

The FLLAC Educational Collaborative 2018-2019 Annual Report

**FLLAC Educational Collaborative
Central Office
2 Shaker Road, Suite D215
Shirley, MA 01464
www.fllac.org**

Leadership at FLLAC Educational Collaborative

FLLAC Executive Board Members

(Appointed Representatives and Superintendents of the Member School Committees)

Supt. Gary Mazzola, Ashburnham-Westminster RSD	(Chair) Supt. Mary Malone, Ayer Shirley RSD
Supt. Steven Meyer, Clinton Public Schools	Supt. Robert Jokela, Fitchburg Public Schools
Supt. Mark Pellegrino, Gardner Public Schools	Supt. Paula Deacon, Leominster Public Schools
Supt. Kathleen Burnham, Lunenburg Public Schools	Supt. Brad Morgan, North Middlesex RSD
Supt. Sheila Muir, Quabbin RSD	Supt. Elizabeth Schaper, West Boylston Public
Supt. Joan Landers, Winchendon Public Schools	

FLLAC Executive Board Sub-Committees

Budget:	Supt. Mark Pellegrino, Supt. Gary Mazzola, Supt. Steven Meyer
Personnel:	Supt. Mark Pellegrino, Supt. Elizabeth Schaper
Governance:	Supt. Kathleen Burnham, Supt. Mary Malone
Space:	Supt. Gary Mazzola, Supt. Mary Malone
Warrant Committee:	Supt. Kathleen Burnham, Supt. Gary Mazzola, Supt. Elizabeth Schaper

FLLAC Advisory Board

(Directors of Special Education)

Ms. Kathy Veroude, Ashburnham-Westminster RSD	Ms. Tara Bozek, Ayer Shirley RSD
Ms. Kathy Buchanan, Clinton Public Schools	Ms. Alicia Berrospe, Fitchburg Public Schools
Mr. Joyce West, Gardner Public Schools	Mr. Edward Pratt, Leominster Public Schools
Ms. Julianna Hanscom, Lunenburg Public Schools	Mr. Brad Brooks, North Middlesex RSD
Ms. Kristin Campione, Quabbin RSD	Ms. Sherri Traina, West Boylston Public Schools
Ms. Suzanne Michel, Winchendon Public Schools	

FLLAC Administration

Dr. Richard Murphy, Executive Director	Ms. Julie Bragg, Caldwell Elem. Program Supervisor
Ms. Terri Burchfield, Business Manager	Mr. Gary MacCallum, Caldwell Alternative Principal
Ms. Megan Ritter, ASD/DD Program Supervisor	

Mission Statement

The mission of FLLAC Educational Collaborative is to meet the current and evolving needs of our member school districts.

Vision

The focus of the Collaborative is to develop and provide high quality, cost effective, educationally related programs, professional development and other services that strengthen and enhance the educational offerings of our member districts.

The overall objectives of the Collaborative include, but are not limited to, the following and are subject to the approval of the Board:

- To improve the academic achievement of all students in the least restrictive environment.

FLLAC programs offer rigorous curriculum and instructional practices that are tailored to meet the unique needs of each student and to comply with all elements of a student's Individual Educational Plan (IEP). FLLAC services are provided by appropriately licensed and trained staff in the least restrictive environment as determined by the student's IEP team. The FLLAC ASD/DD programs are located in public school settings and all students are provided opportunities for interaction with students in the general education settings as appropriate for the student's needs. Students in the Caldwell Elementary and Caldwell Alternative Public Day programs are provided educational and counseling services to provide them with the skills and knowledge required to return to less restrictive settings whenever possible. FLLAC provides transportation to students in all programs so that they can participate in field trips, community experience, internships or vocational opportunities as appropriate to each student.

- To develop and offer a variety of quality professional development opportunities to general and special education teachers, paraprofessionals, school administrators and related service providers that are designed to enhance instructional practices.

Each year FLLAC Professional Development is offered based on the needs of our member districts and FLLAC staff, as identified by the FLLAC Advisory Board (Special Education Administrators), our staff and by our Board of Directors (Superintendents). In the past FLLAC has offered legal trainings provided by an experienced and respected school attorney, Mental Health First Aid training to FLLAC and district staff, training on psychiatric and legal issues for school

administrators, ABA (ACES) training for related service providers, educators and paraprofessionals, restraint trainings to district and FLLAC staff and classroom management training. FLLAC continues to remain responsive and pro-active in addressing the specialized training needs of our member districts. FLLAC continues to provide Para-Pro testing for prospective paraprofessionals starting at FLLAC and for many of our member districts.

- To provide other educationally related programs, supports and services to our member districts and surrounding communities that are of high quality and cost effective, as directed by the FLLAC Board of Directors.

The FLLAC Collaborative continues to provide educationally related programs, supports and services by offering both public day programs and substantially separate programs in public schools. FLLAC also continues to offer extended year services for students. The collaborative provides extended evaluation services at the Caldwell and Caldwell Elementary programs.

FLLAC remains flexible and responsive in meeting the needs of our districts by providing high quality professional development offerings that are local, are cost effective and are presented by knowledgeable and respected experts. We are able to meet the needs for both short and long term related service providers of our districts and provide licensed, skilled and experienced occupational and physical therapists, teachers of the visually impaired and orientation and mobility therapists. FLLAC remains responsive to our districts needs for limited in home ABA and tutoring services to meet the needs of students who are unable to attend school.

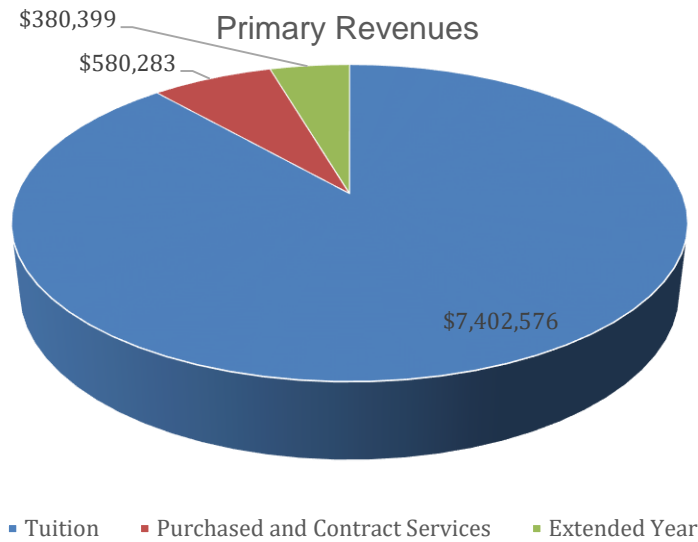
During the 2018-2019 School Year FLLAC helped participating districts realize savings on electricity and natural gas costs through a natural gas and electricity cooperative purchasing agreement and on the costs of virtual education services through a bulk purchasing agreement with Edgenuity.

FLLAC provides telepresence learning devices (Vgo and BEAM robots) to the districts allowing them to provide telepresence learning options to students unable to attend school for extended periods. FLLAC continues to act as the fiscal agent for a number of school districts participating in the Early Literacy Innovation Zone of North Central Massachusetts. By doing so FLLAC allowed participating districts, and their communities, to access the Footsteps to Brilliance (F2B) early literacy application and to access funding from the United Way of North Central MA and the Community Foundation of MA. Children using F2B in participating districts have read over 104,420,000 words since the inception of the innovation zone.

Guiding Principles

- We believe our programs and services should be of the highest quality and should continue to be responsive to the changing needs of our member districts
- We believe that our students should be provided with the highest level of quality programs and services that will allow each of them opportunities to reach their highest potential and demonstrate ongoing, measurable progress and independence.
- We believe that all students should be challenged to learn in a caring, inclusive environment that respects diversity and values life-long learning.
- We believe all students should be provided educational programs and services in the least restrictive environment and work closely with each district to return students to their home district whenever it is appropriate.
- We believe high quality, ongoing and relevant professional development is essential for growth and the success of the educational process.
- We recognize the need to involve and support families in order to facilitate the educational process.
- We believe student assessment and program evaluation are essential for continuous improvement.
- We recognize the need to support the social and emotional well-being of our students.
- We embrace collegiality and a sense of shared commitment and recognize that we accomplish more collectively than separately.
- We recognize and celebrate the unique contributions and accomplishments of each individual in our collaborative community.
- We encourage and accept a diversity of opinions to stimulate innovative and creative ideas and effective solutions.

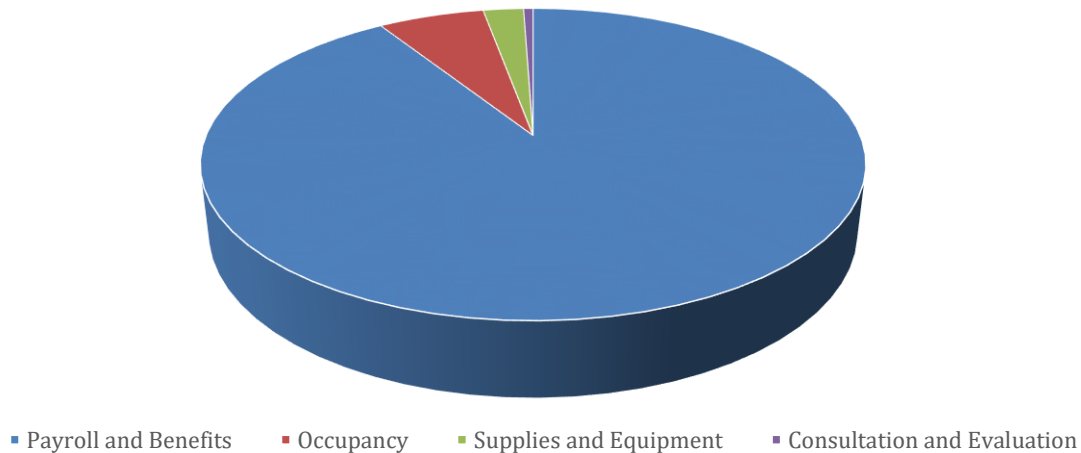
Financial and Enrollment Information



Primary Revenues:

Tuition	\$ 7,403,576
Purchased and Contract Services	\$ 580,283
Extended Year	\$ 380,399

Expenses

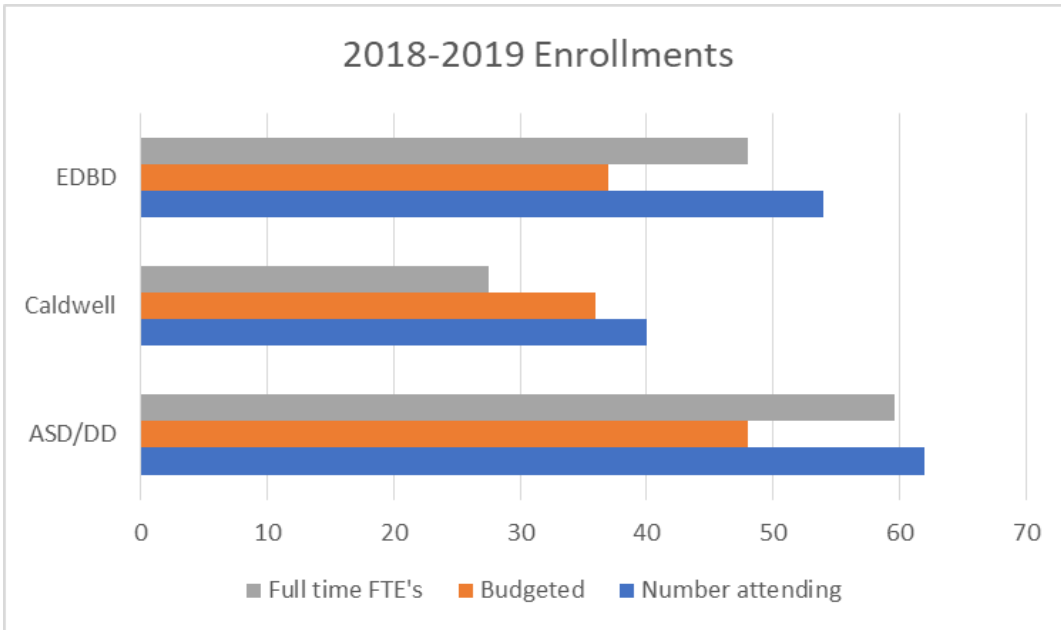


Expenses:

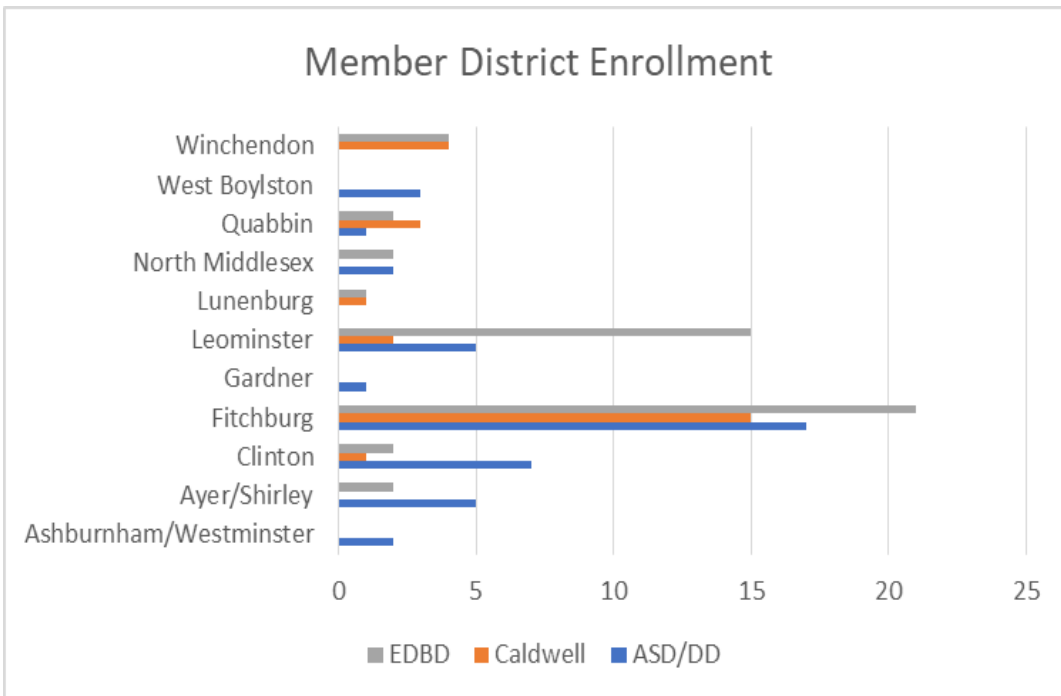
Payroll and Benefits	\$ 6,634,202
Occupancy	\$ 449,226
Supplies and Equipment	\$ 170,917
Consultation and Evaluation	\$ 40,237

Better than 90% of Collaborative expenses continue to be related to staffing.

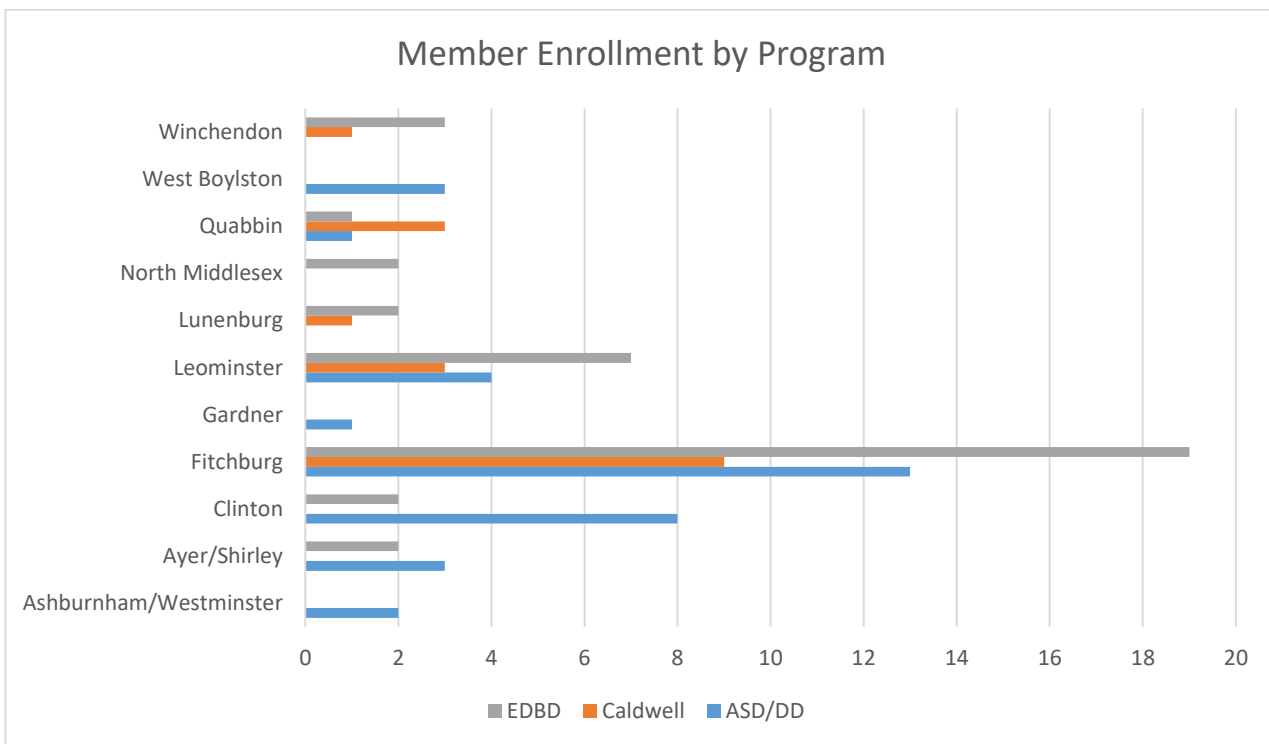
The heart of the organization is the educational programming provided through our programs.



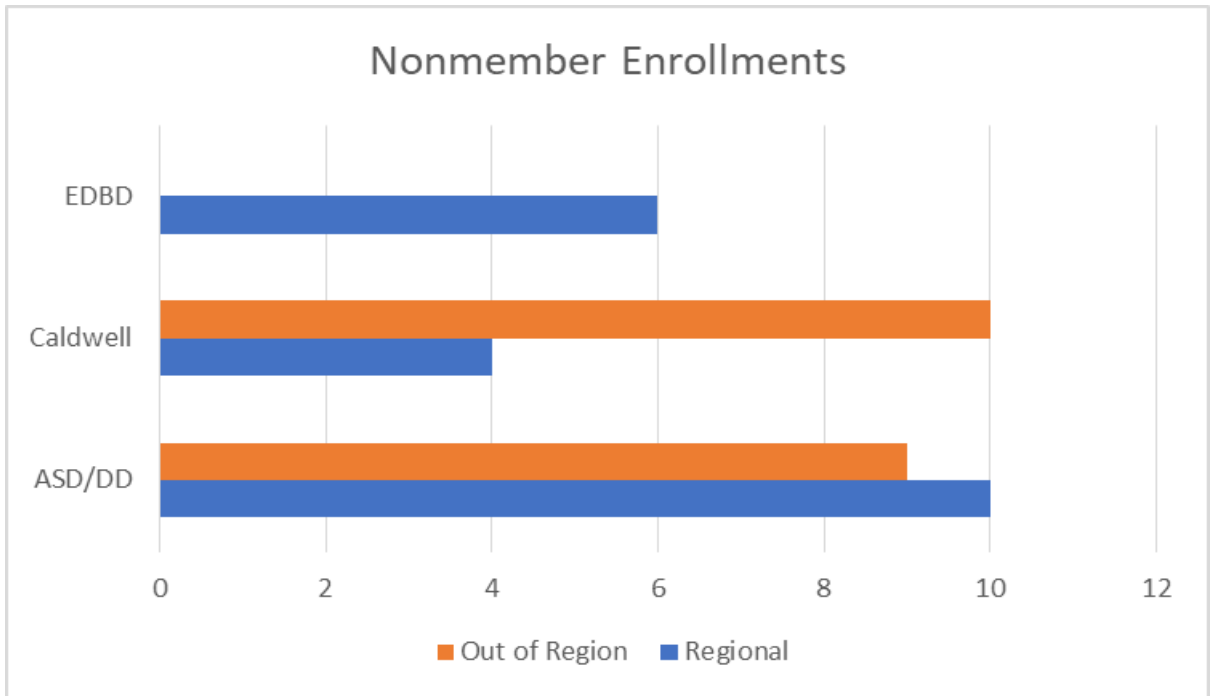
	ASD/DD	Caldwell	EDBD
Number attending	62	40	54
Budgeted	48	36	37
Full time FTE's	59.6	27.5	48



Tuition program budgets were set based on anticipated enrollments as delineated by the area Special Education Directors, and previous usage. In the chart above, the 'Number Attended' refers to the total number of students who passed through a program. Some of those students attended only part of the year, for a variety of reasons; aging out, transitioning back to district or due to participation in the Extended Evaluation assessment placements available at the Caldwell Elementary and Caldwell Alternative programs. 'Tuition FTE's' refer to the total attendance as reflected by tuitions collected. This lets us anticipate where we might need to initiate spending holds as we recognize potential revenue shortfalls.



At the end of the school year, member districts had a total of 90 students enrolled in Collaborative programs. 41 students attended from Fitchburg.

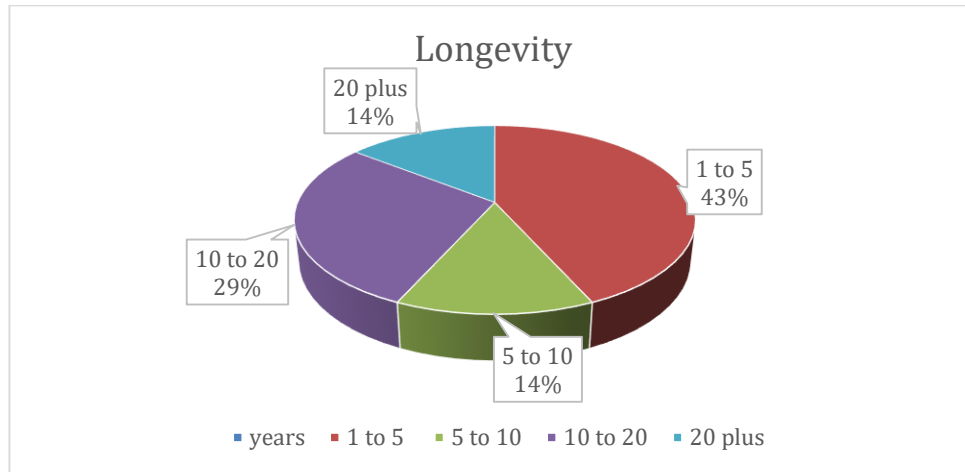


	<u>ASD/DD</u>	<u>Caldwell</u>	<u>EDBD</u>
Regional	10	4	6
Out of Region	9	10	0

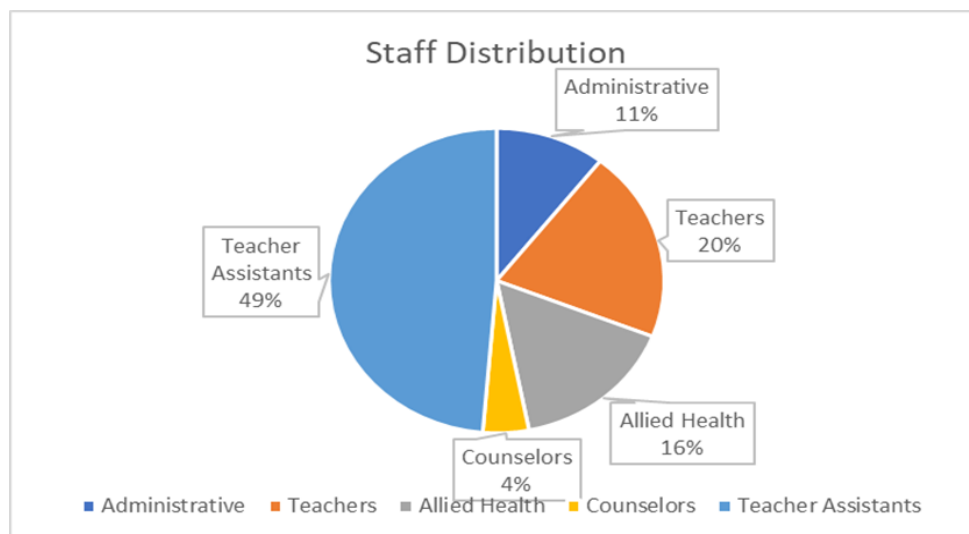
While some placements are from member or regional districts, we have noted an increase in the number of out of region placements. This trend appears to be tied to area residential programs for students who require alternative placements. Regional nonmembers are districts in the area maintaining both financial and programmatic responsibility for students. Out of Region nonmembers are financially responsible for students whose programmatic needs are monitored by local, typically Member, districts.

Staff Information

As the chart below illustrates almost half of FLLAC staff have been working for the collaborative for ten years or longer. FLLAC is fortunate to have such a dedicated and experienced group of educators who are committed to serving the students in our programs.



89% of Collaborative staff work directly with students, as illustrated in the chart below.



Allied Health Professionals include Physical Therapy, Occupational Therapy, and Speech/Language Pathology and Nursing staff.

Our staff have direct and daily contact with students in our programs, or in the public schools where we provide specialized staff including PTs, OTs, Teachers of the Visually Impaired and Orientation and Mobility Instructors.

Effectiveness

FLLAC has a reputation for providing high quality, cost effective programs and services to our member districts. We provide an annual cost comparison survey to our Board to demonstrate cost effectiveness and conduct a satisfaction survey of our Special Education Administrators every fall to determine the extent to which they are satisfied with our programs and services and to determine how responsive the collaborative has been to district needs. We are committed to measuring the effectiveness of our professional development offerings and provide evaluations to all participants. Feedback from our Professional Development evaluations is overwhelmingly positive.

Cost Comparisons

FLLAC Special Education Programs remain highly cost effective relative to private special education programs serving students with similar special education needs. Every year FLLAC does a cost comparison with similar private special education programs serving similar students located within one hour of north central Massachusetts (when possible). Before these comparisons are made the schools FLLAC compares itself to are reviewed by the FLLAC Special Education Advisory Board to ensure that comparisons are fair and represent private schools that districts would have to send students to if FLLAC programs were not available.



<u>FLLAC Collaborative 9-4-19 Program/Population</u>	<u>FLLAC Tuition Member</u>	<u>Cost Comparisons Private School Avg.*</u>	<u>Savings</u>
Developmental Disabilities/Life Skills	\$57,432	\$80,208	\$22,776
PDD/Autism	\$57,432	\$86,298	\$28,866
Caldwell Elementary Emotional/Behavioral	\$55,609	\$71,711	\$16,102
Caldwell Alternative Emotional/LD	\$51,274	\$59,327	\$8,053
Extended Evaluation	CE \$13,902 CA \$12,819	\$17,929 \$14,831	\$4,027 \$2,012

OSD Rate Sheet 8-1-2019:

*Private School Costs are determined by averaging the tuition of 3 approved private day schools within 1 hour of Central MA (if possible).

Serving students with needs similar to those of the FLLAC students.

Costs are based on day rate x180 days or 45 days if compared to FLLAC 45 Day Extended Evaluation Program.

Life Skills/DD: Cotting School, \$80,442; Kennedy Day School \$75,502; B.C. Campus, \$84,701
Autism/PDD Programs: HMEA Darnell, \$78,066; Nashoba Learning, \$92,700; Crossroads, \$88,128

Caldwell Elementary Program: RFK Lancaster Day, \$51,442; Walker Home, \$76,394 ;
Lighthouse, \$87,318

Caldwell Alternative School: Mclean Arlington Academy, \$66,243; Wayside Academy, \$47,588;
Gifford School, \$64,152

Special Education Administrator **Satisfaction Survey Results**

FLLAC conducted a satisfaction survey of our member district Special Education Administrators in October of 2019 using the Survey Monkey online survey tool. Since the majority of the work we do is in support of special education programs and services, feedback from Special Education Administrators is critical to determining our overall effectiveness as an organization. Seven out of eleven of our member districts Special Education Administrators replied to the survey.

The results of this survey indicate that in 2018-2019 there was a high level of satisfaction with our special education programs and services and, equally important, that FLLAC continued to be a caring, responsive and effective organization that met the demands of districts for efficient, effective and local options.

When asked whether:

- FLLAC programs and services were effective in meeting the needs of the students they serve, 85% of the respondents either strongly agreed (28%) or agreed (57%). 15% had no opinion.
- FLLAC programs and services were cost effective, 85% of the respondents either strongly agreed (28%) or agreed (57%). 15% had no opinion
- “It is important to me that FLLAC provides programs that are located in my district or in a district nearby”, 100% either strongly agreed (71%) or agreed (29%).
- FLLAC staff were experienced, skilled and knowledgeable in meeting the needs of the students they serve, 85% either strongly agreed (28%) or agreed (57%). 14% had no opinion.
- FLLAC Program Staff were responsive to my needs, 85% either strongly agreed (43%) or agreed (42%). 14% had no opinion

- FLLAC staff were effective when dealing with families, 85% either strongly agreed (28%) or agreed (43%), 14% had no opinion.
- The FLLAC Administration was responsive to the needs of my district, 85% of the respondents either strongly agreed (43%) or agreed (43%) with the statement. 14% had no opinion.
- FLLAC staff provided services in a caring and respectful manner, 85% of the respondents either strongly agreed (29%) or agreed (57%) with the statement. 14% had no opinion.
- How likely were you to recommend FLLAC Programs to other district administrators of respondents said they would be extremely likely (48%) to do so, said they would be very likely (14%) to do so or said they would be moderately likely (28%) to do so.

Recommendations:

- I feel having a BCBA on staff would strengthen FLLAC programs.



Program Descriptions

In 2018-2019 FLLAC offered four programs designed to meet the needs of specific student populations. Our member districts identified students from these populations as needing services the districts could not provide within the individual district. Two programs, the Caldwell Alternative Middle and High School (gr. 7-12) and the Caldwell Elementary Program (gr. K-7), are MA Department of Elementary and Secondary Education approved Public Day Programs. Both programs provide educational and therapeutic programming for students with learning disabilities, emotional issues, behavioral issues and, complex mental health issues. All students in these two programs have been identified as needing special education services.

The FLLAC Autism Spectrum Disorders and Developmental Disabilities (ASD/DD) Program serves students who are aged 5-22 in public school, substantially separate classrooms located within member districts buildings. The programs serve students who have more complex, low incidence, intellectual, communication, related services, behavioral, academic, medical and self-help needs that districts are unable to meet within the individual district. All of the students in the ASD/DD Program have been found eligible for special education services.

All three of the FLLAC Special Education Programs offer Extended Year Services. Students who attend the programs during the school year and students who are in need of extended year services and are appropriate for the specific program are eligible to attend.

The FLLAC Extended Evaluation Program provided Extended Evaluation services to students who were referred by school districts. Students in the program attend either Caldwell Alternative or Caldwell Elementary and received academic and therapeutic services as part of the school program. In addition students in the Extended Evaluation Program received evaluation and assessment services as identified by the student's educational team and as requested by the sending district.

Students who completed the program received an evaluation package designed to help the district determine the appropriate placement and supports for that student. Students referred to the program may have previously been found in need of special education services but

others have not been found to need such services. While in the program students could be provided with educational evaluations, projectives, psychological, risk assessment and behavioral evaluations and other assessments as determined by the referring team. The overall goal for both the Caldwell and the Caldwell Elementary Extended Evaluation Programs is to prepare students to return to less restrictive environments and to provide districts with recommendations on how to provide services in less restrictive settings.



Caldwell Alternative School

44 Wanoosnoc Road, Fitchburg, Massachusetts 01420

Program Phone: 978-345-5250 www.fillac.org Program Fax: 978-342-9583

Goals and Purpose

The mission of the Caldwell Alternative School is to provide an educational experience for students with special needs that fosters academic growth, social responsibility, and emotional health. Caldwell orients its programming and instruction around the three areas of ***safety, respect, and effective learning.***

Some students will return to their public schools depending on performance and needs; others may complete their education at Caldwell. For students entering Caldwell in their junior or senior year, our mission is to assist in the successful completion of graduation requirements of their sending school districts, and prepare graduates for a successful transition to college and/or the world of work.

Population

Students are referred to Caldwell Middle and High School as a result of being unsuccessful in general education, or as a step-down from a more restrictive setting. Students present with a variety of academic, social and behavioral challenges and/or emotional impairments requiring instruction in an adult-intensive, highly-structured setting with small class sizes and consistent support, encouragement and praise.

Typical conditions seen in the school population include: general and specific learning disabilities, attention deficit/ hyperactivity disorder, suicidal ideation, depression, anxiety disorder, post-traumatic stress disorder, bipolar, oppositional defiant disorder, Autism spectrum disorder or a combination of these.

Programs

Caldwell Alternative School enrolled 36 students between the Middle School and High School (grades 7-12).

Caldwell Middle School (grades 7 & 8) enrolled students in two classrooms, each staffed with a Teacher and a Teacher Assistant. Students move between the two classrooms to receive

Instruction in the core content curriculum. Students leave the middle school for art, woodshop and physical education.

Clinical Services In addition to 1:1 weekly sessions with students, Caldwell Alternative School’s two Counselors provided weekly social skills groups for all students. Groups are offered by grade level. The Social Skills curriculum includes ***mindsets and goals; values and relationships; thoughts feelings and emotions; and serious peer conflicts.*** School Counselors provided milieu crisis intervention and consultation to classroom staff.

Community involvement continues to develop with the addition of the school van. We continue to provide transportation of students to the Boys and Girls Club of Fitchburg and Leominster and to the Fitchburg State University Recreational Center for our winter physical education program. The van is also used to bring students to job training/internship sites, and field trips.

Extended Evaluation Program

Students enrolled in the Evaluation Program are assigned to Caldwell Alternative classrooms and participate in daily school program to facilitate assessment while with their peers. This program received 11 referrals for evaluations; 4 students were enrolled and 4 students remained enrolled at Caldwell after the evaluation process.

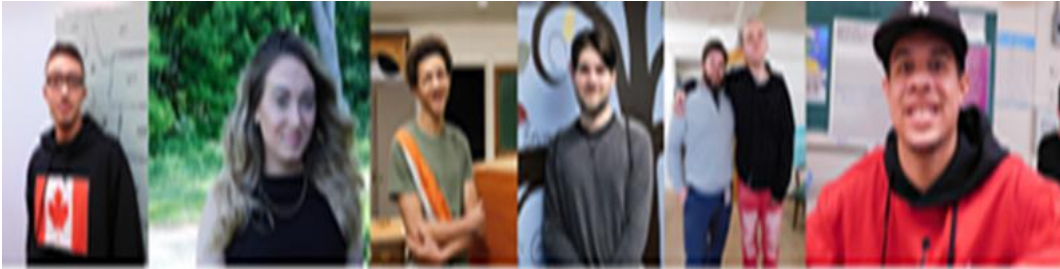
Referrals

Caldwell began the year with twenty-seven (27) students enrolled and ended the year with twenty-two (22) students. During School Year 2018-19, referrals and dispositions are as follows:

<u>Referrals</u>	<u>Enrolled</u>	<u>Not Enrolled</u>	<u>Extended Evaluation Referrals</u>	<u>Enrolled</u>	<u>Not Enrolled</u>
43	19	Other program – 15 Stayed in district - 5 Declined Interview -4	20	8	Other program–12

Graduates

Caldwell graduated six seniors this year; four received diplomas from their sending school districts, and two had accepted certificates of attainment awaiting results of the spring MCAS testing.



Opportunities for academic improvement and satisfactory completion of graduation requirements

- MCAS prep activities in ELA, Math and Science and Technology
- Discovery Education
- Writing Workshop and Writing Portfolios
- IXL online math, science and English Language Arts education aligned with Massachusetts Curriculum Frameworks

Career and social learning opportunities: Caldwell continues to maintain relationships with local agencies and institutions to supplement student learning and skills:

Development of transition planning and career education, community job sites/internships:

- This year we were able to collaborate with Leominster Center for Excellence who shared their database of internship sites. We were able to place students in new job sites.
- Guest speakers from local service agencies and companies including Army Recruiting, Fitchburg Police Department, Manilow's Doggie Daycare, Ron Bouchard's Auto Stores, Alexander Academy
- Health groups with Pro-Health



Receiving a donation from Ron Bouchard's



Holiday Feast



Haircuts at Alexander Academy



Honor Roll Lunch



Army Recruiters



Apple Picking



Manilow's Doggie Daycare

- College Fairs and campus visits to Fitchburg State University and Mount Wachusett Community College
- Wood shop and production crew
- Student run school store
- Coordination of group initiatives, sports/games tournaments, community meals and recreation/music events, allows students the opportunity to practice techniques learned in social skills groups.

Caldwell also provides novel experiences and visits to community events:

- ✓ Kayaking
- ✓ Hayride and apple picking
- ✓ Winter Feast and Pancake Breakfast
- ✓ Holiday Feast
- ✓ Volunteer Bell-Ringing for Salvation Army
- ✓ Hiking/Nature walks

Prioritizing Literacy

The first class of each day is dedicated to reading. Caldwell continues to support direct instruction to enhance Literacy skills within our student population. Upon enrollment students are assessed for placement in our reading program. The program seeks to address and teach to deficit areas as well as to encourage reading as a leisure time activity. Reading interventions are as follows:

Tier I - Novel-based reading

Tier II - LANGUAGE! - a total literacy program for students with deficits

Tier III - LANGUAGE! Read Naturally, and individual pull-out instruction.

During this school year, we upgraded the LANGUAGE! level interventions with current editions of texts and supplemental materials and on-line learning features.

Professional Development - Consultation and Training

Child Psychiatrist, Dr. Kerry Wilkins continues to provide ongoing consultation to the Caldwell program which increases our understanding of the evolving needs of the student population. Additionally we consider current research and effective interventions to provide services to our students. Dr. Wilkins provides staff professional development opportunities, clinical and programmatic review, and individual critical case presentations of identified students.

Caldwell's ongoing professional development goal is to continue be improving student engagement with the following benchmarks.

Objectives:

1. Students will increase time-on-learning in the classroom. (This will be observed as improved student attendance, student engagement with learning tasks, and a reduction in student removal from the classroom.)
2. Students will receive modifications and accommodations as written in each IEP under PLEP A and B, with a plan to ensure that all students' content, methodology and performance needs are met, similar to UDL guidelines.
3. Given directed instruction in SEL, students will demonstrate an increase in social competence and school adjustment, responding to everyday life situations with adaptive and constructive behavior.

Caldwell Elementary School – EDBD Program

66 Brookline Road
Townsend, MA 01469

Philosophy

We believe that every child can learn and acquire the social skills required for success in school and in the community. We further believe that each child is unique and that each child has the potential to make progress academically and emotionally.

Mission Statement

The mission of the Caldwell Elementary School is to help each child discover his or her strengths, improve coping mechanisms and develop social and academic skills. The goal of the program is to provide each student with the behavioral and academic skills required to return to a less restrictive educational setting.

Student Population

The Caldwell Elementary Program's strengths are in its small size and high staff/student ratio. Students are placed in multi-age classrooms according to their developmental needs and academic skills. Students are referred to the program because they demonstrate challenging emotional and/or behavioral concerns. Students also present with learning and psychological challenges including ADD/ADHD, Learning Disabilities, PTSD, PDD and Oppositional Defiant Disorder.

Referrals

Referrals are made to the Program through the Special Education Directors of the sending school districts. Students may be placed within the Program on a long-term basis or for Extended Evaluation Day Assessment.

Caldwell Elementary began the year with forty two (42) students enrolled and ended the year with fifty one (51) students:

Long-term referrals for 2018-2019 total: 8 Students

Students enrolled: 6 Students

Parents chose other program: 2 students

Extended Evaluation referrals for 2018-2019 total: 18 Students

Students enrolled: 13 Students

Parents chose other program: 2 Students

Parents declined intake: 3 Students

Transitions from long-term placement 2018-2019 school year:

Back to district: 0 Students

Transitions to a more restrictive environment: 1 Student

End of school year transition back to in-district public school: 1 Student

End of school year transition to other FLLAC Program: 3 Students

Transitions from Extended Evaluation placement 2018-2019 school year:

Transition to long-term placement at Caldwell Elementary: 13 students

Transition to other FLLAC Programs: 0 Students

Transition back to in-district public school: 0 Students

Transition to a more restrictive setting: 0 Students

School Staff

Each classroom is staffed with a certified teacher and an appropriate number (average = 2) of teacher assistants to allow for a low ratio of students to adults. The program staff includes several related service providers: two Prevention and Integration Specialists, Occupational Therapist, Speech and Language Therapist, School Counselors and Expressive Arts Therapists. These individuals provide individual and/or group therapy to each student, as well as consultation to staff. The clinician acts as a liaison to the sending school districts and is available to provide support to parents and guardians. The Caldwell Elementary program is located in the former Squannacook Elementary building in Townsend. We have an onsite Licensed Practical Nurse available to our students. The FLLAC Program Supervisor has overall administrative responsibility for the Caldwell Elementary Program.

Academics

Four of our classes are taught in self-contained classrooms, which are comprised of K-6th grade students. With our expansion to include 7th grade, we have 3 classrooms that include 5th, 6th and 7th grades. This model provides a homeroom as a base classroom and include a rotating schedule for ELA, Math and Science. This model helps to prepare students to move from a self-contained classroom model to a model that helps students navigate more transitions and challenges of subject specific classrooms. These students continue to receive therapeutic support in order to meet the demands of a less restrictive middle school program.

All students are taught per their IEP and at their individual instruction level. The curriculum of the Caldwell Elementary Program is aligned with the MA Curriculum Frameworks with appropriate modifications and/or adaptations to meet the needs of individual students. Related services such as speech or occupational therapy are provided according to each student's IEP. Our students also participate in the MCAS process with appropriate modifications and/or adaptations for each student.

Activities

Students in the 5th, 6th and 7th grade classrooms, were able to invite the School Resource Officer over to share a breakfast meal with them. Officer Mark Francis, from the Townsend Police Department, enjoyed interacting with the students and sharing thoughts and ideas with them. He gave the students Junior Officer Badges and other fun tokens. The students were very respectful and were pleased to have a friendly visit with Officer Francis.



Caldwell Elementary continues to attend community based field trips to promote the social integration of our students into the community, while incorporating academic material into self-guided visits and tours, for grades K-7. Such opportunities offer the ability to develop focused connections between curriculum and event sites.

Annually we visit a nearby apple orchard in the fall. The students really enjoy this trip as we move into the fall season. This year we chose Parlee Farm in Tyngsboro, MA. It was very organized and students were able to participate in a hayride, apple picking, a maze and feeding and petting animals. The visit concluded with a fresh glass of apple cider and a cider donut.



Caldwell Elementary ended the school year with a field trip to Pearl Hill State Forest. The children enjoyed a day of swimming, hiking building sand castles, learning about various insects, birds, and amphibians.



Behavior Management

Behavior Management at Caldwell Elementary School is based on respect for each individual, setting appropriate and consistent limits, and reasonable and positive expectations. Students will be given as much positive reinforcement as possible to promote pro-social behaviors. A variety of positive reinforcement strategies are employed including both tangible (stickers, toys etc.) and intangible (verbal praise, access to desired activities etc.) reinforcers. Students receive awards on both individual and group levels.

Each class has a daily behavior chart point system, which enables the student to earn points or stickers for appropriate behaviors in the areas of academics, behaviors and adult and peer interactions. If the student has achieved 80% of possible points or stickers for the day, he or she may choose a prize/activity.

If needed, individual behavioral support plans are developed by each child's team in consultation with the Program Supervisor and/or counselor. The services of contracted Behavioral Psychologists are available on an as needed basis. Behavioral support plans and data are reviewed and updated routinely by the program staff.

Growth of prior initiatives

Prevention and Integration Specialists-

Caldwell Elementary has added a second Prevention and Integration Specialist to its program. These Specialists work alongside Licensed Clinicians and Special Education Teachers as part of the collaborative team. The main responsibilities of these individuals is to provide prevention techniques and tools to support classrooms, provide crisis intervention and de-escalation strategies for dysregulated students, assist in the development of behavior support plans, and monitor data and application of behavior support plans. Since the implementation of this position, restraints have been reduced by more than sixty percent.

Expressive Art Therapy-

We are developing programming to expand our expressive therapies to include the visual

arts. Expressive Arts would be available for whole classroom weekly sessions and some students will access these therapeutic modalities through individual sessions. Social and emotional goals, as well as academic skills identified in students' IEPs are addressed using music and visual arts as a facilitator to meet these goals. In addition, some students have been able to unlock previously unknown talents. Many of the students have shared their talents in our annual Art and Music Extravaganza.

Mindfulness-

Emphasis on mindfulness continues to be a priority at Caldwell Elementary. Students participate in activities within their classrooms, in small groups and on an individual basis with various related service providers. Mindfulness activities include: breathing exercises, guided imagery, mindful movement and listening to music. Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships and strengthens compassion.

New Initiatives

Transition Specialist-

Caldwell Elementary is in the process of developing a Transition Specialist position. The Transition Specialist will facilitate the transition process from more restrictive to less restrictive (back to districts) settings for elementary aged students in our Caldwell Elementary Program. This school based position will require outreach to and coordination with school districts.

Community Based Instruction-

We are developing plans to provide community based instruction for all our students. Students taught in classroom settings are expected to generalize learned skills to other "real-world" situations. It can be frustrating to think that a student has mastered a skill only to discover that the student can only do it in one setting or with one individual. When we teach a skill in the natural setting through CBI, we strengthen the student's ability to generalize the skill. They learn how to perform the skill in the real life setting from the beginning. CBI is driven by the student's strengths and needs and students get to see the rationale for learning the skills they have been working on in the classroom.

FLLAC EDUCATIONAL COLLABORATIVE

ASD and DD Programs

150 School Street, Clinton, Ma. 01510



Program Phone: 978-368-1431

www.fllac.org

Program Fax: 978-368-1507

The Autism Spectrum Disorder classrooms (ASD), Developmental Disabilities classrooms (DD) continues to provide specialized services to students with special needs, in the context of the public school setting. Students present with significant deficits that impact their ability to function independently and make effective progress in the general education setting. All referrals made to these classrooms come through the child-study process where it was determined that the student required a more intensive educational setting, in order to make effective progress

Population:

Students present with a variety of academic, social, and behavioral challenges. As some students are academically competitive, a large majority of students present with significant delays in cognition, self-regulation skills, motor skill deficits, and expressive and receptive language delays. In addition, some students present with significant medical needs that require direct nursing support. Students require a high level of adult supervision and assistance to keep them safe and implement all of their educational goals and objectives.

Standard Diagnosis Include:

- Autism Spectrum Disorder (forms may include: Classic, Asperger's Syndrome, PDD-Nos etc.)
- Down Syndrome
- Intellectual Disability
- Rare Genetic Disorders (Chargé Syndrome, Wolf Hirschhorn Syndrome, Fragile X etc.)
- Multiple Disabilities (Autism/ADHD/Sensory Processing, Autism/Spina Bifida/Intellectual, Autism/ODD)

Program Model:

The ASD/DD Program is an intensive language and behaviorally based program with a low student to teacher ratio (2:1). All Students receive close adult supervision for all academic instruction, personal care tasks and behavioral interventions. Each classroom utilizes various instructional techniques including, discrete trials, small groups, hands-on and multi-sensory learning experiences, behavioral modification and positive behavioral supports suitable for children with special needs. All students receive instruction in reading, spelling, math, language arts, science and social studies. Daily living skills are incorporated within the context of the daily routine to teach safety, self-awareness and independence. Students are provided with an opportunity to integrate into the general educational setting when it is deemed appropriate by their educational team. These integrated opportunities can include but are not limited to lunch, recess, assemblies, academic instruction and specials (music, gym, library art etc.)

The ASD/DD Program currently utilizes an integrated therapy model to deliver therapeutic services to students. Integrated therapy incorporates the same therapy approach as “push-in” but adds additional structure to the relationships with teachers and overall process. In this service delivery model, supports are provided in the classroom, where the student is receiving instruction. Therapy is provided in a less restrictive setting and does not remove the student from the classroom or instruction. It also helps students to generalize their skills beyond the pull-out therapy setting and provides generalized benefits for all students and their teaching staff.

Grade Level Programs:

ELEMENTARY PROGRAMS			
Programs & Services	Instructional level	Skills Addressed	Support Level
<p>ASD 1</p> <p>Grades: K-5th (48 Months Age Span)</p> <p>Related Services: Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<p>- Academically Competitive and/or Slightly below grade level (within 2 years)</p> <p><i>Access to General Curriculum:</i></p> <p>- General Massachusetts Standards - Entry Points</p> <p><i>MCAS Participation:</i></p> <p>- Standard with Accommodations</p>	<p>- Social Pragmatics Training</p> <p>- Zones of Regulation (Intensive Self-Regulation & Coping Skills)</p> <p>- Daily Living Skills</p> <p>- Independence</p> <p>- Safety Awareness</p>	<p><i>Instruction:</i></p> <p>- Small Group; 2:1 Support - Work Session: 2:1 Support</p> <p><i>Integration (General Education):</i></p> <p>1:1 or 2:1 Support (Reliant on student's needs)</p> <p><i>Transitions:</i></p> <p>- 2:1 Staff Support</p> <p><i>Behavioral Crisis:</i></p> <p>- 1:1 Staff Support</p>
<p>ASD 2</p> <p>Grades: K-5th (48 Months Age Span)</p> <p>Related Services: Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<p>- Functional Academics - Readiness Skills</p> <p><i>Access to General Curriculum:</i></p> <p>- Entry Points - Access Points</p> <p><i>MCAS Participation:</i></p> <p>- Standard with Accommodations - MCAS-Alt Portfolio</p>	<p>- Social Communication and/or Total Communication</p> <p>- Tolerance and Engagement</p> <p>- Intensive Self-Regulation</p> <p>- Intensive Coping Skills</p> <p>- Daily Living Skills</p> <p>- Safety Awareness</p>	<p><i>Instruction:</i></p> <p>- Small Group: 1:1 Support - Work Session: 1:1 Support</p> <p><i>Integration (Reverse Inclusion):</i></p> <p>- 1:1 Support</p> <p><i>Transitions:</i></p> <p>- 1:1 Support</p> <p><i>Behavioral Crisis:</i></p> <p>- 1:1 Support</p>
<p>DD & Complex Medical Care</p> <p>Grades: Pre – 5th (48 Months Age Span)</p> <p>Related Services: Nursing Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<p>- Functional Academics - Readiness Skills - Life Skills</p> <p><i>Access to General Curriculum:</i></p> <p>- Entry Points - Access Skills</p> <p><i>MCAS Participation:</i></p> <p>- MCAS-Alt Portfolio</p>	<p>- Total Communication</p> <p>- Tolerance and Engagement</p> <p>- Intensive Self-Regulation</p> <p>- Intensive Coping Skills</p> <p>- Daily Living Skills</p> <p>- Safety Awareness</p>	<p><i>Instruction:</i></p> <p>- Small Group: 1:1 Support - Work Session: 1:1 Support</p> <p><i>Integration (General Education or Reverse Inclusion):</i></p> <p>1:1 or 2:1 Support (Reliant on student's needs)</p> <p><i>Transitions:</i></p> <p>1:2 Support</p> <p><i>Behavioral Crisis:</i></p> <p>- 1:1 Staff Support</p>

MIDDLE SCHOOL

Programs	Instructional level	Skills Addressed	Support Level
<p style="text-align: center;">ASD 1</p> <p>Grades: 5th-8th (48 Months Age Span)</p> <p>Related Services: Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<ul style="list-style-type: none"> - Slightly below grade level (within 2-3 years) - Considerably below grade level Functional Academics <p><i>Access to General Curriculum:</i></p> <ul style="list-style-type: none"> - General Massachusetts Standards - Entry Points <p><i>MCAS Participation:</i></p> <ul style="list-style-type: none"> - Standard with Accommodations 	<ul style="list-style-type: none"> - Social Pragmatics Training - Zones of Regulation (Intensive Self-Regulation & Coping Skills) - Quality of Self-Care - Independence - Safety Awareness - Community and career exploration (Field Trips) 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> - Small Group - Work Session: 2:1 Support <p><i>Integration (General Education):</i></p> <ul style="list-style-type: none"> - 2:1 Staff Support <p><i>Transitions:</i></p> <ul style="list-style-type: none"> - 2:1 Staff Support <p><i>Behavioral Crisis:</i></p> <ul style="list-style-type: none"> - 1:1 Staff Support
<p style="text-align: center;">ASD 2</p> <p>Grades: 5th-8th (48 Months Age Span)</p> <p>Related Services: Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<ul style="list-style-type: none"> - Functional Academics - Readiness Skills <p><i>Access to General Curriculum:</i></p> <ul style="list-style-type: none"> - Entry Points - Access Points <p><i>MCAS Participation:</i></p> <ul style="list-style-type: none"> - Standard with Accommodations - MCAS-Alt Portfolio 	<ul style="list-style-type: none"> - Social Communication and/or Total Communication - Tolerance and Engagement - Intensive Self-Regulation - Intensive Coping Skills - Daily Living Skills/Quality of Personal Care - Independence - Safety Awareness - Community and career exploration (On-Site) 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> - Small Group - 1:1 Work Sessions <p><i>Integration (Reverse Inclusion):</i></p> <ul style="list-style-type: none"> - 1:1 Support <p><i>Transitions:</i></p> <ul style="list-style-type: none"> - 1:1 Support <p><i>Behavioral Crisis:</i></p> <ul style="list-style-type: none"> - 1:1 Support
<p style="text-align: center;">DD & Complex Medical Care</p> <p>Grades: 5th-8th (48 Months Age Span)</p> <p>Related Services: Nursing Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<ul style="list-style-type: none"> - Functional Academics - Readiness Skills - Life Skills <p><i>Access to General Curriculum:</i></p> <ul style="list-style-type: none"> - Entry Points - Access Skills <p><i>MCAS Participation:</i></p> <ul style="list-style-type: none"> - MCAS-Alt Portfolio 	<ul style="list-style-type: none"> - Total Communication - Tolerance and Engagement - Intensive Self-Regulation - Intensive Coping Skills - Daily Living Skills - Safety Awareness - Community and career exploration (On-Site) 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> - Small Group - 1:1 Work Sessions <p><i>Integration (General Education or Reverse Inclusion):</i></p> <ul style="list-style-type: none"> - 1:1 Staff Support <p><i>Transitions:</i></p> <ul style="list-style-type: none"> 1:1 or 2:1 Support (Reliant on student's needs) <p><i>Behavioral Crisis:</i></p> <ul style="list-style-type: none"> - 1:1 Staff Support

HIGH SCHOOL

Programs	Instructional level	Skills Addressed	Support Level
<p style="text-align: center;">ASD 1</p> <p>Grades: 9th-12th (48 Months Age Span)</p> <p>Related Services: Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<ul style="list-style-type: none"> - Slightly below grade level (within 2-3 years) - Considerably below grade level Functional Academics - Life Skills Training - Pre-Vocational Instruction <p><i>Access to General Curriculum:</i></p> <ul style="list-style-type: none"> - General Massachusetts Standards - Entry Points <p><i>MCAS Participation:</i></p> <ul style="list-style-type: none"> - Standard with Accommodations 	<ul style="list-style-type: none"> - Social Pragmatics Training - Zones of Regulation (Intensive Self-Regulation & Coping Skills) <p><u>Pre- Vocational Instruction</u></p> <ul style="list-style-type: none"> - Social Skills - Travel Training - Safety Awareness - Independent Living Skills - Quality of Self-Care - Job Sampling - Community and career exploration (On-Site & Off-Site) 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> - Small Group - Work Session: 2:1 Support <p><i>Integration (General Education, Community or Reverse Inclusion):</i></p> <ul style="list-style-type: none"> - 1:1 or 2:1 (Reliant on student's needs) <p><i>Transitions:</i></p> <ul style="list-style-type: none"> - 2:1 Staff Support <p><i>Behavioral Crisis:</i></p> <ul style="list-style-type: none"> - 1:1 Staff Support
<p style="text-align: center;">ASD 2</p> <p>Grades: 9th-12th (48 Months Age Span)</p> <p>Related Services: Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<ul style="list-style-type: none"> - Functional Academics - Readiness Skills - Life Skills Training - Pre-Vocational Instruction <p><i>Access to General Curriculum:</i></p> <ul style="list-style-type: none"> - Entry Points - Access Points <p><i>MCAS Participation:</i></p> <ul style="list-style-type: none"> - Standard with Accommodations - MCAS-Alt Portfolio 	<ul style="list-style-type: none"> - Social Communication and/or Total Communication - Tolerance and Engagement - Intensive Self-Regulation - Intensive Coping Skills <p><u>Pre- Vocational Instruction</u></p> <ul style="list-style-type: none"> - Social Skills - Travel Training - Safety Awareness - Independent Living Skills - Quality of Self-Care - Job Sampling - Community and career exploration (On-Site & Off-Site) 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> - Small Group - 1:1 Work Sessions <p><i>Integration (General Education, Community or Reverse Inclusion):</i></p> <ul style="list-style-type: none"> - 1:1 or 2:1 (Reliant on student's needs) <p><i>Transitions:</i></p> <ul style="list-style-type: none"> - 1:1 Support <p><i>Behavioral Crisis:</i></p> <ul style="list-style-type: none"> - 1:1 Support

<p>DD & Complex Medical Care</p> <p>Grades: 9th-12th (48 Months Age Span)</p> <p>Related Services: Nursing Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<ul style="list-style-type: none"> - Functional Academics - Readiness Skills - Life Skills Training - Pre-Vocational Instruction <p><i>Access to General Curriculum:</i></p> <ul style="list-style-type: none"> - Entry Points - Access Skills <p><i>MCAS Participation:</i></p> <ul style="list-style-type: none"> - MCAS-Alt Portfolio 	<ul style="list-style-type: none"> - Total Communication - Tolerance and Engagement - Intensive Self-Regulation - Intensive Coping Skills <p><u>Pre-Vocational Instruction</u></p> <ul style="list-style-type: none"> - Social Skills - Travel Training - Safety Awareness - Independent Living Skills - Quality of Self-Care - Job Sampling - Community and career exploration (On-Site & Off-Site) 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> - Small Group - 1:1 Work Sessions <p><i>Integration (General Education, Community or Reverse Inclusion):</i></p> <ul style="list-style-type: none"> - 1:1 Support <p><i>Transitions:</i></p> <p>1:1 or 2:1 Support (Reliant on student's needs)</p> <p><i>Behavioral Crisis:</i></p> <ul style="list-style-type: none"> - 1:1 Staff Support
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Transitional Program

Programs	Instructional level	Skills Addressed	Support Level
<p style="text-align: center;">ASD 2</p> <p>Grades: Post-Secondary: Grades 12+ (48 Months Age Span)</p> <p>Related Services: Speech Therapy Occupational Therapy Physical Therapy BCBA Vision</p>	<ul style="list-style-type: none"> - Independent Living Skills - Vocational Training 	<ul style="list-style-type: none"> - Social Communication and/or Total Communication - Tolerance and Engagement - Intensive Self-Regulation - Intensive Coping Skills <p><u>Vocational Instruction</u></p> <ul style="list-style-type: none"> - Social Skills - Travel Training - Safety Awareness - Independent Living Skills - Quality of Self-Care - Working on a job site - Community and career exploration (Off-Site) 	<p><i>Instruction:</i></p> <ul style="list-style-type: none"> - Small Group <p><i>Working:</i></p> <ul style="list-style-type: none"> - 1:1 or 2:1 Support (Reliant on student's needs) <p><i>Transitions:</i></p> <ul style="list-style-type: none"> - 2:1 or 3:1 Support (Reliant on student's needs) <p><i>Behavioral Crisis:</i></p> <ul style="list-style-type: none"> - 1:1 Support

Referrals:

The ASD and DD programs receive referrals from both member and non-member school districts.

Enrollment:

Start of School Year: 56 students

End of School Year: 56 students

Summer 2019 Enrollment: 57 students

Referrals:

2018-2019 total school year referrals: 27

2018-2019 students accepted for placement: 11

Reasons for non-placement

- Parent/District chose a more restrictive placement.
- Parent/District agreed to keep students in their current placement and withdrew referral.
- Student required a therapeutic EDBD program with clinical counseling services and appropriate peer models.
- Parent/Guardian did not call back to set up program visit.
- FLLAC programs were full and not taking referrals.

Three-year trends in referrals have demonstrated the greatest number of students referred for placement have been elementary & middle school aged with a primary diagnosis of Autism Spectrum Disorder with significant behavioral needs. The next greatest number of referrals was for High School ASD placement.

Transitions/Discharges:

The ASD and DD Programs recognize that every student has the right to receive educational services in their home district. It is the objective of every classroom teacher and related service provider to assist in the development of skills that each student will need in order to be successfully returned to their home school district.

2018-2019 school year transitions

Transitions back to in-district public school:	1 student
Graduated/Transition to adult services:	2 students
Transitions to a more restrictive setting:	4 student
Moved to a non-member district or out of state:	0 student

Census:

The ASD and DD programs receive budgetary support based on 48 students. During the 2018-2019 school year the student census averaged 56 students. Classroom census in June 2019:

Elementary ASD I Page Hilltop	6 students
Elementary ASD II Page Hilltop	7 students
Elementary DD Page Hilltop	2 students
Middle School ASD I Clinton	8 students
Middle School ASD II Clinton	7 students
Middle School DD Clinton	5 students
High School ASD Ayer-Shirley	7 students
High School DD Ayer-Shirley	9 students
18-22 Transitional Classroom	5 students

Staffing:

The staff that supports the ASD and DD programs are professionally licensed, highly qualified, CPI certified and endlessly committed to our students and their families.

DESE licensed staff

- 1 Administrator
- 9 Teachers

Professionally Licensed Staff

- 5 Therapists
- 1 Therapy Assistants

- 1 Family Support Coordinator
- 2 Nurse (RN & LPN)
- 1 Music Therapist

Highly Qualified Support Staff

- 23 Paraprofessionals
- 2 Job Coaches
- 1 Program Secretary

Program Initiatives:

The ASD and DD programs are committed to remaining current in the most effective practices employed in the substantially separate, special education classroom.

Teacher Training: All classroom teachers meet monthly and receive formal training in the policies and procedures of the FLLAC Collaborative as well as current topics in special education, i.e; Universal Design for Learning, Differentiated Instruction, Evaluation and Assessment of Students, Massachusetts frameworks and Core Curriculum, Time-on-Learning, IEP Development, Standard MCAS and MCAS-Alt Assessment, Behavioral Management, Teaching Team Management and Leadership Training.

Paraprofessional Training: All Paraprofessionals receive ongoing support through weekly teaching team meetings as well as formal training in related topics, i.e., Strategies to Support the Inclusion of Special Students, Classroom Behavior Management, Applied Behavioral Analysis and Crisis Prevention Intervention training.

General Education Inclusion: All ASD and DD Programs are located in public school buildings which provides our students the opportunity to integrate into the general education setting for academic and social inclusion when it is deemed safe and appropriate by their team. Students have the opportunity to integrate into lunch, recess, specials (art, gym, music etc.) Math, Social Studies, ELA etc.

Reverse Inclusion: All ASD and DD Classrooms have established opportunities for regular education students to participate in activities and lessons within the substantially

separate special education classroom. These activities include Cooking Group, Music Therapy, Games Group, Social Skills Group and Book Buddies.

Family Services: FLLAC Student and Family Services Coordinator, Kelly Vokey, has worked successfully and effectively with every family to develop systems of support and resources that include the Department of Developmental Services, the Autism Resource Center, the Department of Children and Families, Community Health Links, Summer Camp Resources, Vacation Activity Calendars, Challenger Sports Leagues, Respite Care and Therapeutic Mentors. She also works with individual families to guide and support them through the guardianship process. Kelly supports families by managing the Kylee's Kare Kits for Kidz program, which provides food to over 10 of our students on a weekly basis.

Vocational Services: The ASD and DD programs offer vocational training activities that support the development of a positive work attitude, job skills and work endurance. These activities include the FLLAC Collaborative Delivery Company and FLLAC Office Cleaning & Organization Company. Students in the Transitional Program participate in weekly work site experiences that includes Tiny's Restaurant, Nashoba Park Assisted Living, Cell Treats at Phoenix Park, the Perkins School Laundry, Ayer Police Station, Pit Stop Baber Shop and Spanish American Club.

Field Trips and Community Exploration: The ASD and DD programs have accessed community businesses and recreational venues in an effort to develop greater safety skills, community awareness, social exposure and career awareness. Community trips have included Red Apple Farm, Hannaford Supermarket, Dunkin Donuts, Ayer Police Department, Shirley Fire Department, Fitchburg Art Museum, the Butterfly Place, Acton Bowling, McDonald's, Davis Farmland and Monty Tech Restaurant.

Music Therapy: The ASD and DD programs have a music therapist that provides services to all of our classrooms. This type of therapy focuses on using music as a way to address the physical, cognitive, emotional, and social needs of our students. Music sessions can involve singing, listening to music, moving to music, creating music and using various

instruments, rhythms and sounds. Music Therapy has been effective in facilitating movement, providing avenues of communication, increasing motivation, and providing a way to express feelings.

2018-2019 Program Changes & Achievement:

- ***Technology Upgrade***

- 10 Desktop computers for teachers
- 7 Laptops to support related service providers and teacher assistant specialists
- 2 Portable printers to support related service providers
- 10 iPads to support students communication and access to curriculum
- 4 Chromebooks to support students computer skills
- 2 Cleartouches- The Cleartouch is 55” interactive panel that provides students with the ability to interact with lesson content. It promotes a deeper learning experience by giving teachers infinite new options for engaging their students in a meaningful and interactive way.

- ***Purchased ACE Curriculum Software for all FLLAC ASD/DD Students***

- **Complete Clinical/Educational Software System**

ACE ABA Software System provides the tools Special Education Teachers, BCBA’s and Direct Care Staff need to maximize learner progress. Effectiveness and efficiency through technology are the goals of the ACE software system. It allows teachers and instructional staff to spend more time focused on instruction and less on organizing paper-based binders.

- **Connected Assessments**

ACE software has two research based assessments to quickly identify skill deficits and recommend ACE lesson plans to teach those skills. The Core Skills Assessment is a direct assessment of

52 foundational skills or important basic life skills. The skills assessment is an indirect assessment that covers the entire scope and sequence of skills in the ACE lesson plan bank.

- *Customizable Curriculum*

ACE Curriculum has more than 2000 of the most sophisticated, customizable ABA-based lesson plans developed by the BCBA's and special educators. The lesson plans are designed to teach a broad array of skills for learners as young as 3 and as old as 22. Teach basic and advanced skills from all of our skill domain areas, including – communication, social skills, academics, self-help, health and safety, recreation and physical education, community, transition to adulthood, vocational, discrimination.

- *App Based – Data Entry, Teaching and Reporting*

Data Entry, Teaching and Reporting – With ACE FLLAC staff can directly enter data for skill acquisition and challenging behavior targets while teaching in our app-based interface. FLLAC staff can review current progress with our built in progress toward objective report dashboards. Paper based lessons and data sheets are also available.

• ***New Hires***

- Hired a second job coach to support the High School Program in enhancing their pre-vocational training and community/career exploration experiences.
- Hired 4 additional teacher assistants to support students with a higher level of behavioral challenges.
- Hired a second nurse to support increased medical needs in the ASD/DD program.

2018-2019 Initiatives:

- Re-Evaluate the Transitional Program and propose a new strategy that will best meet the diverse needs and abilities of all our post-secondary students within the

next 1-3 years.

- Develop a transitional team with key stakeholders to organize and establish our transition protocols for students 14 years or older.
- Develop more community based work sites for students aged 18 – 22.
- Develop an Orientation process that supports new paraprofessionals when they are hired
- Provide continued ACE and ABA training to teachers and TA specialists.
- Hire a full time BCBA
- Continue to promote and bring in referrals for our complex medical care classroom.
- Re-evaluate the names and description of each classroom to authentically represent the services and student population for each specific classroom.
- Purchase additional Cleartouches
- Develop a 3-5 year technology plan
- Teacher Evaluation: Develop program policies for teacher observations (including guidelines and timelines)

SPECIAL OLYMPICS



The FLLAC Extended Evaluation Program

The FLLAC Extended Evaluation Program served students from grades K through 12 and worked with a number of member districts as well as students from nonmember districts. Over the course of the 2018-2019 year the program provided 10 Extended Evaluation at the Caldwell Elementary Program and 4 at the Caldwell Alternative Program.

The students who were referred to the program continue to present with complex challenges. It is noteworthy that a large number of students were referred due to incidents in their schools that have led the districts to specifically request risk assessments. Some initial evaluations were for students' whose needs were of such a high level that the district felt that an extended evaluation was warranted in order to determine if the student qualifies for special education services. Some sending districts requested that the program collect data and observations in order to assist the district in making recommendations for appropriate educational programming and placement. The number of young students with significant social emotional, mental health and behavioral needs remained noteworthy. Based on ongoing feedback from districts the trend toward the program serving increasingly complicated students will continue to grow.

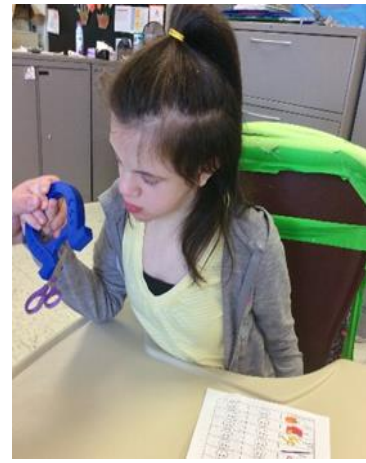
The Extended Evaluation Program continued to work with community agencies, including but not limited to, The Lipton Center, LUK, Health Alliance, The Spanish American Center, DCF, DYS, Juvenile Probation, and private counselors and physicians as well as STARR bed placements such as RFK and Devereux. Ongoing communication with community providers enabled program coordinators to make certain that information from all providers was considered while completing evaluations. Both the Caldwell Elementary and the Caldwell Alternative Programs continued to work with Dr. Caroline Cole who completes the majority of psychological evaluations and risk assessments. Other outside psychologists provide evaluations to both programs on a case by case basis.

Dr. Kerry Wilkins, a child and adolescent psychiatrist, continued to consult to the programs during the 2018-2019 school year. She visited the Caldwell or Caldwell Elementary program once every three weeks. Dr. Wilkins continues to provide

professional development, consults with teams and individual teachers and performs observations in the programs.

Feedback from sending districts regarding the program has been very positive. They continued to report that the Extended Evaluation program, at both Caldwell Alternative and Caldwell Elementary, has been exceptionally responsive and accommodating and that the services provided them with useful and thorough reports that assist them with making the best programming decisions for their students. Through the joint efforts of the program coordinators, teachers and outside providers the Extended Evaluation Services continue to provide quality and helpful evaluations that meet the extended evaluation placement needs of sending districts.

Science (Magnetic Unit)- ASD/DD Program



Services and Supports

In order to fulfill our mission of meeting the ongoing needs of our member districts FLLAC provided a number of services and services to districts that complement and strengthen district programs and supports. We assist districts by providing cost effective, long term and short term related services, working to help districts realize savings on utility costs, offering extended year services, coordinating a virtual learning effort (Edgenuity), providing home supports including the introduction of telepresence learning robots (BEAM robots), helping to fiscally manage the Footsteps to Brilliance early literacy innovation zone, providing savings through a cooperative purchasing agreement for INTERFACE mental health referral services and providing ongoing, high quality, professional development.

Cooperative Purchasing

FLLAC had traditionally coordinated the joint purchase of electricity and natural gas as a cooperative purchasing agent for interested member districts and municipalities. During the 2018-2019 school year, The Gardner Schools, Ashburnham-Westminster Regional Schools, The Clinton Public Schools and FLLAC all participated in a contract for natural gas and electricity through Tradition Energy. The City of Leominster, the Town of Lunenburg and the Lunenburg Schools work with the FLLAC Energy Consultants, Tradition Energy but on different contract dates. Districts also realize savings through ongoing consultation and advice. In 2018-2019 districts participating in the FLLAC coordinated energy purchasing agreement realized a combined savings over market prices for the purchase of electricity and natural gas for a total savings of \$18,835 with the largest savings being for natural gas. Participating districts also benefited by establishing predictable supply costs for their fiscal budgets as well as paying fixed rates well below the volatile supply rate from respective utilities.

Staff Training and Consultation

FLLAC staff continue to be recognized for their expertise by area school districts. During the 2018-2019 School Year, FLLAC staff formally and informally provided support, consultation and evaluations to district staff on restraint and de-escalation, working with

paraprofessionals and utilizing the ACES Curriculum tool for goal development task analysis and data collection. FLLAC staff in the ASD/DD program also participated in district sponsored trainings as members of individual district building staff. This fostered greater communication between FLLAC and district staff and presented opportunities for ongoing job-alike activities and consultation.

FLLAC partnered with the Federation for Special Needs Recruitment and Training Support Center (RTSC), LEA Special Education Surrogate Parent Recruitment Training Project which allowed FLLAC staff and staff from our member districts to attend RTSC trainings at a discounted rate.

FLLAC staff also participated in two half day trainings over the course of the school year. One training, provided by Dr. Charlie Appelstein entitled “No Bad Kids”, focused on making staff aware of different approaches to behavior management. The second half day training focused on understanding and creating professional teams and was presented by Dr. Kristen Rodriguez.

Home Tutoring

FLLAC provides limited in-home tutoring to one member district and could arrange additional tutoring on an “as available” basis. These supports are highly individualized and our flexibility in meeting the needs of district students has been appreciated by the districts, in addition, one student in Clinton and one student in Leominster utilized the VGo Telepresence learning robots to attend school while at home due to medical issues. The students were successful to the point that that both districts decided to purchase the VGos from FLLAC. FLLAC purchased additional telepresence devices (BEAMS) to expand the use of such robots, allowing district to try out their effectiveness for 3-6 month periods before they make a decision to purchase a robot if the need remains beyond the trial period. Rates for home tutoring services are based on the licensure and experience of the therapist/teacher as requested by the district. For a master’s level teacher FLLAC charged \$80/hr. Comparable rates for in home therapy or tutoring by a master’s level clinician range from \$80-120/hr.

Extended Year Services

Many of the students FLLAC serves require extended year services. In order to maximize efficiencies and provide for a greater range of activities FLLAC bring students from our ASD/DD programs and students from our districts together in the Ayer/Shirley Schools for a five week summer program. Students in our Caldwell Alternative Middle and High School and our Caldwell Elementary Programs attended summer programs in our Fitchburg and Townsend buildings respectively. The programs run from Monday through Thursday and provide ongoing academic instruction, related services and fun, yet functional, activities. Over the 2019 summer period FLLAC served approximately 52 students in the ASD/DD extended year program, 16 students in the Caldwell Alternative program and 38 students in the Caldwell Elementary Program. We expect to see the number of students requiring extended year services to increase, especially for the students in the Caldwell Elementary Program.

FLLAC Extended Year Services are provided to any student from our districts who require the services of our programs and meet the criterion for acceptance, regardless of whether they attend a FLLAC program during the school year or not. Rates for the Extended Year Program are based on the day rates, pro-rated to a shorter day and are more than competitive with private schools and providers.

Related Services

FLLAC continues to provide related services to member districts in areas including, physical therapy, occupational therapy, vision and orientation and mobility. FLLAC related service staff, working in local districts, are able to supplement district related service providers, cover for short-term needs and, in some cases, provide all required therapy services for a specific related service required by the district. Over the course of the 2018-2019 year FLLAC related service providers worked in districts including Ayer-Shirley, Leominster, Gardner, Quabbin, Fitchburg, Narragansett, Montachusett Technical High School and Clinton.

Using hourly rates of \$85/hour for therapists and \$40/hour for therapy assistants for comparison, the districts are saving an average of 19% by sharing positions and position

costs rather than paying for contract services. FLLAC revenues for PT and PTA staff for the 2018-2019 year were \$411,296.

Virtual Education

FLLAC continues to coordinate the Edgenuity Virtual Learning platform for districts participating in the regional virtual learning effort. FLLAC takes care of the billing with Edgenuity based on district usage and facilitates meetings and trainings with the designated district administrators. During the 2018-2019 school year 685 students took advantage of Edgenuity courses. Below is a table showing the number of students participating, the districts they were from and the type of course or courses students took.

By participating in the FLLAC sponsored cooperative purchasing agreement with Edgenuity participating districts were able to offer courses they might not have the economy of scale to offer individually and were able to retain students who might look at leaving the district because of unique academic requirements such as athletes participating at a level requiring them to be absent for parts of the normal school calendar. In addition districts have been able to give staff experience teaching in a virtual environment and are acquiring the skills needed to manage larger numbers of students participating in virtual education.

District participating in the FLLAC Virtual Education Initiative realized significant savings through this cooperative purchasing effort. For districts utilizing the one- semester courses realized a combined savings of \$34,250 over the retail price of the Edgenuity platform. A total of 685 students used the program at a savings of \$50/student.

Instructional Services Program Options – For FLLAC Standard Pricing,

1-200 enrollments:

IS Teaching Services - per semester course enrollment **\$275**

IS Teaching Services - full-time semester enrollment **\$1,600**

Instructional Services Program Options – Standard Edgenuity pricing

1-200 enrollments:

IS Teaching Services - per semester course enrollment **\$325**

IS Teaching Services - full-time semester enrollment **\$1,750**

Edgenuity: Number of Students in attendance per semester

Leominster	70	434			
Ash/West		8			
Gardner		86			
Narragansett	2	4			
West Boylston		3			
Ayer Shirley		49			
Clinton		29			
	72	613			Total:685

Footsteps to Brilliance/North Central Early Literacy Innovation Zone

Over the course of the 2018-2019 school year FLLAC, continued our work with a number of member and non-member districts located along the Rt. 2 corridor and with the United Way/Community Foundation of North Central MA to support an Early Literacy Innovation Zone using the Footsteps to Brilliance (F2B) early literacy application. FLLAC continued to act as the fiscal agent on behalf of participating districts and enabled those districts to access grant funding from the United Way/Community Foundation. This funding from the United Way/Community Foundation paid for half of the cost for a five year contract to provide the F2B application to the districts and their respective communities. Districts that participated in the funding through FLLAC included Clinton, Gardner, Narragansett, Winchendon, Lunenburg and Leominster. FLLAC was pleased to act on behalf of these districts to reach children and families in pre-k through grade 3 living in those communities. F2B has proven to be remarkably helpful in increasing the number of actual words read by young students, over 92,000,000 word as of June 15, 2019, thereby providing districts with hard data demonstrating increased early literacy in their communities.

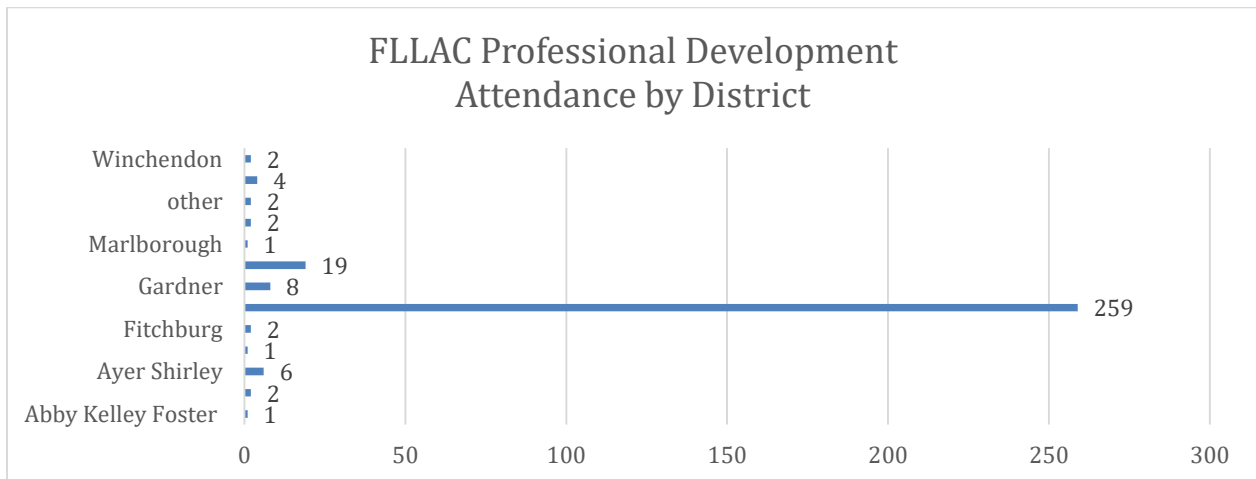
The Early Literacy Innovation Zone is an innovative approach to increasing early literacy skills on a regional basis and could serve as a model for other regions across the country. This five year project involved a commitment from districts and the United Way/Community Foundation of North Central to utilize an easy to access, multilingual, and effective technology application to improve reading skills in young children. By partnering with the United Way/Community Foundation FLLAC was able to save participating districts almost \$2,500,000 on the cost of F2B licenses over the course of the five year United Way grant.

LITERACY LIVE CELEBRATION- ASD/DD Program



Professional Development

FLLAC continues to provide professional development for our own staff and for staff from member districts and neighboring districts and private schools. By offering an economy of scale FLLAC is able to meet the needs of our member districts for highly specialized professional development. Over the course of the 2018-2019 school year FLLAC provided trainings on Legal Issues for School Administrators, CPI (restraint and de-escalation) and Legal Issues for Educators, Professional Team Building and ABA/Data Collection (ACES). On one of the FLLAC wide professional development days FLLAC staff were treated to a presentation by Dr. Charlie Appelstein, author of “No Bad Kids” and a national presenter on behavior management approaches. FLLAC Professional Development continues to receive outstanding feedback on evaluations. Dr. Kristin Rodrigues addressed FLLAC staff on the second FLLAC wide half day PD offering. Dr. Rodrigues stressed the importance of professional team development and decision making.



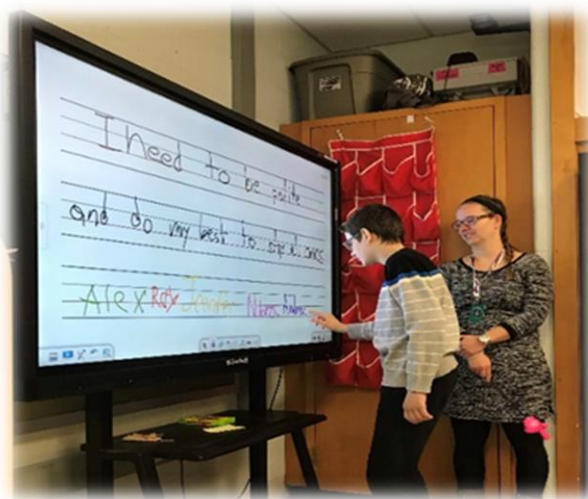
FLLAC Professional Development is provided to educators based on the total costs of the presentation divided by an estimated number of participants. In most cases FLLAC meets or exceeds the estimated number of participants and is able to realize a modest gain. In some cases, the estimated number of participants do not attend and FLLAC will take a loss on the presentation. Districts send staff to FLLAC PD because it is provided for the lowest possible price, is usually provided at the request of our districts and is provided locally and by high quality presenters or through on-line presentations. FLLAC continues

to provide ongoing training and support to our own staff in new programs and practices and staff are encouraged to attend conferences and take courses. During the 2018-2019 year FLLAC administrative staff attended training on front desk safety and security and on human resource management.

Caldwell Alternative staff continued to receive ongoing consultation on creating responsive classrooms and UDL with Dr. Kathy Brady. The Caldwell Alternative Program continued to train staff in the use of the “LANGUAGE!” reading program. Staff also were trained and began to utilize “Clear Touch” boards and supporting software and online learning tools.

Staff at the Caldwell Elementary Program were trained in how to utilize Kurzweil reading software. They also were trained in how to use and implement “Clear Touch” programs and applications. Both of the Behavior Support Specialists at the program were certified as CPI Instructors. CPI is the national restraint and de-escalation methodology used in all FLLAC programs. Staff and students in the Caldwell Elementary Program received the ALICE active shooter training together with staff and students from the North Middlesex Regional School District. They were also trained in how to develop “safety soothing” care plans for students with trauma related backgrounds and training on collaborative problem solving for trauma sensitive students with presenter Sarah Sams.

Staff in the ASD/DD program received continued training in and implemented the “Unique Learning Systems” curriculum that uses “News to You” to tier instruction in reading, vocabulary and current events for each classroom. Staff were also trained to use the “Clear Touch” screen programs and applications and introduced additional “Clear Touch” boards into classrooms. ASD/DD staff received training and ongoing support to use the ACES online goal setting, task analysis and data collection system.



Progress toward meeting the goals and objectives of the FLLAC Agreement

Improving the academic achievement of all students in the least restrictive environment:

FLLAC programs offer rigorous curriculum and instructional practices that are tailored to meet the unique needs of each student and to comply with all elements of a student's Individual Educational Plan (IEP). FLLAC services are provided by appropriately licensed and trained staff in the least restrictive environment as determined by the students IEP team. The FLLAC ASD/DD programs are located in public school settings and all students are provided opportunities for interaction with students in the least restrictive environment, general education settings as appropriate for the student's needs. Students in the Caldwell Elementary and Caldwell Alternative Public Day programs are provided educational and counseling services to provide them with the skills and knowledge required to return to less restrictive settings whenever possible. FLLAC students participate in MCAS or MCAS Alternative Assessments with accommodations as determined by their educational teams. FLLAC continues to develop behavioral, transition and integration strategies to ensure that FLLAC students more successfully benefit from educational services in less restrictive settings. FLLAC continued to support the North Central MA Early Literacy Innovation Zone which makes early literacy applications, through the Foot Steps to Brilliance program, available to all children and families in the participating districts. The FLLAC 2020 budget includes funds for a Transition Specialist to assist students to transition less restrictive environments and an Integration Specialist to assist students in the ASD/DD Program to take advantage of opportunities for inclusion with peers in the public school buildings.

To develop and offer a variety of quality professional development opportunities to general and special education teachers, paraprofessionals, school administrators and related service providers that are designed to enhance instructional practices:

Each year FLLAC Professional Development is offered based on the needs of our member districts and FLLAC staff, as identified by the FLLAC Advisory Board (Special Education Administrators), our staff and by our Board of Directors (Superintendents). In the past year FLLAC offered two legal trainings provided by an experienced and respected school attorney, a training on effective strategies for dealing with anxiety in the educational setting, training on the ACES curriculum package and numerous restraint trainings to FLLAC staff by one of four CPI certified instructors. FLLAC continues to remain responsive and pro-active in addressing the specialized training needs of our member districts. FLLAC is a member of the Massachusetts Organization of Educational Collaboratives (MOEC) and continually provides information to member districts on professional development offered by a range of other collaboratives in the region that are often jointly planned by MOEC regional committees.

FLLAC partnered with the Federation for Special Needs Recruitment and Training Support Center (RTSC), LEA Special Education Surrogate Parent Recruitment Training Project which allowed FLLAC staff and staff from our member districts to attend RTSC trainings at a discounted rate.

To provide other educationally related programs, supports and services to our member districts and surrounding communities that are of high quality and cost effective, as directed by the FLLAC Board of Directors:

The FLLAC Collaborative continues to provide educationally related programs, supports and services by offering both public day programs, The Caldwell and Caldwell Elementary Programs both serving students with social emotional and learning disabilities, and substantially separate programs in public schools, the Autism Spectrum and Developmental Disabilities Programs (ASD/DD Programs) for students who are on the autism spectrum or for students who have significant intellectual or developmental disabilities. FLLAC continues to offer extended year services for students. The collaborative provides extended evaluation services at the Caldwell and Caldwell Elementary programs. FLLAC has begun to explore how to best support our districts as they respond to the complex needs of students with significant mental health needs and the Board approved two new positions for the 2019-2020 school year, a Transition

Specialist who will work with districts to help successfully transition students to and from the most appropriate placements and an Integration Specialist who will assist FLLAC classroom teachers in the ASD/DD Program and district staff to integrate students with significant developmental and behavioral issues into general education classrooms.

FLLAC remains flexible and responsive in meeting the needs of our districts by providing high quality professional development offerings that are local, are cost effective and are presented by knowledgeable and respected experts. We are able to meet the needs for both short and long term related service providers of our districts and provide licensed, skilled and experienced physical therapists, teachers of the visually impaired and orientation and mobility therapists. FLLAC also helps to meet the needs of our districts for limited in home ABA and tutoring services, designed to address the needs of students who are unable to attend school. Tutoring services are provided to districts on an “as available” basis. FLLAC continues to offer access to “telepresence learning devices” (robots) to districts for short term use and/or purchase for students who are unable to attend school but want to maintain a “presence” in their home school. VGOs telepresence learning devices (robots) have allowed students who were unable to attend school due to illness to participate in classroom activities by live telepresence. The use of telepresence robots was successful with two students and the districts using them decided to purchase two devices (VGOs) from FLLAC after having a chance to try them out. FLLAC identified the continued need for this service and purchased two additional telepresence robots (BEAMS) with Board approval.

Progress on Implementing the FLLAC Strategic Plan

On September 15, 2016 the FLLAC Board formally voted to accept the Strategic Plan. The Strategic Plan identified 5 Strategic Goal areas to be addressed over the next 3-5 years. They were:

- Program Development, specifically in the area of mental health supports and evaluation capacity.
- Space, both immediate and long term.
- Staff Development, leadership training and succession planning.
- Professional Development for FLLAC and District Staff.
- Marketing and Branding.

In the February of 2017 FLLAC formed a Mental Health study committee consisting of district staff, a consulting psychiatrist, a school psychologist, a representative from the Department of Mental Health and FLLAC staff involved in our extended evaluations and alternative programs. Over the course of the 2018-2019 school year the MH study groups recommendations were presented to the Board and in the Spring of 2019 the Board approved the addition of a Transition Specialist and an Integration Specialist positions be added to the FY 2020 budget. Job descriptions for both positions were developed based on recommendations from the group.

The MH study group identified the INTERFACE Referral Service of William James College as an organization capable of providing supports to families in our districts and FLLAC entered into an agreement with INTERFACE and four districts, Leominster, Lunenburg, North Middlesex and Ayer/Shirley to provide referral supports to those districts and the communities they serve communities and was able to save each participating district \$2500 by offering to provide regional support for INTERFACE outreach in the communities.

In September of 2018 of the Caldwell Elementary Program successfully expanded onto the second floor of the Squannacook Elementary School in Townsend adding three additional classrooms and a therapy room. An additional safe room was built on the second floor.

In the spring of 2018 the Board approved an RFP seeking space for the Caldwell Alternative School after determining the current space could not be maintained as a suitable learning environment for our students. The Board also approved the Executive Director to receive training as a Chief Procurement Officer for the purposes of acquiring real property. Over the course of the school year the Executive Director and members of the Board's Space Committee viewed numerous properties and in April of 2019 the FLLAC Board declared a suite at 98 Adams Street in Leominster as a unique acquisition and allowed FLLAC to begin negotiations on a lease for the space

Over the course of the 2018-2019 year FLLAC reached out to a number of constituents, including our Special Education Administrators and our staff through surveys, meetings and email. We asked them to describe how they felt about FLLAC, how they perceived the organization and to describe characteristics of the FLLAC based on their experiences. Respondents felt that FLLAC was a student centered, reliable, responsive and effective organization. They felt that FLLAC should consider changing our logo and should develop strategies to reach out to those members of the community who may not know what FLLAC is or what we do. FLLAC formed a Branding Committee consisting of representatives from our various programs to work with an outside consultant and recommend a new logo, mission and vision statement and "tag line" that would best represent FLLAC. In May the Branding Committee presented their recommendations to the Board. The Board felt that they should get additional feedback from constituents before adopting the recommendations of the Branding Committee.

Executive Director's Summary

The FLLAC Collaborative continued to work with our Board and our districts throughout the 2018-2019 school year to provide high quality, local, individualized, flexible and responsive programs and services. Our collaborative remains a stable and ongoing concern. Over the 2019 fiscal year FLLAC was able to realize a gain of over \$136,000 which was returned to our member district per the formula in the FLLAC Collaborative Agreement. The formula is based on average uses of collaborative programs over a three year period. A table showing the amounts credited to each district in 2019 is below.

District	Amount Returned
Ashburnham-Westminster	\$3,620
Ayer/Shirley	\$12,049
Clinton	\$17,515
Fitchburg	\$56,572
Gardner	\$4,132
Leominster	\$24,045
Lunenburg	\$3,197
North Middlesex*	\$1,460
Quabbin	\$4,715
West Boylston	\$3,768
Winchendon	\$5,479
Total returned to district	\$136,565

*Member since 2017

Details of our financials are included in our annual Audited Report for FY 2019.

FLLAC made a concerted effort to increase career education and exploration opportunities for our students in both the Caldwell Alternative and ASD/DD programs. Transportation to and from job sites and job site development were handled by our Career Education Teacher at Caldwell Alternative and by our Community Experience Coordinator and job coaches in the ASD/DD Program. The addition of a second job coach in the

ASD/DD Program allowed staff to support the increased efforts to get our students out to community and work experience sites. Students worked at local job sites, attended college information sessions and visited a range of community/vocational resources over the course of the year. Caldwell alternative students interned at a Doggie Day Care Center and at a local music store. Students in Career Education at Caldwell had visits from The Ron Bouchard's Auto Stores, The Fitchburg Police Department, Army Recruiters and Alexander's Academy (cosmetology). Plans are underway to offer additional internships and visits from a variety of career opportunity representatives and to develop additional vocational offerings by partnering with the Leominster High School Center for Technical Education.

FLLAC programs have remained relatively stable in terms of space during the 2018-2019 year with public school classrooms in Ayer-Shirley and in Clinton and our Caldwell Alternative public day program in Fitchburg. The Caldwell Elementary Program added additional classroom and therapy space at the Squannacook building allowing the program to increase the number of students and to offer an "upper school" and "lower school". The Board also agreed that there was a need for new space for the Caldwell Alternative Program and issued an RFP to Lease or Purchase space with the goal of moving the program in the summer of 2019. As the 2018-2019 school year drew to a close FLLAC was very close to signing a lease for new space for the Caldwell Alternative School.

At FLLAC we are continually trying to anticipate the needs of our member districts. Based on discussions with our Administrative Team, the Special Education Advisory Board, representatives from other collaboratives and providers in the community it was clear that there is a need for increased mental health supports and this need was articulated in the FLLAC Strategic Plan. These supports are being provided to students in our own programs and to member districts as we continue to look to meet the needs of the increasing numbers of students with complex mental health needs. The efforts of the FLLAC Mental Health Study Group continued during the 2018-2019 school year and the

group identified one priority area, focusing on the transition process, both into and out of FLLAC programs. The group recommended that FLLAC develop a job description for a “Transition Specialist” who would work with FLLAC and district staff to develop behavioral supports, transition protocols and professional development offering that will support safe and effective transitions with an emphasis on transitions to less restrictive environments.

FLLAC continued our relationship with a consulting psychiatrist, Dr. Kerry Wilkins, who observes and consults to the FLLAC Caldwell Elementary and Caldwell Alternative programs and provides professional development and consultation to staff from FLLAC, The CAPS Collaborative and member districts.

The ASD/DD program saw an increase in referrals under the direction of Program Supervisor Megan Ritter. Megan has introduced a number of new initiatives including new “Clear Touch” technology in the classrooms and the “Unique Learning Systems” reading and literacy program. In addition all staff were trained in and implemented the ACES curriculum within the program. ACES is a program that aides goal development, task analysis and data collection.

As an educational service agency, we continually face new challenges, however, with our caring, diligent and dedicated staff, our supportive boards and the encouragement and support of our families and school committees, I feel FLLAC will be able to remain true to our mission of providing cost effective, local, responsive and high quality services. We will implement the recommendations of our Board to strengthen regional efforts, continue to address the collaboratives need for stable and adequate space and, guided by the Strategic Plan, to develop new supports and services to meet the needs of an increasingly complex student population including the introduction of new instructional and curricular materials such as “Clear Touch” technology, “LEARNING!, the ACES Curriculum and “Unique Learning Systems”. We are excited about the possibility of offering additional vocational options for students at the Caldwell Alternative Program through a partnership with the Leominster Center for Technical Education. We are also planning to purchase or lease additional vehicles to increase career exploration and community experience for students in all of our programs.

I look forward to continuing to work with the Board, our Special Education Administrators and our staff to implement the goals and priorities identified in the Strategic plan. We are, and strive to remain, able and available “to meet the current and evolving needs of our member districts”.

FLLAC remains committed to improving the academic, social, emotional and self-help skills of our students, to preparing students to live meaningful and productive lives and to provide all of our services in a caring, responsive and professional manner. Throughout the 2018-2019 school year we provided exemplary services to students, offered economies of scale that allowed our districts to serve students in the least restrictive environment, provided innovative and creative solutions to developing issues such as telepresence learning options and improving early literacy throughout the region with the Footsteps to Brilliance app. FLLAC districts continue to use the INTERFACE referral service as a source for mental health referrals. The Board took a significant step toward finding new and more appropriate space for the Caldwell Alternative Program by authorizing the development of a Request for Proposals to seek new purchased or rental space. The search for new space began in the 2018-2019 year with the goal of opening the program for the 2019-2020 school year.

FLLAC provided the kind of cost effective programs, services, supports and professional development required to collectively serve those students that our member districts would not be able to serve individually. I remain proud of and impressed with our staff and the work that goes on each and every day at FLLAC. I continue to appreciate the support we receive from our Board, our special education administrators, school committees, families and our community. I am pleased to continue to work with our staff, our districts, The Massachusetts Organization of Educational Collaboratives (MOEC), the Department of Education and the community to implement the recommendations of the strategic plan, to finding appropriate and stable space for our programs, to offering increased vocational, internship and community experience and to providing every FLLAC student the very best educational and vocational opportunities available.

Richard W. Murphy, Ph.D.

Executive Director