

**STRATEGIC PLAN, 10-11-11**  
**SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE**

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# STRATEGIC PLAN, 10-11-11

## SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE

### GUIDING IDEAS

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.

### 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.

*Simply put, to serve children, and make your lives easier...*

### Vision

We believe in maximizing each student's potential for success.

We provide programs and services that are:

- Of high quality, comprehensive in nature, fiscally efficient, and student centered.
- Developed and implemented according to those needs which have been identified by member districts.
- Conducted in facilities conducive to student achievement by highly qualified and dedicated staff.

We help our member districts create their own excellent programs and serve their own students in their own districts.

*Simply put, we are the collaborative, and the collaborative is our opportunity to work together to solve problems we can't solve ourselves.*

*We have been excellent at producing "pull out" programming and we aim to be just as excellent at facilitating "pull in" programming in member districts.*

### Collaborative agreement (CHAPTER 40 SECTION 4e)

Focus of the Collaborative is special needs

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**PLANNING ASSUMPTIONS AND TRENDS**

**Planning assumptions**

Southbridge may withdraw participants from programs in 2012-2013 if they can:

- Serve children closer to home at less cost for equivalent or better quality
- Find appropriate site and hire appropriate staff

Millbury may withdraw by June 30 if no turnaround

- Need value added by leadership
- Need shored up programs

There will be change in structure for public school special education collaboratives in the future dictated by state oversight and management

- Every district in a collaborative
- No district in more than one collaborative
- Will be training of board
- Will be state oversight
- There will be no service to adults
- MCAS scores go to collaborative

**Decision making agreements**

Majority rule on board decisions

**Trends**

Younger children (ages 5 – 6) are demonstrating more (and more severe) emotional trauma and behavior disorder

SWCEC enrollment is dropping as some districts add in district programs serving same populations

Districts tend to see SWCEC as vendor/provider, rather than as an extension of the districts

Regional SPED directors and business managers feel somewhat disenfranchised from the collaborative and yet want to help

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**KEY FACTS – AT A GLANCE - FY11**

**The SWCEC Community**

General information (from DESE web site)

14 districts

29,716 students

4,900 special education students (16.5%)- lower than state average of 17.0%

Low incidence students – all SWCEC districts

278 students attending public (collaborative) and private (502.5) out of district special education programs

536 students attending substantially separate (502.4) programs, within districts

814 total # of “low incidence” students - (16.7% (814/4900) of all special needs students in Collaborative community)

Low incidence students – SWCEC only

190 students attending SWCEC administered programs

- 11.6% from non-member districts

- 20% from Southbridge

- 15.9% from Dudley-Charlton

87 students being transported by SWCEC

- 80% from Dudley-Charlton

- 18% from Auburn

Special education costs as a percentage of education costs – all districts

\$288,553,542 cost of education budgets in the SWCEC community

\$57,162,458 cost of special education (19.8%)-doesn't include transportation

Out of district tuition as a percentage of special education costs – all districts

\$57,162,458 cost of special education

\$18,399,210 tuition payments for students attending public and private out of district schools (32.2% of all special education costs)

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**PROGRAM GOALS**

SWCEC has four top program priorities for the coming fiscal years:

- 1) Maintain and enhance the core program – The Grow School, and related services
- 2) Improve and expand therapeutic and contract services that meet the needs of member districts
- 3) Improve and expand regional transportation services that meet the needs of member districts
- 4) Improve and expand professional development services that meet the needs of member districts

SWCEC does not place priority on adding new services to meet new client needs in the near future. That may shift after SWCEC achieves demonstrable success on its top four program priorities.

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**MAINTAIN AND ENHANCE THE CORE PROGRAM – THE GROW SCHOOL AND RELATED SERVICES**

<b>CURRENT SERVICES</b>	<b>OPTIONS FOR EXTENDING EXISTING SERVICES</b>
<p><b>THE GROW SCHOOL</b>  <b>Birch Program</b> (Grades k-12) 35 Students            Students attending the Birch Program have been identified as having emotional, social and learning disabilities.</p> <p><b>Maple Program</b> (Grades k-12) 35 Students            Students attending the Maple Program have been identified as having specific social and/or learning disabilities. This program offers a 4:1 student to staff ratio, which provides a highly structured, emotionally supportive learning environment. Additionally, students participate in individual cognitive behavioral therapy as well as daily pragmatic social skills training. The goal of the Maple Program is to provide a rigorous learning environment while teaching cognitive, social and communication skills to allow for students to achieve healthy relationships and become active learners.</p> <p><b>Oak Program</b> (Grades 6-12) 25 Students            Students attending the Oak Program have been identified as having significant behavioral issues which have prevented them from succeeding in their current educational placement. The Oak Program is a highly structured, rigorous academic program which incorporates an intensive behavior modification program, as well as individual, group and family therapy. The Oak Program works closely with both families and outside agencies to help students take responsibility for their behavior and build coping strategies to attain academic success.</p> <p><b>Grow Work Experience</b> (Grades 9-12) 22 Students            The Grow/Work Experience Program combines academic course work as well as vocational opportunities. Students between the 9th and 12th grade are eligible to attend this program. The student's time is divided between meeting their academic requirements, and attending community job and volunteer sites. This allows the students to explore their vocational interests and abilities. When attending community sites, the students are supervised by a job coach in small group settings.</p> <p><b>Rise Academy</b> (Grades K-12) 5 Students            Rise Academy is designed to accommodate regular education for student's grades k – 12 who may be considered at risk in their community schools. Rise Academy is a highly structured, rigorous academic program which incorporates an intensive behavioral modification program with a 4:1 student to staff ratio. The goal of the program is to provide a positive social, emotional and academic setting which fosters student growth</p>	<p><b>Maintain existing program strengths</b>            Well-run, with strong, proactive leadership            Credibility with receiving schools            Meets needs of member districts            Pleases parents            Makes good progress with behaviors            Provides excellent communications, with responsive staff            Retain well trained, high quality staff, with low turnover</p> <p><b>Enhance program in ways such as these:</b></p> <p><b>Add consulting psychiatrist to be used by LEAs when needed</b></p> <p><b>Add need programs to help ED kids once served by G Stanley Hall &amp; Kathleen Burns</b></p> <p><b>Add recreation therapy/gym program, facility, and PE teacher</b>            - Expand summer programs            - Add more "Outward Bound" type sessions during school year</p> <p><b>Add computer lab and expand technology program</b></p> <p><b>Add pre-residential programs to help kids stay out of residential</b></p> <p><b>Add wraparound services for students and families</b></p> <p><b>Add programs to serve 18 – 22 age span when referred by districts</b></p> <p><b>Develop vocational shops for Grow Middle and High</b></p>

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and academic achievement.

**Educational Services** (120 Students)

*The Grow School* ranges from grades K-12 to provide an innovative learning environment that provides the opportunity for students to fulfill their emotional and intellectual potential. Our goal is to deliver grade level instruction paced to meet your child's individual educational needs. In addition to following the Massachusetts Curriculum Frameworks, each classroom consists of:

- Highly Qualified staff members
- Assessment of students' needs to identify and implement instructional resources
- Differentiated instruction
- Multimodal presentations
- Individually paced academic programs
- Therapeutic classroom setting
- Highly structured behavior management system that emphasizes positive reinforcements
- Small class sizes

The Grow School's approach to education is to foster our students' understanding of their learning styles and to practice strategies that will prepare them for responsible independence, life-long learning and participation in school, family and community.

**Therapy Services** (120 Students)

**Related Services** (55 Students)

**Consultation Services** (2 Districts)

SWCEC Clinical team members can engage in a wide variety of assessments to address a broad diversity of concerns. The academic and field training of the professional staff enables us to provide expert consultation, evaluations, and direct services in many areas of education, including but not limited to the following:

1. 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

**Improve academics which are key to successful inclusion**

**Strengthen transition back to member districts**

Help us bring them back

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<p>2. Risk Assessment in the following areas:</p> <ul style="list-style-type: none"> <li>· Violence Risk</li> <li>· Fire Setting Risk</li> <li>· Sexual Behavior Risk</li> <li>· Suicide Risk</li> </ul> <p>3. Functional Behavioral Assessment</p> <p>4. Substance Abuse Assessment</p> <p>5. Learning and Behavioral Consultation to Parents, Teachers and Other School Staff, and Outside Professionals</p> <p><b>Summer Programming</b>, including vocation (85 Students)</p>	
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**RELATED SERVICES**

<b>CURRENT SERVICES</b>	<b>OPTIONS FOR EXTENDING EXISTING SERVICES</b>
<p><b>DEVELOPMENTAL PROGRAMS</b></p> <p><b>Dawning Place</b> (ages 5 – 22) 5 Students            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.</p> <p>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.</p> <p><b>Project READY</b> (ages 5 - 16) 5 Students            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.</p>	<p><b>Consider name changes</b></p> <p><b>Add program for severe autism</b></p>

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<p>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.</p> <p>The READY Elementary Program services students in grades three to six (3-6). Students attending the READY Program have been identified as having emotional, social, and mild/moderate developmental disabilities. This program offers a two to one (2:1) student to staff ratio, which provides a highly structured, individually paced program. Students are provided a comprehensive behavior modification program and in-house therapies such as: Speech &amp; Language, Physical Therapy, Occupational Therapy, and Individualized Counseling. The READY Program also works closely with both families and outside agencies to promote a team approach for each student's success. The program emphasizes appropriate social interactions as well as academic skills. READY provides consistency and predictability to promote individual emotional and behavioral stability. READY Program students are encouraged to work at their own pace so they may achieve their maximum success in the classroom.</p> <p><b>Project SMILE</b> (ages 3 – 22) 13 Students  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.</p> <p>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.</p>	
<p><b>WORK EXPERIENCE PROGRAM</b>  Ages 18-22 years (25 Students)  The SWCEC Work Experience Program is designed to serve students from the ages of 18-22 with the goal of transitioning from academic services to adult services. Our program serves students of varying levels of abilities and skills. In order to serve such a wide range of students, the program is broken out into three components: life skills, community based supports and vocational services.</p> <p>Between the ages of 14 and 18, programming will address the following areas: functional academics, social and emotional issues, daily living skills, and pre-vocational activities. Pre-vocational activities may include sorting, measuring, recycling, shredding, mail delivery, cafeteria clean-up, cleaning and</p>	<p><b>Provide vocational element to existing LEA programs</b></p> <p><b>Expand Work Experience programs for students with emotional and behavioral needs</b></p> <p><b>Provide adult employment services - contract with the Dept. of Development Services</b></p>

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<p>sanitization, programming, and laundry. These pre-vocational activities will be carried out within the school setting. Emphasis is placed on functional living skills such as completing a job application, money management, employee-employer relationships and skills necessary to become a productive independent member of the community. If appropriate, once a student turns 16, there will be opportunities for community based programming. It will consist of volunteerism, community safety, and use of community resources.</p> <p>Students of ages 18-22 years will be eligible for two potential tracks within the Work Experience Program:</p> <p>The Work Experience Program combines a functional academic curriculum with pre-vocational and vocational training. The life skills curriculum consists of programs such as consumer math, current events, safety in the home and community, use of community resources, social skills and activities of daily living. The pre-vocational and vocational component involves the acquisition of job readiness skills, volunteerism, job internships and community immersion.</p> <p>The Work Experience Program is comprised of three levels of programming based on the varying needs and abilities of the students in the program.</p> <p><b>Level 1</b> is the Life Skills Program.</p> <p><b>Level 2</b> is a Community Based Support Program.</p> <p><b>Level 3</b> is the Vocational Program in which a Job Coach takes out small groups of students (3-4 students per staff) where they are able to acquire job skills as interns. Some of the jobs include food service, stocking, pricing, landscaping, housekeeping and janitorial duties.</p>	<p><b>Add onsite vocational shops and programs</b></p> <p><b>Continue to expand our job coaching within districts</b></p>
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**IMPROVE AND EXPAND THERAPEUTIC AND CONTRACT SERVICES THAT MEET THE NEEDS OF MEMBER DISTRICTS**

<b>CURRENT SERVICES</b>	<b>OPTIONS FOR EXTENDING EXISTING SERVICES</b>
<p><b>THERAPEUTIC AND CONTRACT SERVICES</b></p> <p><b>Adapted PE</b>            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.</p> <p><b>Occupational Therapy</b>            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.</p> <p><b>Physical Therapy</b>            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.</p> <p><b>Speech and Language Therapy</b>            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.</p> <p><b>Orientation and Mobility</b></p>	<p><b>Shift from push-out programs to pull-in program support</b>            Make this a new focus of the Collaborative            Help districts build capacity to ensure students stay in district</p> <p><b>Create clearinghouse of therapeutic and contract service resources</b>            Develop awareness of needs in member districts            - Visit each district in fall and spring and understand needs            Develop database of consultants ready to serve            - Understand which districts are using which resources            Do program evaluation            - Compile data            - Do joint planning            - Consider cost sharing            Facilitate access between resources and needs            - Create plan to meet needs faster            - Plan to adapt rapidly to constant changes in populations</p> <p><b>Collaborative should develop a system so that services are available when requested by LEA’s</b></p> <p><b>Add consulting psychiatrist to be used by LEAs when needed (agreed)</b></p> <p><b>Provide expanded specialty services</b>            Provide BCBA services/autism            Provide ELL, and evaluations of ELL            Provide teacher of deaf            Expand Applied Behavioral Analysis consultation            Provide 688 transition and employment consultation            Assistive technology            Translations, sign language            Service to autistic children</p>

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<p>SWCEC's program for Orientation and Mobility training helps a blind or visually impaired child know where they are in space and where he wants to go (orientation). It also helps them to 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.</p> <p><b>Vision Services</b>  The vision program of the SWCEC is staffed by one full-time itinerant 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.</p> <p><b>Job Coach/Vocational Programming</b>  Itinerant or contracted job coaching services are available to member districts. A job coach will serve the students within the member district school by taking the students out in small groups into the community to attend job and volunteer sites. Transportation is provided as part of these services. The program is overseen by a Vocational Coordinator. The Job Coach and the Vocational Coordinator collaborate to develop jobs within the student's local community.</p> <p><b>Consultation Services</b>  Vocational Evaluation  Life Skills Assessment  Special Education Program Evaluation  Therapy Program Evaluations  Consultation for therapy departments regarding documentation, exit/entrance criteria, scheduling and over utilization of services  Consultation Assistive Technology, usage equipment for Intensive SN students  Behavior Consultant (Short Term)  Functional Behavioral Analysis  Fire Setting Evaluations  Violence Risk Assessments  Substance Abuse Evaluations  Clinical Consult  Job Coaching Consultation  Surface Behavior Management Treatment Consultation  Transition Planning Consultation  Adapted Physical Education Program Evaluation and Consultation</p>	<p><b>Develop consultation programs that can be used by LEAs when needed</b></p> <p><b>Collaborative should house expertise that will assist LEA's to serve more students at the local level</b></p> <p><b>Expand clinical and therapeutic consultation to districts</b>  Contract services could be a significant growth opportunity  E.g. vision, mobility, adaptive PE</p> <p><b>Develop a Lend-Lease program for districts to borrow or rent special equipment</b>  Maintain library of tools for trial</p> <p><b>Develop mechanism to help LEAs evaluate their internal SPED programs rather than hire consultants</b>  Help build programs internally</p>
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**IMPROVE AND EXPAND REGIONAL TRANSPORTATION SERVICES THAT MEET THE NEEDS OF MEMBER DISTRICTS**

<b>CURRENT SERVICES</b>	<b>OPTIONS FOR EXTENDING EXISTING SERVICES</b>
<p><b>TRANSPORTATION</b>            The Transportation Department for the Collaborative presently consists of 28 vehicles comprised of passenger vans, cars, and lift vehicles. All drivers and monitors are required to be CPR, AED, first-aid and epi-pen trained, participate in random drug and alcohol testing, and attend training sessions throughout the year. Students aged 3-22 are transported to a large variety of schools in various towns, including Longmeadow, Milford, Southborough, Natick, Worcester, Charlton, Dudley and Spencer. 99% of the students transported are from two member districts.</p> <p>The purpose of this department is to provide member districts of the Collaborative affordable transportation for special education students to and from school, after school programs, field trips, and other special requests. Member districts can be assured that students transported by the Collaborative receive top quality service, especially when it comes to student safety.</p>	<p><b>Serve as clearinghouse for transportation needs</b>            Develop database on web site            Develop data on what kids go where            Facilitate joint planning where opportunity exists</p> <p><b>Develop different model for pricing</b>            Develop cost sharing formula            Seek to be competitive with private vendors</p> <p><b>Expand transportation to become truly regional program</b>            Consider hubs, multi-routing, prior proposal, become a clearing house for students who require transportation after school year begins, look at possibility of using vans currently owned/leased by member districts</p> <p><b>Create succession plan for retiring coordinator</b></p>

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**IMPROVE AND EXPAND PROFESSIONAL DEVELOPMENT SERVICES THAT MEET THE NEEDS OF MEMBER DISTRICTS**

<b>CURRENT SERVICES</b>	<b>OPTIONS FOR EXTENDING EXISTING SERVICES</b>
<p><b>PROFESSIONAL DEVELOPMENT</b>            Restraint Training            Surface Behavior Management            Therapy Programming in the School System            Adapted Physical Education            Transitioning Students            Special Education Law</p>	<p><b>Expand professional development audience and opportunity in the districts</b>            Coordinate staff development calendars between member districts            Convert ½ day to full day            Develop a master calendar of professional development activities, including those in districts, to facilitate sharing of access to additional seats at existing trainings            Help member districts be more efficient at accessing professional development opportunities</p> <p><b>Mentor SPED directors and school psychologists</b>            Improve SPED directors meetings</p> <p><b>Initiate job-alike groups to bring like specialists together</b>            Add job alike list serves for SPED directors, LEA staff doing same job</p> <p><b>Develop Leadership Academy</b></p> <p><b>Provide most current training in timely topics</b>            Restraint training            DESE initiative re; teacher evaluations            CPR assistance            Programs for “low incidence” staff, OTs, Speech Ts, etc.            Anti-bullying            Students with Asperger’s Syndrome            Assistive technology            College affiliation with ELL category trainings</p> <p><b>Meet PD needs of members currently being met by, or join together with,</b>            French River, HEC, FLLAC, Assabet, Blackstone Valley, Southern Worcester County Superintendents, local colleges/universities</p> <p><b>Expand professional development for the districts</b>            Hire full-time professional development person to develop and expand PD program            Generate a revenue stream</p>

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**PROGRAM GOALS - IMPLEMENTATION PLAN**

<i>Task</i>	<i>Persons Responsible</i>	<i>Timeframe</i>
Determine work plan for improving and enhancing <b>The Grow School</b> - Assess alternative initiatives - Assess resource requirements for top initiatives - Prioritize top initiatives/make recommendations - Create action plan for implementing top initiatives - Bring to board for review, revision, and approval	Cross functional work group with representation from a superintendent, a special education director, and a business manager, if appropriate Composition to be determined by Beth Gonyea working with Dr. Ciardi	
Determine work plan for improving and expanding <b>therapeutic and contract services</b> that meet the needs of member districts - Assess alternative initiatives - Assess resource requirements for top initiatives - Prioritize top initiatives/make recommendations - Create action plan for implementing top initiatives - Build budget based on cost sharing - Bring to board for review, revision, and approval	Cross functional work group with representation from a superintendent, a special education director, and a business manager, if appropriate Composition to be determined by Beth Gonyea working with Dr. Ciardi	
Determine work plan for improving and expanding <b>regional transportation services</b> that meet the needs of member districts - Assess alternative initiatives - Assess resource requirements for top initiatives - Prioritize top initiatives/make recommendations - Create action plan for implementing top initiatives - Build budget based on cost sharing - Bring to board for review, revision, and approval	Cross functional work group with representation from a superintendent, a special education director, and a business manager, if appropriate Composition to be determined by Beth Gonyea working with Dr. Ciardi	
Determine work plan for improving and expanding <b>professional development services</b> that meet the needs of member districts - Assess alternative initiatives - Assess resource requirements for top initiatives	Cross functional work group with representation from a superintendent, a special education director, and a business manager, if appropriate Composition to be determined by Beth	

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<ul style="list-style-type: none"> <li>- Prioritize top initiatives/make recommendations</li> <li>- Create action plan for implementing top initiatives</li> <li>- Build budget based on cost sharing</li> <li>- Bring to board for review, revision, and approval</li> </ul>	<p>Gonyea working with Dr. Ciardi</p>	
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<b>POSSIBLE NEW SERVICES FOR CONSIDERATION AT A FUTURE DATE</b>	<b>POSSIBLE OPTIONS FOR NEW SERVICES</b>
<b>Translation services, Bilingual evaluations</b>	<b>Outside of special education?</b>
<b>Community Education</b>	<p><b>Provide parent workshops – 504 IEPs</b></p> <p><b>Expand parent events regarding “Turning 22” and adult employment</b></p>
<b>Community Prevention</b>	<p><b>Coordinate delivery of wraparound, surround services to parents of children, 0 – 5</b></p> <p>Provide information and referral to existing services</p>
<b>Program for aging autism population</b>	<p>Program for middle and secondary school students</p> <ul style="list-style-type: none"> <li>- Within district</li> <li>- Least restrictive</li> </ul>

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**ORGANIZATIONAL GOALS (POLICY AND STRUCTURE)**

<b>Goal</b>	<b>Person Responsible</b>
<p><b>Function as clearinghouse for all low incidence programs in districts, aiming for continuum of services throughout region</b>  Inventory placements of all 800+ low-incidence students in the districts, not just those served directly by SWCED</p> <ul style="list-style-type: none"> <li>- Collect and inventory baseline data on Web on all LEA programs in district</li> <li>- Age of kids; nature of disability; numbers in class; staffing pattern; contact information; available seats, etc.</li> </ul> <p>Establish system to update information on daily basis</p> <ul style="list-style-type: none"> <li>- Make available to superintendents, SPED directors, other districts</li> </ul> <p>Facilitate joint program planning and coordination</p> <ul style="list-style-type: none"> <li>- Assess overlaps; assess gaps</li> <li>- Assess what program resources collaborative has</li> <li>- Assess what would be optimal use of program resources to meet existing needs</li> </ul> <p>Develop a joint planning policy and protocol for adding or withdrawing students from programs  Aim to provide a regional continuum of services; aim to think as region</p>	<p>Board directive to ED  Integrate as objectives into FY 12 work plan</p>
<p><b>Review board policies for cost-sharing (program assessments, tuition pricing, formulas, etc.)</b>  Develop board policy on how tuitions are developed</p> <ul style="list-style-type: none"> <li>- Consider alternate models (tuition cost, assessment, etc.)</li> <li>- Recommend single model and formula for board approval</li> <li>- Build model to make sense for the long term (not just this year's kids, but next years kids)</li> </ul> <p>Develop board policy on how tuitions for nonmembers are calculated  Develop board policy on the role of SPED administrators  Develop board policy on common tuition formula for LEA-administered, "low-incidence" classes</p> <ul style="list-style-type: none"> <li>- How do we charge each other?</li> </ul> <p>Develop board policy on how much money should be in cash reserve fund  Review board policy on how often Collaborative should invoice for services</p>	<p>Cross functional work group with representation from a superintendent, a special education director, and a business manager, if appropriate  Composition to be determined by Beth Gonyea working with Dr. Ciardi</p>
<p><b>Build stronger board</b>  Design and implement orientation program for new board members  Develop and communicate board policy book with new board members  Educate about organizational structure  Design and lead more efficient and productive meetings  Communicate effectively and regularly with board members  Establish list serve so that board members can communicate with one another</p>	<p>Dr. Ciardi working with ED</p>

**STRATEGIC PLAN, 10-11-11**  
**SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE**

<p><b>Develop joint participant planning policies and protocol</b>          Develop collaborative student planning process and calendar          Develop policies about when collaborative must be informed regarding enrolling or withdrawing students in programs          Determine practice when a district wants to develop a “regional” program instead of or in place of a collaborative program          Establish contracts with districts for the services offered by SWCEC</p>	<p>Beth Gonyea working with board member to develop annual budget cycle          Integrate as objectives into FY 12 work plan</p>
<p><b>Build visibility and brand/image</b>          Develop formal marketing plan to maintain existing relationships and build new ones          - Do more publicity          - Market to nonmember districts          Provide superintendents with information to inform school committees about the collaborative and its value through presentations          Design and implement orientation program for new SPED directors and new superintendents          Continually inform/communicate to appropriate parties in LEA’s about programs, program changes and billing policies          - Sell effectively what we do well          Have dynamic job-alike meetings</p>	<p>Board directive to ED          Integrate as objectives into FY 12 work plan</p>
<p><b>Develop long term space plan</b>          Project enrollment needs          Plan for space (classroom, vocational, administrative) if Southbridge does not opt out of programs          Plan for social and recreation space          Plan long term for building          Plan to utilize building space in afternoons and evenings (e.g. third party mental health clinic on site; rentals)          Plan for conference space for professional development and administrative use          Consider Southbridge facility          Determine whether to rent or buy</p>	<p>Subcommittee of board          Composition to be determined by Dr. Ciardi</p>
<p><b>Build working relationship with business managers</b>          Offer regular, engaging meetings          Engage business managers in meaningful work</p>	<p>Board directive to ED          Integrate as objectives into FY 12 work plan</p>
<p><b>Build working relationships with special education directors</b>          Offer regular, engaging meetings</p>	<p>Board directive to ED          Integrate as objectives into FY 12</p>

**STRATEGIC PLAN, 10-11-11**  
**SOUTHERN WORCESTER COUNTY EDUCATIONAL COLLABORATIVE**

<p>Engage directors in meaningful work</p> <ul style="list-style-type: none"> <li>- Advisory to ED, or board (clarify role), assisting in program development</li> <li>- Instrumental in building and updating databases related to programs; transportation; contract services; and professional development</li> <li>- Add value to members through sharing with colleagues, professional development, and other strategies that meet their needs</li> </ul>	<p>work plan</p>
<p><b>Support the executive</b></p> <p>Provide experienced coach to support executive's success via mentoring</p> <p>Provide access to training in leadership, building learning communities, meeting facilitation</p> <p>Integrate the goals of this plan, and the board retreat, as objectives into FY 12 work plan</p>	<p>Dr. Ciardi working with ED</p> <p>Integrate as objectives into FY 12 work plan</p>

**SOURCES**

Superintendents  
 Administrative staff (and staff suggestions to the evaluator); business managers; special education directors  
 Consultant recommendation (Vogt and Mazor)  
 Evaluator recommendation (Dr. Christine Shane)