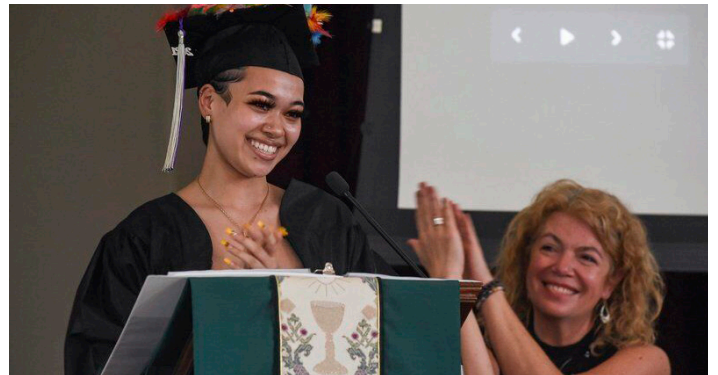


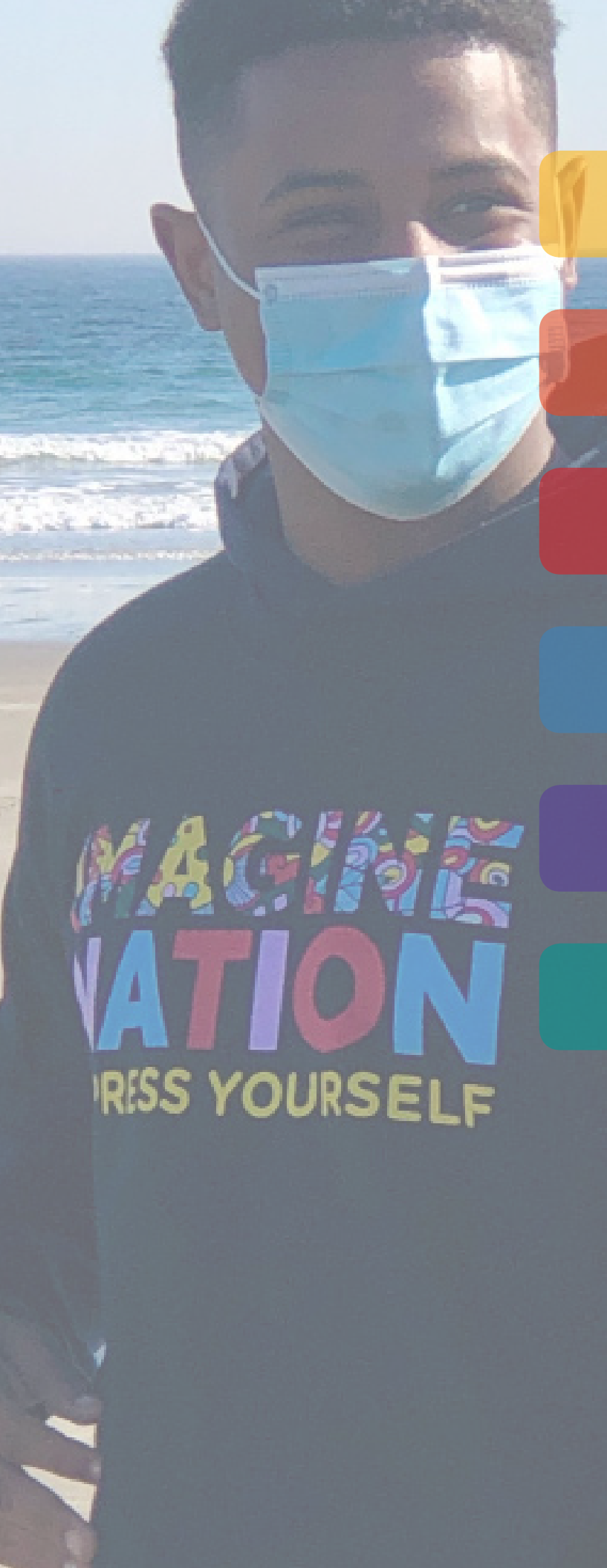
2020-2021

ANNUAL REPORT



**NORTHSHORE
EDUCATION
CONSORTIUM**

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



"This is just the beginning
of my story, and because of
all of you, I hope to make it
a great one."

- NEC Graduate



**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, Pentucket Regional, Reading, Rockport, Salem, Swampscott, Triton Regional, Tri-Town Union (Boxford, Middleton, Topsfield)



4	MESSAGE FROM THE EXECUTIVE DIRECTOR
5	COLLABORATIVE INFORMATION
	History
	Member Districts/ Board of Directors 2020-2021
	Administrative Leadership Team 2020-2021
6	MISSION/VISION/CORE VALUES & BELIEFS
	Mission
	Core Values
	Guiding Beliefs
	Long-Range Vision
7	SCHOOL PROGRAMS 2020-2021
8	DEMOGRAPHICS
9	KEVIN O'GRADY SCHOOL
10-11	NORTHSHORE ACADEMY UPPER SCHOOL
12	NORTHSHORE ACADEMY LOWER SCHOOL
13	TOPSFIELD VOCATIONAL ACADEMY
14	NORTHSHORE RECOVERY HIGH SCHOOL
15-16	TRANSITION PROGRAMS: EMBARK & SOAR
17	CONSULTATION, CONTRACT SERVICES AND REGIONAL TRAINING
17	FAMILY & PROFESSIONAL LEARNING CENTER
18-19	COST EFFECTIVENESS OF PROGRAMS & SERVICES
20	PROGRESS TOWARD ACHIEVING PURPOSE & OBJECTIVES
	Strategic Goals
21	FINANCIAL SUMMARY FY 2021

Message From the Executive Director

October 2021

Dear Northshore Education Consortium Members and Friends;

I am pleased to share this report highlighting the activities and accomplishments of the 2020-2021 school year.

I am proud to report that even during this most challenging year, Northshore Education Consortium remained 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.

In addition to the ongoing challenges of remaining fully operational during a global pandemic, we were challenged by national political turmoil, difficult conversations about race and equity, and on a more local level, a major flood at 112 Sohier Road, causing two of our programs to close and relocate shortly after we reopened. Our community members supported one another through the loss of a medically fragile student who died of complications from COVID-19, and we supported one another as our colleagues, students, and families dealt with the many physical and mental health challenges that they faced in their own lives.

Throughout the year, we shifted our priorities to make sure that physical health and emotional well-being took center stage. I was incredibly proud of the way in which our teams pulled together, shifting gears multiple times to make sure our students were safe, cared for, and educated, and our business operations were uninterrupted. By mid-July 2020, all of our programs were open for in-person learning, albeit with modified schedules and public health procedures in place. In late September, when 112 Sohier Road was flooded, we relied on support from our larger community to shift back to remote instruction for the Kevin O'Grady School and Northshore Recovery High School, while working to find and secure safe and appropriate alternative spaces for the months of October, November, and December. By January, all programs were back in their buildings, and by April, all had resumed full time schedules.

Our Nursing staff and Program Leaders made sure that all COVID-19 safety protocols were vigilantly followed, allowing us to have even our medically fragile students attend in-person learning, and that students and staff requiring accommodations or remote instruction received it. I was incredibly impressed by the resilience and creativity of our multidisciplinary staff as they found new and creative ways to help our students progress despite the many external challenges. We became proficient at holding classes and meetings on Zoom, and embraced technology in a whole new way.

I am very proud that our Diversity, Equity and Inclusion Committee continued to meet throughout the year, helping me provide ongoing Professional Development and support for our community as we grappled with the issues of societal racism that were playing out in our larger communities.

I am also pleased that we were able to provide remote support for special education staff in our member districts through well attended, frequent, job-alike groups for special education administrators, team chairpeople, and school psychologists. And, that we were able to continue to provide wraparound supports and home-based services safely where they were most needed.

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 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 20-member Board of Directors, representing the 22 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.

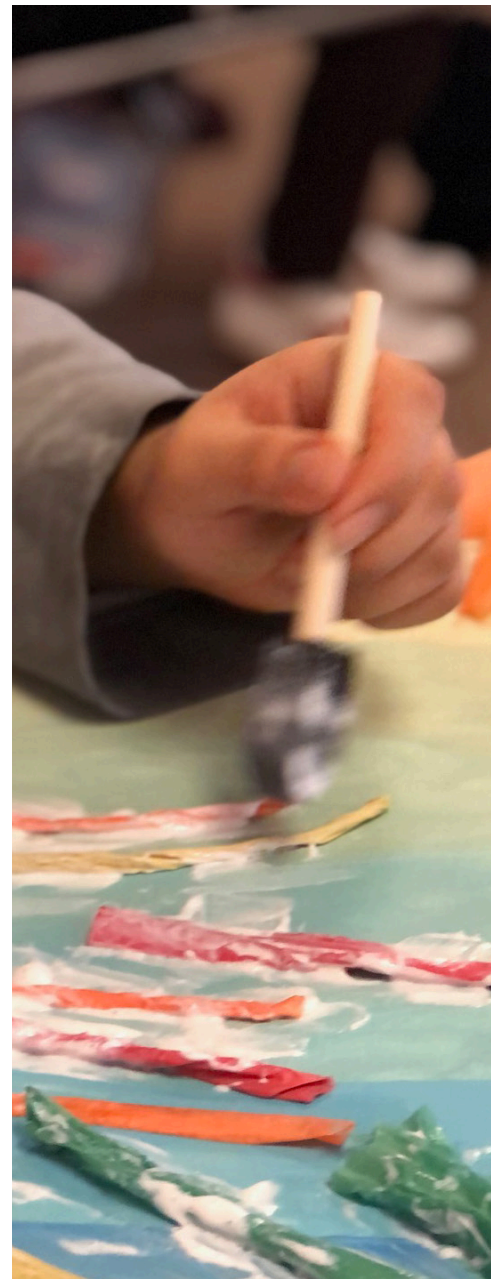
The administrative leadership team meets two or three times each month, to oversee the daily operations of the Consortium and its programs.

MEMBER DISTRICTS/ BOARD OF DIRECTORS, 2020-2021

-  Beverly Public Schools- **Dr. Suzanne Charochak**
-  Danvers Public Schools- **Dr. Lisa Dana**
-  Gloucester Public Schools- **Mr. Ben Lummis**
-  Hamilton-Wenham Public Schools- **Ms. Mary Beth Banios**
-  Ipswich Public Schools- **Dr. Brian Blake**
-  Lynn Public Schools- **Dr. Patrick Tutwiler**
-  Lynnfield Public Schools- **Ms. Kristen Vogel**
-  Manchester-Essex Public Schools- **Ms. Pamela Beaudoin**
-  Marblehead Public Schools- **Dr. John Buckey**
-  Masconomet Regional- **Dr. Michael Harvey**
-  Nahant Public Schools- **Mr. Anthony Pierantozzi**
-  North Reading Public Schools- **Dr. Patrick Daly**
-  Peabody Public Schools- **Dr. Joshua Vadala**
-  Pentucket Regional School District- **Dr. Justin Bartholomew**
-  Reading Public Schools- **Dr. John Doherty**
-  Rockport Public Schools- **Mr. Robert Liebow**
-  Salem Public Schools- **Dr. Stephen Zrike**
-  Swampscott Public Schools- **Ms. Pamela Angelakis**
-  Tri-Town School Union- **Dr. Scott Morrison**
-  Triton Regional School District- **Mr. Brian Forget**

ADMINISTRATIVE LEADERSHIP TEAM, 2020-2021

-  **Francine Rosenberg**, Executive Director
-  **Glenn Bergevin**, Chief Financial Officer
-  **Martha Krol**, Principal/Director, Kevin O'Grady School
-  **Andrea Holt**, Director, Kevin O'Grady School
-  **Stephanie Couillard**, Director, Kevin O'Grady School
-  **Kenneth Letzring**, Principal/Director, Northshore Academy Upper School
-  **Tracy Farragher**, 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:

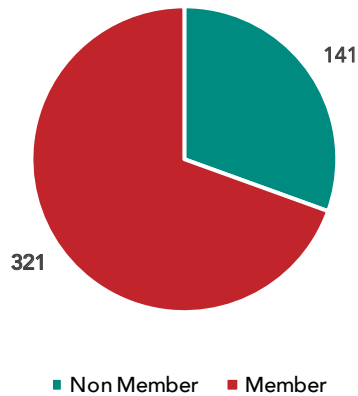
1. High quality, specialized programs for children with complex special needs, addictions, or other unique challenges. This includes, but is not limited to:
 - a. Assuring that our programs utilize the latest evidence-based practices.
 - b. Assuring that high standards are set for all students, regardless 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.



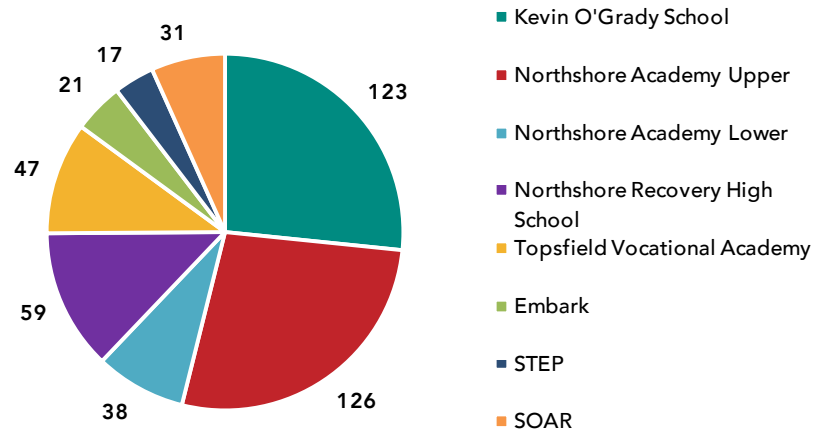
School Programs 2020-2021

During the 2020-2021 school year, Northshore Education Consortium's approved day schools served 462 students from 21 member and 37 non-member districts.

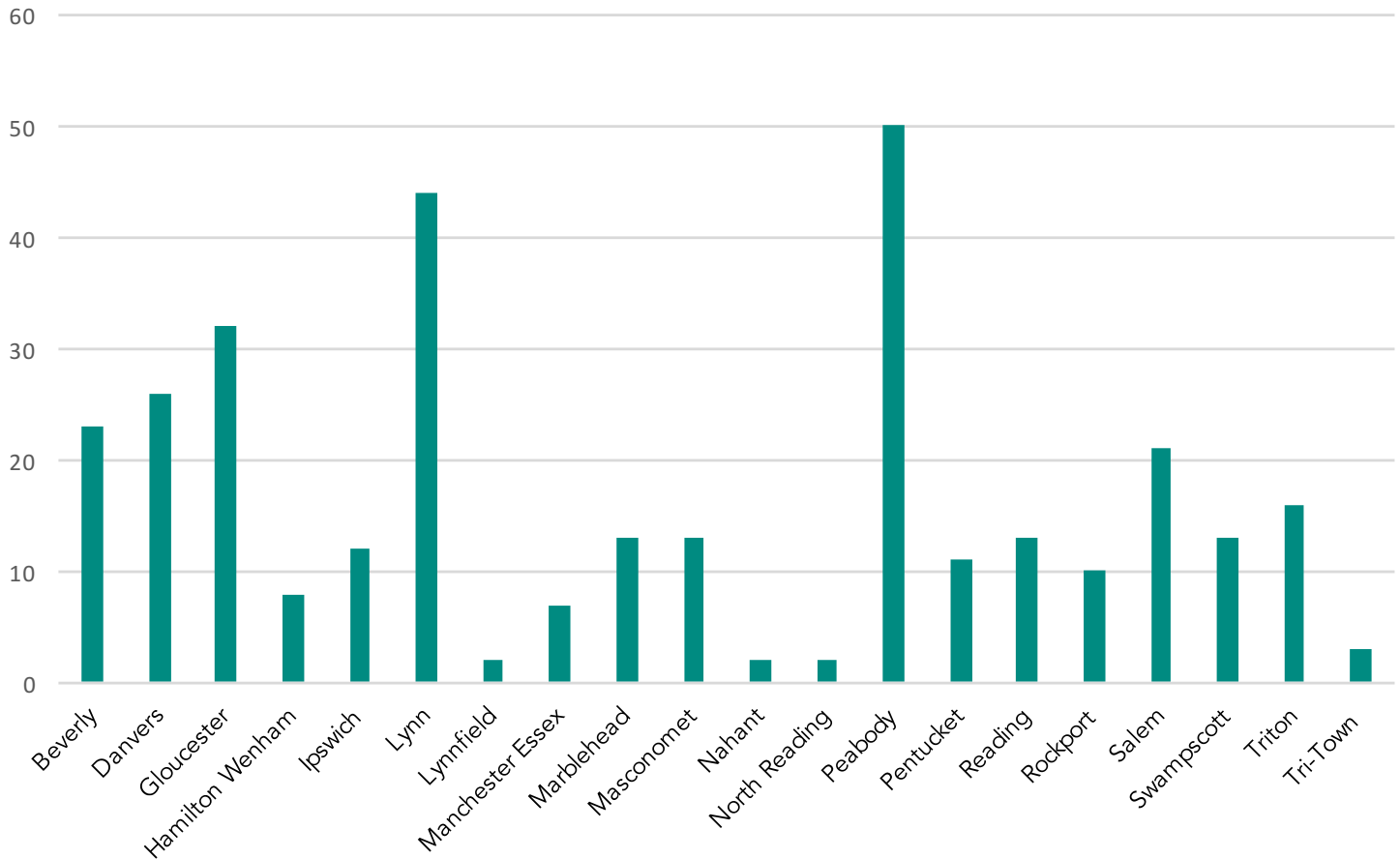
STUDENTS FROM MEMBER & NON-MEMBER DISTRICTS



STUDENTS BY PROGRAM



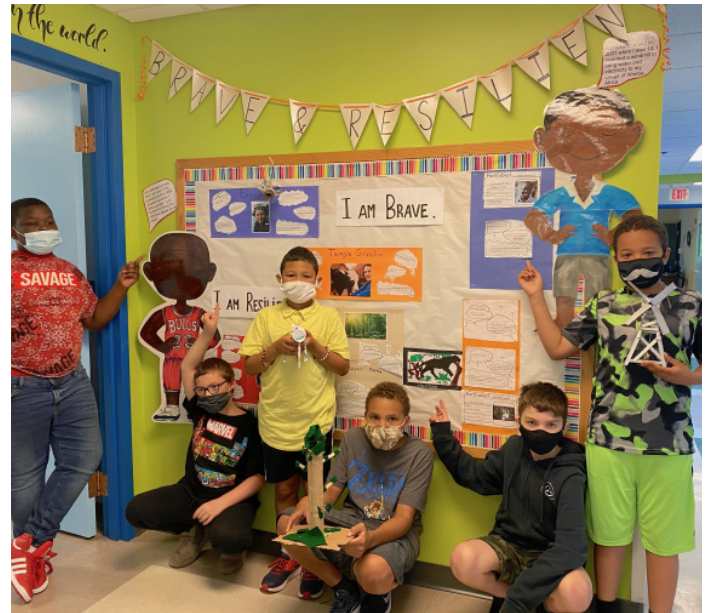
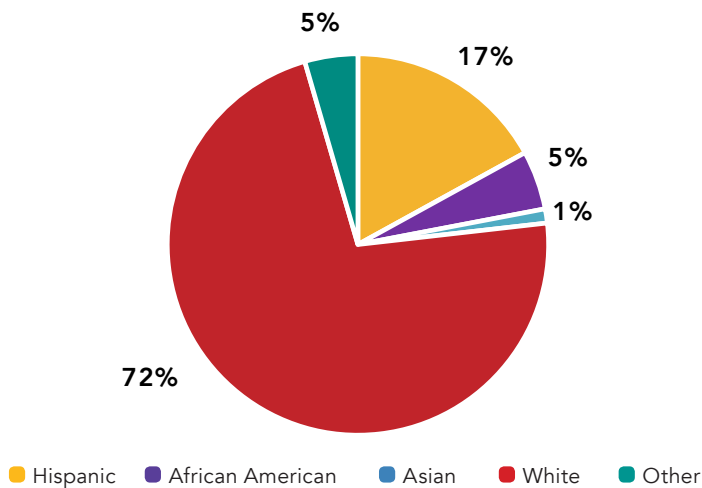
STUDENTS SERVED BY MEMBER DISTRICTS



Demographics

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

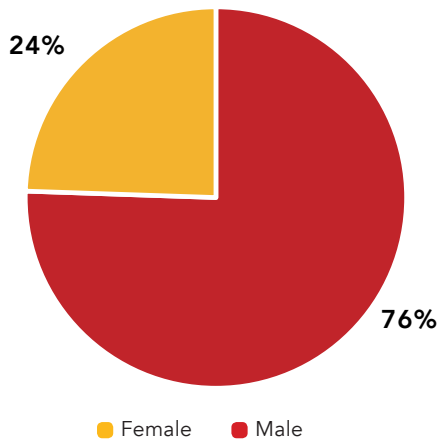
RACE & ETHNICITY



"I have gone from feeling lost to having options that I feel positive and passionate about. Finally, I am ready to see the things I can do in the world!"

- NEC Graduate

GENDER



ADDITIONAL DATA

First Language not English	10.2 %
English Learner	2.1 %
Economically Disadvantaged	64.7 %



Kevin O'Grady School

112 SOHIER ROAD | BEVERLY, MA

The **Kevin O'Grady School (KOG)** serves students age PreK-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 2020-2021 school year, the Kevin O'Grady School served 123 students from 34 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



PROGRAMS:

Foundations - For our youngest students with developmental disabilities and autism beginning at age 3, included our integrated preschool program with peer models. Following a theme-based curriculum, which incorporates a multisensory approach and systemic instruction, students 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 126 students from 40 districts during the 2020-2021 school year. 21 students graduated. 6 of these student went on to college, 4 entered the workforce, and 11 continued to either receive special education services or enroll in a job or vocational skills program.

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:

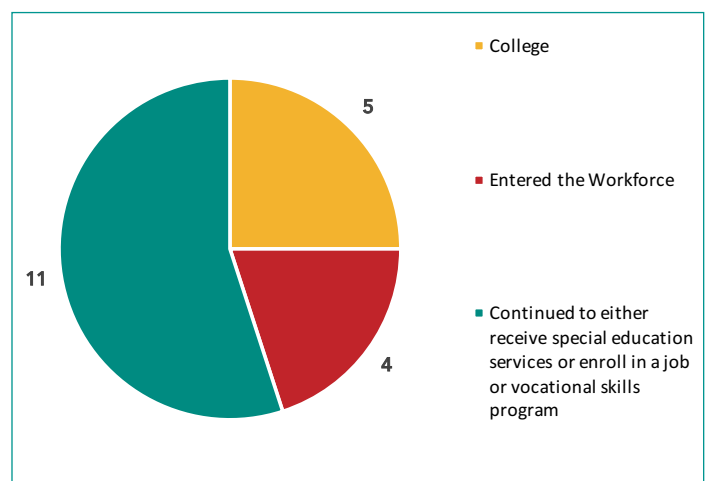
- An integrated curriculum, which includes multi-sensory learning, art, drama, and music education, project-based learning and opportunities for physical and recreational development, including a dynamic outdoor adventure program.
- Small classroom size which provides a more intensive and focused learning 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 126 students from 40 districts during the 2020-2021 school year. 21 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 38 students from 21 districts during the 2020-2021 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.

In recent years, Northshore Academy Lower School has worked to embrace a Trauma-Informed approach. Eight staff members have completed a certificate program in trauma & learning through Lesley University. All staff have completed Level 1 training through MGH's THINK:KIDS program, and five program leaders received intensive coaching on the implementation of their Collaborative Problem Solving approach. We are proud that these efforts have resulted in a decreased need for time-out or physical intervention.

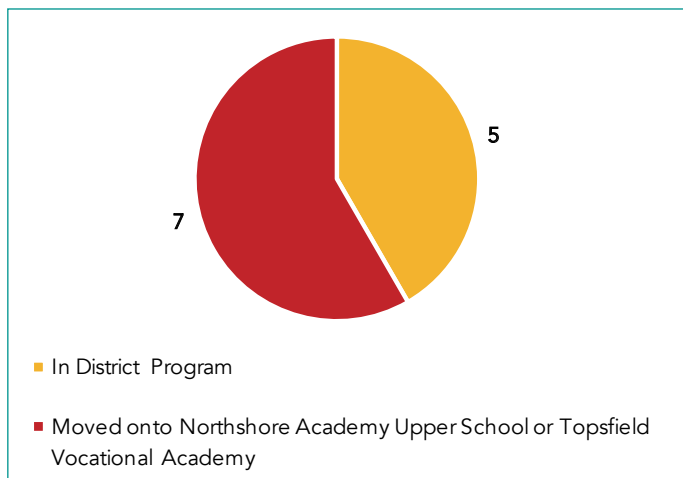
The Lower School has filled a need for districts to provide comprehensive, short-term assessment for young children in crisis. These students receive a comprehensive multi-disciplinary assessment and the district receives concrete recommendations on what the child will need to make educational progress 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 2020-2021 school year, 12 students “graduated” from the Lower School; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. 5 of these students returned to an in-district setting, while 7 moved onto Northshore Academy Upper School or Topsfield Vocational Academy.



SCHOOL PLACEMENT POST GRADUATION



During the 2020-2021 school year, 12 students “graduated” from the Lower School; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. 5 of these students returned to an in-district setting, while 7 moved onto Northshore Academy Upper School or Topsfield Vocational Academy.



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.

During the 2020-2021 school year Topsfield Vocational Academy educated 64 students from 25 districts. 17 of these students were in the STEP program. 15 students graduated. Two of these students enrolled in community college. 6 went into the workforce and 2 went to Job Corp. 1 student entered the Coast Guard. The other four students were still working on their future plans at the time of this report.

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.

"Thank you for motivating me to get my work done even when I didn't want to, and for building a relationship with me and other students...the little things matter the most."

- NEC Graduate



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 2020-2021 school year, RHS served 59 students from 25 communities. 12 students graduated. Two of these students enrolled in college and two others are planning to attend college in the spring. Other students are working or focused on their continuing recovery.

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.



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.

Although the pandemic caused us to reduce the scope of certain community-based experiences and to spend more time on-site and/or working remotely, we continued to bring students to off-site internships following public health guidelines.

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 2020-2021, Embark served 21 students. Three students graduated with certificates of completion upon reaching the age of 22 and went on to adult day programs or supported employment. 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 2020-2021 school year, 31 students attended the program. 10 students graduated with high school diplomas. Five of these students went on to college and two were employed as of the writing of this report. The three remaining students were connected with adult service agencies. All had skills for independent travel.

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



Consultation, Contract Services and Regional Training

During the 2020-2021 school year, NEC provided vision, orientation and mobility services to 22 districts, and mental health consultation or wraparound services to 12 districts.

CONNECTIONS WRAPAROUND PROGRAM

We were particularly proud of the expansion of our Connections Program. Through this program we were able to serve 25 high risk students in 9 different districts. Connections clinicians were able to keep “eyes on” students who weren’t attending school or were disengaged from the learning process, help districts with assessing student mental health needs, and help students and families access community based services.

REGIONAL PROFESSIONAL DEVELOPMENT

In addition, we were able to continue to provide Youth Mental Health First Aid training and Stress, Self-Care, and Resilience training remotely and free of charge to our districts thanks to grant and philanthropic support.

Throughout the pandemic, NEC expanded our hosting of job-alike groups for Special Education Administrators, team chairpeople, and school psychologists, providing much-needed collegial support during a very stressful year.

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.

"My daughter now has a goal that she set. If it weren't for your school and staff, I feel she would not have accomplished as much as she has. I never thought her transformation would be this great. I cannot express how thankful I am."

- NEC Parent



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 2021 data, compared to NEC FY-21 rates, and are based on daily rates for day programs, and rounded to the nearest dollar). NEC tuition rates include all therapy services. It is important to note that for FY21, the NEC Board voted to freeze tuition rates and utilize surplus funds to balance the budget. This was enormously beneficial to our member districts during a very uncertain time.

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 2020-2021 school year, Friends of NEC raised over \$419,000 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, was held virtually in December 2020.



In March 2021, NEC received a donation of blankets to warm and comfort students from Project Linus: Greater Boston Chapter.

Cost Effectiveness of Programs & Services

Severe Disabilities

SCHOOL	DAILY RATE FY 21
NEC Kevin O'Grady: Member	411
NEC Kevin O'Grady: Non-Member	495
Melmark	506
Nashoba Learning Group	529
NE Center for Children	554
Hopeful Journeys	572
Perkins School for the Blind: Multiple Disabilities	868
BC Campus School	483
Beverly School for the Deaf: Children's Communication Center	488

Emotional Disability (grades K-12)

EMOTIONAL DISABILITY (GRADES K-12)	DAILY RATE FY 21
Northshore Academy, Topsfield Vocational & STEP: Member	232
Northshore Academy, Topsfield Vocational & STEP: Non-Member	278
Manville / Judge Baker	533
Walker	435
Dearborn Academy / School for Children	496
Lighthouse School	494
Arlington School (McLean)	378
Community Therapeutic Day School	453
New England Academy	337

Intellectual Disability / Autism (ages 18-22)

INTELLECTUAL DISABILITY / AUTISM (AGES 18-22)	DAILY RATE FY 21
Embark/SOAR: Member	200
Embark/SOAR: Non-Member	225
Riverview	281
Cardinal Cushing Vocational	449

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 focus shifted to health and wellness as we navigated the pandemic. However, we continued to be guided by our three strategic goals:

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:

Goal 1: Staff created robust and meaningful Remote Learning Plans for students receiving hybrid instruction and for those who remained fully remote at parental request. We continued our work on inclusive curriculum and pedagogy for diverse learners, as well as our work on anti-racist education.

Goal 2: NEC was in a strong enough financial position that in the spring of 2020 we were able to pass a budget for FY21 that froze tuition rates and utilized funds from our cumulative surplus to balance the budget. We were able to honor all commitments to our employees, and stay true to this budget plan.

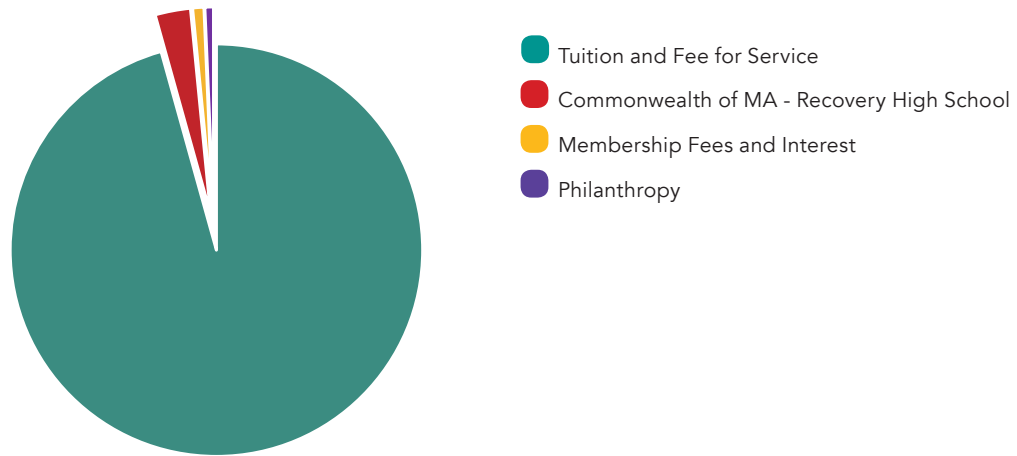
Goal 3: NEC played an important role throughout the year in supporting our region by offering a range of zoom job-alike groups, offering training on stress, trauma, and mental health, and expanding our wraparound programming. Senior staff continued to be active in state-wide coalitions and committees, as well as to provide training and consultation to member districts as well as to the broader community.

Financial Summary FY 2021

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

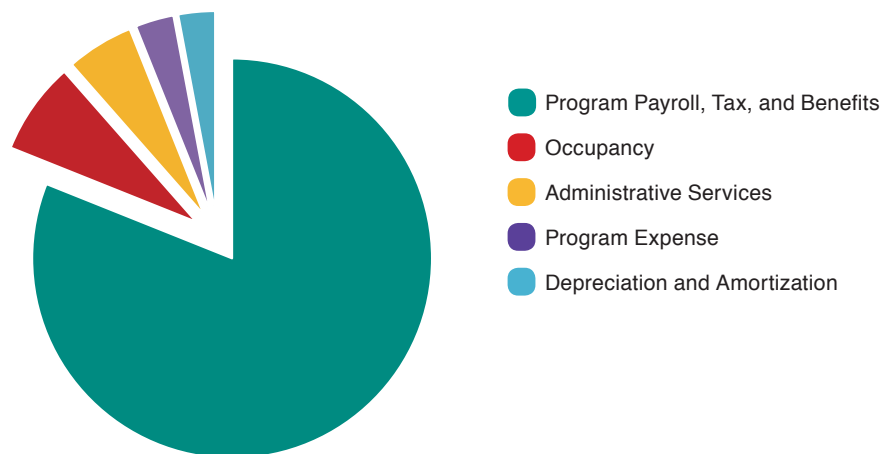
FY 2021 REVENUE SOURCES

Source	Dollars	Percentages
Tuition and Fee for Service	\$ 22,542,091	95.67%
Commonwealth of MA - Recovery High School	\$ 653,613	2.77%
Membership Fees and Interest	\$ 207,431	0.88%
Philanthropy	\$ 158,120	0.67%
Total Revenue	\$ 23,561,255	100%



FY 2021 EXPENSE CATEGORIES

Category	Dollars	Percentages
Program Payroll, Tax, and Benefits	\$ 20,229,072	81.06%
Occupancy	\$ 1,861,956	7.46%
Administrative Services	\$ 1,353,647	5.42%
Program Expense	\$ 774,435	3.10%
Depreciation and Amortization	\$ 737,984	2.96%
Total Expense	\$ 24,957,094	100%





Contact Information

Executive Director | Fran Rosenberg | frosenberg@nsedu.org

Executive Assistant & PD Coordinator | Kathy Mahoney | kmahoney@nsedu.org

Chief Financial Officer | Glenn Bergevin | gbergevin@nsedu.org

Director of Clinical Training & Consultation | Windi Bowditch | wbowditch@nsedu.org

Director of Facilities | Monique Bourgault | mbourgault@nsedu.org

Director of Educational Technology | Eric Aldrich | ealdrich@nsedu.org

Director of Development | Sarah Seiler | sseiler@nsedu.org

Kevin O'Grady School | Martha Krol | mkrol@nsedu.org

Northshore Academy Upper School | David Mercier | dmercier@nsedu.org

Northshore Academy Lower School | Tracy Farraher | tfarraher@nsedu.org

Northshore Recovery High School | Michelle Lipinski | mlipinski@nsedu.org

Topsfield Vocational Academy & STEP | Charles LeBuff | clebuff@nsedu.org

SOAR & EMBARK Programs | Ellen Heald | ehaald@nsedu.org