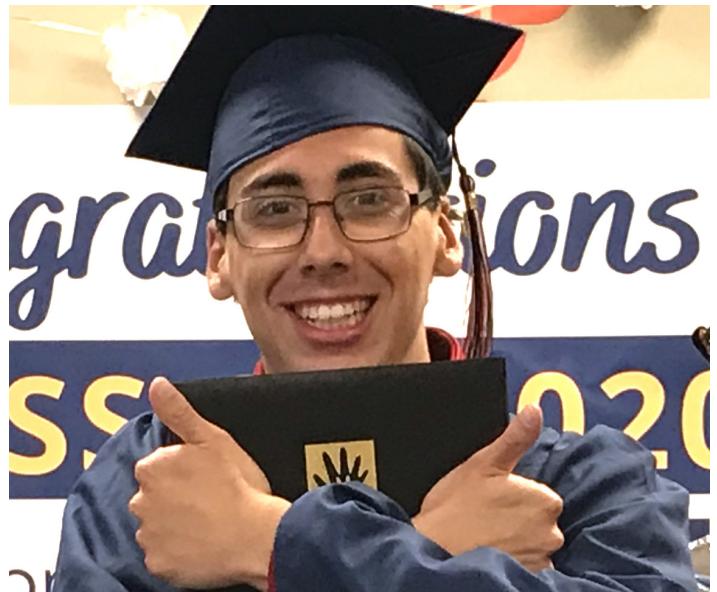
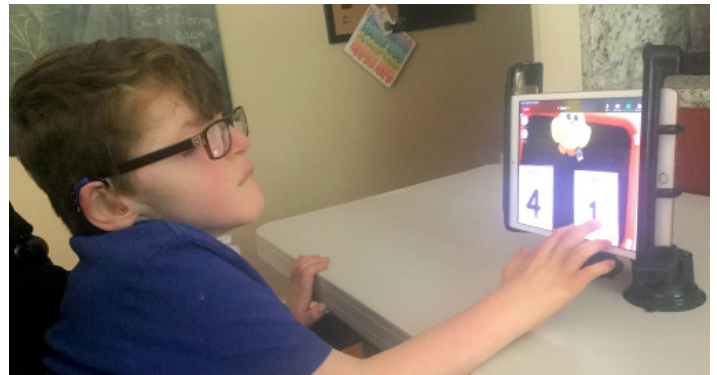


2019-2020

ANNUAL REPORT



**NORTHSHORE
EDUCATION
CONSORTIUM**



Northshore Education Consortium
112 Sohier Road, Beverly, MA 01915
Tel: 978-232-9755 | www.nsedu.org



"I want to thank the staff
for an amazing year. We
are so pleased with the
progress our daughter has
shown."

- NEC Parent



**NORTHSHORE
EDUCATION
CONSORTIUM**

Member School Districts: Beverly, Danvers, Gloucester, Hamilton-Wenham Regional, Ipswich Public Schools, Lynn, Lynnfield, Manchester-Essex Regional, Marblehead, Masconomet Regional, Nahant, North Reading, Peabody, Reading, Rockport, Salem, Swampscott, Triton Regional, Tri-Town Union (Boxford, Middleton, Topsfield)



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Message From the Executive Director

October 2020

Dear Northshore Education Consortium Members and Friends;

I am pleased to share this report highlighting the activities and accomplishments of the 2019-2020 school year.

Northshore Education Consortium remains committed to the core mission of providing high quality, cost effective public programs, support services, and resources to assist member districts in meeting the needs of students who require specialized educational services.

After a very positive start to the year, the final quarter of FY20 was unlike anything we could have anticipated as we needed to close school buildings due to the COVID19 pandemic.

I was incredibly proud of the way in which our teams pulled together, shifting gears practically overnight to make sure our students were safe, cared for, and educated. Approximately 85% of our students were at least moderately engaged in remote learning. And, although graduations had to be held remotely and/or through video production, 55 students received their diplomas in June.

During times of crisis, the strength of a community is tested. The NEC community passed the test, and continues to amaze me each day! I feel privileged every day to work with such talented colleagues, students, and families.

With thanks for your ongoing support,



FRANCINE H. ROSENBERG
EXECUTIVE DIRECTOR

Collaborative Information

HISTORY

Founded in 1974, the Northshore Education Consortium was one of the first regional collaboratives in Massachusetts and is the largest provider of intensive special education services to children and youth with emotional, behavioral, and developmental disabilities on the North Shore.

GOVERNANCE AND LEADERSHIP

Northshore Education Consortium is governed by a 19-member Board of Directors, representing the 21 districts served (Tri-Town School Union is represented by their shared Superintendent.) All districts are represented by their Superintendent. The full Board meets six or seven times per year. Each board member also serves on one of four subcommittees: Finance, Facilities, Policy and Personnel. Each subcommittee meets several times during the year.

The administrative leadership team meets two or three times each month, to oversee the daily operations of the Consortium and its programs.

MEMBER DISTRICTS/ BOARD OF DIRECTORS, 2019-2020

-  Beverly Public Schools- **Dr. Suzanne Charochak**
-  Danvers Public Schools- **Dr. Lisa Dana**
-  Gloucester Public Schools- **Dr. Richard Safier**
-  Hamilton-Wenham Public Schools- **Dr. Julie Kukenberger**
-  Ipswich Public Schools- **Dr. Brian Blake**
-  Lynn Public Schools- **Dr. Patrick Tutwiler**
-  Lynnfield Public Schools- **Ms. Jane Tremblay**
-  Manchester-Essex Public Schools- **Ms. Pamela Beaudoin**
-  Marblehead Public Schools- **Mr. William McAlduff**
-  Masconomet Regional- **Dr. Michael Harvey**
-  Nahant Public Schools- **Mr. Anthony Pierantozzi**
-  North Reading Public Schools- **Mr. Jon Bernard / Dr. Patrick Daly**
-  Peabody Public Schools- **Dr. Cara Murtagh / Dr. Marc Kerble**
-  Reading Public Schools- **Dr. John Doherty**
-  Rockport Public Schools- **Mr. Robert Liebow**
-  Salem Public Schools- **Ms. Kathleen Smith**
-  Swampscott Public Schools- **Ms. Pamela Angelakis**
-  Tri-Town School Union- **Dr. Scott Morrison**
-  Triton Regional School District- **Mr. Brian Forget**

ADMINISTRATIVE LEADERSHIP TEAM, 2019-2020

-  **Francine Rosenberg**, Executive Director
-  **Glenn Bergevin**, Chief Financial Officer
-  **Martha Krol**, Principal/Director, Kevin O'Grady School
-  **Andrea Holt**, Assistant Director, Kevin O'Grady School
-  **Stephanie Couillard**, Assistant Director, Kevin O'Grady School
-  **Kenneth Letzring**, Principal/Director, Northshore Academy Upper School
-  **Tracy Farraher**, Principal/Director, Northshore Academy Lower School
-  **Michelle Lipinski**, Principal/Director, Northshore Recovery High School
-  **Charles LeBuff**, Principal/Director, Topsfield Vocational Academy & STEP
-  **Ellen Heald**, Principal/Director, Embark & SOAR Programs
-  **Monique Bourgault**, Director of Facilities
-  **Eric Aldrich**, Director of Educational Technology
-  **Windi Bowditch**, Director of Clinical Training and Consultation

Mission/Vision/Core Values & Beliefs

MISSION

The mission of the Northshore Education Consortium is to support member districts by offering high quality, cost-effective school programs, consultation, professional development, support services and resources to ensure that districts can provide successful learning experiences for all students, including those with complex or low-incidence special needs.

CORE VALUES:

1. Individualized, Strength-Based Education
2. Compassion and Respect
3. Teamwork and Collaboration
4. Excellence and Lifelong Learning

GUIDING BELIEFS:

1. Communities need a broad continuum of options for children with disabilities and other risk factors.
2. All children deserve an education that allows them to achieve their full human potential, whether that means preparation for college or career, or maximum independent functioning and quality of life.
3. All children deserve an education that is individualized, strength-based, and has high expectations for achievement.
4. People with disabilities and their families deserve to be treated with compassion and respect.
5. Best outcomes are achieved through multi-disciplinary teamwork and collaboration between families, educators, and community partners.
6. Every member of the community, regardless of age, role, or ability should be engaged in a continuous learning process with a commitment to the highest level of excellence.

LONG-RANGE VISION:

Our vision is to provide a continuum of services for our region, to ensure the best possible outcomes for all students, particularly those with risk factors or disabilities. We will strive to do this by providing outstanding educational programs, but also by becoming the “go to” resource in the region for individuals looking for consultation, training, information or guidance around helping children with special needs.

We will achieve this vision by continuously developing the following:

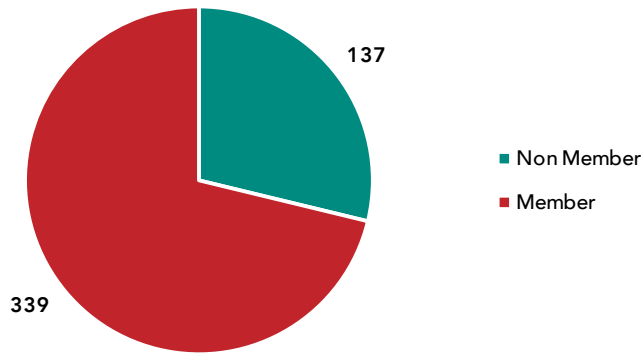
1. High quality, specialized programs for children with complex special needs, addictions, or other unique challenges. This includes, but is not limited to:
 - a. Assuring that our programs utilize the latest evidence-based practices.
 - b. Assuring that high standards are set for all students, regardless of disability, and that we are continuously measuring our success in meeting those standards.
 - c. Assuring that we have access to current technology, adaptive equipment, and other resources necessary for preparing our students for college, career, citizenship, and maximum independent functioning.
 - d. Providing opportunities for students to experience a rich array of opportunities beyond the core curriculum, including arts, fitness and wellness, community trips and activities, service learning, internships and supported work opportunities, etc.
 - e. Maintaining strong connections to community organizations that provide medical and mental health services.
 - f. Providing supports and services for families of children with special needs.
2. State-of-the-art professional development opportunities for our own staff and those from our districts, enabling them to stay up-to-date on best practices for complex youngsters.
3. Consultation, home, and school-based services that respond to the needs of our districts.
4. Partnerships with other schools and collaboratives, colleges, state and community agencies to advocate for and promote the interests of children and young adults with complex needs and their families.



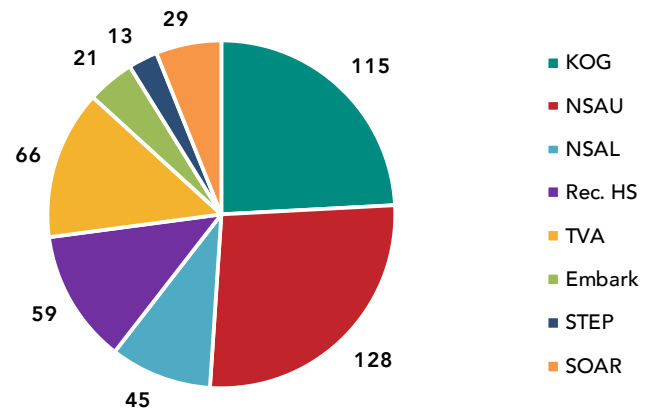
School Programs 2019-2020

During the 2019-2020 school year, Northshore Education Consortium's approved day schools served 476 students from 21 member and 34 non-member districts.

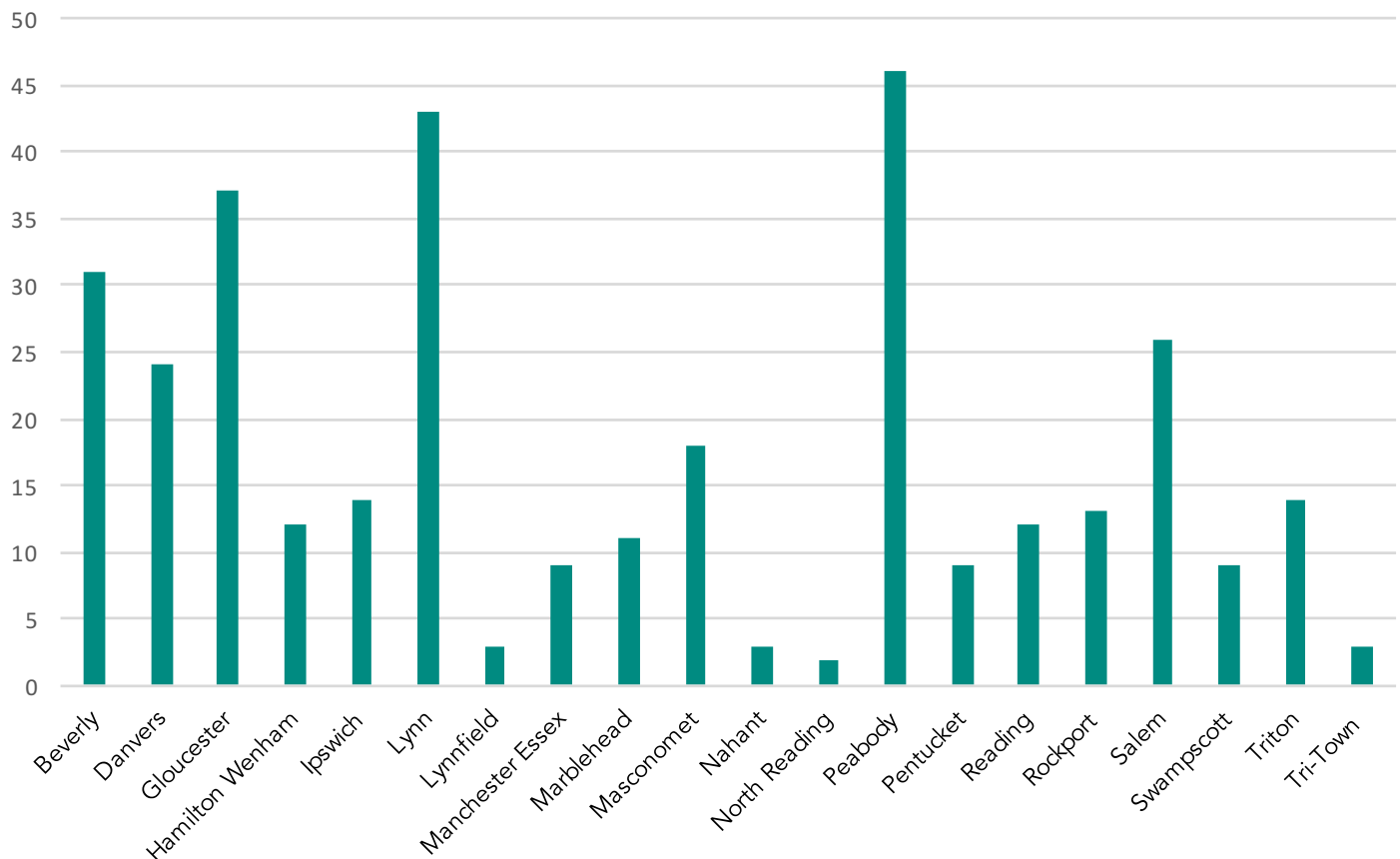
STUDENTS FROM MEMBER & NON-MEMBER DISTRICTS



STUDENTS BY PROGRAM



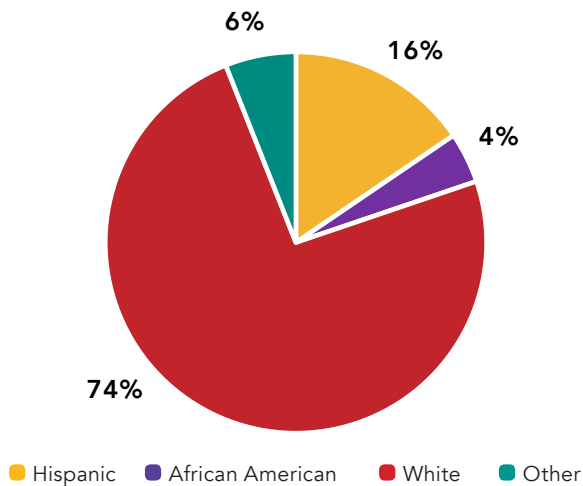
STUDENTS SERVED BY MEMBER DISTRICTS



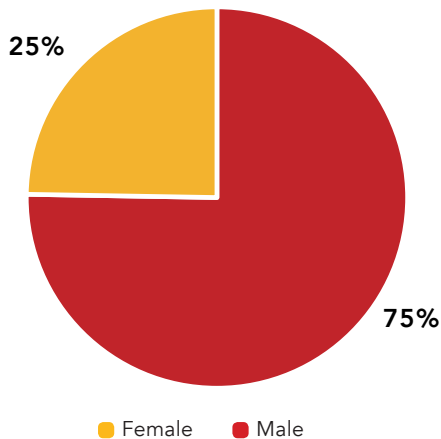
Demographics

The following information is based on DESE School and District Profile Data.

RACE & ETHNICITY



GENDER



ADDITIONAL DATA

First Language not English	9.2 %
English Learner	1.6 %
Economically Disadvantaged	60.9 %



"The students are not only taken care of wonderfully; they are loved and respected, which keeps them healthy and makes them very happy."

- NEC Parent



Kevin O'Grady School

112 SOHIER ROAD | BEVERLY, MA

The **Kevin O'Grady School (KOG)** serves students age 3-22 with significant developmental disabilities including:

- Intellectual impairments
- Autism
- Multiple disabilities
- Physical disabilities
- Complex medical needs
- Sensory impairments
- Visual impairments
- Deafblindness

The Kevin O'Grady School focuses on developing academic and life skills to maximize students' educational potential and increase opportunities for meaningful participation in home and community activities.

During the 2019-2020 school year, the Kevin O'Grady School served 115 students from 35 districts.

MCAS-Alt. Portfolios were submitted for all eligible students in grades 3 through 10.

APPROACH

At the Kevin O'Grady School, each student's program focuses on developing these core skills:

- Communication (including augmentative and assistive technology)
- Movement & functional mobility
- Activities of daily living
- Social & leisure skills
- Pre-vocational & vocational skills
- Adaptive behavioral skills

SPECIALIZED SERVICES:

- Vision, orientation & mobility and deafblind services
- Support groups & workshops for families
- Home services
- Augmentative & assistive technology assessments
- Brace & wheelchair clinic

"Thanks to the staff for the support and effort to help our son develop the skills that will assist him to live a full & productive life."

- NEC Parent



PROGRAMS:

Foundations Integrated Preschool - Following a theme-based curriculum, children with disabilities along with peer models learn developmentally appropriate skills to allow for transitions back to their neighborhood schools or to other specialized classrooms.

Access - For students age 6-22 with multiple impairments and complex medical needs. Nursing services and therapies are integrated into the classroom. Adaptations including sensory diets, augmentative communication systems, adaptive equipment and environmental supports enable students to actively engage in all parts of their day.

Reach - For students age 6-13 with autism, developmental, or intellectual impairments. Through systematic instruction, including research-based teaching methodologies and applied behavior analysis, students acquire the academic, communication, social-emotional, and self-help skills needed to reach their full potential.

Strive - For students age 14-22 with autism, intellectual impairments, and other complex needs. Students acquire the self-help, sensory, self-regulation, leisure, and pre-vocational skills needed to reach their full potential. The emphasis is on active learning through systematic instruction using research-based teaching methodologies.

Target - For students age 14-22 on the autism spectrum or with intellectual impairments who are ready for vocational job opportunities. Students focus on academic, communication, social-emotional, self-help, pre-vocational/vocational and life skills needed for successful transition to adult services. Along with comprehensive vocational assessment, systematic skill instruction occurs in in-house vocational areas, community based vocational internships, and through community outings.

Northshore Academy Upper School

126 SOHIER ROAD | BEVERLY, MA

Located in Beverly, **Northshore Academy Upper School** (NSAU) serves students in grades 7 through 12 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. The Academy served 128 students from 34 districts during the 2019-2020 school year. 25 students graduated.

At the Academy, clinical and behavioral supports are fully integrated into the students' day, enabling them to focus on academic progress while also building social skills and skills for coping and self-regulation.

In addition to providing a challenging academic curriculum, the Academy's programs and services have been designed to help students enhance social skills, acquire new knowledge and develop supportive relationships within their school and communities, preparing them for their return to their home school, college, and/or job placement. This is accomplished through assigning each student to a Multi-Disciplinary Team of professionals and specialists, who, along with the student's parents, work together to meet the individual student's needs through the use of innovative educational programming, clinical support, and specialist services. All students have an Individual Educational Plan and are referred through the Special Education Department of the student's sending school district.

Programming at Northshore Academy Includes:

ACADEMICS:

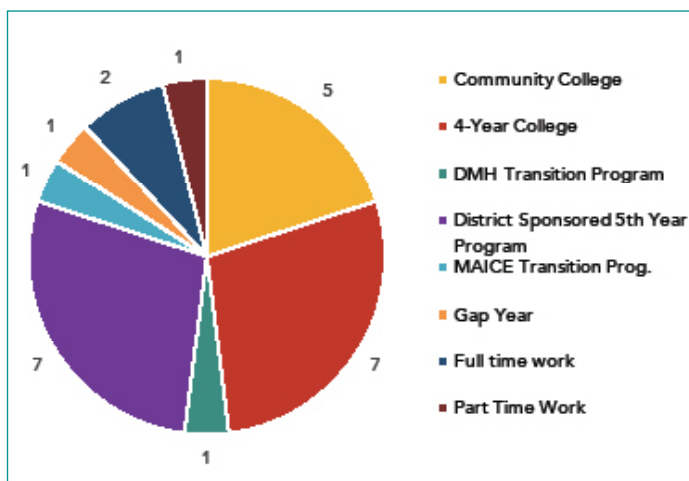
- An integrated curriculum, which includes multi-sensory learning, art, drama, and music education, project, based learning and opportunities for physical and recreational development, including a dynamic outdoor adventure program.
- Small classroom size which provides a more intensive and focused learning environment for students
- Enhanced computer and technology programming exposing students to a broader educational experience
- Academic testing to more accurately assess the educational strengths and needs of each student
- Vocational programming and work study opportunities presenting college and/or employment options to students

CLINICAL SERVICES:

- Psychosocial assessment to accurately determine social, emotional and behavioral interventions needed to support student success in the classroom
- Case management coordinating school-based services and/or facilitating referrals to outside agencies for substance abuse treatment, psychiatric assessment, and individual and/or family therapy
- Family supports
- School based counseling
- Psycho-educational groups (i.e. life skills, anger management, transition to young adulthood, teen health, social skills, college and career preparation, social thinking curriculum-based groups, etc.)
- Art/expressive therapy
- Speech and language, occupational therapy, or physical therapy if needed



POST-GRADUATION PLANS



The Academy served 128 students from 34 districts during the 2019-2020 school year. 25 students graduated.

Northshore Academy Upper School

STUDENT SUPPORT SERVICES:

- Social skill development specific to classroom and community interaction (anger management, decision making, critical thinking)
- Crisis management
- Behavioral and emotional support targeted at keeping the student in their classroom

TRANSITION PLANNING AND COLLEGE PREPARATION SERVICE

- Career awareness and exploration activities (job shadows, Junior Achievement, class sessions, mini-workshops)
- Career center workshop
- College planning and preparation throughout the year
- Internships
- Classes on employment and career development skills
- Numerous college and trade school tours and information sessions
- Transition Planning Night for parents to provide information about college exploration, career preparation, digital portfolio use, the IEP process and transition planning, and how to use community resources and supports to prepare students for life after high school.
- Close collaboration with the Massachusetts Rehabilitation Commission
- On-site PSAT and SAT
- Dual enrollment

ENRICHMENT ACTIVITIES:

- Intramural basketball and soccer teams
- Saturday and school vacation hiking trips
- Drivers Education provided on-site in collaboration with Triad Driving Academy
- After-school “LAN” parties (Local Area Network) which give students an opportunity to come together and develop social skills while engaging in a variety of gaming activities
- Electives including technology, culinary arts, fine arts, music and drama, and rock climbing.



Northshore Academy Lower School

83 PINE STREET | PEABODY, MA

The **Northshore Academy Lower School (NSAL)** is located in West Peabody and serves students in grades K through 6 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. The Lower School served 45 students from 18 districts during the 2019-2020 school year.

The Academy Lower School features small self-contained classrooms with a great deal of individual support. Clinical and behavioral support staff work closely with each classroom team, creating a closely connected multi-disciplinary team working with each student and their family.

The Lower School has filled a need for districts to provide comprehensive, short-term assessment for young children in crisis. These students receive a comprehensive multi-disciplinary assessment and the district receives concrete recommendations on what the child will need to make educational progress and/or return to a less restrictive placement.

Many students who attend the Academy Lower School, whether for a short or a longer-term placement, are able to return to a less restrictive environment.

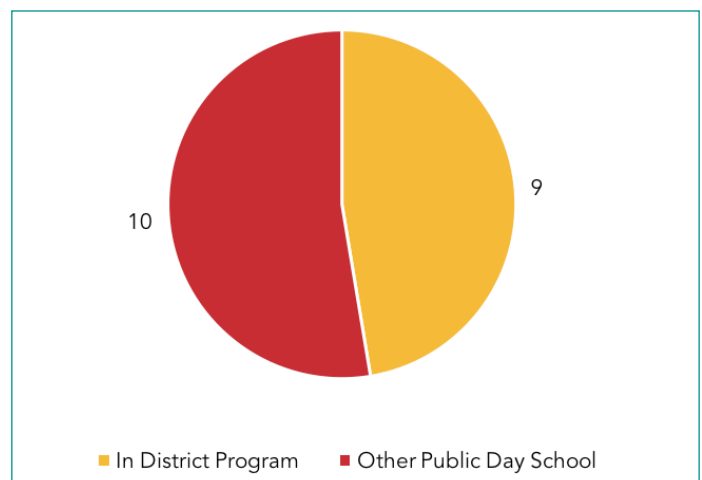
During the 2019-2020 school year, 19 students “graduated” from the Lower School; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. 9 of these students returned to an in-district setting, while 10 moved onto another public day school.

HIGHLIGHTS OF THE YEAR INCLUDED:

- Increased staff training on positive behavioral supports, trauma and learning, and collaborative problem solving resulted in an increase in student time in class and time on learning, and a decrease in the number of restraints and time out of the classroom.
- Field trips to Topsfield Fair, Brooksby Farm, and Peabody Essex Museum
- The addition of therapy dog Charlie Brown, a Golden Doodle who visits the school three days each week
- Each student having their own technology to use during synchronous and asynchronous learning activities.
- Hosted family events including magic shows, paint nights, school-wide theme days and a week long Book Fair.
- Monthly recognition of student growth and exceptional actions in our community.
- Opportunities for parents to view Literacy and STEM projects created by students.



SCHOOL PLACEMENT POST GRADUATION



During the 2019-2020 school year, 19 students “graduated” from the Lower School; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. 9 of these students returned to an in-district setting, while 10 moved onto another public day school.

Topsfield Vocational Academy & STEP Program

248 BOSTON STREET | TOPSFIELD, MA

Topsfield Vocational Academy (TVA) is located in Topsfield and serves 8th-12th grade students with a range of learning and social-emotional, and behavioral health challenges.

In 2018, the STEP program moved to the Topsfield site and the two programs began to share resources and programming, given the similar needs of the student populations.

During the 2019-2020 school year Topsfield Vocational Academy educated 66 students from 28 districts, and an additional 13 students were enrolled in the STEP Program. Nineteen students graduated and went on to community college, paid employment, or post-HS special education at the SOAR program.

In addition to academic and clinical programming, Topsfield Vocational Academy features on-site vocational shops in the areas of culinary arts and carpentry, and a wide variety of community based vocational internships. TVA maintains a partnership with Essex Shipbuilding Museum, giving students the opportunity to participate in building boats and learning about the maritime history of the region. Throughout the year, students raised over \$1000 to support TVA's sister school, Hope Academy, in Africa, and has developed a podcast read aloud with TVA students reading texts to enrich the curriculum at Hope Academy.



Northshore Recovery High School

112 SOHIER ROAD | BEVERLY, MA

Northshore Recovery High School (RHS), located in Beverly, is designed to meet the needs of high school students who have had a history of substance abuse but who have made a firm commitment to recovery. Funded by the State Department of Public Health and local school districts, RHS provides students a high school environment with the specialized clinical supports needed by students who are struggling with issues related to recovery, and often other mental health or learning challenges.

Students can be referred to RHS by schools, parents, courts/state agencies, drug & alcohol treatment agencies and residential programs. Students must have a recent diagnosis of a substance abuse disorder, be committed to an individual plan of recovery and, along with their parents or other caring adult, must be willing to sign an accountability contract.

During the 2019-2020 school year, RHS served 64 students from 27 communities. Twelve students graduated in June and enjoyed a virtual graduation along with the rest of the country seven of them are currently enrolled in a certificate program or in higher education. One student was admitted into an elite electrical apprentice program and is doing well. Many are currently working until pandemic related restrictions are lifted and they can attend college in person.

PROGRAM DETAILS:

- RHS aligns with Massachusetts State Standards, MCAS testing protocols and the course requirements of Northshore Education Consortium's member school districts.
- Curriculum is designed to meet the complicated needs of the enrolled students. Students work on a competency-based curriculum that adheres to the CES Principles.
- While not a special education placement, staff at RHS are able to meet the needs of students with IEPs who require accommodations and/or specially designed instruction.
- Students are eligible for graduation from their sending school district. The Guidance Counselor of RHS is responsible for coordinating requirements and credits needed for graduation with sending districts.
- Guidance staff work closely with districts, treatment providers and other residential placements to provide an accurate transcript for enrolled students.
- RHS provides wrap-around case management for students who have complex histories with court, DCF and other community adolescent and adult serving agencies.
- Students must be committed to and actively working on a valid individual program of recovery.
- Supporting the recovery culture of RHS, students and their parents will be accountable to develop and maintain their own recovery plan with the support and recommendations of RHS staff.
- All students participate in clinical groups and drug testing as part of the program.
- Substance abuse counseling will be provided to students during after school hours by an outside substance abuse treatment agency. RHS Counselors will be available for on-site support and referral recommendation and facilitation as needed.



HIGHLIGHTS OF THE YEAR INCLUDED:

- Staff continued to support students throughout the pandemic following all CDC guidelines. They recognized the unique needs of the students struggling with isolation and the effects of the pandemic on students' mental health and substance use disorders. Staff went to homes, met students outside at parks and continued to provide support and keep students engaged both academically and in their recovery.
- Students were featured in a national docuseries on MTV, *16 and Recovering* which aired this September, 2020, during National Recovery Month.
- Students continued to train Franklin, a therapy dog, who is an important and beloved part of the school community.
- Students continued to submit music to our soundcloud at Recovery High Records
- Students performed at Sonia in Cambridge on Sept 6, 2019

Transition Programs

SALEM STATE UNIVERSITY | 121 LORING AVENUE | SALEM, MA

NEC's **Transition Programs (SOAR & Embark)** prepare young adults with moderate learning, psychiatric or intellectual disabilities for successful independence and employment, and in some cases, continuing education.

This year, SOAR and Embark continued to expand internship opportunities across our five occupational tracks (retail, hospitality, animal care, community support, and manufacturing/tech), with partnerships with over 30 local and national companies. Our CVS retail training site was completed, affording our students the opportunity to practice both their retail and consumer skills. Students also took part in a variety of certificate programs, including the Red Cross CPR and Babysitting courses, ServSafe Food Handler, Introductory Animal Care, and CVS' Abilities in Abundance certifications. Our Art programs expanded to include off-campus classes, affording potential learning opportunities in travel training and community access. We also began a highly successful partnership with WellSpring House, a Gloucester-based non-profit providing ongoing community support and free college credit classes to our transition students.

Embark Program

The **Embark** program is located at the Enterprise Center at Salem State College and is geared toward students with learning delays and intellectual disabilities. Students use the college campus resources (such as the library, bookstore, wellness center, and food court) to enhance their academic, vocational, and physical education. In 2019-2020, Embark served 21 students. Four students graduated with certificates of completion upon reaching the age of 22. Two of these students went on to adult day programs. One was employed with support, and one was still working on her plans at the time of this report. All students had gained skills for independent travel and/or using The Ride.

PROGRAM COMPONENTS

The Embark experience has two major components; independent life and occupational development. The components are integrated and together contribute to the successful transition of each student from home and school to independent life.

Independent Life

The Independent Life component focuses on foundation skills:

- Using resources within the community
- Public transportation training
- Consumer skills
- Social skill training and application
- Leisure options
- Oral & written communication; computer literacy
- Current events and issues
- Health issues & issues pertaining to adult sexuality
- Occupational Development

Occupational Development

The Occupational Development component includes foundation skills, vocational/career preparation and placement, occupational assessment and advisement; internship opportunities. Students must attend Embark for a minimum of two years, up to a maximum of four years. The program sequence is individualized and includes the following:

- Vocational assessment
- Internship and/or job placement
- Residential living preparation
- Transition related issues
- Maintaining employment



Transition Programs

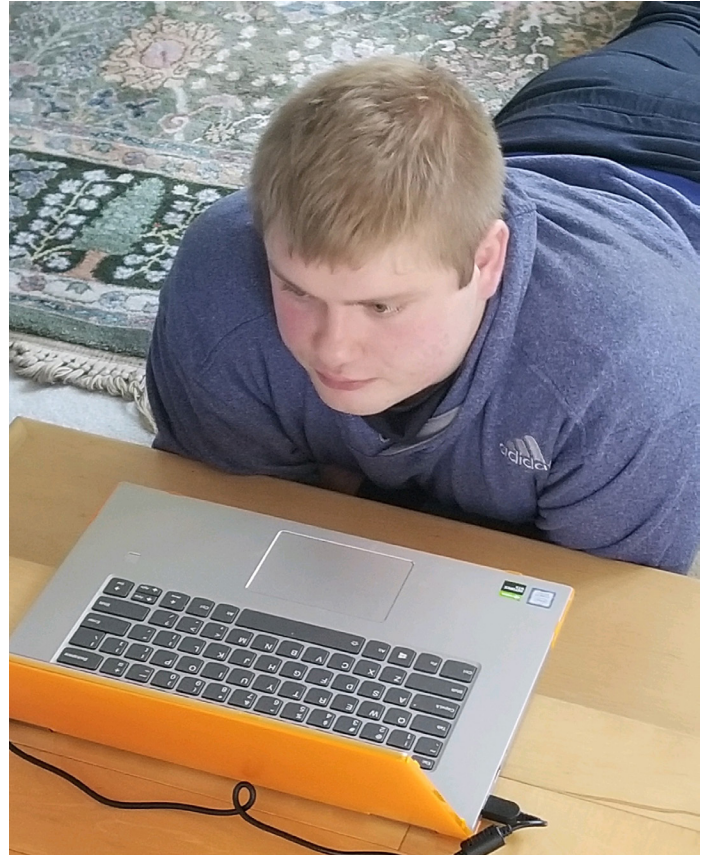
SOAR Program

SOAR is a specially designed transition program for students aged 18-22 with Autism Spectrum Disorder, anxiety disorders and related diagnoses. The goal of the program is to assist students in transitioning to college and the world of work and to support students in becoming confident contributing members of society.

During the 2019-2020 school year, 29 students attended the program. 9 Students graduated with high school diplomas. Two of these students went on to college and five were employed as of the writing of this report. All had skills for independent travel, and two had earned drivers' licenses.

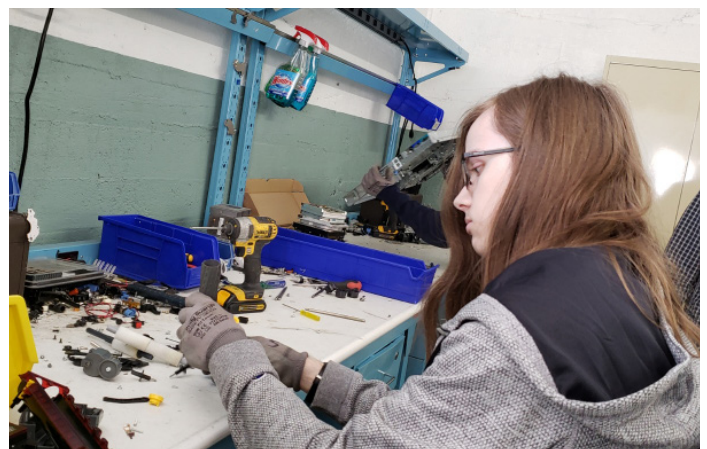
PROGRAMS COMPONENTS

- Life skills (contract with parents, student, and school)
- Curriculum (self-awareness, self-disclosure, self-advocacy)
- Time management
- Physical education (self-calming, self-regulation, yoga)
- Study skills (test preparation)
- Class etiquette (how to speak with different levels/relationships, etc.)
- Organizing work
- Group skills
- Raw arts (therapeutic art program)
- Negotiating (Compromising skills teaching brain function, language)
- Transportation
- Leisure (drugs, alcohol, sex, social networking)
- Social Skills (dating, roommates, hygiene)
- Vocational



"I wanted to thank you for how much you helped and believed in me over the years. My goal is to do for others what you have done for me..."

-NEC Student



Consultation & Contract Services

During the 2019-2020 school year, NEC provided vision, orientation and mobility to 55 students who attend schools in member districts and educated 3 students who required home-bound instruction.

NEC employees also consulted to several districts around mental health issues, restraint prevention, creating positive behavioral supports, and assistive technology. In addition, our social workers provided clinical supervision to staff in one member district and conducted informal and formal consultations on complex student situations in several districts.

Family & Professional Learning Center

Regional Professional Development

Unfortunately, several spring conferences and workshops were cancelled due to the pandemic.

Prior to that, NEC offered several sessions of Youth Mental Health First Aid to regional organizations, and continued to host ongoing job-alike groups for Special Education Team Chairpeople.

NEC is proud to have a wide variety of student teachers, interns, and trainees from several different universities and in a number of disciplines including special education, social work, speech and language pathology, and occupational therapy.

We are also proud to be able to host ongoing training for Police Departments on the North Shore through the CIT Jail Diversion Program.

NEC Family Center

The NEC Family Center runs several parent support groups and maintains a comprehensive resource library filled with books, pamphlets, and other materials on a wide range of disabilities and special education, mental health, and substance abuse issues. These resources are available for parents and professionals throughout the region.

"The workshops have been very helpful. Staff leave the workshop with a tangible product/idea that they can use or implement right away."

-NEC Staff Member



NEC offered several sessions of Youth Mental Health First Aid to regional organizations, and continued to host ongoing job-alike groups for Special Education Team Chairpeople.



Ongoing Latino Nights for caregiver support are held at Kevin O'Grady School.

Cost Effectiveness of Programs & Services

NEC's approved day programs are both cost-effective based on a clear financial analysis of rates, but also enable districts to save on transportation costs by keeping students closer to home, and they are able to provide a higher quality service to students by pooling specialized expertise within one central location.

The simplest way to discuss the cost-effectiveness of NEC approved public day programs is to compare them to private special education placements that serve similar populations. (See chart on next page.)

Based on an analysis of private schools serving similar populations, member districts can save up to \$300/day (over \$50,000/year, not including transportation costs) by sending a student to an NEC program. (All rates are based on OSD FY 2020 data, compared to NEC FY-20 rates, and are based on daily rates for day programs, and rounded to the nearest dollar). NEC tuition rates include all therapy services.

COST EFFECTIVENESS OF RECOVERY HIGH SCHOOL

It is difficult to articulate the cost-effectiveness of RHS based on financial analysis. There are only five Recovery High Schools in MA, and there are not a lot of similar programs or schools to compare them to. By providing a regionalized Recovery High School, we are able to offer highly specialized services to a targeted group of high risk teenagers and enable these students to receive the needed supports to earn their diplomas. Most districts would be unable to provide these services within districts, as the cohort of students who need the service would be too small.

Districts were charged tuition of 73 to 115/ day depending on special education needs and member status.

The full cost of providing clinical and recovery services is subsidized by the DPH grant.

Many of the students, prior to enrollment at RHS were utilizing extensive mental health services within their public schools, or were enrolled in public or private day or residential schools with tuitions ranging from 232/day (Northshore Academy) to 519/day (Manville School)

COST EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT

Our professional development offerings are cost effective as they enable us to bring experts to our region and share the expertise of our own staff. Without these offerings, districts would have to pay individual staff members to travel to trainings given by these providers or by private, often for-profit, entities.

SUBSIDIZING THROUGH PHILANTHROPY

Given our desire to keep tuition rates affordable and to provide the highest quality programs and services for our students, we have expanded our capacity to seek private philanthropic dollars to supplement and enhance what we are able to provide without increasing tuition rates. During the 2019-2020 school year, Friends of NEC raised over \$227,000 through grants and private donations. This enabled us to provide low cost training, purchase new technology and communication devices, as well as to support a wide range of extracurricular and enrichment activities. When the pandemic hit, we were able to divert some of these funds to support our remote learning initiatives and to purchase necessary PPE.



NEC's annual road race, Festivus 5K for Autism, supports educational and enrichment opportunities for our students.

Cost Effectiveness of Programs & Services

Severe Disabilities

SCHOOL	DAILY RATE FY 20
NEC Kevin O'Grady: Member	411
NEC Kevin O'Grady: Non-Member	495
Melmark	493
Nashoba Learning Group	515
NE Center for Children	540
Hopeful Journeys	557
Perkins School for the Blind: Multiple Disabilities	697
BC Campus School	470
Beverly School for the Deaf: Children's Communication Center	478

Emotional Disability (grades K-12)

EMOTIONAL DISABILITY (GRADES K-12)	DAILY RATE FY 20
Northshore Academy, Topsfield Vocational & STEP: Member	232
Northshore Academy, Topsfield Vocational & STEP: Non-Member	278
Manville	519
Walker	424
Dearborn	483
Lighthouse School	485
Arlington School (McLean)	368
Community Therapeutic Day School	441
New England Academy	328

Intellectual Disability / Autism (ages 18-22)

INTELLECTUAL DISABILITY / AUTISM (AGES 18-22)	DAILY RATE FY 20
Embark/SOAR: Member	200
Embark/SOAR: Non-Member	225
Riverview	274
Cardinal Cushing Vocational	368

Progress Toward Achieving Purpose and Objectives

The purpose and objectives of NEC are stated in the Collaborative Agreement as:

PURPOSE:

The Consortium exists to provide education and related services as requested by its member districts, including, but not limited to programs and services for children with low-incidence disabilities and professional development for teachers and other related service professionals. These programs and services will also be available for non-member districts.

The collaborative Board of Directors (herein, “the Board”) has the authority to decide that the Consortium should provide services, programs, and/or assistance for its member districts in addition to those outlined in the first paragraph, consistent with applicable laws and regulations related to educational collaboratives.

FOCUS:

The focus of the Consortium is to provide innovative, high quality, cost-effective educational services for students with complex or low-incidence disabilities, to provide resources for member districts, and to serve as a regional center for planning and problem solving for member districts.

OBJECTIVES:

The overall objectives of the Consortium are:

1. To play a leading role in defining the future role of collaboratives in the Commonwealth.
2. To strengthen and expand the Consortium programs and services in a cost-effective manner that meets the needs of students and faculty in member districts and the region.
3. To develop new programs for students, particularly those with special needs, allowing them to meet the highest academic, social, and life-skill objectives in accordance with emerging evidence based practices.
4. To provide high quality, highly relevant professional development for the employees of the Consortium and member districts.

In terms of objective 1, the Executive Director continues to be a regular participant in MOEC state-wide and regional meetings, and is a regional representative to the MOEC Board. In addition, she convenes regular meetings of regional SPED administrators and maintains connections to the region’s universities and child-serving state agencies.

Progress toward meeting objectives 2-4 is generally assessed in an ongoing way by looking at utilization of programs and services, gathering both formal and informal data about student outcomes, and gathering both formal and informal feedback from consumers including school district personnel and parents. Information about utilization, outcomes, and cost effectiveness is contained in each of the program descriptions in earlier sections of this report.

Strategic Goals

Over the past year, our team continued to make substantial progress toward our strategic goals for 2019-2021.

GOAL 1: Continue to Strengthen Quality of Programs and Services

GOAL 2: Maintain Financial and Leadership Stability for Long-Range Sustainability

GOAL 3: Expand capacity to meet Regional Needs around Special Education and Youth at Risk and participate in larger scale efforts

Specific Accomplishments prior to March included:

- Completion of our 6-year Coordinated Program Review with only one minor area in need of improvement.
- Completion of our first OLA Review.
- Cohort of clinical staff completed the third course in the Trauma and Learning certificate program through Lesley University.
- Cohort of staff participated in ongoing advanced consultation around implementation of Collaborative Problem Solving.
- Participation in regional advocacy and professional development initiatives such as Recovery Day, Coalition for Special Education Funding, MPY Workshops, YAR Committee.
- Ongoing professional development addressing issues of equity, diversity and inclusion.

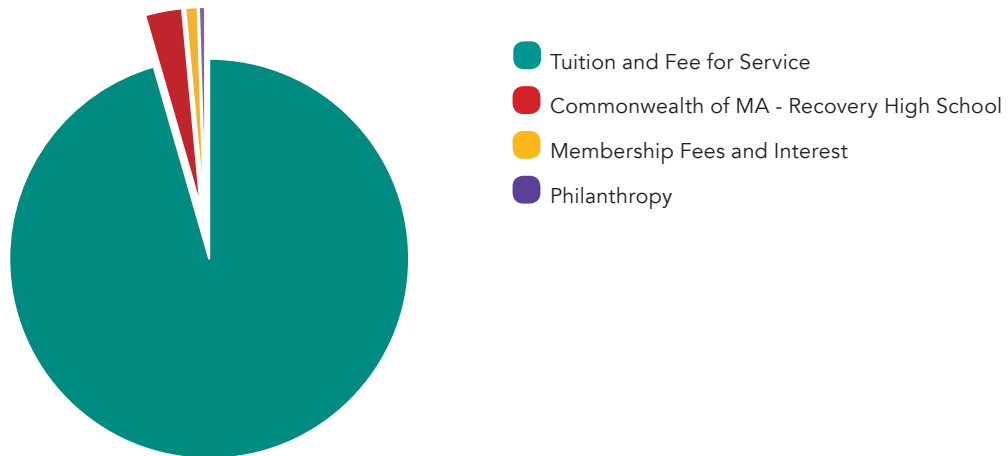
From March through June of 2020, our focus shifted to providing high quality remote learning and support for our students, as well as providing support for our member districts through weekly zoom meetings for SPED administrators.

Financial Summary FY 2020

A snapshot of NEC's financial performance is included below. For more detailed information please see the Audited Financial Statements and Uniform Financial Report.

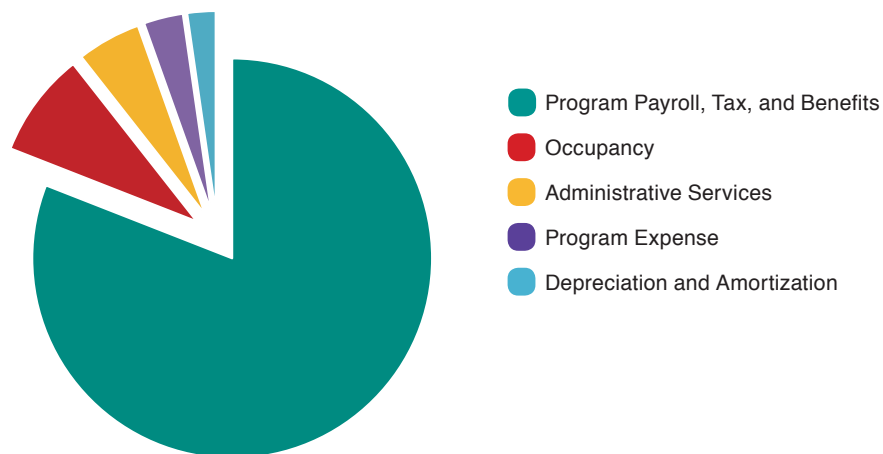
FY 2020 REVENUE SOURCES

Source	Dollars	Percentages
Tuition and Fee for Service	\$ 24,316,966	95.84%
Commonwealth of MA - Recovery High School	\$ 741,129	2.92%
Membership Fees and Interest	\$ 225,064	0.89%
Philanthropy	\$ 89,219	0.35%
Total Revenue	\$25,372,378	100%



FY 2020 EXPENSE CATEGORIES

Category	Dollars	Percentages
Program Payroll, Tax, and Benefits	\$ 20,380,226	80.95%
Occupancy	\$ 2,129,211	8.46%
Administrative Services	\$ 1,296,654	5.15%
Program Expense	\$ 798,855	3.17%
Depreciation and Amortization	\$ 572,836	2.28%
Total Expense	\$ 25,177,782	100%





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