coordination and School Based Assessments and Direct Services. During the 2016-2017 school year, the Bridge Program serviced approximately 44 students in 8 member districts and provided professional development on the topic of trauma to approximately 75 staff across 5 public schools.

## **VI. Transportation Services**

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### **Collaborative Objective #3:**

Provision of cooperative and regional educational programs and services in a cost-effective manner;

### **Progress Towards Meeting Objective**

SEEM Collaborative provides cooperative and regional services to public school districts in the northeast by managing a special education transportation contract on with NRT Bus Co. on behalf of 10 local public school districts: Andover, Chelsea, Lynnfield, North Andover, North Reading, Stoneham, Swampscott, Wakefield, Winchester and Woburn. The cooperative service provides school districts the opportunity to partner with each other to transport their students to out-of-district schools. Our carefully selected transportation provider is equipped to meet the special needs of our students; drivers receive training in student safety and behavior support strategies. Additionally, each van is equipped with a GPS, a video camera and a child checkmate system to ensure student safety from the time they are picked up at home until they arrive at their destinations.

### **Cost-Effectiveness:**

This cooperative contract continues to be cost-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 a contract 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.

## VII. Professional Development

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### **Collaborative Objective #4:**

To offer a variety of quality professional development opportunities to general and special education teachers and administrators, and related service providers.

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. Our 2015-2016 offerings included:

- SEI Full Teacher Endorsement Courses – 18 courses
- SEI Administrator Endorsement Courses – 1 course
- SEI for Specialists, 15 PDP Course – 2 course
- Sheltering Content for English Learners, 11 Core Strategies – 1 course
- Student Mental Health Conference
- Impact of Trauma and Poverty on Social Emotional Learning

Additionally, the Collaborative facilitated job a-likes for member districts in the following areas:

- Transition
- Preschool Directors
- BCBAs
- School Psychologists
- Educational Team Leaders
- Special Education Administrators & Principals
- Curriculum Leaders
- ESL teachers

### **Cost-Effectiveness:**

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 their own, particularly for low incidence positions. We also utilize Collaborative Staff (i.e. BCBAs, 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. The financial cost of the cross district math initiatives, described above, over the course of three years was limited to the cost associated with each district's policy pertaining to the compensation of teachers for participating in summer professional development and the cost of substitute teachers on the days' teachers were released during the school year to complete the work. The job alikes are cost-free for member districts, with exception of when a facilitator must be hired. During the 2016-2017 school year the collaborative provided professional development to approximately 700 people across 50 districts.

## VIII. GRANT SERVICES

### **Collaborative Objective #5**

Exploration and pursuit of grants and other funding to support identified needs of the Member Districts.

#### **Progress Towards Objective:**

SEEM Collaborative works to support district capacity by seeking and applying for grant funds that will support district initiatives.

In an effort to continue progress towards this objective, the Collaborative hired a grant writer in Fy2013. The grant writer is responsible for assessing member district needs and priorities and then researching and writing multi-district grants. The grant writer successfully applied for the following grants during the 2016-2017 school year. This services is another example of how the collaborative has worked to expand its services to support in-district general education initiatives.

Grant	Amount Awarded	Funding Year	Purpose of Grant/Allocation of Funds
Cummings Foundation	\$20,000	FY17 (Year 3 of 5)	Money will be taken off of rent--\$20K over 5 years. Will fund Project Adventure (all schools and new vans (Beebe))
274	\$2,194	FY17	Provide funding for PD through NAIMI
Title III	\$32,568	Fy17	Provided supplemental ELL supports for the towns of Wakefield, North Reading, Reading, Melrose, and Stoneham.
Whole Foods	\$2,000	FY17	Provided funding for gardening at Ripley.
DESE Food Service Equipment	\$5,992	FY17	Purchase of 2 freezers.

#### **Cost-Effectiveness:**

The total amount of grant funds and donations awarded to the Collaborative during the 2016-2017 school year was \$61,481. Grant funding demonstrates a cost –savings, as it afforded us the opportunity to strengthen curriculum, provide art therapy to students at SEEM Prep, and we were able to provide professional development to our member district social studies teachers and ELL teachers at no cost to the districts or the collaborative.

## IX. FINANCIAL INFORMATION

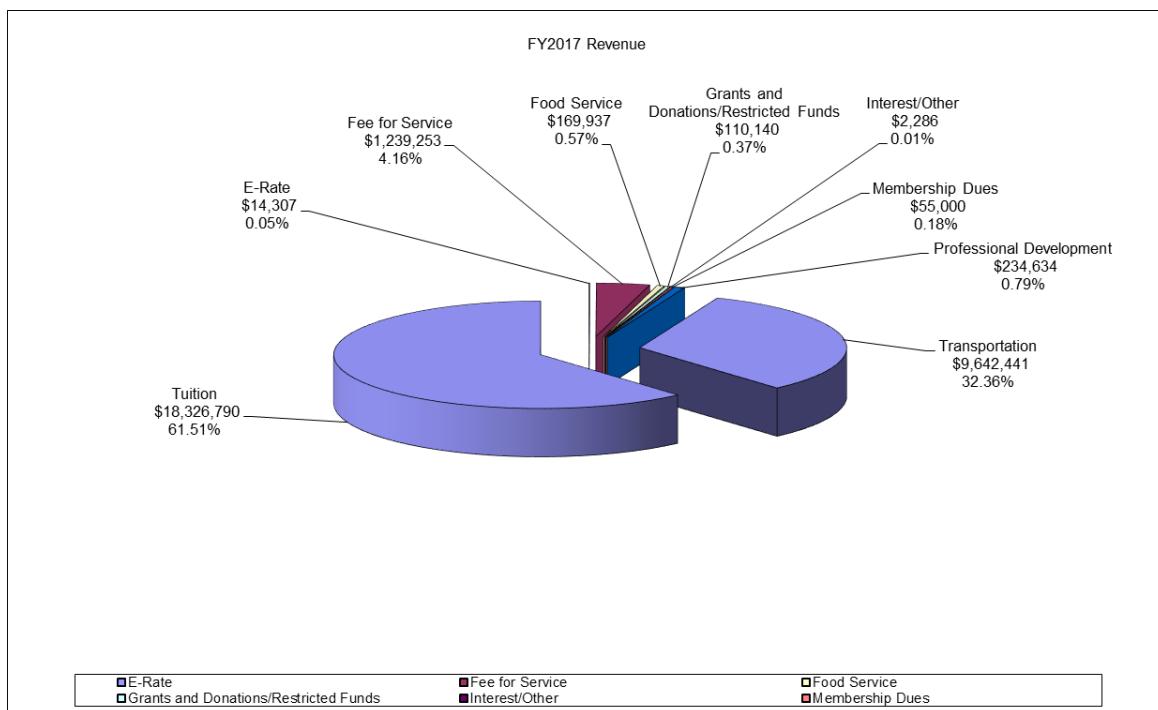
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### FY17 SOURCES OF REVENUE

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:

<b>Program</b>	<b>Revenue</b>	<b>Percentage</b>
E-Rate	\$ 14,307	0.05%
Fee for Service	\$ 1,239,253	4.16%
Food Service	\$ 169,937	0.57%
Grants and Donations/Restricted Funds	\$ 110,140	0.37%
Interest/Other	\$ 2,286	0.01%
Membership Dues	\$ 55,000	0.18%
Professional Development	\$ 234,634	0.79%
Transportation	\$ 9,642,441	32.36%
Tuition	\$18,326,790	61.51%
<b>TOTAL</b>	<b>\$29,794,788</b>	<b>100.00%</b>



## **APPENDIX A**

### **FY17 Tuition and Rate Comparison with Comparable Programs**

## **APPENDIX B**

### **FY17 Financial Audit**