



Annual Report

2011-2012

Auburn, Dudley-Charlton Regional, Grafton, Leicester, Millbury, Northbridge, North Brookfield, Oxford, Quaboag Regional, Southbridge, Spencer-East Brookfield Regional, Sutton, Tantasqua Regional, Webster

185 Southbridge Road, Dudley, Ma 01571

(508) 764-8500

Southern Worcester County Educational Collaborative

The Southern Worcester County Educational Collaborative was established in 1978 as an Educational Collaborative servicing regular and special education students and families. Southern Worcester County Educational Collaborative services students ages 3-22 in a small, structured therapeutic and academic learning environment, paced to meet the needs of its students on an individualized basis. The Southern Worcester County Educational Collaborative program offers a strong academic component designed to accommodate the learning needs of our students and to encourage their motivation to achieve.

Our Mission: *The Southern Worcester County Educational Collaborative's mission is to provide programs and services to meet the unique educational needs of all of its students.*

Southern Worcester County Educational Collaborative

2011-2012

Regional Board of Superintendents

<i>Dr. Gregory Ciardi, Chair</i>	<i>Webster Public Schools</i>
<i>Ms. Susan Hitchcock, Vice Chair</i>	<i>Millbury Public Schools</i>
<i>Dr. Maryellen Brunelle</i>	<i>Auburn Public Schools</i>
<i>Mr. Sean Gilrein</i>	<i>Dudley-Charlton Regional School District</i>
<i>Dr. James Cummings</i>	<i>Grafton Public Schools</i>
<i>Mr. Paul Soojian</i>	<i>Leicester Public Schools</i>
<i>Ms. Susan Gorky</i>	<i>Northbridge Public Schools</i>
<i>Dr. John Provost</i>	<i>North Brookfield Public Schools</i>
<i>Mr. Allen Himmelberger</i>	<i>Oxford Public Schools</i>
<i>Mr. Brett Kustigian</i>	<i>Quaboag Regional School District</i>
<i>Mr. Eric Ely</i>	<i>Southbridge Public Schools</i>
<i>Dr. Reza Namin</i>	<i>Spencer-East Brookfield Regional School District</i>
<i>Mr. Theodore Friend</i>	<i>Sutton Public Schools</i>
<i>Mr. Daniel Durgin</i>	<i>Tantasqua -Union 61 Regional School District</i>

Southern Worcester County Educational Collaborative

2011-2012

Special Education Advisory Council

<i>Mr. Philip Campbell</i>	<i>Auburn Public Schools</i>
<i>Ms. Jody O'Brien</i>	<i>Dudley-Charlton Regional School District</i>
<i>Ms. Kathleen Baris</i>	<i>Grafton Public Schools</i>
<i>Ms. Lesia Diego</i>	<i>Leicester Public Schools</i>
<i>Ms. Karen Molnar</i>	<i>Millbury Public Schools</i>
<i>Ms. Cathy Stanton</i>	<i>Northbridge Public Schools</i>
<i>Ms. Carla Chioda</i>	<i>North Brookfield Public Schools</i>
<i>Ms. Karen Noone - Interim</i>	<i>Oxford Public Schools</i>
<i>Ms. Wendy Prunier</i>	<i>Quaboag Regional School District</i>
<i>Mr. Michael Meyer</i>	<i>Southbridge Public Schools</i>
<i>Ms. Sherri Stevens</i>	<i>Spencer-East Brookfield Regional School District</i>
<i>Ms. Margo Austein</i>	<i>Sutton Public Schools</i>
<i>Ms. Brenda Looney</i>	<i>Tantasqua -Union 61 Regional School District</i>
<i>Dr. Marilyn Bisbicos-Interim</i>	<i>Webster Public Schools</i>

Report of the Executive Director Mr. Julian E. MacDonnell, Jr.

I am exceptionally pleased to share this Annual Report of the activities of the Southern Worcester County Educational Collaborative for the 2011-2012 school year. The Collaborative was challenged with new directions and changes in Administrative Leadership during the year. Allow me to acknowledge the exceptional leadership of Dr. Michael Palladino who assumed the Interim Executive Director position in January 2012, overseeing the SWCEC supervision of personnel and programs, the budget development for FY 2013, and the search for a new Executive Director. His leadership provided a working environment which was highlighted by stabilizing personnel and the SWCEC communities as the organization began to address the newly enacted and mandated Collaborative Legislation priorities and transitioning to a new Executive Director.

This past year, the Southern Worcester County Educational Collaborative proudly serviced over 240 students within our specialized education programs. Additionally, our contracted services personnel provided specialized therapy to over 300 students within our member school districts. The Southern Worcester County Educational Collaborative operates two school sites, the Grow Elementary School in Southbridge, MA, and the Grow Middle and High School located in Dudley, MA. The Dudley site also includes the SWCEC Work Experience Program, Transportation Services Program and our Main Office. Our Specialized Developmental Programs were located in Spencer, MA at the Wire Village Elementary School and David Prouty High School. We are thankful to the community for its support of our students.

The Collaborative continues to develop and design high quality educational programs and services to meet the challenges faced within our 14 districts in a cost effective manner. This year, we have expanded collaborative opportunities through monthly meetings of the Special Education Advisory Committee. This collaboration has led to new professional development opportunities that were designed for our member districts and the personnel of the SWCEC.

This past year was also significant for the development of a well-designed Strategic Plan initiated by the Regional Board of Superintendents to provide a vision and a set of strategic goals for the Southern Worcester County Educational Collaborative as it continues to evolve and meet the educational needs of the entire collaborative school communities.

Our mission to provide the highest quality programs and services is encompassed in each and every action undertaken. It is with tremendous pride and respect to acknowledge the strong and visionary leadership of our Board of Superintendents, the Special Education Advisory Council, the dedication and commitment of the entire SWCEC staff and the wonderful partnerships within our communities that make the Southern Worcester County Educational Collaborative a respected institution throughout Massachusetts; an organization dedicated to excellence and cost efficiencies. It is our distinct pleasure to work with each of our communities in partnership and collaboration to enhance the educational opportunities for all of our students, and for all the professionals who work so tirelessly with them, now and in the future.

Respectively submitted,

Julian E. MacDonnell, Jr.
Executive Director

Mr. Tim Harrison, auditor from Borgatti, Harrison & Co., completed the Independent Auditor's Reports Pursuant to Governmental Auditing Standard and OMB Circular A-133 and the Basic Financial Statements for year ended June 30, 2012. A management letter was not provided as there are no current recommendations made by the auditor.

The following items were noted:

1. Independent Auditor's Reports – No findings of non-compliance
2. Basic Financial Statements
 - Statement of Net Assets – Total net assets of -\$823,221 due to liability of unfunded retirement benefits (OPEB)
 - Balance Sheet – Governmental Funds – Positive total fund balance of \$909,921

The Collaborative had a balanced budget for FY2012 with a surplus of \$414, 277. This was due to actual revenues being \$8,510,638, over budget by \$994,228, primarily due to tuition fees collected being more than anticipated and actual expenditures being \$8,096,361, over budget by \$579,951, primarily in salaries and the related insurance benefits, in reaction to the increase in revenues due to student increases in enrollment.

The funding of post-employment benefits need to be addressed as in every district. At this time, Mr. Harrison does not recommend creating an irrevocable trust but rather setting aside the money in a restricted reserve account. Following the recommendation of Mr. Harrison, the Board voted at the October 19, 2012 meeting to transfer the sum of \$50,000 from the fund balance to establish a new line item for Employee Post-Retirement Benefits, FY2013 budget.

Report of the Principal, The Grow SchoolMr. Stephen Duff

SWCEC The Grow School																							
2011-2012 School Year																							
	Ashburn	Dudley/Chaplin	Hobbs	Leicester	Millbury	Norbridge	North Brookfield	Oxford	Palmer	Quehobbin	Quehobog	Southbridge	Spencer/East Brookfield	Sutton	Taunton	Thompson	Uxbridge	Webster	Westboro	Worcester			
Total Students Served - 184																							
Total Number of Referrals - 91	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Number of Students Graduated - 7	x	x			x					x	x								x				
Number of Students who returned to districts - 12		x		x	x					x	x	x		x									
Districts Served at the Elementary School	x	x		x		x		x	x		x	x	x					x		x			
Districts Served at the Middle School	x	x	x	x	x	x	x			x	x	x											
Districts Served at the High School	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x	x	x			
Restraint Trainings	x				x	x		x				x	x		x				x				

Program Overview

The Grow School, established in 1978, is a Therapeutic Public Day Treatment Program that services children, adolescents, and families within the Southern Worcester County Community. Grow services students in grades kindergarten through twelve (K-12) in a small, structured therapeutic and academic learning environment, paced to meet the needs of its students on an individualized basis. The Grow program offers a strong academic component designed to accommodate the learning needs of our students and to encourage their motivation to achieve.

Program Features

Grow has three model programs specifically addressing individual needs. The main components of our programs address challenges including, but not limited to, Emotional, Social, Behavioral, Psychiatric and Learning disabilities. Students learn self-control, social skills, and become more confident to challenge themselves to achieve academically. Grow students learn how to navigate their own learning, and identify a path to achieve positively. Additionally, Grow offers three summer programs (outward bound, social skills, vocational) to prevent substantial regression over the course of the summertime and credit recovery for high school students.

Parent Involvement

The Grow School is in daily contact with each student’s parents through the use of a daily communication sheet. Additionally, The Grow School encourages parents to become involved in therapy sessions, parent advisory council and classroom visits.

Special Education Director Involvement

The Special Education Directors are directly involved in the referral process for all students on IEPs. Our administration is in frequent contact with Special Education Directors when issues

arise with their students. Additionally, the administrators receive input from the Special Education Directors regarding program development and trends in both populations and practices.

Accomplishments

The Grow School over the 2011/2012 school year has seen a dramatic increase in referrals at all grade levels. The Grow School is finding that it needs to be increasingly flexible to service the needs of our districts with the wide range of referrals that are occurring. The Grow School has added a part time school psychologist to consult to districts with regards to testing, Functional Behavior Assessments, risk assessment, and behavioral consultations. Additionally, the Grow School has implemented Positive Behavior Interventions and Supports (PBIS) tier one (school-wide) at the elementary building.

PROFESSIONAL DEVELOPMENT:

Training developed during the 2011-2012 School Year:

July 2011

Southbridge Public Schools Therapy Service Program Evaluation: Attended by Southbridge Therapy Department

August, 2011

Adaptive PE Training for Auburn and Oxford Physical Education departments

SWCEC Mandatory Trainings: Attended by all SWCEC Staff

September, 2011

OSHA; Standardized and Precautions: Attended by 85 SWCEC Staff

Seizure Review: Attended by 11 WEP Staff

October, 2011

CPR Re-Certification: Attended by 23 SWCEC Staff

I-Pad Demonstrations: Attended by 9 SWCEC Staff

Anaphylaxis and Peanut Aware Preparedness: Attended by 10 SWCEC staff

November, 2011

Transition Training: Attended by 108 individuals from 11 districts

Orientation & Mobility: Attended by 14 SWCEC Staff

January, 2012

Special Education Team Process 2012 Traps and Pitfalls for the Unwary: Attended by 21 Individuals from 8 districts

TeachPoint: Your Answer to the MA DESE Educator Evaluation Regulations: Attended by 32 individuals from 10 districts

February, 2012

Epi-Pen and Guidelines for use with Students: Attended by 4 SWCEC Staff

March, 2012

Mandated Trainings: Attended by all SWCEC Staff

MCAS/MEPA Test Administration & Security: Attended by 48 SWCEC Staff

Bookshare: Attended by 23 individuals from 7 districts

Re-Cert for Applied Non-Violence Crisis Intervention Training: Attended by 129 SWCEC Staff

Medication Administration Training: Attended by 4 SWCEC Staff

April, 2012

Positive Behavioral Intervention Support Training: Attended by 29 SWCEC Staff

May, 2012

Harassment, Civil Rights Violations and Bullying: Attended by 86 Individuals from 9 districts

Positive Behavior Intervention and Support: Attended by 24 SWCEC Staff

Along with training that the SWCEC provided, there were numerous trainings that the Special Education Coordinator and the Vocational Coordinator attended. Some of these trainings included several by the DESE on the RETELL Initiative as well as Educator Evaluation and Aligning Common Core, CRC Certificate and Rehabilitation Counseling, Wheelchair seating seminars, and MOEC meetings and trainings.

The Special Education Coordinator also received her Principal License as well as Special Education Directors License and the Vocational Coordinator became a Certified Rehabilitation Counselor, Principal/Assistant Principal and Voc. Tech. Principal.

DEVELOPMENTAL PROGRAMS

Dawning Place-Wire Village School, Spencer, MA

The Dawning Place program services students from 5 to 22 years of age in self-contained classrooms located within the general education population. Dawning Place consists of classrooms specializing in a variety of developmental disorders including moderate special needs as well as mild behavioral needs. Dawning Place is an educational day program providing academics, activities of daily living as well as supplemental therapeutic services.

The daily classroom schedule may include periods for: Community Awareness, Hygiene and Self-care Skills, and Academics (English Language Arts, Mathematics, Science, Social Studies). The academic component of the program is geared to the individual student's needs and is aligned with the Massachusetts Curriculum Frameworks. Social Communication may be practiced through oral and augmentative communication, such as Picture Exchange Card System (P.E.C.S.), Speech Generating Devices, and Sign Language.

In the Dawning Place program, there were six students from four districts. Over the year, the program received new, innovative alternative and augmentative communications devices for two students. Equipment was purchased to help a visually impaired student participate more fully in class activities. Students were also introduced to the I-pad. The class took a few field trips over the year, one trip was to see a Knox Trail presentation of Robin Hood. The class also went to explore a honeycomb, they wore a beekeeper's suit and tried honey. During a reptile assembly, the students were able to hold a boa constrictor and an alligator. One student was included in classes with same-age peers. The class also had the privilege of working and learning from student teacher. Everyone completed the MCAS portfolios successfully.

Project S.M.I.L.E. Wire Village School and David Prouty High School, Spencer, MA

The Project S.M.I.L.E. (Sensory Motor Integrated Learning Environment) program consists of students with intensive special needs ranging in ages from 3 to 22 years. This program is a multi-sensory environment, which services students with severe developmental, cognitive and physical disabilities, many of who also require close medical supervision due to seizures, respiratory issues, GI tubes, etc.

Students are addressing the curriculum through entry/access skills, which also addresses daily living skills, sensory integration techniques, oral motor skills, communication skills including augmentative programs and assistive technology, fine/gross motor activities, pre-readiness socialization skills in behavior management.

Project S.M.I.L.E has two different classrooms. In one classroom, there were six students from four districts. In the second classroom, there were eight students from six districts. Great progress was made. Many students started vocalizing and using their voices more. Assistive technology was also introduced and the students have increased using the switch/ assistive technology with independence. The therapists started to use the I-pad and received great results. Students had a very full year learning about hurricanes, the rain forest, Christopher Columbus, bullying, fire prevention, Martin Luther King, Chinese New Year, Black History month, Healthy foods and Cinco de Mayo.

Project READY David Prouty High School , Spencer, MA

Project READY is a classroom set up for children with Autism Spectrum Disorders and other related communication and/or behavior disorders or moderate special needs between the ages of

5 to 16 years. Teaching methods include Applied Behavior Analysis, pre-vocational and life skills training and practiced socialization, as well as pre-academic/academic programs that are aligned with the Massachusetts Curriculum Frameworks.

The daily classroom schedule includes periods for: Community Awareness, Hygiene and Self-care Skills, Lunch, and Academics (English Language Arts, Mathematics, Science, Social Studies). Social Communication is practiced through oral and augmentative communication, such as Picture Exchange Card System (P.E.C.S.), Speech Generating Devices, and Sign Language. In Project READY, there were six students from five districts. Over the year, students worked on Pre-Vocational activities, every other week they went to the Salvation Army for work experience. They also had weekly cooking activities. Assistive technology devices are used to enhance learning and social experiences. The students participated in “Diversity in Education” Class at the David Prouty High School. During the year, student interns spent 60 minutes a day in the classroom working with our students, creating activities and practicing social/pragmatic language skills. Students also completed the MCAS-Alt Portfolios.

CONSULTATIVE/THERAPEUTIC CONTRACT SERVICES:

Physical Therapy

The goal of SWCEC’s physical therapy department is to maintain and improve all aspects of physical functioning and prevent decline in mobility, to maximize each student’s independence and participation in their education. Wheelchair and orthotics clinics are provided within the classroom environment to assist in obtaining needed bracing and other durable medical equipment. Treatment experience includes: Down’s Syndrome, Autism, Cerebral Palsy, Orthopedic Dysfunction, Muscular Dystrophy, metabolic disorders, brain injury, cerebral vascular accident, pulmonary dysfunction, cardiac dysfunction and developmental delay.

Speech and Language Pathology

SWCEC’s speech and language department provides intensive services to students with a wide range of communication difficulties. The goal of therapy is to help students achieve their maximum communication potential. Services include: phonology/articulation, receptive language, semantics/vocabulary, expressive language, grammar/syntax, pragmatics/social language, total communication/sign, augmentative/ assistive communication, oral motor function/swallowing/feeding, auditory processing, fluency, and voice.

Vision

The vision program of the SWCEC is staffed by one full-time Teacher/Consultant of the Visually Impaired. This teacher provides consultative and direct vision services to students within the Collaborative and those in its member districts. The goal of the Collaborative’s vision program is to increase functional vision and to teach compensatory skills and independence.

Occupational Therapy

The SWCEC's occupational therapy department provides individual and group services to promote optimal performance to our students within the classroom setting. Assessment and intervention in performance areas of sensory integration, play, socialization, sensorimotor, and fine motor, perceptual, visual motor integration, activities of daily living and functional life skills are provided. Learning is maximized for our students through intervention strategies, adaptations, modifications and assistive technology.

Adaptive Physical Education

Objectives of the SWCEC's adapted physical education program include helping students correct conditions that can be improved, providing students with an opportunity to learn and to participate in a number of appropriate recreational and leisure time sports and activities, improving physical fitness for the maximal development, helping students make social adjustments and develop a feeling of self-worth, aiding each student in developing knowledge and appreciation relative to proper body mechanics, and helping students understand and appreciate a variety of sports.

Orientation and Mobility

SWCEC's program for orientation and mobility training helps a blind or visually impaired child know where they are in space and where he/she wants to go (orientation). It also helps the students be able to carry out a plan to get there (mobility). Orientation and mobility skills should begin to be developed in infancy, starting with basic body awareness and movement, and continuing on into adulthood as the individual learns skills that allow them to navigate his world efficiently, effectively, and safely.

Vocational Assessments

SWCEC provides contracted comprehensive vocational assessment through the use of the McCarron-Dial System (MDS). MDS is a battery of neurometric and behavioral measures introduced to the field of rehabilitation in 1973. MDS measures five neuropsychological factors (verbal-cognitive, sensory, motor, emotional and integration-coping) as predictive of vocational competency for individuals with learning disabilities.

Assistive Technology

SWCEC provides contracted comprehensive assessments in assistive technology. Assistive technology (AT) is an umbrella term that includes assistive, adaptive and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating and using them. AT promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing

enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks.

Music Therapy Services

Music therapy is an established healthcare profession that uses music to address physical, emotional, cognitive, and social needs of individuals. It is the prescribed use (by a board-certified music therapist) of musical experiences and the relationship that develops to motivate a student to achieve therapeutic non-musical goals. Music therapy is provided in both group and individual settings. An individual with music therapy goals and objectives on his/her I.E.P. receives individual treatment following a formal assessment of the client's strengths and needs. Assistive technology, choice making, adapted songwriting, instrumental improvisation, movement with music, and client-directed music-making are a few of the therapeutic interventions utilized.

The SWCEC also provided Psychological and Psycho-Educational Evaluations in the areas of: Autistic Impairment, Cognitive Impairment, Emotional Impairment, Developmental Delay, Intellectual Impairment, Learning Disabilities, Academic Skills and Aptitudes, Social Maladjustment.

In 2011-2012 school year, the SWCEC provided contracted services to 12 member districts. The services that were provided included Orientation/Mobility, Adaptive PE, Vision, Occupational Therapy, Physical Therapy, Speech Therapy, Assistive Technology, Music Therapy and three Program Evaluations.

Assistive Technology was a new service SWCEC was providing in the school year of 2011-2012. During this school year, the SWCEC personnel performed evaluations for nine different districts for a total of 17 students.

Many new steps were taken over the year to continue the growth and development of the services to provide our districts. Our pursuit of a Teacher of the Deaf was initiated and completed with a new hire obtained for the next school year. During this school year, a GROW staff person was completing her Education Specialist degree. The Education Specialist in Counselor Leadership is an advanced degree beyond a Master's degree. One of our Teachers of the Visually Impaired completed dual certification as an Orientation Mobility Specialist. One of our Physical Therapy Assistants is pursuing a degree as a Teacher of the Visually Impaired.

Report of the Vocational Coordinator, School to Work Program Ms. Erika Travinski

The Work Experience Program had many different job and volunteer sites in the 2011-2012 school year. There were a total of 20 students participating in the program from six different school districts. The different sites at which they worked or volunteered were:

Auburn High School Work Experience Program:

Job Sites:

Auburn Youth &
Family Services
Park N Shop (Auburn)
Sturbridge Host
Big Lots

Non Profit Volunteer Sites:

St. Vincent Hospital

Northbridge High School Work Experience Program:

Job Sites:

Koopman Lumber
Whitinsville Community Center
Papa Gino's

Non Profit Volunteer Sites:

Salvation Army
Northbridge Public Library

SWCEC WEP/ GROW Work Experience Program:

Job Sites:

Big Y Bakery
Oakwood Nursing Home & Rehab
Park N Shop (Dudley)
McDonald's
The Sturbridge Host Hotel
Nichols College (Dining Services
& Recreation Dept.)
Partridge Hill Nursery

Non Profit Volunteer Sites:

Harrington Hospital
Hubbard Hospital
Jacob Edwards Library
Salvation Army
Meals on Wheels
SWCEC Farm Stand

Cultural and Community Outings Included:

Hanover Theater, Bowling, Roseland Park, Swimming and Boating, Special Olympics, Community Dining

At the end of the year, the Sturbridge Host Hotel as well as Harrington Hospital held appreciation luncheons to thank the students for their hard work and dedication during the year.

Graduation:

In June, there was a graduation ceremony held at Nichols College; 8 students from 5 districts received a certificate of achievement. Two of the students continued to be gainfully employed upon graduating from the program.

Outreach:

A “Next Step” program was proposed to Nichols College. This program is designed to help students transition in to the next part of their academic lives and will begin a valuable partnership with the college. The “Next Step” Program will be introduced and initiated in the 2012-2013 school year.

SWCEC has also initiated internship opportunities for students from Nichols College, Endicott College, Assumption College, Bay Path College and Worcester State as well as David Prouty High School students.

Ms. Travinski also sits on the Seven Hills Family Support Board and the Harrington Hospital Women’s Auxiliary Board. By being involved with local community groups, it has opened many doors for our SWCEC students with new work sites.

The SWCEC transportation department consists of 26 vehicles. Transportation services are provided to districts for summer programming and regular school year programming. The SWCEC also provides transportation for special school field trips where applicable. The SWCEC Transportation Department transported a total of 115 students during the 2011-2012 school year. The SWCEC developed transportation contracts to provide special education transportation for Auburn, Dudley/Charlton, Leicester and Webster.

SWCEC Program Cost Comparisons:

Developmental Programs:

SWCEC tuition:	\$44,213	Total Students: 52 (budgeted)
<u>Other Private Day Schools</u>		
Radius Pediatric Center	\$67,706	
Kennedy Donovan Center	\$54,186	
May Institute	\$67,971	
Center for Handicapped Children	\$67,507	
Private School Average:	\$64,342	Cost Difference: \$20,129
		Total District Savings: \$1,046,687

Behavior Programs-Grow Elementary School and Grow Middle/High School:

SWCEC Ele. Tuition	\$27,588	Total Students: 33 (budgeted)
SWCEC Middle/HS	\$28,809	Total Students: 83 (budgeted)
<u>Other Private Day Schools</u>		
	<u>Cost Difference</u>	<u>Total Savings (FY2012 budgeted)</u>
Devereux School		
Elementary \$44,258.00	\$16,669.40	\$550,090.20
Middle/High \$44,258.00	\$17,448.80	\$1,448,250.40
Y.O.U., Inc.		
Elementary \$34,389.00	\$6,800.40	\$224,413.20
Middle/High \$34,389.00	\$7,579.80	\$629,123.40
Victor		
Elementary \$48,580.00	\$20,991.40	\$692,716.20
Middle/High \$48,580.00	\$21,770.80	\$1,806,976.40

Average Private School Tuition:

Elementary	\$42,409.00	\$14,820.40	\$489,073.20
Middle/High	\$42,409.00	\$15,599.80	\$1,294,783.40

Total District Savings: \$1,783,856

Southern Worcester County Educational Collaborative Service and Therapy Hourly Rates Comparison:

Services and Therapies	SWCEC Hourly Rates	Comparative Rates
Occupational Therapy Treatment	\$56.00	\$57-\$70
Physical Therapy Treatment	\$56.00	\$57-\$70
Speech Treatment	\$61.00	\$68-\$95
Adaptive PE	\$77.00	\$80-\$90
Vision	\$95.00	\$110-\$130
Music Therapy	\$75.00	\$80-\$90
Vocational Evaluation	\$75.00	\$90-\$120
Orientation / Mobility	\$110.00	\$120-\$140
Therapy Supervisory Services	\$68.00	\$80-\$100