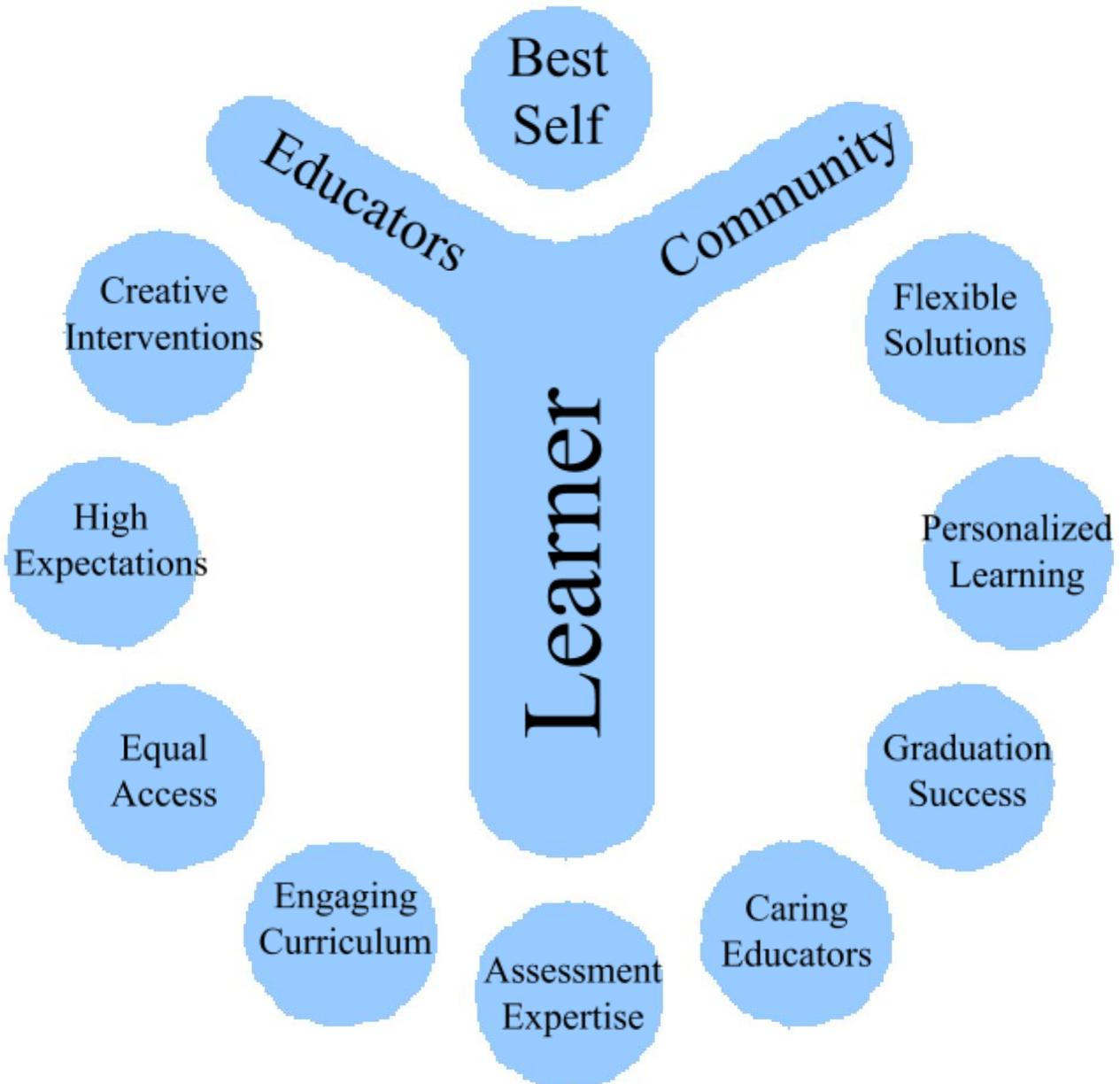


# December 2019 Annual Report for 18-19

*READS Collaborative*

*Promoting the success and well-being of every learner since 1974*



## **Regional Educational Assessment and Diagnostic Services (READS) Collaborative**

**105 East Grove St., Middleborough, MA 02346**

*READS Collaborative's mission is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.*

[www.readscollab.org](http://www.readscollab.org)



Reviewed by the Board on December 21, 2019, Approved on January 30, 2020

*READS Collaborative* is a multi-purpose, public organization established under Chapter 40 of the General Laws of the Commonwealth of Massachusetts that specializes in the development of regional programs and services for school-age children with disabilities. READS is governed by a Board of Directors that is comprised of the school superintendents from each of the 18 Member Districts.

### *Leadership at READS Collaborative*

## **READS Collaborative is governed by a Board of Directors**

### Executive Committee as of December 2018

*President* – Joseph Baeta, Ed.D., Superintendent, Norton

*Vice-President* – Scott Knief, Superintendent, Carver

*Secretary/Clerk* – Elizabeth Legault, Superintendent, East Bridgewater

- Peter Schafer, Superintendent, Abington
- Paula Bailey, Ed.D., Superintendent, Acushnet
- Thomas Lynch, Superintendent, Berkley
- Derek Swenson, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Anthony Azar, Ed.D., Superintendent, Dighton-Rehoboth Regional
- Richard Medeiros, Superintendent, Freetown-Lakeville Regional
- Brian Lynch, Superintendent, Middleborough
- Douglas White, Ed.D., Superintendent, Marion, Mattapoisett, Rochester
- Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional
- John Cabral, Superintendent, Taunton
- Patricia Oakley, Ed.D., Superintendent, West Bridgewater

### *Special Education Administrators Advisory Committee (renamed from Middle Management)*

- Jeanne Sullivan, Norton, Chairperson
- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Paul Tzovolos, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Karen Teichert, Carver
- Kristin Donahue, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Elizabeth Kurlan, Freetown-Lakeville Regional

- Michael Nelson, Marion, Mattapoissett, and Rochester
- Carolyn Lyons, Middleborough
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Judy Mulrone, Taunton
- Cory Mikolazyk, West Bridgewater

**READS Collaborative Administration**

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy K-6
- Justin Smith, Program Director, READS Academy 7-12+
- Evelyn Rankin, Program Director, Deaf and Hard of Hearing Program
- Shannon Allen, Assistant Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services

**READS Collaborative Treasurer – Carol Bower**

**READS Collaborative Administrative Leadership Team**

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy K-6
- Justin Smith, Program Director, READS Academy 7-12+
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program
- Shannon Allen, Assistant Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, Ed.D., OTD, Coordinator, District Services
- John Dorn, Psy.D., Neuropsychologist
- Michelle Holden, Administrative Assistant to the Executive Director
- Linda Woodcock, Clinic Manager
- Christine Shea, Lead Technician

## READS Collaborative Mission Statement

*The mission of READS Collaborative is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.*

### Guiding Beliefs and Core Values

- **RESPECT** for each other through strong connections to students and families fosters active engagement in the student's education.
- **ENCOURAGEMENT** of a sense of belonging and responsibility for the community is essential to student social and emotional well-being.
- **ACHIEVEMENT** promotes a sense of comfort, confidence and growth when an individual's needs are met. Continuous assessment of programs and services assures student learning, achievement and growth.
- **DETERMINATION** is an essential trait to cultivate in order for students to contribute to an increasingly diverse, complex, technological, and rapidly changing global society.
- **SUCCESS** of the students, and the organization, is accomplished through a respectful approach to shared decision-making, meaningful encouragement, recognition of achievement and determination to continuously improve.

### Vision Statement

- Students acquire skills to foster academic and linguistic growth and strengthen social, emotional, and physical well-being in a safe, healthy, supportive and inviting learning environment. The staff of **READS Collaborative** takes pride in the fact that students recognize that the entire staff respects them, encourages them to reach their potential and supports them in the achievement of their goals.
- **READS Collaborative** emphasizes determination as the key to achieving academic growth and to preparing for a successful transition to a general education setting, higher education or vocation, and a productive adult life.
- **READS Collaborative** continues to utilize the highly specialized educators, administrators, clinicians, therapists and assistants who work diligently to improve the educational outcomes and promote successes for children, adolescents and adults. **READS Collaborative** continues to provide these individualized, caring, educational settings and services to students through the collaboration of member districts.

READS Collaborative is a non-profit, public educational organization comprised of area school districts that specializes in the development of regional educational programs for children with low incidence disabilities. READS Collaborative provides diagnostic services, therapeutic services, assistive technology consultation, summer programming and professional development throughout the region. READS Collaborative also provides comprehensive educational programming for children with emotional and/or social challenges and children who are Deaf or hard-of-hearing.

READS Collaborative is focused on the mission to *provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner*. READS Collaborative provides individualized, caring educational settings and services for students with disabilities through the collaboration of Member Districts. This collaboration results in cost savings to Member Districts and provides individualized supports and interventions

Approved by READS Board of Directors, January 30, 2020

that districts may not be able to provide on their own.

READS Collaborative strives to facilitate relationships between students, families, school districts and community services. READS Collaborative improves the educational outcomes for children and families of area communities by providing services through a highly specialized, trained staff of educators, administrators, therapists and assistants. Students participate in educational experiences at READS Collaborative that improve their opportunities for receiving a high school diploma and having options for higher education or employment.

## *Information on Programs and Services Provided by the Collaborative*

### *General Statistics*

- READS Collaborative was established in 1974
- Years in Service – 45
- Employees – 144
- 18 Member Districts:
  - Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Norton, Rochester, Middleborough, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater
- Total Member and Non-Member Districts Served – 18 Members, 30+Non-Members
- Program Sites – Norton, West Bridgewater, Middleborough, Taunton
- Enrollment as of June 2019
  - READS Academy - 100
  - Deaf and Hard of Hearing Program -56
  - District Services - approximately 339

### *Programs and Services Provided to Member and Non-Member Districts*

READS Academy (Alternative Education Program K -12+) and NEW Academy Alternative Learning Program	Behavioral Consultation
Deaf and Hard-of-Hearing Program (PreK-12+) and (Early Intervention)	Professional Development
District Services (Therapeutic Intervention and Support)	Collaborative Grant Applications
Diagnostic Clinic	School-Based Medicaid Reimbursement
Optional Summer Programs	Family Success Partnership (Wraparound Services)
Transition Services	Administrative Mentoring
Assistive Technology Assessments, Augmentative and Alternative Communication (AAC) Assessments and Support	ABA Support and Training
Virtual Learning Academy – fiscal and operational management on behalf of Southeast Collaborative Regional Organization (SCRO)	BCBA Consultation
Orientation and Mobility	Educational Audiology Consultation

Program Evaluation	Teacher of the Deaf Consultation

## Staff Demographics

Administrators/Directors/Coordinators Executive Director (1) Program Directors (4) Assistant Program Directors (1) District Services Coordinator (1) Business Manager (1) Clinic Manager (1) Technology Coordinator (1)  *Indicates part-time or per diem	10	<b>Administrative Clerks and Secretaries</b> Administrative Assistant to Executive Director (1) Payroll Clerk (1) Business Office Associate (1) Administrative Secretary (1) *Transcriptionist ( part-time) *Medicaid Processing Clerk ( part time)	6
<b>Educators</b> – includes special education classroom teachers, teachers of the deaf, reading specialists, Art, Music and PE teachers, etc.	33	<b>Special Education Administrative Clerks and Secretaries</b> *Program Secretaries	5
<b>Teacher Assistants</b> – includes Assistant Teachers and 1 to 1 support	30	Counselors	8
*Occupational Therapists & Assistants	6	Nurses	1.2
*Physical Therapists & Assistants	5	*BCBA Specialists	2
*Speech/Language Pathologists & Assistants	9	American Sign Language Interpreters	11
*Clinical Psychologists	3	*School Psychologists	2
*Audiologist	1	Bus Driver	1
*Assistive Technology Specialists	1	*Family Success Partnership Social Workers	1
*Orientation and Mobility Specialist	1		

## *Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan*

The READS Collaborative Agreement sets forth the purpose of the collaborative as:

*“The Collaborative shall conduct and/or provide programs and/or services for, but not limited to, special needs children, needs assessment and recommendations, and in-service education. In addition, the Collaborative shall provide diagnostic testing, evaluation, and recommendation in a variety of areas, including, but not limited to, medical, psychological, educational, audiological, ophthalmological, speech and language, and physical and occupational therapy. Such programs and/or services shall maximize cost efficiency and program effectiveness through a collaborative effort.*

*The focus of READS Collaborative is the provision and creation of special education programs and services in the least restrictive environment, the provision of diagnostic assessments for children within the local communities, and the delivery of professional development for educators.*

*The overall objectives of READS Collaborative are:*

- 1. to complement the educational programs and services of districts in a cost-effective manner;*
- 2. to improve the academic growth of students;*
- 3. to provide a range of diagnostic educational assessments for local districts;*
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers;*  
*and*
- 5. to expand program and services in a manner consistent with the needs of the Member Districts.”*

The focus of READS Strategic Plan for 2017-2020 is the expansion of facilities in order to more effectively meet the needs of students in the Academy and the Deaf and Hard of Hearing Program. The following priorities expand upon and provide specific actions for the purposes set forth in the Collaborative Agreement. Fulfill the priorities of READS Educational Facilities Plan for a new or renovated facility.

- Enhance services that provide for the physical, social, and emotional well-being of students, staff and families.
- Increase programs and services that prepare students for high school graduation, transition to college or career, and independent living.
- Expand programs and services in a manner that reflects current trends and needs identified by member districts.

### Summary of Actions Taken Towards New/Renovated Facility

In 2014 READS purchased property surrounding and bisecting the East Grove Street campus. This purchase provided an opportunity to consider expansion or renovation of facilities. The READS Facilities Subcommittee of the Board of Directors and the Building Committee met monthly over 30 months to plan for an improved facility to meet the current (and future) academic, vocational and social-emotional needs of students from READS' member districts. The Board engaged a consultant to provide additional insights into the use of the property, the scope of a building project and anticipated costs. In January 2018, the READS Board of Directors approved a motion to go out to bid for an Owner's Project Manager (OPM) and Architect to produce a schematic design and cost estimate for a new facility or expansion of existing facilities.

In July 2018 the READS Facilities Expansion Working Group was formed. The Group includes community members, faculty, support staff, and administrators. Since July 2018 Compass Group Associates (OPM) and Studio G (Architects) have met regularly with the Facilities Expansion Working Group to develop a Schematic Design.

This Design was proposed to the Facilities Subcommittee of the Board of Directors on December 13, 2018 along with a Cost Estimate. This design and cost estimate includes incorporation of all Academy spaces that are currently located on Middleborough campuses (101 East Grove St. and School Street School), all Clinic spaces, Administrative spaces currently located at 105 East Groves St, and 3 specialized classrooms for students who are Deaf and Hard of Hearing. The proposed building will provide educational spaces for children with social, emotional, behavioral challenges in a PreK - 12 school. The school will have defined separation for PreK-6, Vocational Spaces and Shared Spaces, and programming for 9-12.

The Board has taken several steps toward this project during 2018:

1. Approved Compass Group Associates as the Owner's Project Manager.
2. Approved a new job description and subsequent hiring of a Facilities Manager.
3. Raised the limit on the Capital Reserve Fund.
4. Approved a Capital Reserve Fund Assessment Fee for all Member Districts.
5. Approved Studio G as Architects to develop Schematic Design and Cost Estimate.
6. Approved a tuition increase for the Academy for the purpose of allocating funds to the Capital Improvement Fund to build equity for an anticipated loan or bond.
7. Approved engaging a Bond, Borrower's Counselor.
8. Approved funds for an appraisal of the Schematic Design.
9. READS Administration has engaged in preliminary discussions with Mass. Development and an area bank to assess eligibility for bonding.
10. Reconsidered leasing option and issued an RFP.
11. Engaged with two financial institutes to begin to secure financing.
12. Explored leasing a property with the option to buy.
13. Continued to make improvements to existing properties.
14. Determined that bank financing of a new facility or purchase would not be viable at this time.
15. Continued to plan for funding of a renovation/lease/new facility.

It is inequitable that collaboratives, which educate some of the state's most vulnerable public school students in out of district special education placements, continue to be ineligible to receive funding from Massachusetts School Business Authority (MSBA) for facilities that meet the needs of the students.

***Program Specific Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan***

*Progress toward the provision and enhancement of programs and services are included within the description of each corresponding program heading below.*

***READS Academy***

READS Academy is a therapeutic day school that serves children and adolescents between the ages of 5 to 22 who have been diagnosed with emotional, behavioral, neuro-developmental and learning disabilities, and require specialized instruction and services to meet their needs. The mission of READS Academy is to facilitate a student's personal growth on an emotional and psychological level and to provide a structure for improving interpersonal and social skills through academics and counseling. The Academy is a highly structured program offering individualized

and small-group academic instruction, individual and group counseling, and behavioral support and intervention. Ancillary therapeutic services such as speech/language therapy, occupational/physical therapy, adaptive physical education are also available. As a public school program, READS Academy follows the Massachusetts Curriculum Frameworks, and all students participate in MCAS testing. The school operates on a 10-month calendar with an optional 5-week summer program.



STEM Week - Academy elementary students learned the importance of accepting failure and building grit as part of the engineering process thanks to Traveling Makerspace.

READS Academy's specialized staff includes 7 full time counselors, a Board Certified Behavior Analyst (BCBA) and educators with experience and specialized training in promoting self-regulation and social development. READS has added the presence of 3 therapy dogs at the grades 7-12 location to assist students with emotional regulation and motivation to engage in school work or socialization. READS Academy has expanded community connections for students and staff, both globally and locally. Through a partnership with the local ELKS, the Academy has provided special events through a grant. Students from the 18 member districts and numerous non-member districts were treated to a family event that included a meal prepared by ELKS volunteers and READS Academy Culinary Arts student.

Students at READS Academy acquire empathy and a sense of social justice through organized student council activities to raise funds for worthy causes. The students and staff have raised hundreds of dollars for organizations such as the Hoyt Foundation, Jimmy Fund, Susan G. Komen Breast Cancer Fund and Hurricane Relief. Staff and students raised funds and participated in a 5K run to promote the work of Team Hoyt. They have an ongoing project to collect and donate shoes. They are actively engaged making blankets for Project Linus.

Community members donate new and gently used items to the school Emporium where students can use "READS bucks" earned for acts of kindness and behavior levels to purchase household items, clothes and gifts for themselves and family members.

The community at READS Academy cares for the students individually and collectively throughout the school year. This is especially evident during the holidays, which can be particularly difficult for students in the Academy. The staff compensate by providing feasts for the students, filling the emporium with items that students can select, wrap and gift to their family members and engaging the students in staff/student basketball games that distract them from the emotional challenges that the holidays can sometimes present.

READS Academy offered Dual Enrollment in partnership with Massasoit Community College, Middleborough Campus, this past year for 3 students. READS Academy has a one-to-one for Chromebooks for

student use and utilizes Google Apps for Education.

READS Academy offers pre-vocational tracks within the public day high school, such as:

- Technology: Programming/Robotics - Gizmo the NAO Robot is introducing students to programming in grades 1-12.
- Industrial Arts/Bike Shop: Assembling, repairing and maintaining equipment and supplies. Bikes are repaired for the cost of parts only.
- Culinary Arts: Leading to Serve Safe Certification through the Middleborough Health Department
- Horticulture: Producing plants, fruits and vegetables for Culinary Arts and beautifying the grounds
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS, SCRO and community entities.
- A new Certified Nurse's Assistant (CNA) track has been introduced for the fall of 2019.

Students' successes are measured by demonstrated growth in meeting academic and behavioral expectations of the Academy program. As students demonstrate readiness they may return to their home school district. Some students continue their education in READS' specialized low cost collaborative program which is a more cost effective alternative to a higher cost private placement.

READS Academy locations consist of two substantially separate school buildings and one public school classroom. The elementary program, Grades K-6, is located at the *School Street School* campus in Middleborough. Students in Grades 7-12 attend the main campus on *East Grove Street*.



READS Academy offers a district-based program located in the West Bridgewater Middle/Senior High School which provides opportunity for integration into a mainstream school setting, while continuing to provide specialized academic, behavioral, and emotional supports.

READS Academy's West Bridgewater location embeds technology access in academics commensurate with the public high school. The team of two teachers and one psychologist provide specialized support for students as they learn in the general education setting.

### *READS Academy Services Provided in All Locations*

- Therapeutic Support that includes:
  - Individual and group counseling daily
  - Behavior support and intervention daily
  - Board Certified Behavior Analyst support daily
  - Social skills training daily
  - Therapy dogs
  - Community connections
- Academic Support to promote college and career readiness that includes:

- Individualized and small group academic instruction
- Technology Instruction and Coding K-12
- MCAS preparation and support
- Reading Intervention
- Pre-vocational training
- Fine Arts education opportunities including Art and Music
- Dual Enrollment opportunities at Massasoit Community College
- Consultation to referring school district

### ***Work-Based Learning Program***

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READS Academy offers a Work-Based Learning Program for high school students who seek prevocational and vocational training in the form of on-site internships and off-site work study placements. This component of the program also offers career readiness, transitional services, and opportunities for students 18-22 years of age to continue academic learning to attain a high school diploma. The program has two main goals: to offer real-life work experience to students and to strengthen community connections.

WBL Programming includes a Careers Education class, vocational counseling, job shadowing and coaching, on-site internships, and off-site work-study placements as well as focused tutoring for successful performance on MCAS and acquisition of a high school diploma.

### ***Off-site Work Based Learning***

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Students are expected to interview for a placement and create a contract addressing specific goals and how they correlate to the Massachusetts Curriculum Frameworks. Job Coaches supervise students with decreasing frequency as they become more knowledgeable in their tasks. Job Coaches may also be responsible for bi-weekly and quarterly progress reports that are used for students' grading. Students that complete the program requirements receive school credit toward graduation while acquiring life experience that is unmatched within the classroom.

### ***READS Academy Assessment Program***

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READS Academy offers short-term placement for Assessment Services at all grade levels. The Assessment Services are designed to assist Special Education Teams in identifying the needs of students. The Assessment Services include comprehensive clinical and educational evaluations in a classroom environment that is supported by individualized counseling and therapeutic interventions. Evaluation Data is gathered through a variety of tools to assist the educational team in educational planning and placement at the conclusion of the assessment period.

### ***READS Alternative Learning Program Supports (ALPS) - Under Development***

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READS Academy is developing a highly specialized continuum of supports for children whose needs exceed the Academy Program structure and supports. This program is under development during the 2019-2020 school year.

## *READS Academy's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan*

- **Priority 1.** Fulfill the priorities of the READS Educational Facilities Plan for a new or renovated facility. – READS has continued to pursue a variety of options to provide more suitable educational space for students in the Academy program. At this time financing a new building is not an option so READS is issuing an RFP for a renovate to suit lease.
- **Priority 2.** Enhance services that provide for the physical, social, and emotional well-being of students, staff and families. – READS Academy continues to seek opportunities to improve programming. This year a new Certified Nurses Assistant Program has been introduced at the secondary level.
- **Priority 3.** Increase programs and services that prepare students for high school graduation, transition to college or career, and independent living. The Academy is connecting with two local colleges for dual enrollment opportunities - Massasoit Community College and Bay State College.
- **Priority 4.** Expand programs and services in a manner that reflects current trends and needs identified by member districts. The Director of Program Advancement has been instrumental in developing an extension of the Academy program as a pilot for the 2019-2020 school year. This new program will provide highly specialized support for students who have not had success in collaborative programs.

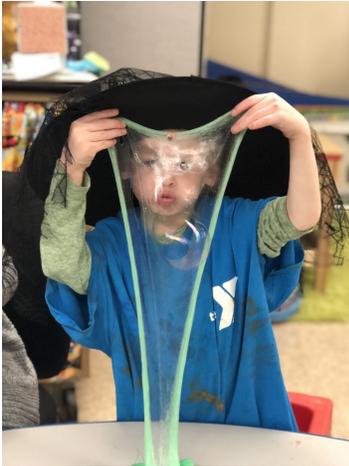
## *Deaf and Hard-of-Hearing Program*

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The Program Director and Assistant Director, Evelyn Rankin and Shannon Allen, sit on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national stage. Established by the Board of Directors as an essential service in 1979, over the past 38 years the program has educated hundreds of children with hearing loss. The program currently (FY19) serves 45 students in grades PreK-12+ and 8 children in Early Intervention.

The DHH program offers flexible and wide-ranging programming options within public school settings. Preschool through high school programs are located within the Norton Public Schools and an additional high school program option is at Bristol-Plymouth Regional Technical High School--the only program for Deaf students that is fully matriculated into a vocational high school. A special education director recently stated that “the READS Deaf and Hard of Hearing Program is unmatched in the state.”

Program options range from self-contained classrooms with a Teacher of the Deaf providing maximum support in a small group, to full inclusion in general education settings with appropriate supports tailored to individual students. Instruction is accessible to students through the direct use of American Sign Language, interpreted ASL, use of spoken English, and a variety of specialized instructional techniques that enhance language and literacy for d/Deaf students.

The DHH preschool is a full-day program offering intensive language intervention (ASL and spoken language/listening, as appropriate), sensory-motor integration, Early Childhood Learning Standards and social-emotional skills. Students engage in play-based learning with an early literacy focus incorporating themes based on children’s literature.



A preschool student in the Deaf and Hard of Hearing Program celebrates Massachusetts STEM week by discovering the mysterious qualities of slime.

Beginning in kindergarten and continuing through elementary grades, students receive academic and language instruction within self-contained classes with a Teacher of the Deaf while they also have opportunities to be included in general education classrooms. Students at this level join hearing peers for Specials classes (Art, PE, Computers, and Music (when accessible), and are increasingly accessing content in the general education classroom with interpreters or other accommodations and supports through the DHH program. Intensive literacy intervention and support is provided throughout the elementary years from two specialized Teachers of the Deaf. A new classroom was added to the upper elementary program this year, which provides intensive, specialized instruction to elementary students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the general curriculum and with the assistance of a School Adjustment Counselor.

Students at both Norton High School and Bristol-Plymouth are surrounded with supports that assist them in meeting the competency requirements for a high school diploma or certification of completion. They are able to participate in all school activities including extracurriculars according to their interests. Students in the DHH program who do not have an additional diagnosis to hearing loss will typically graduate from high school within 4 years. Some students attend high school for an additional year or two depending on their IEP transition goals. Students with an additional diagnosis are able to continue with a transition plan that includes placement in the program until the age of 22 as appropriate. Transition planning for these students includes participation in in-school pre-vocational internships & off site internships as students are ready to do so. They also have participated in the Transition Program at Bridgewater State University once a week, where they focus on ADL & pre-vocational skills. In June of 2018, 2 students graduated with diplomas at Norton High School following 4 years of high school and 2 students graduated with a diploma from Bristol-Plymouth following 4 years of high school. All 4 students were accepted at 4 year colleges.

The DHH program provides each child with access to a specialized teacher as well as teaching assistant in the classroom. Currently, Deaf adults, both teachers and assistants, provide in-depth modeling of American Sign Language in our classrooms. Children have strong spoken language models provided by hearing adults who are also skilled in ASL.

The DHH program provides each child with the skills to effectively use an interpreter in a variety of settings as they become more academically independent. Students in the DHH program learn valuable skills for using an

interpreter to access learning, social interaction, extra-curricular activities and formal events. The development of these skills begins in the early grades within the DHH classroom and expands to core academic classes as well as job sites and community events as students prepare for graduation from high school. READS interpreters are certified as achieving a qualifying score on the Educational Interpreter Proficiency Achievement (EIPA) in accordance with regulations and are registered with the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

The DHH program provides each child with speech and language intervention that is specialized to their level of language acquisition, communication mode and type of amplification. The Speech and Language Pathologists and Assistants are fluent in ASL and have specialized skills in working with DHH students. The DHH program provides each child intensive literacy intervention in the early grades and continued support through high school. The Literacy Specialists have specialized training in providing literacy intervention to children with hearing loss and incorporate tools and assessments designed for children who are Deaf or hard-of-hearing.

The DHH program provides children with specialized counseling services through a structured social emotional learning program designed for children with hearing loss in the early grades and ongoing group or individual counseling support as needed at the secondary level.

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. For the last several years, the Team and placed in the top 4 overall in the East Regional competition and qualified for the National Competition at Gallaudet University.



A student in the Deaf and Hard of Hearing classroom at Bristol-Plymouth Regional Technical High School searches for a cure for the ‘Zombie Virus’ in a Biotechnology lesson during Massachusetts STEM week.

All students in grades 3-8 participated in the Computer-Based Testing of the Next Generation MCAS for the second time in the spring of 2018. This experience has prepared them for future iterations of the test and the Computer-Based high stakes test in Grade 10. In partnership with Norton Public Schools, students in DHH have transitioned fully to Google Apps for Education and a one-to-one Chromebook initiative.

The DHH program is a 10-month program and provides Extended Year Services for students individually as needed. The DHH program provides additional specialized therapeutic intervention such as physical therapy, occupational therapy and adaptive physical education on an individual basis.

The DHH Program teachers participate in a Professional Learning Community that focuses on literacy instruction and assessment across the grades. They also attend professional development around mathematics instruction provided by one of our HS teachers. All staff participate in two of three professional learning groups, a group which focuses on integrating technology into the classroom, a group that focuses on DHH students with additional disabilities and a group that focuses on English/ASL translation. Educational interpreters are working with Wendy Watson on a mentorship project for their professional development. The School Adjustment Counselor and the Speech and Language staff have attended trainings related to a Social Thinking curriculum being applied in the elementary and middle schools. Over the last three years, DHH Program staff have worked together on “DHH 2020” program goals, including increasing parent involvement, improving program climate and spreading positive messages about the program, and developing students into more responsible and independent learners.

### *DHH Services Provided in All Locations*

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- Therapeutic support that includes:
  - Spoken language skill development
  - American Sign Language instruction
  - Speech/Language therapy
  - Specialized aural habilitation for children with Cochlear Implants and the full range of audition
  - Explicit literacy instruction
  - Small group and individual counseling
- Academic Support to promote college and career readiness that includes:
  - Small group & individual instruction
  - General education classroom participation with supports
  - Educational Interpreters
  - School-to-work programming at the high school level
  - Opportunities to participate in extracurricular activities
- Consultation Services from a Teacher of the Deaf
- Educational audiology support

#### *Additional services may include:*

- Extra-curricular support
- Intensive intervention
- One to one assistant (job coach, nurse, note taker)
- Occupational/physical/adaptive physical education as needed
- Vision consultation as needed
- Extended School Year

### *Deaf and Hard of Hearing Program's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan*

- **Priority 1.** Fulfill the priorities of the READS Educational Facilities Plan for a new or renovated facility. – The Program Director and Assistant Director for DHH have contributed to the READS Facilities Expansion

Working Group with a focus on expansion of the program in response to requests of special education directors. The proposed Schematic Design includes 3 specialized classrooms for DHH to meet the needs of children with hearing loss who also have an additional diagnosis that affects self-regulation. These children are often educated in costly private placements because there isn't a public day school that can meet their communication needs. By providing space for DHH students within the Academy program, there will be ready access to social and emotional supports, and expertise, while providing the necessary academic, language, communication and literacy interventions that are specialized for students with hearing loss or deafness.

- **Priority 2.** Enhance services that provide for the physical, social, and emotional well-being of students, staff and families. – A specialized elementary classroom has been developed in Norton to meet the needs of students with multiple diagnoses. The services of READS Educational Audiologist continue to expand through a consultation model to districts which provides recommendations regarding classroom environments, individual student equipment and audition options for general education locations in addition to DHH classrooms.
- **Priority 3.** Increase programs and services that prepare students for high school graduation, transition to college or career, and independent living. – Professional development has focused on trauma-informed approaches for high school students with hearing loss. An Independent Living Skills component of the DHH high school program is actively preparing students to transition at age 22. Specialized math support has been provided to enhance instruction in preparation for students to meet the evolving high stakes test in Grade 10.
- **Priority 4.** Expand programs and services in a manner that reflects current trends and needs identified by member districts. To respond to the needs of students in member districts the DHH program has welcomed students with increasingly intensive physical and social needs, and added assistants to classrooms. The requests for Teacher of the Deaf consultations has increased significantly over the past four years. In response, READS has added a .8 FTE Teacher for the Deaf Consultant.

### *District Services*

The District Services Program is a highly individualized program encompassing a wide variety of services, including consultation, evaluation, and direct services in the following areas:

- Occupational Therapy
- Physical Therapy
- Sensory Integration evaluation/consultation
- Speech/Language Evaluation and Intervention
- Adaptive Physical Education
- Home-Care Services
- Assistive Technology Assessments and Consultation
- Augmentative and Alternative Communication (AAC) Assessments and Consultation
- Academic Tutoring
- Functional Behavioral Assessments, consultation and training
- Applied Behavioral Analysis, training and support
- BCBA (Board Certified Behavior Analyst) Consultation
- Family Success Partnership Counselor (wraparound services)
- Orientation and Mobility Consultation
- Program Reviews
- Summer services
- Professional Development

District Services is constantly evolving and expanding services to meet the needs of students and the

requests of districts. The services are under the direction of Dr. Bethany Estrella. Services expanded within this calendar year include the Family Success Partnership (FSP). This service has expanded to 4 Member districts and builds on the model of wraparound services that was created at Assabet Valley Collaborative. The READS FSP counselor meets with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 the FSP counselors have assisted over 90 families to meet their goals by meeting with them and supporting them outside of the school day and at locations that are convenient to the families' schedules. Anecdotal information identified incidences of family intervention that avoided a potential out of district placement. This service is a factor in significant cost avoidance for districts. Qualitative data on the data surrounding family goals themes, additional resources added for families, and satisfaction rates of families and districts gathered this year was shared through a panel presentation at the MASS Executive Summer Institute. This year additional data on the number of family members, siblings served will be gathered and reviewed.

Program Reviews are conducted for Member Districts at reduced cost.

District Services continues to coordinate and provide Assistive Technology and AAC services. The Assistive Technology/AAC Team is comprised of a speech pathologist and occupational therapist with specialized expertise. This team can identify low-, mid-, and high-tech assistive/AAC tools that can support students with learning and communication. The AT/AAC team has expanded services to include a model for sustained support for implementation after the initial assessment and recommendations are made.

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. Service provision expanded to from 339 in 38 districts to 364 students in 39 districts as of June 2019. There were 13 AT evaluations in the 2018- 2019 school year.

All District Services referrals are carefully evaluated; goals and objectives are formulated; and a service/consultation delivery system is established by the service provider in coordination with the school/district.

### *District Service's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan*

- **Priority 1.** Fulfill the priorities of the READS Educational Facilities for a new or renovated facility. – The Coordinator for District Services has been active on the READS Facilities Expansion Working Group and contributed to the Schematic Design for specialized intervention spaces with the plan for expansion of READS facilities. These spaces include OT/PT space, mindfulness space, Speech/Language intervention space, sensory integration break rooms and recommendations for spaces to facilitate self-regulation.
- **Priority 2.** Enhance services that provide for the physical, social, and emotional well-being of students, staff and families. – District Services is extremely adept at fulfilling district needs for short and long term replacements of therapists in order to maintain interventions for students.
- **Priority 3.** Increase programs and services that prepare students for high school graduation, transition to college or career, and independent living. – The expansion of the Family Success Partnership Program to one full time position and one half-time position is promoting successful pathways to graduation for students in the four communities participating.
- **Priority 4.** Expand programs and services in a manner that reflects current trends and needs identified by member districts. Program Reviews, the Orientation and Mobility Specialist position and the Family Success Partnership program are direct responses to the needs identified by member districts.

*READS Diagnostic Clinic and Ancillary Services  
(School-Based Medicaid Billing, Early Intervention, Professional Development and  
Southeast Collaborative Regional Organization (SCRO) projects)  
Progress toward Achieving the Objectives and Purposes Set forth in the  
Collaborative Agreement and Strategic Plan*

### *Clinic*

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, evaluations of audiological and central auditory processing, speech/language evaluations, classroom observations, educational audiology consultations, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

Referrals to the various programs are accepted at any time during the year and are sent by the Special Education Teams through the Special Education Administrator of the district in which the child resides. Requests are reviewed by the Clinic Manager and Lead Psychologist. Specialized evaluations of children with hearing loss are offered in coordination with the Director of the Deaf and Hard of Hearing Program.

The clinic provided 218 pre-committed evaluations to Member Districts an increase of 18 over last year. Surveys of school district personnel and families that were completed following onsite conferences indicate 100% are satisfied or extremely satisfied with the services and conferences provided by the clinical psychologists. The Clinic provides flexible assessment schedules to accommodate families on an individual basis.

Educational Audiology Assessment and Consultation to school districts has grown tremendously to 41 consultations in the second year of services.

New for the 2018-2019 school year, districts were permitted to use up to 25% of their pre-committed evaluation slots for risk assessments (not to exceed 5). This pilot expansion of Member's use of clinic slots was adopted as general operational practice for the 2019-2020 school year and reflects READS Collaborative's responsiveness to an increased need of the districts as indicated by the Special Education Administrators group.

### *School-Based Medicaid Billing*

READS provides Medicaid Billing Direct Service Claims for 7 Member Districts and Administrative Activity Claims for 8 Member Districts. A part-time clerk manages the process each year.

Services in Medicaid Billing have remained static this year with the same districts accessing the service as in prior years. READS supports districts with cost-effective processing of Medicaid submission. Participating districts received **\$93,868.70** for Direct Service Claims and **\$240,385.99** for Administrative Activity Claims in FY19. Participating Member Districts are Berkley, Carver, Freetown-Lakeville, Marion, Mattapoisett, Rochester, and West Bridgewater. Old Rochester Regional is the only Non-Member District participating.

### *Early Intervention for Children with Hearing Loss*

READS provides specialized instruction and support to children and families through contracts with several Early Intervention Offices. These services are provided per-diem and offer families in-home therapeutic intervention in areas that include: care of cochlear implants, American Sign Language instruction; behavioral intervention; language development; communication development (alternative and augmentative communication if needed); auditory attention skills; fine motor development for sign language proficiency and early literacy.

The number of children receiving specialized services from DHH staff through Early Intervention has increased. There are currently 6 children receiving in-home services and support to families. The family support/toddler group has had reduced participation this year and been discontinued.

**Professional Development**

READS continues to offer PD that is targeted to meet the needs of the districts. READS offers Educator Evaluation for New Administrators during the summer and fall to support both Member and Non-Member Districts. READS DHH program has become the go-to resource for Visual Phonics Training in the region. An offering in May 2018 was full to capacity and an additional 2 day session has been requested for spring of 2019. READS offers PD on the November election date in coordination with other collaboratives in the Southeast Collaborative Regional Organization (SCRO). This year READS offered a two day Mentor training which was well-attended by teachers from 8 districts.

**Regional and State Capacity – SCRO (Southeast Collaborative Regional Organization) and MOEC SCRO Virtual Learning Academy**

The SCRO made the determination to put the SCRO VLA on hiatus indefinitely.

**SCRO Behavioral Health Symposium**

READS chaired the 2019 Behavioral Health Symposium, managed registrations and issued PDPs for this annual event on behalf of SCRO. The fourth annual Behavioral Health Symposium on December 12 and 13 once again drew over 150 attendees on each day. Through regional collaboration SCRO makes researchers and practitioners available to district staff that would be too cost exorbitant for any one district to promote on their own.

**Cost Effectiveness of READS Collaborative Programs**

**READS COLLABORATIVE BUDGET SUMMARY - FY19**

<b>PROGRAM</b>	<b>FY19 APPROVED BUDGET</b>
Administration	“\$1,279,617
Administrative Ancillary	\$293,831
Clinic Program	\$393,859
Clinic Ancillary Program	\$361,488
Deaf and Hard-of-Hearing Program	\$3,334,324
Academy Program	\$4,385,034
District Services & Ancillary Program	\$1,199,088
DHH Summer	\$139,923
Academy Summer	\$242,204
District Services Summer	\$99,470
<b>TOTAL FY19 BUDGET</b>	<b>\$10,449,221</b>

The collaborative structure is designed to leverage cost savings on behalf of districts in the provision of programs and services to children with special needs as well as other collaborations for services. The collaborative's process for the development of the budget provides for a thorough review of revenues and expenses in relation to tuition rates and fees for services. Budget subcommittees of the Special Education Administrators Advisory Group meet for an in-depth review of the following budgets: READS Academy, Deaf and Hard-of-Hearing, District

Services and the Clinic. The Personnel Subcommittee and Finance Subcommittee of the Board of Directors and the President of the Board meet jointly to do a further analysis of the proposed budget. The Special Education Administrators Advisory Group meets as a whole to endorse the budget after another review of revenues, expenses, tuition rates and projected service fees. The Board of Directors then meets to review the budget and discuss any additional adjustments prior to a subsequent meeting to vote approval of the budget.

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS Collaborative tuitions continue to be the most cost effective option for districts in the region.

READS Collaborative has reduced overhead costs by purchasing property and building facilities over the past thirty years. This practice has resulted in considerable assets that belong to the the member districts while also maintaining lower tuition rates than those programs who pay significant leasing fees. READS does lease 8 classroom spaces from Norton Public Schools and 1 from West Bridgewater Public Schools at reasonable rates. READS also leases the entire School Street School from Middleborough Public Schools for a reasonable rate. READS is engaging in planning for expansion of the current facilities to further enhance programming for students. The projected impact on tuitions has been shared with the Board and continues to place READS at a competitive tuition rate compared to other out of district placements in the region.

READS Collaborative's educational programs provide interventions that promote a student's return to his/her home district to continue learning. Students also receive support that has proven successful in helping them meet competency determinations for a high school diploma. Both of these programmatic goals result in reduced expenses for school districts as students spend less time in the Collaborative than they might spend in a private placement.

### *No Membership Fee*

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READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 18 Member Districts are required to purchase 4 evaluations per year through READS' clinic. The districts have a choice of purchasing a psycho-educational evaluation or a neuro-psychological evaluation. This fee for service is the only requirement of membership in the collaborative other than participation in governance, program development and student enrollment. Essentially Member Districts have immediate return for their investment in the collaborative in the form of service.

### *Competitive Tuition Rates*

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The costs of services and programs provided by READS Collaborative are highly competitive and result in cost savings to the Member and Non-Member Districts when compared to other out of district placements. The services would not be available in the area if the Collaborative did not coordinate them on behalf of the Board of Directors and under the advisement of the Special Education Administrators Advisory Group. A comparison of tuitions with private schools and other collaboratives does not yield an accurate or informative description of the cost effectiveness of READS programs and services. However, READS is the most cost-effective solution in the region for both children with social-emotional challenges and children with hearing loss. The READS Academy Program offers a comprehensive therapeutic approved public day program as a tuition rate that is lower than comparable programs in both private schools and public collaboratives. The FY19 tuition for Member districts was \$37,080. READS' tuitions and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

READS further delineates tuitions for the DHH program in order to provide more cost effective alternatives that reflect the level of student need. DHH has 3 levels of tuition: Level 1 tuition is established for students who

require moderate intervention which are core services of the program; Level 2 tuition is established for students who may have cochlear implants and require prescriptive, intensive speech and language services; Level 3 tuition is established for students who have specialized needs requiring intensive intervention and support within the program. The READS DHH program tuition for levels 1 and 2 is lower than comparable private school programs and is the only program in the region to offer mainstream opportunities in core content as well as electives and specials. READS Deaf and Hard of Hearing Program is the only collaborative program in the state to provide PreK-12 education in a public school setting. Member rates for the 3 Levels of Tuition for FY19 were: Level 1 - \$47,700; Level 2 - \$53,460 and Level 3 - \$85,400. Additional costs for participation in Bristol-Plymouth Vocational Technical High School, non-member costs and summer programs are not included in these rates.

During the 2018-2019 school year the Special Education Administrators Advisory Group undertook a review of the DHH tuition structure. Due to the evolving nature of the communication and learning needs of students in the DHH program a revised tuition structure was developed which was introduced to the Special Education Administrators Advisory Group and will be implemented in FY21.

The assessment of cost-effectiveness for programs includes several factors that cannot be measured in tuition alone:

- proximity to the child's home district and reduced transportation costs for sending districts in most cases;
- reduced tuition costs for Members;
- higher rate of student return to districts for students in the Academy Program after stabilization, resulting in multiple years of savings on tuition;
- increased likelihood of meeting competency determinations for graduation after 4 years of high school for most students rather than the cost of educating them until they are 22 in both the Academy and DHH resulting in multiple years of savings on tuition;
- comprehensive support for families that reduces district day-to-day personnel resources to resolve issues and meet the child's needs thereby reducing the strain on resources of counselors, administrators and educators in the district; and
- provision of specialized services and equipment related to hearing loss in a coordinated manner rather than reacting to specialized individual needs as they arise reducing the costly implications of compensatory services, litigation or hearings.

In relation to fees for service, the Collaborative absorbs the liability of health insurance costs and unemployment benefits for specialized service personnel and support personnel. The clinic, district services and ancillary services (including professional development, Medicaid billing and professional development) are designed to merely recoup the cost of providing the service and compensate the collaborative for administrative costs.

The surplus funds from these services are returned to the Member Districts in the form of Clinic Credits and Tuition Credits in the subsequent year thereby providing an additional financial benefit and further reducing the cost of participation in programs and services.

### *Tuition Credits and Clinic Credits to Districts at the Close of FY19*

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There were no Tuition Credits issued for FY 19.

A total of **\$98,856** was returned to the Member Districts in the form of clinic credits to reduce the cost of each of 218 clinical evaluations for 2019-2020. The final cost of a clinic evaluation was reduced from the budgeted amount of \$1953 to \$1500 after the clinic credits were applied to the 218 pre-committed Member evaluations. The

number of pre-committed evaluations far exceeds the required 72 that are obligations of membership (4 per member per year) for the 18 member districts. This successful use of the clinic credit and pre-committed slots saved the 18 member districts \$92,895 in evaluation costs for students (\$419,895 projected cost – \$327,000 actual cost after credit applied).

### *Professional Development*

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During the 2018-2019 school year READS offered Professional Development sessions at the request of districts including Educator Evaluation Training for Administrators, Visual Phonics, Mentor Training and Improving Outcomes for Children with Adverse Childhood Experiences (ACES). These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could not have procured.

READS has provided cost-effective solutions to Member Districts since 1974 and will continue to provide those solutions into the future in alignment with the mission statement **to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.**



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## Appendix A

# Strategic Planning Action Steps

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- **Priority 1** Fulfill the READS Educational Facilities Plan's priorities for a new or renovated facility to include:
  - A gymnasium and social spaces to promote physical, social and emotional development
  - A cafeteria and culinary arts space to prepare, serve and consume nutrition
  - Comprehensive vocational and academic learning spaces for college and career readiness, transition preparation and vocational experiences
  
- **Priority 2** Enhance services that provide for the physical, social and emotional well-being of students, staff and families.
  - Fulfill the READS Educational Facilities Plan's recommendations to enhance security, health resources, physical education, nutrition, counseling and therapeutic intervention spaces.
  - Annually review facility safety measures and building security and update staff handbooks.
  - Provide professional development for staff that supports equitable access for students (to include Universal Design for Learning, Differentiating Instruction, Growth Mindsets and Building Connections)
  - Continue the wraparound services provided by the Family Success Partnership in consultation with Assabet Valley Collaborative.
  
- **Priority 3** Increase programs and services that prepare students for high school graduation, transition to college or career, and independent living.
  - Fulfill the READS Educational Plan's recommendations for expansion of transition services and specialized programs for students with low incidence disabilities.
  - Provide ongoing professional development through Professional Learning Communities that incorporate review of the MA Curriculum Frameworks, common assessment measures and lesson planning.
  - Add at least 3 Understanding by Design units from each teacher to the curriculum map per year.
  - Identify and/or develop benchmark assessments that reflect student growth for the specialized population of students served by READS Collaborative.
  - Develop and implement a process to evaluate program effectiveness and to identify areas of potential expansion or reduction.
  - Expand opportunities for students to engage in online learning through expansion of the SCRO Virtual Learning Academy.
  - Expand technology improvements to include efficient access for all students and staff in all locations.
  - Explore next generation technologies and implications for student learning.

- **Priority 4** Expand programs and services in a manner that reflects current trends and needs identified by member districts.
  - Plan for expansion of consultation services to districts especially in the areas of social-emotional supports and the support of students who are Deaf or hard-of-hearing.
  - Provide professional development in areas of specialization for READS Collaborative.
  - Expand the wraparound services provided by the Family Success Partnership to additional Member Districts.
  - Build capacity within the collaborative to more actively pursue grants that support program expansion or enhancement.
  - Continue to function with the flexibility to provide additional services needed by districts.

## Appendix B

### Deaf and Hard of Hearing Tuition Comparison FY19

Indicates a potential increase that was not reflected in spreadsheet

Deaf and Hard of Hearing Programs FY19					
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price
Perkins School for the Blind	Res Ed	Deaf/Blind/Multi-Impaired	210	\$285,473.09	\$1,359.40
Learning Ctr. for the Deaf	Res Ed	Walden	365	\$333,954.68	\$914.94
Perkins School for the Blind	Day	Deaf/Blind/Multi-Impaired	210	\$142,736.54	\$679.70
Learning Ctr. for the Deaf	Res Ed	Residential	198	\$110,235.96	\$556.75
Average daily rate					\$483.20
READS DHH	Day - Level 3	Deaf and Hard of Hearing	180	\$86,400.00	\$482.50
Beverly School for the Deaf	Day	Child. Comm. Ctr.	204	\$90,949.30	\$445.83
Learning Ctr. for the Deaf	Day	Intensive Day	198	\$84,985.97	\$429.22
Walker, Inc.	Day	Walker School	216	\$89,322.77	\$413.53
Kennedy Donovan Center	Day	Developmental Day	235	\$96,046.65	\$408.71
Beverly School for the Deaf	Day	BSD	204	\$76,977.18	\$377.34
Cardinal Cushing School & Training Ctr.	Day	Day	216	\$75,902.21	\$351.40
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$75,902.21	\$351.40
Willie Ross School for the Deaf	Day	Day	180	\$57,780.66	\$321.00
Learning Ctr. for the Deaf	Day	Day	198	\$60,227.03	\$304.18
READS DHH	Day - Level 2	Deaf and Hard of Hearing	180	\$53,460.00	\$297.00
READS DHH	Day - Level 1	Deaf and Hard of Hearing	180	\$47,700.00	\$265.00
Clarke School for the Deaf	Day	Day Education	180	\$46,173.45	\$256.52
Average					\$483.20

## Appendix C

## Academy Therapeutic Day Program Tuition Comparison FY19

**Indicates a potential increase that was not reflected in spreadsheet**

Therapeutic Day Programs FY19					
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price
McLean Hospital, Inc.	Day	CNS	216	\$103,131.73	\$477.46
Walker, Inc.	Day	Walker School	216	\$89,322.77	\$413.53
Italian Home for Children, Inc.	Day	Italian Home Day	220	\$83,117.78	\$377.81
Boston Higashi School	Day	Day Education	217	\$76,718.39	\$353.54
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$75,902.21	\$351.40
Home for Little Wanderers	Day	Southeast Campus Day	216	\$71,187.43	\$329.57
New England Academy	Day	NE Academy	198	\$63,333.54	\$319.87
<b>Average</b>					<b>\$313.56</b>
Walker, Inc.	Day	Beacon High School	198	\$57,614.61	\$290.98
F. L. Chamberlain School, Inc.	Day	Day	216	\$60,483.97	\$280.02
St. Vincent's Home	Day	Spec. Ed. Day	216	\$59,099.52	\$273.61
Justice Resource Institute	Day	Anchor Academy	198	\$54,165.13	\$273.56
Stevens Children's Home	Day	Stevens Home	224	\$60,348.97	\$269.42
Summit Academy	Day	Sch. for Alt. Learners	198	\$49,835.77	\$251.70
North River Collaborative	Public Day	North River Academy	180	\$42,251.00	\$235.00
READS Collaborative Member	Day	READS Academy	180	\$37,080.00	\$206.00
<b>Average</b>				<b>\$65,572.85</b>	<b>\$313.56</b>