

# Shore Educational Collaborative



**Annual Report**  
**Fiscal Year 2016- 2017**

## Shore Board of Directors

*...are appointees of each of their respective School Committees*

David Ela, Chairperson

Annemarie Cugno, Vice Chairperson

Robert Pereira

Larry Silverman

Stacey Rizzo

Elizabeth Marchese

Carrie Normand

Ron Vecchia

Joseph Sacco

Howard Greenspan

Everett

Medford

Chelsea

Malden

Revere

Saugus

Somerville

Winthrop

Treasurer

Board Counsel

***Featured on the Cover,  
In Memory and With Gratitude....***

**Mary Ann Lucia  
January 17, 1941 - September 13, 2017**

Shore lost a legend with the passing of Mary Ann Lucia on September 13, 2017. Mary Ann started at Shore in the late 1970's and the last day she worked here was July 5, 2017. Her career at Shore spanned more than forty years and her work will forever be embedded in the fabric that is Shore.

Though Mary Ann started as a "bookkeeper", she learned all aspects of Shore operations at a time when Shore was growing, and business and human resource functions were becoming larger and more complicated. Mary Ann became the Director of Finance by the late 80's, a position she held until she "retired" in 2007. Retirement, for Mary Ann, meant working at Shore three days a week instead of five! She continued to work part-time until her illness in July, this time, managing our Municipal Medicaid Billing Department.

Mary Ann was intelligent, dedicated, thoughtful, loyal, hard-working. She was willing to answer a question, or take a call from anyone, anytime. Mary Ann tried to do the right thing for people, in districts, at Shore, every step of the way.

We wish to acknowledge and honor Mary Ann Lucia's rich and long career. Though fiscal year 2017 was to be her last, Mary Ann's legacy will always be a part of Shore --

## Shore Leadership Team

Jacquelyn Clark, Executive Director  
Robert Alconada, Assistant Executive Director  
Gene LaCava, Chief Information Officer  
Stacey McDaniel, Director of Adult Services  
Lisa Hunt, Educational Coordinator  
Judy Lynch, Clinical Coordinator  
Cathy MacNeil, Educational Coordinator  
Maureen McCarthy, Educational Consultant  
Denise Tamburello, Educational Coordinator  
Michelle Amero, Program Coordinator  
Donna Carrington, Program Coordinator  
Kate Dufort, Program Coordinator  
Debbie Puleo, Operations Coordinator  
Jace Arrington, Facilities Manager  
Lori Maida, Human Resources Administrator  
Barbara Galatis, Executive Assistant



### 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 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.***

## **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.

(9) 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.

(5) 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.

(8) 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 COST 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 \$19,000 to \$36,600. 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 (includes all therapies) (based on 180 Days)	Comparative Private School Avg Tuition	Variance/ SAVINGS
Multiple Disabilities	\$48,925.80	\$77,236.80	<b>\$28,311.00</b>
Skills and Language	\$48,925.80	\$81,550.20	<b>\$36,624.00</b>
Elementary Therapeutic	\$50,401.80	\$69,406.20	<b>\$19,004.40</b>
Mid & High Therapeutic	\$46,616.40	\$65,655.60	<b>\$19,039.20</b>

## ADULT SERVICES

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

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

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

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

**Behavior Services and Nursing Plans of Care** are incorporated into either or both of the program models to support participants' extraordinary needs. Many people have behavior modification 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 support individuals who have acute, long term, age-related health issues and physical disabilities. In addition to direct services, special evaluations for adaptive equipment, swallowing disorders, assistive technology, are often arranged and conducted at the program sites. Families and residential service providers are regular recipients of communication about shared individuals to optimize health and safety of all and to ensure continuity of supports and care.

**Referrals, funding and regulatory authority** are provided by the Department of Developmental Services (DDS). 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. These services are regulated by the Mass Health Office of Long Term Services and Supports. The Adult Services programs are proud to be accredited by CARE, an international accreditation organization.

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

## DISCUSSION OF COST EFFECTIVENESS:

Both of Shore's largest divisions produced a surplus in FY17, collecting more revenue than expenses. It is difficult to discuss the cost effectiveness of Adult Services by comparing "tuitions" to comparable providers since both DDS and Mass Health rates are set by the state and are the same for all agencies. The numbers of individuals served and revenue generated clearly indicates that Adult Services continues to be a sought after service for state partners, families and individuals. The overhead generated by this service continues to support the strong infrastructure of Shore, benefiting all divisions.

## 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.

Shore's Home Training Services provided 2,050.25 hours of service in FY 17. MUNICIPAL



## MEDICAID BILLING

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

### Direct Care Medical Services:

All Medicaid eligible special education students who have direct care medical services identified on their IEPs and have parent authorization are eligible to be billed for these services. In order for allied health professionals to submit claims they must meet the Medicaid definitions for their positions. The billing is processed on a monthly basis and submitted to Mass Health.

### 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. The School district submits the information to Shore for billing.

### Annual Cost Reports:

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

This table represents the Medicaid revenues returned to the following communities in FY17 through the Shore Medicaid Municipal Billing services.

Community	FY17 Medicaid Reimbursement
Amesbury	\$125,659.84
Everett	\$921,407.81
Georgetown	\$91,465.47
Ipswich	\$137,735.72
Malden	\$827,257.66
Medford	\$433,531.48
Mystic Valley Center	\$4,374.16
Northeast Vocational Technical High School	\$91,371.15
Revere	\$495,897.42
Rockport	\$47,970.09
Saugus	\$133,615.30
Shawsheen Valley Technical High School	\$3,617.86
Winthrop	\$145,778.40
<b>Total Billed</b>	<b><u>\$3,459,682.36</u></b>

## WORK ALIGNED TO OUR PURPOSE:

Adopted and trained all staff in Safety Care Training, including approximately twenty-one Shore staff who became certified as trainers. This course is a very proactive, preventative approach to avoiding crisis intervention procedures, and is totally aligned with PBIS strategies and philosophy. Having the entire organization (Student and Adult Services) all trained in the same curriculum, allows us to offer trainings many times and locations throughout the year so that new staff are trained as quickly as possible.

- ❖ Continued to implement Positive Behavior Interventions and Supports (PBIS) throughout the entire organization: Student Services and Adult Services Divisions.
- ❖ Administered MCAS, including grades 3 and 8 computer-based MCAS testing, Alternative MCAS, and ACCESS testing to all of our students.
- ❖ Provided professional development to high school and post-secondary teachers related to transition services: conducting interest surveys and interviews; and teaching hard and soft skills required for employment.
- ❖ Developed, trained and implemented an in-house significant behavior and physical restraint data collection and analysis system in Student Services.
- ❖ Expanded and developed new Transition Services for our districts: Shores College, Career, Future Ready Extension Program. Specifically, partnered with Revere and Everett to pilot Transition Coaching services for students (with disabilities) who are referred by their district “teams”. Students work with Shore’s CCFR Coaches outside of school hours and settings on targeted goals that will help them succeed in “life after high school”.
- ❖ Administered the Early Literacy Grant, through the DESE, continuing our work with Cambridge Public Schools. This grant provided coaching, professional development and other resources to K – 1 teachers with the goal of improving early literacy in students.
- ❖ Adult services programs, individuals and staff, collected and donated toys, coats, clothing, blankets, and Christmas trees to benefit various charitable organizations.
- ❖ Adult services programs developed a community-based curriculum to continue training staff and encouraging individuals to be fully integrated members of their communities.
- ❖ 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.
- ❖ Managed and completed a building improvement project of reconstructing the parking lot and fencing at the Revere Beach Parkway facility.
- ❖ The Board refinanced the debt owed on 100 Revere Beach Parkway facility at a significantly lower interest rate, reducing current and future operating costs.

## Appendix 1

### FY 17 TUITIONS OF 766 PRIVATE SCHOOLS COMPARABLE TO SHORE'S PROGRAMS

105 Comparison	Daily Rate	Annual Rate for 180 Days
Cotting School	\$419.21	\$75,457.80
B.C. Campus School	\$442.23	\$79,601.40
Franciscan	\$425.84	\$76,651.20
<b>AVERAGE</b>	<b>\$429.09</b>	<b>\$77,236.80</b>
<b><u>Shore's 105 Multimodality</u></b>	<b><u>\$271.81</u></b>	<b><u>\$48,925.80</u></b>

105 Comparison	Daily Rate	Annual Rate for 180 Days
May Center	\$388.77	\$69,978.60
NECC	\$507.73	\$91,391.40
Melmark	\$462.67	\$83,280.60
<b>AVERAGE</b>	<b>\$453.06</b>	<b>\$81,550.20</b>
<b><u>Shore's 105 Skill&amp; Language</u></b>	<b><u>\$271.81</u></b>	<b><u>\$48,925.80</u></b>

305 Comparison	Daily Rate	Annual Rate for 180 Days
Walker School	\$398.10	\$71,658.00
Lighthouse	\$394.95	\$71,091.00
Italian Home	\$363.71	\$65,467.80
<b>AVERAGE</b>	<b>\$385.59</b>	<b>\$69,406.20</b>
<b><u>Shore's Elementary Therapeutic</u></b>	<b><u>\$280.01</u></b>	<b><u>\$48,934.80</u></b>

315 Comparison	Daily Rate	Annual Rate for 180 Days
Dearborne	\$386.00	\$69,480.00
Lighthouse	\$394.95	\$71,091.00
Compass	\$313.31	\$56,395.80
<b>AVERAGE</b>	<b>\$362.75</b>	<b>\$65,655.60</b>
<b><u>Shore's Mid &amp; High Therapeutic</u></b>	<b><u>\$258.98</u></b>	<b><u>\$46,616.40</u></b>

## Appendix 2: Division Revenue to Expense 3-Year Comparison

