

# 2021-2022

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# ANNUAL REPORT



**NORTHSHORE  
EDUCATION  
CONSORTIUM**

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Northshore Education Consortium  
112 Sohier Road, Beverly, MA 01915  
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"I am surprisingly comfortable here at this school. It feels so welcoming and calming. I have so much support and people I can reach out to - I find myself getting excited for things again. Every day, I wake up happy and energized. I haven't felt this way in a long time."

- NEC Student



**NORTHSHORE  
EDUCATION  
CONSORTIUM**

Member School Districts: Beverly, Danvers, Gloucester, Hamilton-Wenham Regional, Ipswich, 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)



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# Message From the Executive Director

November 2022

Dear Northshore Education Consortium Members and Friends;

I am pleased to share this report highlighting the activities and accomplishments of the 2021-2022 school year.

Throughout another very challenging year, Northshore Education Consortium (NEC) 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.

As we continued to deal with the effects of the pandemic, mental health crisis, and workforce shortages, we remained focused on assuring that the physical health and emotional well-being of students, families, and staff took center stage. However, thanks to a strong and committed leadership team, we were simultaneously able to move forward with many of our other programmatic and operational goals.

Our primary goal is always to provide outstanding care and education to our students! 484 students were educated in our day schools in FY22, and approximately 100 additional students received vision, orientation/mobility, or mental-health wraparound services through our district based services.

After taking a financial hit during the first year of the pandemic, we made a successful recovery in FY22, ending the year with a surplus. This was due to program leaders doing an outstanding job of managing enrollment and staffing. In addition, we established a capital plan, created an OPEB trust, and began the transition to a new software platform to manage our financial and human resource functions.

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 staff and students 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 continued support for special education staff in our member districts through well attended, job-alike groups for special education administrators, team chairpeople, and school psychologists. And, that we were able to continue to provide, and expand, consultation and wraparound services to member districts to assist them in supporting students and families in crisis.

During times of crisis, the strength of a community is tested. The NEC community continues to show its resilience, creativity, and deep commitment to our students. 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 as needed throughout 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, 2021-2022

-  Beverly Public Schools - **Dr. Suzanne Charochak**
-  Danvers Public Schools - **Mr. Keith Taverna, Interim**
-  Gloucester Public Schools - **Mr. Ben Lummis**
-  Hamilton-Wenham Regional School District - **Mr. Eric Tracy, Interim**
-  Ipswich Public Schools - **Dr. Brian Blake**
-  Lynn Public Schools - **Dr. Patrick Tutwiler**
-  Lynnfield Public Schools - **Ms. Kristen Vogel**
-  Manchester-Essex Regional School District - **Ms. Pamela Beaudoin**
-  Marblehead Public Schools - **Dr. John Buckey**
-  Masconomet Regional School District - **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. Thomas Milaschewski**
-  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 TEAMS, 2021-2022

-  **Francine Rosenberg**, Executive Director
-  **Glenn Bergevin**, Chief Financial Officer
-  **Martha Krol**, Principal/Director, Kevin O'Grady School
-  **Andrea Holt**, Program Director, Kevin O'Grady School
-  **Stephanie Couillard**, Program Director, Kevin O'Grady School
-  **David Mercier**, 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
-  **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:

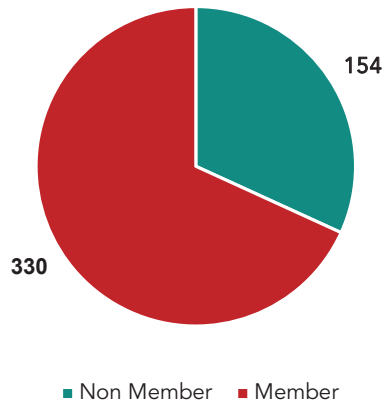
1. High quality, specialized programs for children with complex special needs, addictions, or other unique challenges. This includes, but is not limited to:
  - a. Assuring that our programs utilize the latest evidence-based practices.
  - b. Assuring that high standards are set for all students, regardless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



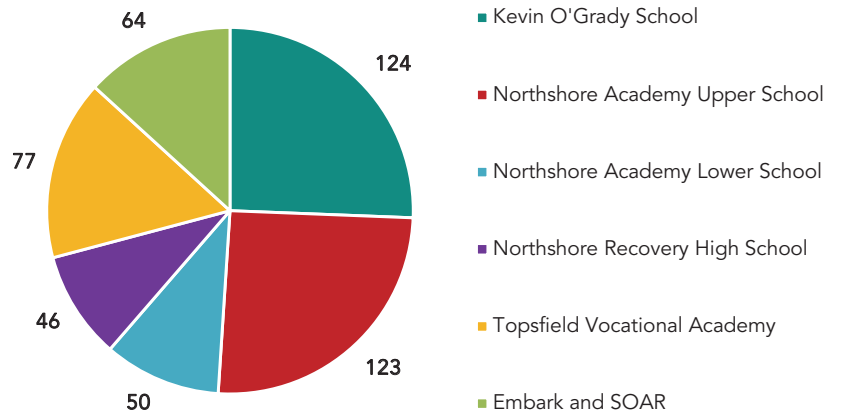
# School Programs 2021-2022

During the 2021-2022 school year, Northshore Education Consortium's approved day schools served 484 students from 21 member and 39 non-member districts.

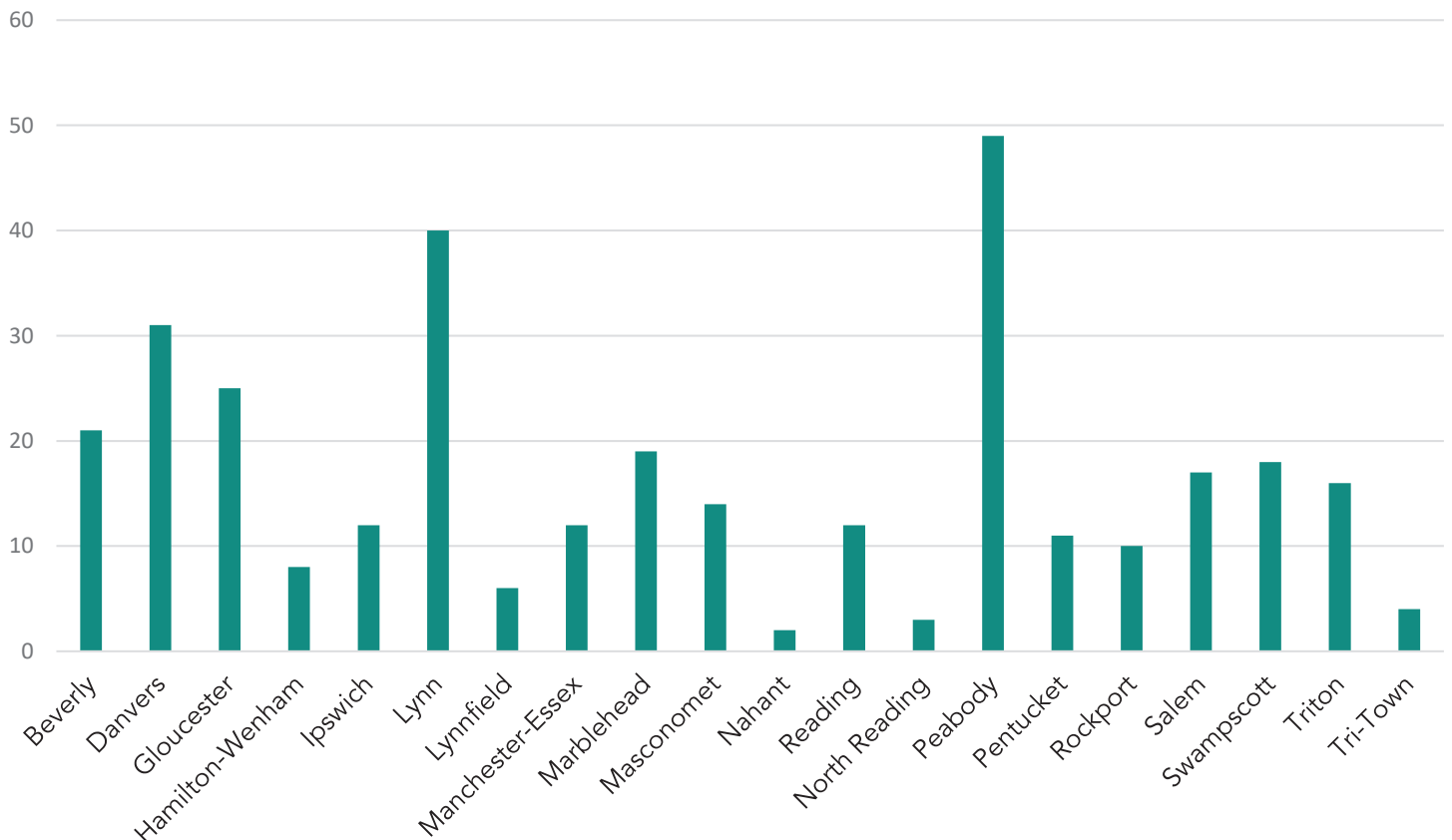
## STUDENTS FROM MEMBER & NON-MEMBER DISTRICTS



## STUDENTS BY PROGRAM



## STUDENTS SERVED BY MEMBER DISTRICTS

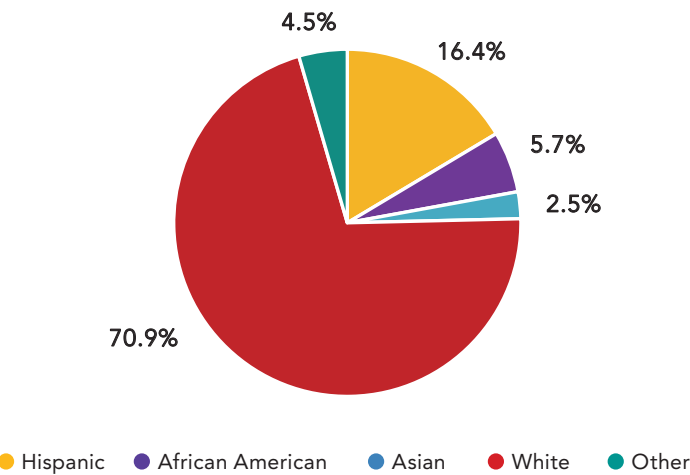




# Demographics

The following information is based on the Department of Elementary and Secondary Education School and District Profile Data.

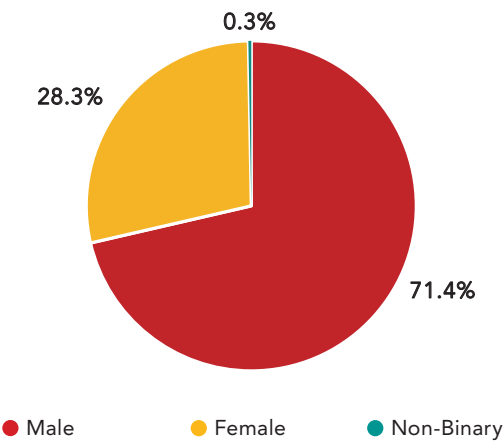
## RACE & ETHNICITY



“I never thought her transformation through the school would be this great. She now has a goal that she set and has become the person she is because of the understanding you gave her.”

- NEC Parent

## GENDER



## ADDITIONAL DATA

First Language not English	9.6 %
English Learner	1.7 %
Low-Income	68.6 %



# Kevin O'Grady School

112 SOHIER ROAD | BEVERLY, MA

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

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

The staff of the Kevin O'Grady School believes that team collaboration is essential to maximize each student's level of independence, development of functional life skills and academic achievement. Various services and therapies are integrated within the classroom setting, offering a more intensive model of support and intervention. The 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 2021-2022 school year, KOG served 124 students from 35 districts.

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

## APPROACH

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

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

## SPECIALIZED SERVICES

- Vision, orientation and mobility and deafblind services
- Support groups and workshops for families
- Augmentative and assistive technology assessments
- Adaptive equipment and wheelchair clinic

## PROGRAMS

**Foundations** – The Foundations Preschool classroom provides intensive services for children ages 3-6 with special needs. The program follows the Massachusetts Department of Education Guidelines for Preschool Learning Experiences. Within an integrated classroom with peer models, students acquire the communication, social/emotional, and self-help skills they need to successfully transition back to schools within their community or other specialized programs. All services are provided within the classroom to assure comprehensive integration and carryover of learning objectives. In addition to their bright, cheerful classroom, children enjoy playing on the school's beautiful, accessible playground for young students. A glider, swings, climbing structure and sensory stations provide outside fun for children of all abilities.

**Access** – The Access Program provides intensive services for students ages 6-22 with multiple impairments, including students with complex medical needs. Students actively engage in daily routines, activities and experiences that provide optimal levels of stimulation required to explore their environment and increase quality of life. For some students, complex medical issues require frequent care from qualified personnel. Nursing services and therapies are integrated into the classroom with the emphasis on teaming with classroom staff to meet the objectives of each student's Individualized Education Plan (IEP).

**Reach** – Reach provides intensive services for children ages 6-13 on the autism spectrum or who have developmental or intellectual impairments. Students acquire the academic, communication, social/emotional and self-help skills they need to reach their full potential. Teachers use research-based teaching methodologies. The emphasis is on learning through systematic instruction, including structured teaching and applied behavior analysis. Adaptations, including sensory diets, augmentative communication systems, adaptive equipment and environmental supports, enable students to engage actively in learning. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.

**Strive** – Strive classrooms provide intensive services for students with intellectual and multiple impairments, including students with autism and complex medical needs, 7-22 years of age. Students acquire the ability to access the curriculum through varied targeted developmental communication and/or motor skills. Adaptations include: sensory diets, augmentative communication systems, adaptive equipment and environmental supports that enable students to actively engage in learning.

**Target** – Target provides intensive services for adolescents and young adults who are on the autism spectrum or have intellectual impairments. Students focus on the academic, communication, social/emotional, self-help, pre-vocational, vocational and life skills needed for them to become active members of the community. Students begin by practicing skills within our structured, in-house vocational centers including: Training Center, Recycle, Supply & Delivery, Clerical, and Prime Products. Job skills include: recycling paper, cans and bottles, stocking shelves, making items to sell and preparing mailings. They also work on developing independence and responsibility by participating in community outings and vocational internships. Students undergo a comprehensive vocational assessment to identify their skills, strengths and vocational interests. Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.

# Northshore Academy Upper School

126 SOHIER ROAD | BEVERLY, MA

Located in Beverly, **Northshore Academy Upper School (NSAU)** serves students in grades 7-12 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. NSAU served 123 students from 40 districts during the 2021-2022 school year. 17 students participated in work opportunities to learn job skills within the school and three students participated in dual enrollment classes through Northshore Community College. 18 students graduated. Three of these students went on to college, seven entered the workforce, four entered a trade school, and three continued to receive special education services.

At NSAU, social/emotional learning is fully integrated into the students' day with a multi-tiered system of support enabling them to focus on academic progress while also enhancing the core social/emotional competencies of self-awareness, self-management, social-awareness, relationship skills, and responsible decision making.

NSAU's programs and services have been designed to help students enhance their academic and social skills to prepare them for return to their school district, college, and/or job placement. This is accomplished through assigning each student to a multi-disciplinary team of professionals which includes an academic advisor, a clinician, and behavior specialists. This team and the students' parents/guardians work together to meet the individual student's needs using innovative educational programming. Core academics take place during the first half of the day along with skill focus strands and vocational opportunities through its Media, Art, Cosmetology, and Culinary programs. Various social/emotional enrichment opportunities are provided in the afternoon in the form of Outdoor Adventure classes, Health and Wellness classes, Leadership groups, and student-interest clubs. 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 Upper School Includes:

### ACADEMICS

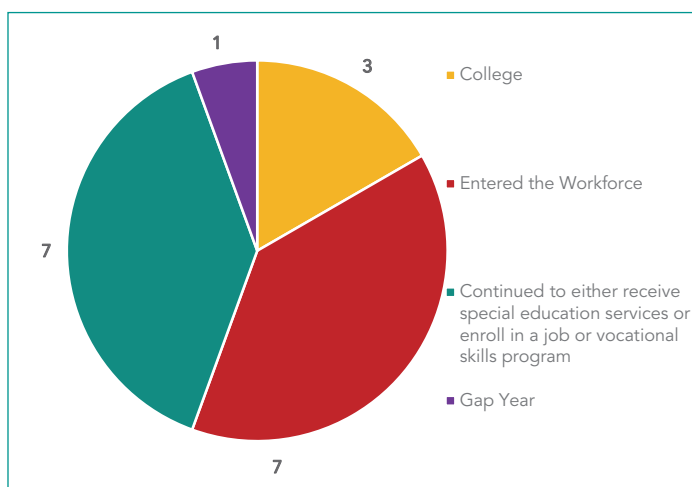
- An integrated curriculum, which includes multi-sensory learning, art, drama, and music education, project-based learning, and opportunities for physical and recreational development, including a dynamic outdoor adventure program
- Small classroom size which provides a more intensive and focused learning environment for students
- Enhanced computer and technology programming exposing students to a broader educational experience
- Academic testing to 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 and communication
- School-based counseling
- Psycho-Social 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
- Positive Behavior Interventions Systems

## POST-GRADUATION PLANS



*NSAU served 123 students from 40 districts during the 2021-2022 school year. 18 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
- Positive Behavior Intervention plans and emotional support targeted at keeping the student in their classroom
- Restorative practices to create a positive culture, develop personal insight, improve social dynamics

## TRANSITION PLANNING AND COLLEGE PREPARATION SERVICE

- Career awareness and exploration activities (job shadows, class sessions, and 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 digital media and technology, culinary arts, fine arts, cosmetology, music, 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-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. NSAL served 50 students from 21 districts during the 2021-2022 school year.

NSAL 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.

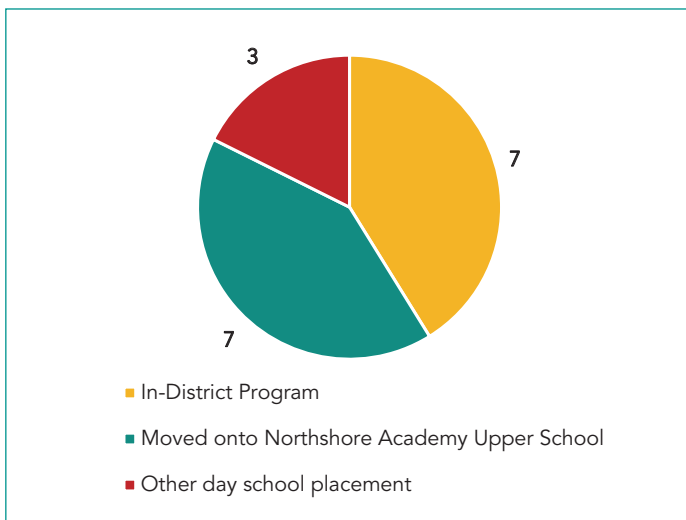
NSAL has filled a need for districts to provide comprehensive, short-term assessment for young children in crisis. These students receive a comprehensive multi-disciplinary assessment and the district receives concrete recommendations on what the child will need to make educational progress and/or return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

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

During the 2021-2022 school year, 17 students “graduated” from NSAL; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. Seven of these students returned to an in-district setting, while seven moved onto Northshore Academy Upper School. Three students went to a lateral placement.



## SCHOOL PLACEMENT POST GRADUATION



*During the 2021-2022 school year, 17 students “graduated” from NSAL; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. Seven of these students returned to an in-district setting, while seven moved onto Northshore Academy Upper School. Three students went to a lateral placement.*





# Topsfield Vocational Academy

248 BOSTON STREET | TOPSFIELD, MA

**Topsfield Vocational Academy (TVA)** is located in Topsfield and serves students in grades 8-12 with a range of learning, social-emotional, and behavioral health challenges. A limited number of students remain beyond 12th grade in the self-contained STEP program.

During the 2021-2022 school year Topsfield Vocational Academy educated 77 students from 25 districts. 12 students graduated in 2022 and all of them have an interest in working in the community.

In addition to academic and clinical programming, TVA features on-site vocational shops in the areas of culinary arts, print design, and carpentry. They also offer a wide variety of community-based vocational internships. TVA maintains a partnership with the Essex Shipbuilding Museum, giving students the opportunity to participate in building boats and learning about the maritime history of the region.

TVA provides a unique learning environment that supports the whole student and helps them achieve not only academic success but also life skills to be able to transition into life after high school. With a small learning environment and supportive staff, students are able to build confidence and capacity.

“I had never gotten a report card that good in my life, but after I saw that I have an A+ in every class, I was lost for words.

At first I did not think it was real, but when it finally clicked, I got super happy.”

- NEC Student





# Northshore Recovery High School

112 SOHIER ROAD | BEVERLY, MA

**Northshore Recovery High School (NRHS)**, located in Beverly, is designed to meet the complex needs of high school students who struggle with substance use and co-occurring mental health/academic needs. Since we are aware that this journey is not linear, especially for young people who struggle with substances, we continue to work with students who are still working towards their individual recovery goals. We will continue to provide a harm reduction approach to working with students and their families.

**Unlike other NEC programs, students can be referred to NRHS by schools, parents, courts/state agencies, mental health providers, and other youth-serving agencies.**

Funded by the State Department of Education and local school districts, NRHS provides students a trauma-informed high school environment with specialized clinical and intervention support needed by students who are struggling with issues related to substance use, trauma, mental health, and learning challenges.

During the 2021-2022 school year, NRHS served 46 students from 24 communities. 16 students graduated in June 2022. Most of them are gainfully employed and working towards developing strategies to continue to address their substance use and stabilization needs.

## PROGRAM DETAILS

- NRHS' competency-based curriculum aligns with Massachusetts Frameworks, MCAS testing protocols, and course requirements of the districts we serve.
- While not a special education placement, staff at NRHS 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 NRHS Guidance Director 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.
- NRHS provides wrap-around case management for students who have complex histories with court, the Massachusetts Department of Children and Families and other community adolescent and adult serving agencies.
- Recovery Counselors and Social Workers develop wraparound recovery plans for all students. The plan includes academics, substance use, stabilization supports, transitional services, employment, and mental health needs.
- Staff works closely with parents/guardians and collaborating partners to provide clinical and behavioral support and find ways to support our students and their families.
- All students participate in clinical groups and drug testing as part of the program.
- NRHS 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 ages 18-22 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, 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 University 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 2021-2022, Embark served 26 students. Seven 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 and written communication; computer literacy
- Current events and issues
- Health issues and other 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

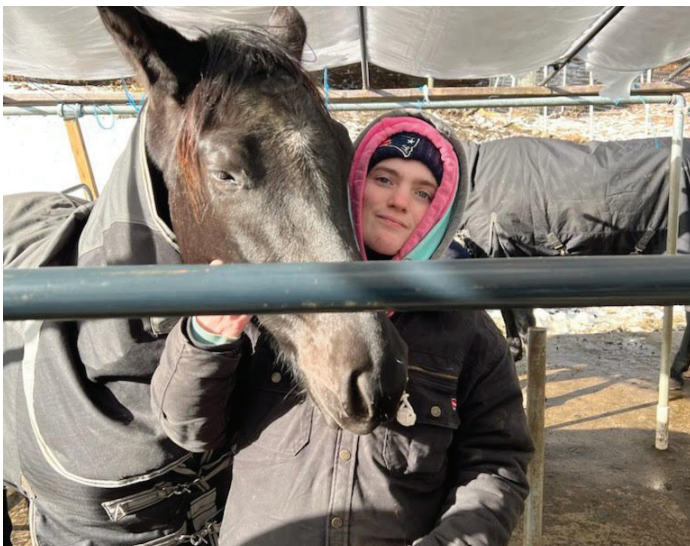
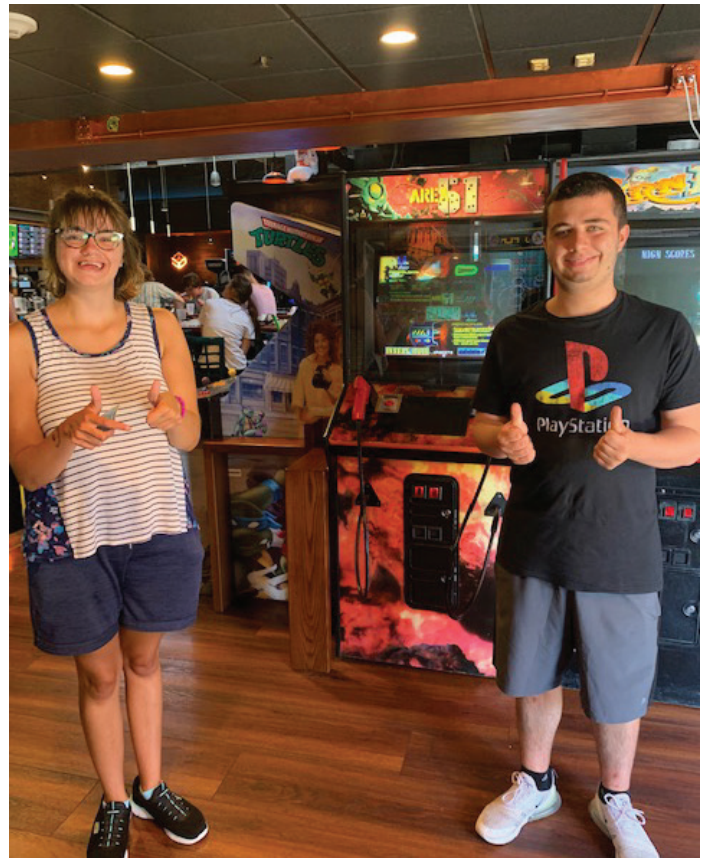
## SOAR Program

**SOAR** is a specially designed transition program for students ages 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 2021-2022 school year, 38 students attended the program. Nine 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. Two students were connected with adult service agencies. All had skills for independent travel.

### PROGRAM 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 2021-2022 school year, Northshore Education Consortium provided vision, orientation and mobility services to 69 students from 18 districts, and mental health consultation or wraparound services to 49 students from nine districts

## CONNECTIONS WRAPAROUND PROGRAM

We were particularly proud of the expansion of our Connections Program since its inception in 2019. We added another full time clinician this school year, and as a result we received referrals for 49 students from nine 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. As part of the Connections Program, our clinicians have also provided consultation and training to support school personnel around these high need students.

## REGIONAL PROFESSIONAL DEVELOPMENT

Thankfully, we were able to return to providing in person Youth Mental Health First Aid training to our districts and surrounding communities after taking a break during the pandemic. We have also provided clinical supervision and consultation to six different districts to support their counseling staff and therapeutic programs.

Northshore Education Consortium continues to host the expanded job-alike groups for Special Education Administrators, team chairpeople, and school psychologists, providing much-needed collegial support.

## REGIONAL COLLABORATION

We are pleased to collaborate with the YMCA of the North Shore and Children’s Friend and Family Services/JRI to run the very successful Positive Alternatives to Student Support Program, providing alternatives to long-term suspension for youth experiencing behavioral health challenges.

In addition, we are proud that several members of our leadership team have presented at the Youth at Risk Conference and through Massachusetts Partnerships for Youth.

## NORTHSHORE EDUCATION CONSORTIUM 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.

“We can’t thank you enough for all you have done for our daughter this year. Every staff member knows and cares about each student. The sense of community and belonging, creative teaching styles, and overall goal to help students overcome their obstacles results in a student’s trust, increased self-esteem and overall success. We are certain we made the right choice in placing our daughter in your wonderful school.”

- NEC Parent



# Cost Effectiveness of Programs & Services

Northshore Education Consortium'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 page 19.)

Based on an analysis of private schools serving similar populations, member districts can save over \$300 per day (over \$50,000 per year, not including transportation costs) by sending a student to an NEC program. NEC tuition rates include all therapy and nursing services.

## **COST EFFECTIVENESS OF NORTHSHORE RECOVERY HIGH SCHOOL**

It is difficult to articulate the cost-effectiveness of Northshore Recovery High School based on financial analysis. There are only five Recovery High Schools in Massachusetts, 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 \$80 to \$125 per day depending on special education needs and member status.

The full cost of providing clinical and recovery services is subsidized by the Massachusetts Department of Public Health grant.

Many of the students, prior to enrollment at Northshore Recovery High School, 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 \$250 (Northshore Academy Upper School) to over \$500 per day.

## **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 2021-2022 school year, Friends of Northshore Education Consortium raised \$180,000 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. The Friends of Northshore Education Consortium is an established 501(c)(3) non-profit that exists for the sole purpose of supporting NEC programs through fundraising efforts including events, grant proposals and major gift donations (EIN# 61-1479553).



*Friends of NEC's annual road race, Festivus 5K for Autism.*



*The Northshore Academy Upper School basketball team received personalized hooded sweatshirts thanks to a local business.*

# Cost Effectiveness of Programs & Services

## Severe Disabilities

SCHOOL	DAILY RATE FY 23
<b>NEC - Kevin O'Grady School: Member</b>	<b>456</b>
<b>NEC - Kevin O'Grady School: Non-Member</b>	<b>549</b>
Melmark	531
Nashoba Learning Group	534
NE Center for Children	581
Hopeful Journeys	600
Perkins School for the Blind: Multiple Disabilities	906
BC Campus School	506
Beverly School for the Deaf: Children's Communication Center	511

## Emotional Disability (Grades K-12)

EMOTIONAL DISABILITY (GRADES K-12)	DAILY RATE FY 23
<b>NEC - Northshore Academy, Topsfield Vocational: Member</b>	<b>253</b>
<b>NEC - Northshore Academy, Topsfield Vocational: Non-Member</b>	<b>302</b>
Manville / Judge Baker	641
Walker	457
Dearborn Academy / School for Children	520
Lighthouse School	613
Arlington School (McLean)	396
Community Therapeutic Day School	475
New England Academy	353

## Intellectual Disability / Autism (Ages 18-22)

INTELLECTUAL DISABILITY / AUTISM (AGES 18-22)	DAILY RATE FY 23
<b>NEC - Embark/SOAR: Member</b>	<b>218</b>
<b>NEC - Embark/SOAR: Non-Member</b>	<b>246</b>
Riverview	375
Cardinal Cushing Vocational	471



# Progress Toward Achieving Purpose and Objectives

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The purpose and objectives of Northshore Education Consortium 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 Massachusetts Organization of Educational Collaborative (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

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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: Diversity, Equity, and Inclusion (DEI) and Curriculum goals were incorporated into educator evaluation goals in a more comprehensive manner, and program development continued in all areas.

Goal 2: NEC successfully recovered from the financial losses during FY21, and ended FY22 with an operating surplus. The Board approved the creation of an OPEB trust, and a new Capital Plan. We purchased and began the implementation of new financial software, better enabling us to link human resources, purchasing, and overall financial functions.

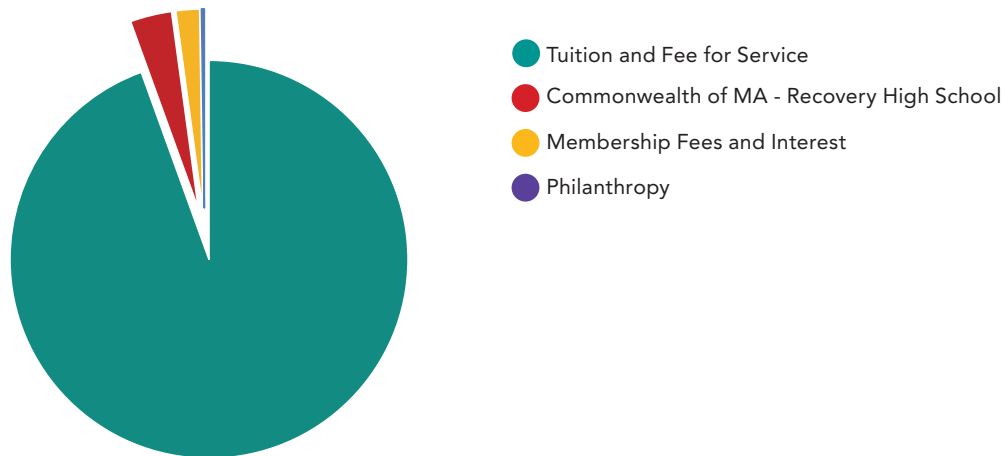
Goal 3: NEC played an important role throughout the year in supporting our region by offering a range of Zoom job-alike groups, offering training on stress, trauma, and mental health, and expanding our wraparound programming. Senior staff continued to be active in state-wide coalitions and committees,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

# Financial Summary FY 2022

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

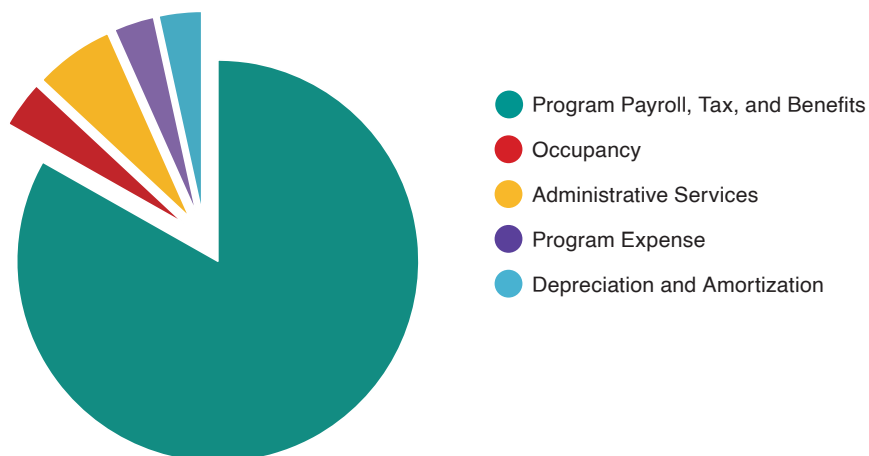
## FY 2022 REVENUE SOURCES

Source	Dollars	Percentages
Tuition and Fee for Service	\$ 25,356,240	94.47%
Commonwealth of MA - Recovery High School	\$ 906,409	3.38%
Membership Fees and Interest	\$ 515,971	1.92%
Philanthropy	\$ 61,844	0.23%
Total Revenue	\$ 26,840,464	100%



## FY 2022 EXPENSE CATEGORIES

Category	Dollars	Percentages
Program Payroll, Tax, and Benefits	\$ 21,442,766	83.20%
Occupancy	\$ 965,810	3.75%
Administrative Services	\$ 1,648,085	6.39%
Program Expense	\$ 834,394	3.24%
Depreciation and Amortization	\$ 882,781	3.43%
Total Expense	\$ 25,773,836	100%





**NORTHSHORE  
EDUCATION  
CONSORTIUM**

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