



# **SHORE EDUCATIONAL COLLABORATIVE**

## **FY 2019 ANNUAL REPORT**



*Dear All -*

*On behalf of Shore's Board of Directors, I am proud to share with you Shore's annual report for Fiscal Year 2019. Shown on the cover is the fruition of our fifteen-month renovation of our fourth program location. We signed a lease in July 2018 and (finally) completed the project in November 2019. One of our Adult Services programs and our Administrative offices moved to 201 Crescent Avenue in Chelsea, making way for the FY2020 project of renovating this vacated space at the Owen School on Revere Beach Parkway in Chelsea. This strategic goal enables us to increase capacity for both Student and Adult Services, so that no child or adult who can benefit from Shore services is ever turned away.*

*Despite the significant one-time costs associated with renovating 30,000+ square feet of space, custom-designed and furnished for the unique needs of our clientele, we ended the year with a small surplus. Collaboratives are unique in that we are not eligible for assistance from the Mass School Building Authority nor do we pass along these expenses to our member districts through increased tuition rates that include program reconstruction costs. The reality is that we just "figure it out", through a Board of Directors that provides oversight of the typical fiscal and management operations of Shore, while steadfastly positioning the organization to fulfill its longer-term goals.*

*It is difficult to accurately describe the work that goes on, the challenges met and overcome, and the accomplishments Shore students and adults achieve in just one year. Nearly six hundred kids and adults, from the ages of three and a half to eighty years old benefited from Shore's services in the past year. All have disabilities, many of them multiple, significant challenges. It is our hope that each and every person, and the families who support them, will find in Shore, the services that meet them right where they are so they can get where they want to be. This progress, these successes, happen only through the commitment, talent, and experience of our remarkable Staff.*

*I am honored to share with you another year of Shore accomplishments. I am grateful to the Board; the staff; the school districts and state partners; and the students, adults and their families who share my experience of lives truly transformed at Shore.*

*Sincerely,*

*Jacki Clark  
Executive Director*



## Shore's Board of Directors

David Ela, Chairperson	Everett
Carrie Normand, Vice Chairperson	Somerville
(No Representative)	Cambridge
Julio Hernandez (resigned April 2019)	Chelsea
Henry Wilson (appointed May 2019)	Chelsea
Tara Beardsley	Malden
Paul Ruseau	Medford
Stacey Rizzo	Revere
Lisa Morgante	Saugus
Valentino Capobianco	Winthrop
Joseph Sacco	Treasurer
Attorney Howard Greenspan	Board Counsel



## Shore's Leadership Team

Jacquelyn Clark, Executive Director  
Robert Alconada, Assistant Executive Director  
Barbara Galatis, Executive Assistant

### **Administration and Finance**

Gene LaCava, Chief Information Officer  
Lori Maida, Human Resources Director  
Debbie Puleo, Operations Administrator  
Jace Arrington, Facilities Manager  
Maureen McCarthy, Educational Consultant

### **Student Services**

Lisa Hunt, Educational Coordinator  
Judy Lynch, Clinical Coordinator  
Cathy MacNeil, Educational Coordinator  
Denise Tamburello, Educational Coordinator

### **Adult Services**

Michelle Amero, Program Coordinator  
Donna Carrington, Program Coordinator  
Kate Dufort, Program Coordinator



***Shore Educational Collaborative's mission is to demonstrate excellence, expertise, and experience that will make us the agency of choice for students and adults with unique challenges and abilities.***

***Shore's Values:***

***Individuals First:*** *We place the interests and needs of our students and adult participants first.*

***Excellence:*** *We strive to be exceptional in our programs and in our professions.*

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

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

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

***Accountability:*** *We accept ownership for our decisions and commitments.*

**Shore programs and services are provided at the following locations:**

- 100 Revere Beach Parkway Chelsea, Mass (this facility is owned by Shore)
- 201 Crescent Avenue Chelsea, Mass (this facility is leased by Shore)
- 10 Forbes Road Woburn, Mass (this facility is leased by Shore)
- 10 Technology Drive Peabody, Mass (this facility is leased by Shore)
- Columbus School Medford, Mass (one classroom is rented by Shore)
- Belmonte Middle School Saugus, Mass (one classroom is rented by Shore)





## **STUDENT SERVICES**

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

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

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

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

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

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

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

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

The setting allows for small class sizes, structured behavioral programming, an individualized teaching approach and the use of a variety of instructional methods to motivate the students. The curriculum is taught using small groups at differentiated instructional levels while adhering to the Mass Frameworks and the Common Core. Each year scaffolds upon the previous year's skills creating an enriching



environment but offering repetition in skills needed by students to ensure learning. Lessons are accompanied by visuals, manipulatives, motivating hands-on projects and the use of technology to allow students to extend their learning to real life applications.

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

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

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

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

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

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

(7) Classrooms in this program are located at the Henry Owen School in Chelsea and  
(1) Classroom is at the Belmont Middle School in Saugus

### **Interim Alternative Education Settings**

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



## DISCUSSION OF EFFECTIVENESS

The differences, or cost aversion, between Shore's tuitions and comparable private schools, are considerable across all program types. Annual **savings** (Shore relative to privates) range from \$10,400 to \$28,000 per student. In addition, these annual tuition costs are based on 180 days of school when many students attend an additional (30) days in the summer. All of our students in the 105 programs and most in the therapeutic elementary program require extended year programs. Finally, transportation costs are considerably reduced when students attend Shore rather than schools in communities much further from their homes.

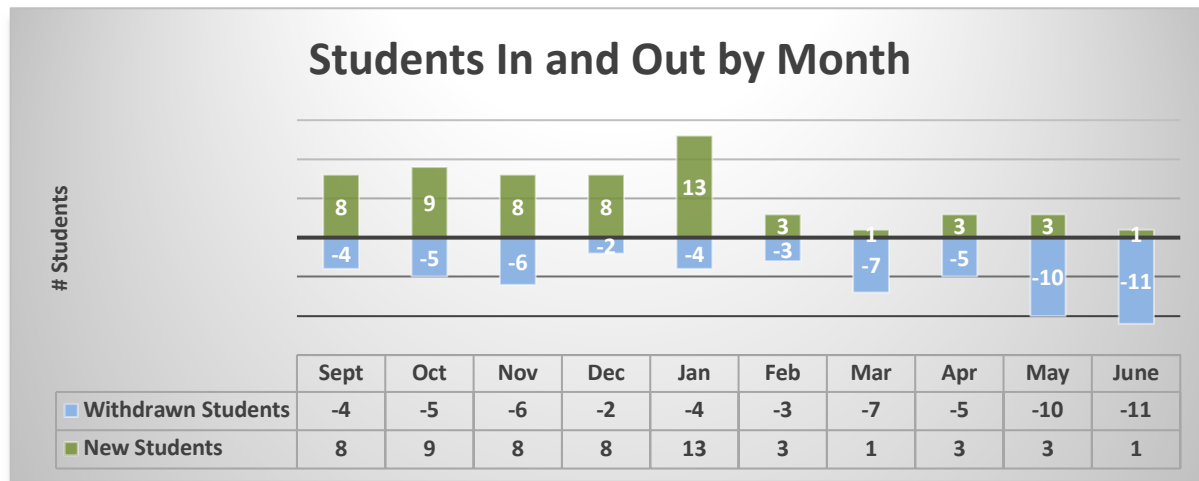
### SHORE VS. COMPARABLE PRIVATE SCHOOLS

Program	Shore Annual Tuition based on 180 days (includes all therapies)	Comparative Private School Average Annual Tuition – based on 180 days	Variance/Savings
<b>Multiple Disabilities</b>	\$52,914.60	\$80,128.20	<b>\$27,213.60 51%</b>
<b>Language- Based/DD</b>	\$52,914.60	\$80,908.80	<b>\$27,992.42 53%</b>
<b>Elementary Therapeutic</b>	\$54,509.40	\$64,900.20	<b>\$10,390.80 19%</b>
<b>Middle and High Therapeutic</b>	\$50,416.20	\$72,630.20	<b>\$22,214.00 44%</b>
<i>Specific comparison schools and tuitions appear in Appendix 1.</i>			

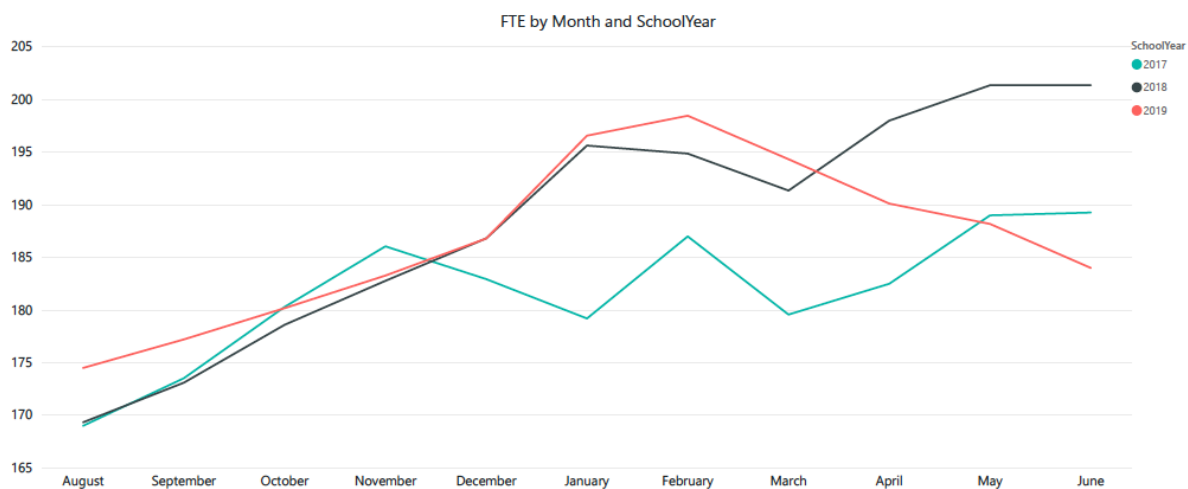
Shore's Student Services continues to confront the challenge of high student transience. The chart below illustrates the numbers (by month) of students enrolling in Shore programs and those leaving Shore. From September through January new enrollees averaged over nine students a month for each of these five months. In the last five months an average of two new students enrolled each month and seven students withdrew. Some of these students successfully finished 40- or 45-day assessments and



returned to their school districts. Some referrals could no longer be accommodated given space constraints. Other reasons for withdrawal are poor attendance, needing a higher level of care, families' moving out of the state or country. Nonetheless this is an ongoing challenge for students, teachers, therapists, clinicians, and administrators in this division.



Given the churn rate of students entering and leaving Shore programs, we use student FTE data in budgeting and benchmarking monthly census numbers. This tool is more effective than headcount in making human and financial resources decisions.







The chart shown above depicts three fiscal years of student FTE's (the number of students billed for 100% school days per month.) The green line is FY17; the black line is FY18 and the red line represents FY19 data. Particularly in FY18 and FY19, the data are nearly identical in the upward trends from the start of school through February. From April through June, the years' numbers diverge inversely, with a considerable drop-off in enrollments in FY19 and a considerable uptick in FY18.

FY20 will see the beginning of our next renovation project, this time at the Owen School facility. With the departure of Administrative offices and an Adult Services program from Revere Beach Parkway, the vacated areas will be transformed into more classrooms, therapeutic space, and meeting rooms. Our goals are to have the capacity to enroll students who are referred at any time throughout a school year, and to provide the specialized learning, therapeutic, and social/recreational space from which our students uniquely benefit.

## ADULT SERVICES

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

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

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



confidant and successful.

**Day Habilitation Services** include skill acquisition and therapeutic services so that people are more self-reliant, independent, and interactive at Shore, their homes and in their communities. Nurses, occupational, speech/language, and physical therapists, mobility and behavior specialists, all evaluate participants in this program component and serve, along with program case managers, as the interdisciplinary teams that develop and monitor the progress of their individualized DHSP's. Individuals work on their goals in a variety of functional contexts, both at program sites and in the community.

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

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

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

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



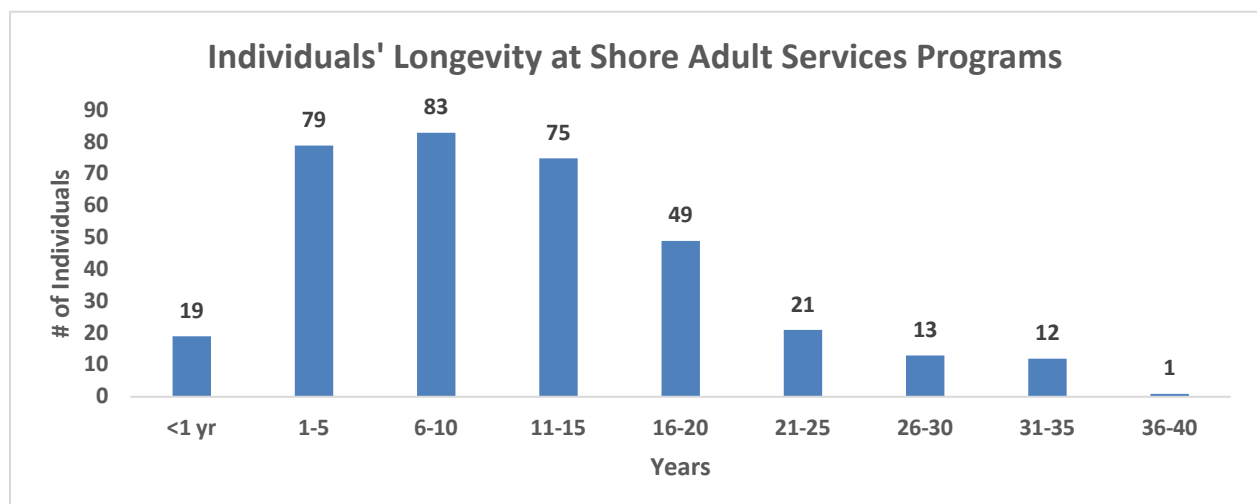
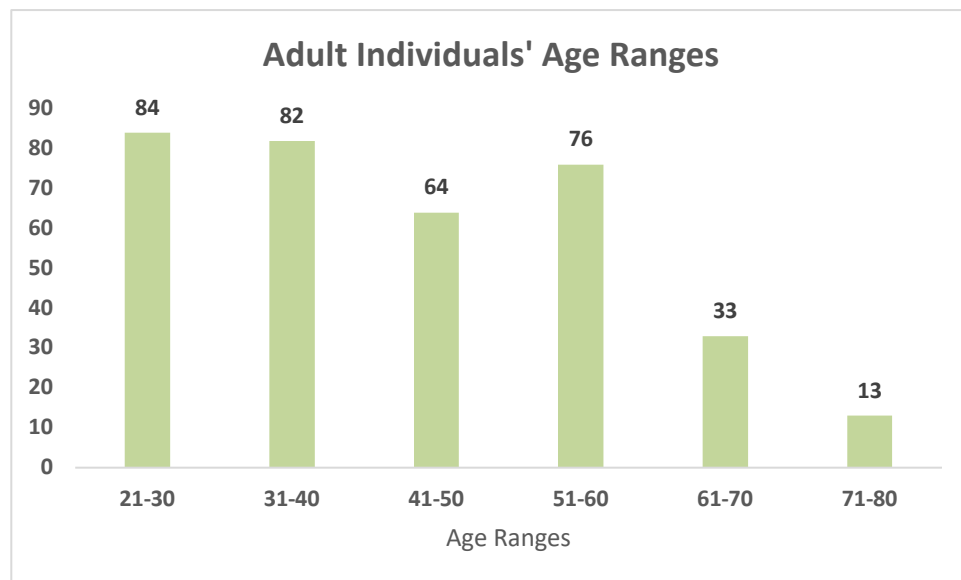
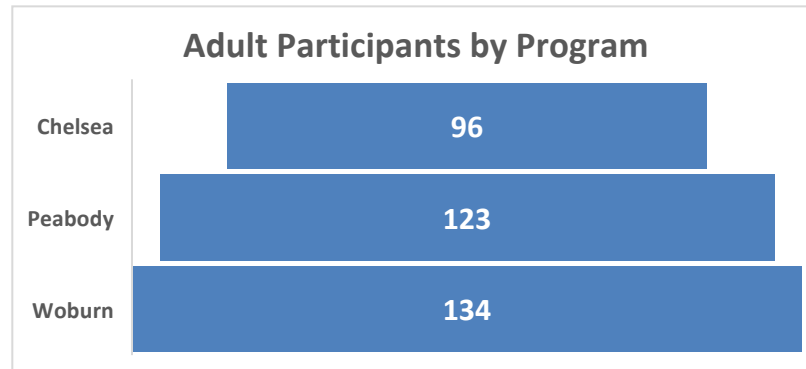
## DISCUSSION OF EFFECTIVENESS:

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

- The numbers of individuals served (353) and revenue generated (\$9.5M) clearly indicates that Adult Services continues to be a sought-after service for state partners, families and individuals. The overhead generated by this service (more than \$950,000 in FY19) continues to support the strong infrastructure of Shore, such that our human and capital resources in all divisions benefit.
- Formal satisfaction surveys are conducted annually with individuals, their families, friends, and DDS staff. Over 90% of all respondents expressed a high degree of satisfaction with Shore's staff, communication with stakeholders, safety and appearance of its facilities, and the services designed and implemented to meet individuals' goals.

- ◇ **96% of stakeholders who responded to our annual satisfaction surveys indicated that the goals and services established in written service plans are consistent with their expectations.**
- ◇ **99% of respondents indicated staff are responsive to them/their family member and they are treated with courtesy and respect.**
- ◇ **The comment most given to the open-ended question: "What is Shore doing well?" was "Everything".**

- Shore's Adult Services Division sets annual service goals and objectives, targeted to its services and stakeholders.
- Individuals' longevity at Shore's Adult Services programs is a remarkable testament to the programs' effectiveness and consumer satisfaction. Nearly 50% of our adult clients have attended Shore for over 10 years. In fact, of these, 28% (96 people) have called Shore programs "home" for over 20 years.





## HOME TRAINING SERVICES

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

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

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

**In FY19 Shore's Home Trainers provided 1,714 hours of service, generating a total revenue of \$142,492.76.**

## TRANSITION SERVICES

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

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

With support of Shore's Job Developers/Community Coaches/Mentors, students develop community-based 'career readiness' skills and personal networks, as the coaches work to match each student's vision for the future with certain types of skill-





building experiences across various community-based businesses and organizations, using a variety of strategies and opportunities.

Referral to/Enrollment in Shore's CCFR Extension program is made through the student's school district special education liaison. S/he will complete and submit the student's Transition Plan and CCFR Referral form to the Special Education Director for approval. CCFR Services are packaged and include an intake/planning meeting, transition consultation, portfolio, and 24 hours of personalized coach/mentoring connected to the student's vision.

In FY19, Shore's team of part time coaches/mentors provided 1,140 hours of college, career and future-ready services to 40 students. This has become a valuable service to districts, students and their families in providing cost effective, peer support to supplement in-school transition services. Students work with their Coaches in community settings, visiting colleges, applying for and getting jobs, learning interpersonal and "real world" skills. For many students, these opportunities truly help them to develop a real vision for their futures and the skills and confidence to actualize their goals.

District	# of Students
Chelsea	1
Everett	20
Revere	15
Saugus	4
<b>TOTAL</b>	<b>40</b>
<b>1,140 hours of support services</b>	

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

## MUNICIPAL MEDICAID BILLING

Shore Educational Collaborative provides Medicaid billing services to School Districts, as part of the state's school-based claiming program. Some years ago, Shore developed and continues to support the web-based software that practitioners use to electronically enter and submit data to Shore (**ShoreDoc**). Shore provides contracting member and non-member school districts with three different types of billing for Medicaid reimbursement:

### **Direct Service Claiming:**

All Medicaid eligible special education students who have eligible health/clinical related services identified on their IEPs and have parent authorization are billed for these



services. The billing is processed on a monthly basis, submitted to Mass Health and districts/communities are reimbursed.

**Administrative Activity Claims:**

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

**Annual Cost Reports:**

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

The table in Appendix 2 represents the Medicaid revenues returned to the following communities in the past three fiscal years through the Shore Medicaid Municipal Billing services.

## **WORK ALIGNED TO OUR PURPOSE: OUR ACCOMPLISHMENTS**

- ❖ Signed a lease and embarked on a renovation project to move Administration and Adult Services to Crescent Ave in Chelsea, expanding capacity in Chelsea's Adult Services program and, in the near future, the Owen School.
- ❖ Funded an OPEB Trust (Other Post-Employment Benefits) to reduce the liability of retiree health insurance costs, with the goal of fully funding this important benefit.
- ❖ Shore operated on a budget of \$25.5 million and audited financials indicate a surplus of \$156,000 in FY19, with significant one-time expenses related to the build-out and equipment and furnishings for Crescent Avenue.
- ❖ Continued to implement Positive Behavior Interventions and Supports (PBIS) and Safety Care throughout the entire organization: Student Services and Adult Services Divisions.
- ❖ Four seniors met all of the state's and their districts graduation requirements, earning their diplomas and "walking the stages" of their home schools (1 from Everett, 1 from Malden, 2 from Chelsea) to collect their achievements.
- ❖ Established a PLC of high school and post-secondary teachers related to transition services: conducting extensive professional development, developing a curriculum to teach hard and soft skills required for employment.



- ❖ High school students visited colleges, community colleges, and trade schools with community coaches.
- ❖ Continued to purchase and support the use of Chromebooks, iPads, smart TVs in classrooms resulting in a 1:1 student:device learning environment. Technology continues to be the focus of our resources, both financial and professional development.
- ❖ Shore's Adult Services was re-awarded a three-year accreditation in September 2018 by CARF International in 1) Community Integration and 2) Personal Supports Services, for the special population of Medically Fragile individuals.
- ❖ Adults services continued to increase their community-based activities, such as:
  - ◇ Ballroom dancing classes
  - ◇ Offering to hang their artwork in community businesses
  - ◇ Collecting and delivering food items, toys, and/or clothing for the following charitable organizations:
    - ◇ Toys for Tots
    - ◇ Haven for Hunger
    - ◇ Cradles to Crayons
    - ◇ RiverHouse Shelter
    - ◇ Salem Animal Rescue League
    - ◇ MSPCA – Angel Kindness and Care
- ❖ Adult Services in Woburn made blankets and cards for Beacon Hospice Care and was featured in their September newsletter.
- ❖ Continued to develop and provide Transition Services for our districts: Shores College, Career, and Future Ready Extension Program. Specifically, partnered with Revere and Everett to provide CCFR services and began working with specific Saugus, Chelsea, and Malden students.
- ❖ Coaches helped students with computer skills, studying for drivers' tests, travel training, interview and resume writing, speaking with confidence in work or social settings, buying uniforms for work, opening bank accounts, volunteering at community organizations and getting jobs.

**Appendix 1****FY 19 TUITIONS OF 766 PRIVATE SCHOOLS COMPARABLE TO SHORE'S PROGRAMS**

105 Comparison	Daily Rate	Annual Rate for 180 Days
Cotting School	\$435.45	\$78,381.00
B.C. Campus School	\$458.81	\$82,531.80
Franciscan	\$441.51	\$79,471.80
<b>AVERAGE</b>	<b>\$445.16</b>	<b>\$80,128.20</b>
<b>Shore's 105 Multimodality</b>	<b>\$293.97</b>	<b>\$52,914.60</b>

105 Comparison	Daily Rate	Annual Rate for 180 Days
May Center	\$415.57	\$74,802.60
NECC	\$526.41	\$94,753.80
Guild for Human Services	\$406.50	\$73,170.00
<b>AVERAGE</b>	<b>\$449.26</b>	<b>\$80,908.80</b>
<b>Shore's 105 Skill&amp; Language</b>	<b>\$293.97</b>	<b>\$52,914.60</b>

305 Comparison	Daily Rate	Annual Rate for 180 Days
Walker School	\$413.53	\$74,435.40
St. Ann's	\$290.33	\$52,259.40
Italian Home	\$377.81	\$68,005.80
<b>AVERAGE</b>	<b>\$360.56</b>	<b>\$64,900.20</b>
<b>Shore's Elementary Therapeutic</b>	<b>\$302.83</b>	<b>\$54,509.40</b>

315 Comparison	Daily Rate	Annual Rate for 180 Days
Devereux	\$405.55	\$72,999.00
Lighthouse	\$410.25	\$73,845.00
Compass	\$394.87	\$71,076.60
<b>AVERAGE</b>	<b>\$400.04</b>	<b>\$72,630.20</b>
<b>Shore's Mid &amp; High Therapeutic</b>	<b>\$280.09</b>	<b>\$50,416.20</b>

**Appendix 2****Medicaid Reimbursement Returned to Communities through Shore's School Based Claiming Billing Services (Fiscal Years 2017, 2018, 2019)**

Community	FY17 Medicaid Reimbursement	FY18 Medicaid Reimbursement	Compare FY18 to FY17	FY19 Medicaid Reimbursement	Compare FY19 to FY18
Amesbury	\$125,659.84	\$144,977.05	15%	\$213,412.12	47%
Everett	\$921,407.81	\$1,399,625.62	52%	\$1,213,997.98	-13%
Georgetown	\$91,465.47	\$27,876.61	-70%	\$91,047.05	227%
Ipswich	\$137,735.72	\$161,646.48	17%	\$46,711.80	-71%
Malden	\$827,257.66	\$814,508.20	-2%	\$783,001.13	-4%
Medford	\$433,531.48	\$387,962.84	-11%	\$435,199.90	12%
Mystic Valley Charter	\$4,374.16	\$4,315.58	-1%	\$5,090.14	18%
Northeast Voc Tech H.S.	\$91,371.15	\$81,909.01	-10%	\$63,782.30	-22%
Revere	\$495,897.42	\$642,360.56	30%	\$635,316.90	-1%
Rockport	\$47,970.09	\$66,327.24	38%	\$72,362.26	9%
Saugus	\$133,615.30	\$195,220.86	46%	\$154,214.80	-21%
Shawsheen Valley Tech H.S.	\$3,617.86	\$33,834.61	835%	\$25,909.84	-23%
Winthrop	\$145,778.40	\$172,274.12	18%	\$136,521.91	-21%
	<b><u>\$3,459,682.36</u></b>	<b><u>\$4,132,838.78</u></b>	<b><u>19%</u></b>	<b><u>\$3,876,568.13</u></b>	<b><u>-6%</u></b>