

SEEM Collaborative Annual Report 2019-2020



...creating successful futures

LYNNFIELD MELROSE NORTH ANDOVER
NORTH READING READING SAUGUS STONEHAM WAKEFIELD
WILMINGTON WINCHESTER WOBURN

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I. MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear SEEM Collaborative Community Members,

Nelson Mandela said, "It always seems impossible until it is done." As I reflect back on our work since this past March, when the COVID 19 Pandemic changed the landscape of education in a moment's notice, I could not agree more with this statement. And, I could not be prouder of our staff, students and families for banding together and taking on a 'whatever it takes' mindset. This mindset and their collective perseverance enabled us to transform what appeared to be an impossible task into a child-centered, and robust as possible remote/hybrid learning experience.

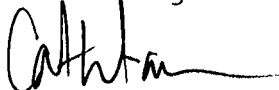
I am pleased to share with you our efforts and accomplishments over the past year in operationalizing our mission of ensuring that all students are provided access to a high-quality education that affords them the opportunity to thrive and reach their maximum potential, as we continue to adapt and respond to the evolving needs of our students, families and districts.

During the 2019-2020 school year, the collaborative welcomed North Andover as a member and we secured a new facility for the Beebe School, to which we will be ready relocate to in summer of 2022. Largely due to the pandemic, we also advanced our technology capacity and were able to provide a 1:1 technology program for students. Additionally, we enacted remote learning plans, materials, access to the internet and food to all students. We began using Google for Education as a medium for instruction, workflow and communication. The use of online platforms such as Zoom allowed us to expand our professional learning opportunities and afforded us the opportunity to expand our job alike offerings. In the area of equity, we continued to provide professional development opportunities, and consultation to both SEEM Programs and local districts. In addition to providing a preventing sexual abuse for children with disabilities training to parents from our surrounding districts and we began offering a healthy development course to students with disabilities in surrounding districts.

The following report illustrates the myriad of ways in which SEEM Collaborative works to provide cooperative services that help districts maximize cost efficiency; support the growth and development of educational professionals; and provide students with unique learning needs a challenging and meaningful education.

Thank you for your contribution to our work at SEEM Collaborative, I look forward to a long-lasting partnership as we continue our mission of improving educational outcomes for all students.

Warmest Regards



Cathy Lawson
Executive Director

II. COLLABORATIVE INFORMATION

Collaborative History

The SEEM Collaborative was established in 1968, six years before the Massachusetts Legislature passed and the governor signed into law, Chapter 40 Section 4e in 1974, the public statute that authorizes the creation of collaboratives in the Commonwealth. This statute allowed for local school districts to come together and work together, conducting, in concert, educational programs and services to supplement and strengthen existing school programs and services which would otherwise be neither affordable nor accessible.

2019-2020 Leadership at SEEM Collaborative

BOARD OF DIRECTORS

- Dr. Judith Evans, Winchester , Chairperson
- Ms. Jane Tremblay, Lynnfield, Financial Representative
- Dr. Matt Crowley, Woburn
- Mr. John Macero, Stoneham
- Dr. Glenn Brand, Wilmington
- Dr. John Doherty, Reading
- Ms. Cyndy Taymore, Melrose
- Mr. Jon Bernard, North Reading - through 12/2019
- Dr. Patrick Daly, North Reading - as of 1/2020
- Mr. Doug Lyons, Wakefield
- Dr. David DeRuosi, Saugus

SPECIAL EDUCATION PLANNING AND ADVISORY COMMITTEE

- Ms. Pam Girouard, Winchester
- Ms. Roberta Keene, Lynnfield
- Ms. Dawn Traynor, Saugus
- Ms. Lyn O'Neil, Wakefield
- Ms. Patty White-Lambright, Melrose
- Ms. Martha Bakken, Stoneham
- Ms. Jennifer Stys, Reading
- Ms. Cynthia Conant, North Reading
- Ms. Alice Brown-LeGrand, Wilmington
- Ms. Kimberly Lawrence, Woburn

SEEM ADMINISTRATIVE TEAM

- Dr. Cathy Lawson, Executive Director
- Mr. Ryan Snyder, Behavioral Services
- Ms. Stephanie Arzigian, Middle School
- Ms. Kristine Nickas, Beebe School
- Ms. Judy Favro and Ms. Joanne Shively, Deaf and Hard of Hearing Program
- Ms. Maureen Crowley, Campus Academy High School and Foundations for Life Program
- Mr. Greg Zammuto, Finance Director
- Ms. Aine Healy, Assessment Center
- Ms. Jennifer Thornton, Ripley Elementary School
- Mr. William McDonald, SEEM Prep



SEEM COLLABORATIVE MISSION AND VISION

◆ MISSION STATEMENT

The mission of the SEEM Collaborative is to provide low incidence populations with high quality, cost-efficient educational programs and services, in the least restrictive environment, that compliment and strengthen the school programs of the member districts.

◆ VISION STATEMENT

1. SEEM's programs and services enable member districts to extend their capacity to educate students in the least restrictive environment.
2. SEEM's programs and services provide access to the Massachusetts Curriculum Frameworks, and support students to learn the skills that allow them to be productive and successful adults.
3. All students enrolled recognize their strengths and experience success.
4. All students enrolled have access to typically developing peers in the least restrictive environment possible.
5. Integrated, specialized services are provided to low incidence populations.
6. Member districts, parents, students and other stakeholders involved in students' lives support respect, value and appreciate the consistent high quality of our programs and services.

◆ BELIEFS

We believe in:

1. The ability of all children to learn;
2. The importance of strong mutually supportive relationships among all members of the SEEM community, including students, parents, staff and district personnel, respecting individual differences and the value of collaboration and trust;
3. The development of the skills necessary for success in the least restrictive environment while ensuring access to the full range of the Massachusetts Curriculum Frameworks;
4. The value of high quality, cost effective programming for students which provides the best opportunity for them to achieve equality of opportunity, full participation, independent living, and economic self-sufficiency.

◆ OUR PURPOSE

Founded in 1968, The Collaborative exists to conduct educational programs and services, which shall compliment and strengthen the school programs of member school committees and increase educational opportunities for children when it is determined that such programs and services can most effectively and economically be provided on a collaborative basis. The foregoing purpose includes the authority of the Collaborative, acting through its Board of Directors, to contract with corporations, individuals, associations, agencies, and/or any other entities in order to obtain and provide services for a member district(s). In addition, the Collaborative will continue to increase and expand its level of service in general education, occupational-vocational education, staff development and training, and research and development of innovative programs.

Why We Exist...

- To educate, to collaborate, to train, to create.
- To accommodate school-aged students whose needs are so unique that local special education teams have determined that their needs cannot be met by the local school districts.
- To help each student achieve his/her personal, vocational, and/or educational goals.
- To assist students and families through their transitions from school to life.
- To educate practitioners and parents, through training programs and professional development activities that are in the forefront of research-based best practices.
- To provide on-site consultation, demonstration of best practices, and remain available to ensure transference to the local instructional team.
- To work toward a future where all students will be seen as equally valuable, where all students can learn, and where all students benefit when they are educated together.

III. COLLABORATIVE OBJECTIVES

1. Provision of day programs and other services for general education students and students with low-incidence disabilities in the least restrictive environment;
2. Offering cooperative programs and/or services to help districts maximize cost efficiency and program effectiveness through a collaborative effort.
3. Provision of cooperative and regional educational programs and services in a cost-effective manner;
4. To offer a variety of quality professional development opportunities to general and special education teachers and administrators, and related service providers;
5. Exploration and pursuit of grants and other funding to support identified needs of the Member Districts; and

Campus Academy Remote Spring Play



IV. PROGRAM INFORMATION

Collaborative Objective 1:

The provision of day programs and other services for general education students and students with low-incidence disabilities in the least restrictive environment.

Progress toward Program Objective:

Currently SEEM Collaborative operates eight programs: The Deaf and Hard of Hearing Program, The Therapeutic Learning Center, SEEM Prep, The Hurd Elementary Program, SEEM Middle School Program, Campus Academy Alternative High School, the Foundations for Life Program, and the Assessment and Intervention Center.

These programs support SEEM Collaborative districts and work toward meet our organization's goals and objectives by providing programming for students with low-incidence disabilities. Each of the programs offers opportunities for students to be included in both general education classes, and the community through experiential life and academic experiences, as well as transitional and vocational experiences; thus ensuring students are receiving their education in the least restrictive educational environment possible. **The following illustrates progress made towards our goals to improve curriculum and instruction for all students:**

English Language Arts Instruction-Reading A-Z/Rosen Readers: (Refresh): Leveled book lessons combine the content of the Guided Reading Lesson and the Common Core Supplement with specific modifications, along with a sequence of lesson objectives within a 6 day guided plan. Lesson materials are made to accompany each book with Boardmaker. Each student is benchmarked to find their instructional level and then placed on a triangle of reading progression (easy, just right, and challenging). Teachers then provide students with instruction. Once students have accumulated 18 books (3 rotations through the reading triangle), teachers will re-benchmark students. The information from student's comprehension quick checks are coded for all question types; critical response, inferential, extended response, and/or vocabulary. These are then entered into google sheets reading database that tracks student progress over time and will compare the movement of leveled readers from the beginning to the end of the school year. Each benchmark book has oral-response quizzes with possible correct answers and a comprehension analysis chart. Question types are text-based, inferential, and critical responses are then tallied to show strengths and opportunities for instruction. **Programs Utilizing: DHOH, Prep, Beebe, Middle Campus**

Learning Readiness (New Implementation): SEEM Collaborative vocabulary based program for picture id, that reinforces making choices with functional vocab. The vocabulary terms are unique to each student's needs, the program incorporates components that include sitting in a group, standing/moving to designated areas, a routine of events, songs, books (beginning book handling skills, turning pages, tracking), communicating with peers/staff through assistive technology, picture supports and/or sign-language, passing to peers (mid-line), functional use of objects (using scissors hand over hand, markers, building/copying a block tower or color pattern), making requests ("more" for snack time and "all done" when finished). Datasheets with a list of desired progression through the skill with mastery criteria have been developed and are reported on daily. **Programs Utilizing: Beebe**

Pre-Conventional-Functional Vocabulary Based Program (Refresh): SEEM Collaborative program created for Theme Based Topics: The School, My Home, My Clothing, Food, Health, Community Helpers, and Summer. Two additional themes added: Animals, Clothing. This program is a functional vocabulary based program that focuses on sequenced, highly repetitive word recognition activities that promotes the acquisition of the 40 words within each topic. Intertwined within the program are recommended pre-teaching components, extension activities, teacher scripts, cueing recommendations, data tracking procedures, pre-post assessments, and progression criteria. Students begin by recognizing and reading words in isolation, receptively/expressively matching, or identifying select themed based vocabulary terms through the use of objects and/or pictures. The following are the sub-components: 1-1 voice to print correspondence, teacher-generated student books, "Wh" scripts that include a feature, function, and class, sorting activities (i.e., identical, color, non-identical, attributes (i.e. color, size, shape, texture), and 2 category sorts (i.e. people vs. places), and letter identification for both names and sounds. Pre-Conventional Plus: Specifically modified to include functionally relevant activities and skills for middle to high school-aged students. Added feature, function, class, along with an increase in the complexity of the text. **Programs Utilizing: Beebe/Prep**

Early Emergent/Letter Progression Program (Refresh): SEEM Collaborative program creation of controlled emergent level text (A-Z) that follows the alphabetic principle that reinforces spoken language is represented by written words that are made up of varying combinations of letters and attaching sounds to the letters. The program focuses on the pictures that represent the target sound in each book and a short phrase. Students practice concepts about print such as one-to-one correspondence, tracking print left to right, using illustrations to confirm word meaning, letter name, and sound automaticity, phonemic awareness, vocabulary development, high-frequency words, auditory memory, phrase building activities with words and picture and comprehension-based activities. **Programs Utilizing: Beebe/DHOH**

Reading Milestones (New Implementation): Implementation of Reading Milestones, a language-controlled program effective for students with hearing impairments and language delays and is also widely used with others who have special language and reading needs, including individuals with learning disabilities, developmental disabilities, and English Language Learners (ELL). These students are aided by reading materials designed to match their language levels and which progress in steps small enough to ensure continued success in reading. Features such as; adjusted language level, controlled vocabulary, controlled syntax, chunking, and repetition of concepts. **Programs Utilizing: Beebe**

Writing: Brain Frames, Writers Workshop, Writing A-Z (RAZ), Supplemental Grammar Activities (Cont.): Each trimester teachers' focus on a type of writing: Narrative, Persuasive, and/or Opinion. Writing portfolios are kept throughout the trimester with rubrics that meet individual student needs. Pre and post trimester prompts are provided for each writing type. Grammar activities are embedded in the program with a pacing guide within each grade level of grammar activities to cover. Fundamentals of sentence writing and paragraph development are incorporated throughout. Sentence component symbols are utilized to represent the function of sentence parts which promote sentence understanding, editing, and independence. **Programs Utilizing: Beebe, Ripley, Prep, DHOH, Campus, Middle**

Visual Phonics (Refresh): A multi-sensory visual and kinesthetic integration of the grapheme/phoneme relationship, See the Sound is a Visual Phonics system that consists of 46 unique hand cues and symbols that represent the sounds of English. Included are the sounds commonly referred to as vowels, consonants, diphthongs, and digraphs. Each teacher was taught a hand cue for each of the 46 sounds in English. Each hand cue is associated in some way with the production of the particular sound. The hand cue for the sound "t" makes is made by flicking the forefinger off the thumb at the same time the tongue "flicks" off the top of the mouth. **Programs Utilizing: DHOH, Beebe, Ripley**

Great Leaps (Cont.): Identified Students Only): This is a comprehensive intervention program for reading that is designed and proven to generate significant and lasting gains. Great Leaps reading takes less than ten minutes a day at least 3 times per week for substantive improvement. Through work in Phonics, Phrases, Stories, and Depth of Knowledge students can read more fluently additional comprehension. **Programs Utilizing: Ripley/Beebe**

Increasing Fluency Program with High-Frequency Words and Phrases (Cont.): Lesson guides to facilitate the continued implementation of a systematic research-based fluency program that targets increases in rate, accuracy, structural expression, and interpretive expression, with students instructionally at a 1st-5th-grade level. SEEM Collaborative lesson outline and assessment procedures outlined to use in collaboration with the program. The curriculum applies targeted prosody skills. Each prosody skill taught has a fluency checkpoint with a targeted skill rubric used by the student and an overall rubric used by the teacher. The program consists of 20 four-page lessons that include Fry Word Phrases, stories, writing, comprehension, learning and applying prosody, fluency checkpoint, and a student fluency rubric and reference list of oral reading strategies are included to support learning success. **Programs Utilizing: DHOH, Beebe, Ripley**

Words Their Way Continued Implementation with On-line component (Cont.): Implemented a developmental spelling, phonics, and vocabulary program for Emergent, Letter Name-Alphabetic Spelling, Within Word Pattern, Syllables, and Affixes, and Derivational Relations spelling skills. These stages describe students' spelling behavior as they move from one level of word knowledge to the next. An assessment is given to determine where to begin instruction. Based on assessment results students are given words to study in order to discover the common attributes. Students learn features by completing activities such as word sorting, word hunts, games and drawing, and labeling. Pearson Online Component: is an online subscription-based resource that provides reproducible sorts and detailed directions for teachers working with students in each stage of spelling development, from emergent through derivational relations. **Programs Utilizing: Beebe, Ripley, DHOH**

Merrill Reading Program, I Can (New Implementation/Specific Students): Provides students with high-frequency decoding and word practice students need to become fluent. Systematic lesson plans and teacher created materials accompany the program. Students are taught carefully introduced words that are grouped according to their sound and spelling patterns, additionally, the program utilizes high-interest stories with controlled vocabulary to provide decoding and high-frequency practice. SEEM created pre/post assessment practices are also incorporated to track student progress. **Programs Utilizing: Ripley/DHOH**

Heggerty Phonemic Awareness Program (Cont.): K-2 ten components are taught within each lesson, eight phonemic awareness skills, and 2 additional activities to develop letter name and letter-sound recognition and language awareness activities. Goal of the program: Alphabet knowledge, Phonological awareness, Rapid automatic naming (RAN) of letters, and Phonological memory. Sample K: Rhyming, Onset Fluency, Blending, Identifying Final or Medial Sounds, Segmenting, Adding Phonemes, Deleting Phonemes, and Substituting Phonemes. **Programs Utilizing: DHOH, Ripley, Beebe**

Word Work (Cont.): Each student is provided with a pre and post-assessment of all material covered in the school year for one of the following; Foundations Level K-3, Megawords 4-5, and Road to Reading (identified students). Students are then given monthly assessment check-points to check for progress and/or areas of need. The pre and posttest method allows teachers to have a better understanding of what students have learned over time. In implementing this approach, teachers look at the difference between scores on the two assessments administered at different points in time; thus helping to measure student growth. Monthly progress monitoring is also conducted regularly in order to modify and drive instructional practices within the classroom. **Foundations** focuses on sounds, spelling, marking, trick words, word accuracy, and dictation. **MegaWords** focuses on syllable sounds, encoding, marking, multisyllabic words, and dictation. **Road to Reading** focuses on Sound/Symbol drills, Building CVC words, decoding HFW & PRW's, decodable text, and dictation. Each student is first given a RTR placement test that will help to identify where their area of need is the greatest. Once one of the following is identified: Closed syllables, Open syllables Final "e" syllables Vowel team syllables Vowel Consonant + le syllables. Students are provided with a pre-assessment of the identified level. Teachers provide students' with a 6 step explicit phonologically based lesson plan for daily instruction. **Programs Utilizing: DHOH, Ripley, Beebe**

Math Instruction-

Touchmath (NEW Implementation): TouchMath is a multisensory math program designed for pre-K through third grade. The program helps make math concepts easier and more accessible for students with different learning styles or learning difficulties. The approach uses auditory, visual, and tactile strategies for understanding numbers and operations. The program is appealing and accessible for students who struggle to understand grade-level content; hands-on math programs, materials built on the Common Core State Standards. **Programs Utilizing: DHOH, Ripley, Beebe, Prep**
Guided Math Modules (Cont.): Each unit consists of an essential question, lesson objectives, whole, and small group lessons, discussion questions, remediation; on level and enrichment suggestions, game cards, and materials for whole/small group. End of the unit assessments, and pacing guides. Aligned to the CCSS. **Programs Utilizing: DHOH, Ripley, Beebe**

Content Instruction-

TCI: Social Studies (Cont.): TCI K-5 online curriculum, with social studies textbooks and K-5 lesson plans that enable teachers to create a more stimulating educational environment for their students. TCI's curriculum has been specially curated to meet state standards, create engagements in lessons, and help students better understand the content through hands-on and experiential exercises. Each student is provided with a pre and post-assessment of all units covered in the school year for one of the following Social Studies: K-Me and My World,1-My School and Family,2-My Community,3-Our Community and Beyond, 4-Regions of Our Country,5-America's Past. Students are given more frequent mini-assessment check-points to check for progress and/or areas of need within the content areas. **Programs Utilizing: Ripley**

Unique Learning (Cont.): A one-of-a-kind program designed specifically to give students with complex learning needs meaningful access to the general education curriculum. Educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent high-quality instruction, a motivating interactive learning environment, engaging symbol support, and a path to independence. **Programs Utilizing: Prep, Beebe**

Mystery Doug (New Implementation): Online program K-5 provides ready-made science mysteries for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. The units in Mystery Science can be used as an entire science curriculum or as a supplement to what you're already teaching. Each teacher chooses 2 topics to cover within the grade span in their classroom to cover a trimester.
Program Utilizing: Ripley, DHOH

Other-

MCAS Prep Group (Cont.): An MCAS prep group was developed for a subset of students at the SEEM Prep program whose skill levels placed them above the school's traditional guided reading program, who were also scheduled to take on-demand MCAS testing. Prior to school closure and remote learning, the group was structured with 1 teacher to 3-4 students. The staff running the group will focus on one test subject at a time. The group consists of two main components. The first area is broad skill development. This includes, review and reteaching of core skills that are expected to be present on the exam. The second component is test-taking skills. We have found that students in this setting often have limited general test-taking skills. The students are provided with multiple opportunities to couple the two taught domains with practice tests, which are extensively reviewed with the staff. Data collected includes completed practice tests as well as scores on the actual on-demand tests. Score increases as high as 20 points in the legacy scoring system were noted. **Program Utilizing: Prep**

Creative Living Program (New Implementation): This program provides students in the transition classrooms (Ages 18-22) at the SEEM Prep program the opportunity to address life skills with an extensive and varied use of realia in a house setting. The skills addressed are varied but include self-care, cooking, leisure, and upkeep of the setting. The program is structured on building independence with these skills. Data is collected through tracking of progression through a prompt hierarchy as well as the number of prompts used. Skills are taught through extensive modeling from both peers and educators in order to align with social learning theory. **Program Utilizing: Prep, Campus**

Google Data Tracking Sheets (Refresh): Tracking guided reading levels for instructional level use, accuracy, and comprehension. Pre and Post assessment tracking sheets for Easy CBM, Science, Social Studies, Writing, Foundations, and SEEM created curriculum content. The information provided helps locate trends in students' academic performance by tracking data and analyzing results, thus driving instructional practices. **Programs Utilizing: DHOH, Beebe, Ripley, Prep, Middle, Campus**

Development of Assessment Practices (Refresh): Pre-Emergent and Emergent Literacy/Math skills specifically designed for students with hearing impairments that aligned to the standards. Number Recognition, Counting, Colors, Shapes, Upper and Lowercase Letter Recognition, Letter Sounds, Rhyme Awareness, Print Concepts, and Writing are some of the areas progress monitored through BOY, MOY, EOY. **Programs Utilizing: DHOH**

Virtual Learning as the result of COVID-19

Major Platforms: Google Classroom, SeeSaw, Bitsboard, Boom Cards, Zoom, Splash Learn, IXL, Khan, Prodigy, Teachtown, Mystery Doug, Unique Learning, RAZ-Kids, Touchmath Green Editions, Pearson



DESCRIPTION OF PROGRAMS:

THE DEAF AND HARD OF HEARING PROGRAM

students is a 180 day school program housed at a public school in North Reading. The program consists of three classrooms and educates students in grades PreK-2 and averages between 9-14 students. All students present with an educationally significant hearing loss that is moderate, severe, or profound. Students use a variety of amplification devices including hearing aids, FM systems and cochlear implants. In addition, staff and students use a combination of spoken English and Signing Exact English (SEEII) to communicate. The mission of this program is to prepare students to transition back to their sending district when they are ready to return successfully. The program also offers an extended year program which runs four half days a week for 5 weeks for students who require additional academic services to prevent substantial regression.

Additional Program Features include:

- The curriculum is aligned with the Massachusetts Common Core Frameworks, but modified to incorporate language, speech and auditory development.
- Class sizes are small, ranging from 3 to 8 students with a teacher of the deaf and a paraprofessional.
- Students receive individual speech, language and auditory therapy four times per week as well as Audiological support.
- Other services such as occupational and physical therapy are available as needed.

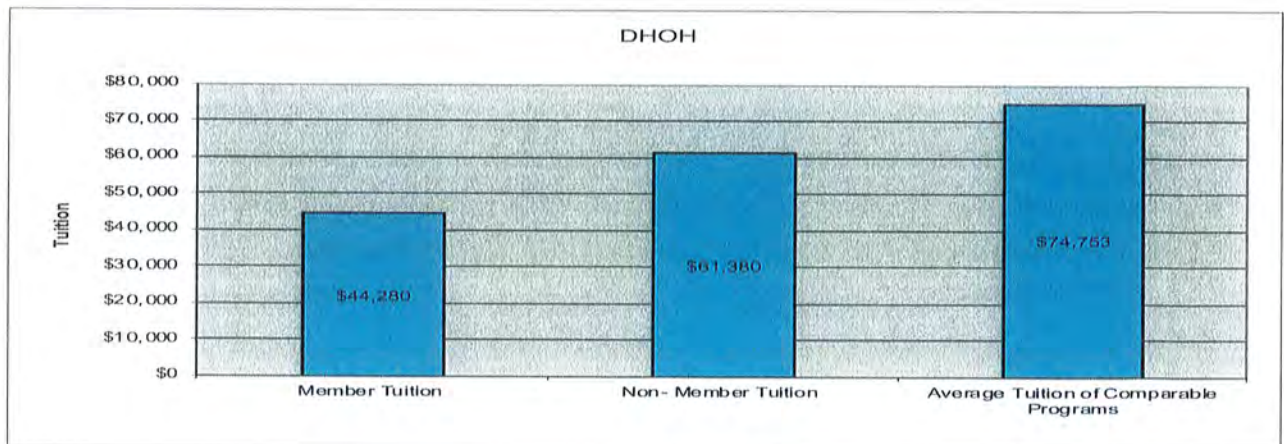


- Starting at the kindergarten level, students participate in mainstream classes for both academic and non-academic subjects.
- Mainstream programming is based on individual readiness and students are always accompanied by SEEM staff. A Deaf mentorship component of the program includes Deaf and Hard of Hearing adults visiting the classrooms and sharing stories with students.

Staff Include;

DESE certified Teachers; Experienced Assistant Teaching Staff; Licensed Occupational Therapists; Licensed Speech and Language Pathologists; Certified Physical Education Teacher; access to full time registered nurse; audiologist;

Cost Effectiveness:



THE THERAPEUTIC LEARNING CENTER (TLC)

The SEEM Collaborative Therapeutic Learning Center (TLC) at the Beebe School is a Massachusetts Department of Elementary and Secondary Education approved, public day elementary and middle school (Pre-K through 9th grade) for students with intensive special needs. Located in the town of Melrose, the school's enrollment fluctuates between 55 and 65 students depending on the needs of member and non-member districts at any given time. The main goal of TLC is to provide the necessary support to help students acquire the skills identified on their Individual Education Plans. Teachers receive intensive training and follow research-supported best practices, including Applied Behavior Analysis. The TLC program also offers a six-week, extended year program, from early July to mid-August for students who require additional academic services to prevent substantial regression.



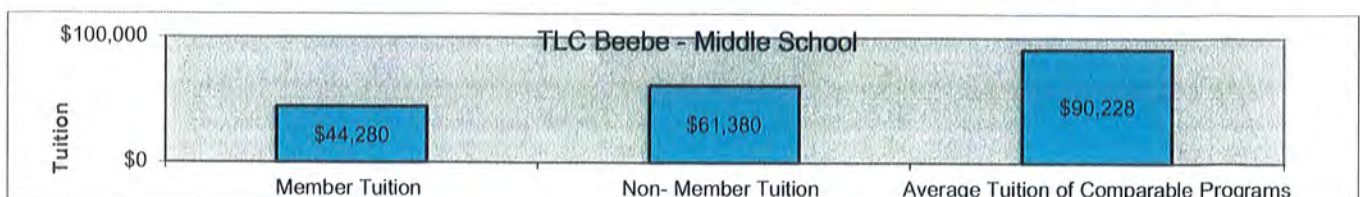
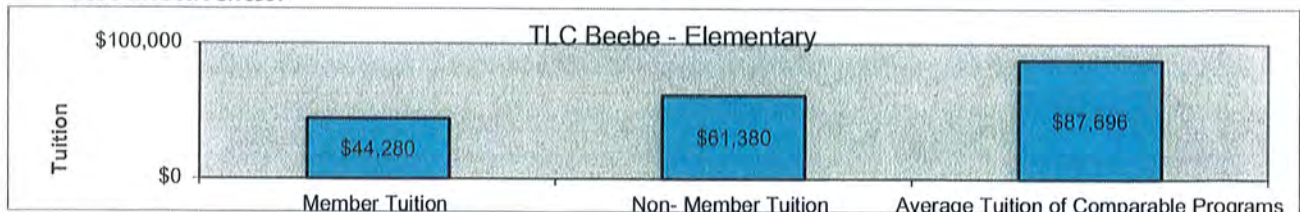
Students attending the Therapeutic Learning Center are currently on an Individual Education Plan; present with significant levels of cognitive delay, communication and/or social deficits; require moderate to significant modifications to the MA Curriculum Frameworks to make effective academic progress; present with interfering challenging behaviors (e.g. aggression, self-injury) and have been diagnosed with: Autism Spectrum Disorder, Developmental Delay Receptive/Expressive Language Delay, Down Syndrome, and other genetic disorders

Additional Program Features include:

- Individualized academic and behavioral programs
- Curriculum emphasis on communication, academic readiness, community, life skills and social skills
- 2:1 student to staff ratio
- Discrete Trial and Incidental Teaching
- Assistive technology, Mimeo® boards and educational technology in every classroom
- Augmentative and Alternative Communication Systems; Functional Behavior Assessment
- Behavior Intervention Plans
- Consulting Board Certified Behavior Analysts
- Related services: Speech, OT, PT, APE; Social skills groups; Parent consultation available
- Staff Include:

DESE certified Teachers; Board Certified Behavior Analysts; Instructional Coach; Licensed Social Workers; Licensed Occupational Therapists; Licensed Speech and Language Pathologists; Certified Physical Education Teacher; Behavior Support Assistant; Experienced Assistant Teaching Staff; Full Time Registered Nurse; Music Therapist.

Cost-Effectiveness:



THE SEEM PREP PROGRAM

The SEEM Prep Program is a Massachusetts Department of Elementary and Secondary Education approved, public day high school (age 14-22) for students with moderate to intensive special needs. Located in Wakefield, the SEEM Prep Program services on average between 42- 60 students in a given school year. The primary goal of the program is to provide a functional academic curriculum along with vocational training in order to support students' development of the independent skills necessary to transition successfully into the adult world. Vocational Staff, counselors and teachers work collaboratively to provide both therapeutic and case management support to students and their families. The SEEM Prep program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression.



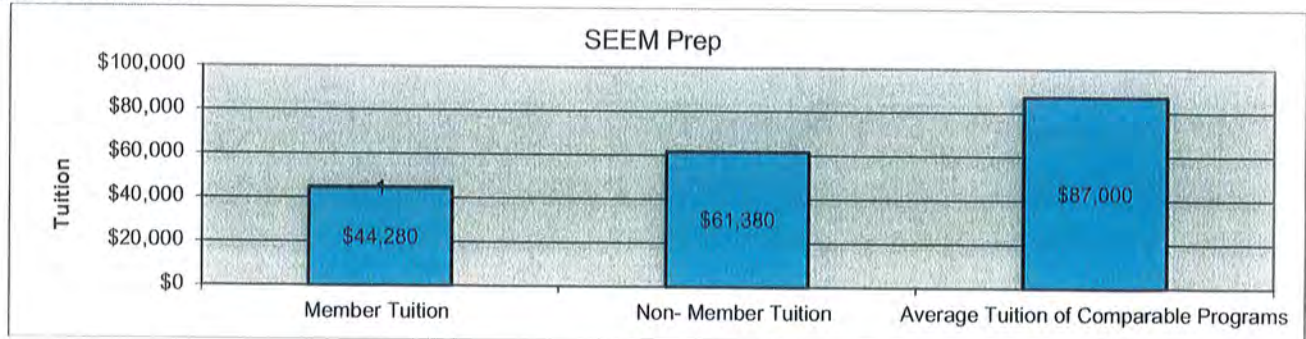
Students who attend SEEM Prep are between the ages of 14 and 22, are currently on an Individual Education Plan and have identified social emotional and learning needs. Students present with moderate to significant levels of cognitive delay, communication based delays, and/or social difficulties. All students require moderate to significant modifications to the MA Curriculum Frameworks to make effective academic progress.

Additional Features Include:

- Functional and Experiential Curriculum based upon the Massachusetts Curriculum Frameworks for Students with Significant Disabilities (2001).
- Picture Exchange Communications System
- Positive Behavior Support Plans
- Total communication approach

- Speech and Language Therapy
- Occupational Therapy
- Adaptive Physical Education
- Integrated Related Service Approach in order to enhance student learning
- Social Skills Groups Individual Counseling vocational Program Individualized
- curriculum focusing on academic achievement, life skills development
- Staffing Ratio: 2:1 (student: staff)
- Intramural and Recreational sports
- Monthly School socials and dances for students
- Annual Participation in the Special Olympics
- Staff Include:
 - DESE certified Teachers; Licensed Fulltime Counselors; Licensed Occupational Therapist; Licensed Speech and Language Pathologist; Certified Physical Education Teacher; Behavior Specialist; Experienced Assistant Teaching Staff; Fulltime Registered Nurse; Music Therapist

Cost-Effectiveness:



THE HURD ELEMENTARY SCHOOL PROGRAM

The Hurd Elementary Program at Ripley School is a Massachusetts DESE approved educational therapeutic day school located at the Ripley School in Melrose, MA. The program services an average range of 40-60 students in a given school year. The Ripley Elementary Program serves students in grades K-5 with a variety of social, emotional, behavioral and learning needs, who do not yet possess the skills necessary to meet the day-to-day demands of a traditional elementary school program. Despite years of significant local modifications to their schedule and curriculum and intense special education intervention and support, students who exhibit behaviors and challenge that, in the team's judgment, warrant out-placement in a therapeutic day school program.



Students attending the Ripley School Program have cognitive abilities that fall in the average range or above; however, many students have significant learning disabilities, organizational issues, social, emotional and/or behavioral issues that greatly impact their performance in academic areas. All students are on an Individual Education Plan and most have cognitive skills in the average range (may have specific learning disabilities).

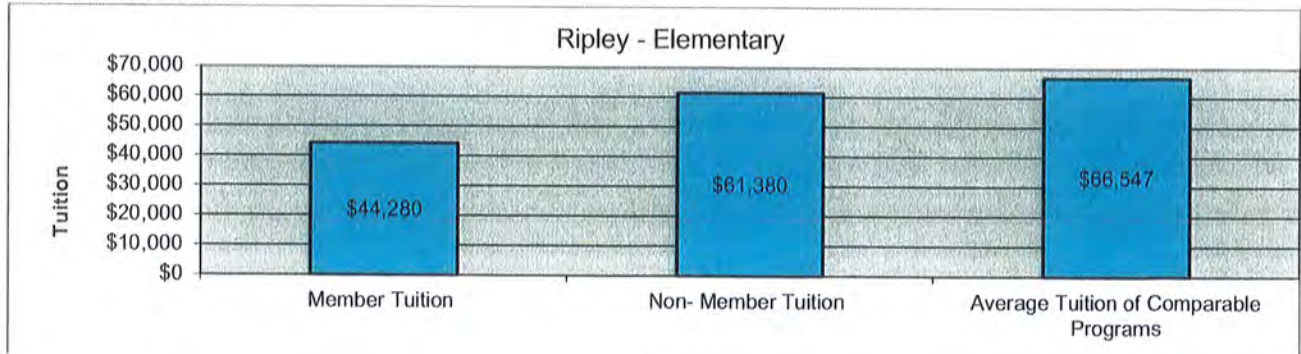
All curricula taught at the Ripley School follows the standards based on the Common Core Curriculum Frameworks while, at the same time, provides individual students with support, adaptations and accommodations they need in order to reach their learning potential, as well as, pass the MCAS. The program strives to assist students in developing the behavioral and academic skills needed to successfully return to their sending school.

The program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression

Additional Program Features

- Curriculum aligned to MA state Frameworks
- Small group instruction -3:1 Student to staff Ratio
- Multisensory learning approach
- Balanced Literacy Program
- Social Skills Group
- Sensory Education Program
- Keyboarding and computer instruction
- Mimeos in every classroom
- Adventure-based learning
- Weekly Social Skills group;
- Pragmatic Language and Occupational Therapy Groups
- Electives Program: Project Adventure, Cooking, Science, Arts and Crafts
- Parent Activity Group
- Yearly School Community Events: Thanksgiving brunch; Holiday Fair; Yard Sale; Socials
- Staff Include:
 - DESE certified Teachers; Licensed Fulltime Counselors; Licensed Occupational Therapist; Licensed Speech and Language Pathologist; Certified Physical Education Teacher; Behavior Specialist; Experienced Assistant Teaching Staff; Fulltime Registered Nurse; Music Therapist

Cost-Effectiveness:



SEEM MIDDLE SCHOOL PROGRAM

SEEM Middle School is a Massachusetts Department of Education approved co-educational therapeutic day school. Located in Stoneham, the school is conveniently located minutes from both route 93 and route 95. SEEM Middle School services an average range of 46-70 students. The main goal of SEEM Middle is to provide the necessary therapeutic and educational supports to help students prepare for high school and attain the social/behavioral skills to be prepared to join the work force or continue on to higher education opportunities. Counselors provide both therapeutic and case management supports.

Students who attend the SEEM Middle School are in Grades 5-8, currently on an Individual Education Plan and typically present with the following characteristics: No significant level of global delay (may have specific learning disabilities); Able to contact at or near grade level for most academic material with support.

The program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression

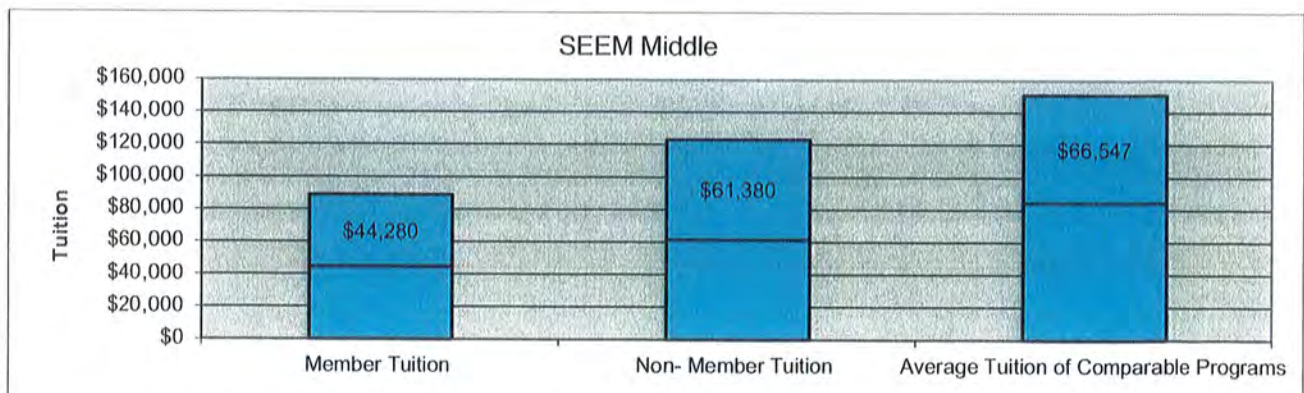
Additional Program Features

- Curriculum aligned with MA State Frameworks
- Small group instruction- Average of 3:1 Student to Staff ratio
- Multi-sensory learning approach
- Balanced Literacy Program
- Social Skills Group
- Sensory Education Program
- Direct and Consulting SLP, OT, PT Services
- Computer instruction
- Project-based learning



- Mimeos in every classroom
- Student Recreational Room and Activities
- Creative Arts Program
- Theater, Photography and multimedia electives
- School Basketball Team
- In school vocational placements
- Prevocational skills training
- Staff include:
 - DESE certified Teachers; Licensed Fulltime Counselors; Licensed Occupational Therapist; Licensed Speech and Language Pathologist; Certified Physical Education Teacher; Behavior Specialist; Experienced Assistant Teaching Staff; Fulltime Registered Nurse on site; Consulting Board Certified Behavior Analyst

Cost-Effectiveness:



CAMPUS ACADEMY ALTERNATIVE HIGH SCHOOL & FOUNDATIONS FOR LIFE PROGRAM

Campus academy is a DESE approved educational therapeutic day school. Located in Stoneham, MA. Campus Academy's census fluctuates between 70 and 85. Campus Academy's primary goal is to provide the necessary therapeutic, transition, and academic supports to help students' graduate high school and/or attain the productive social/behavioral skills needed to return to the sending district, join the work force, or continue on to higher education opportunities. The Academic and Elective Programs at Campus Academy are aligned with State requirements and meets the credit requirements of each sending districts; therefore, each student attending Campus Academy is eligible for a high school diploma from his or her sending district provided course requirements are met with a passing grade and MCAS is passed. In addition to academic support, the counselors on staff provide both therapeutic and case management supports to students and their families and interface with other medical, court appointed and/or community-based supports as needed. Campus Academy also offers a vocational program in which students receive onsite employment opportunities and training, community-based employment, and community based social pragmatics training.

Students enrolled at Campus Academy High School are currently on an Individual Education Plan and present with the following learning profile: Have No significant level of global delay (may have specific learning disabilities); Able to access at or near grade level for most academic material with support; May require some remedial supports for specific learning disabilities; have identified social – emotional needs. The program also offers a five-week, extended year program, from late June to end of July for students who require additional academic services to prevent substantial regression

Additional Program Features:

- Curriculum aligned with MA State Frameworks
- Small group instruction- Average of 6:1 Student to Staff ratio

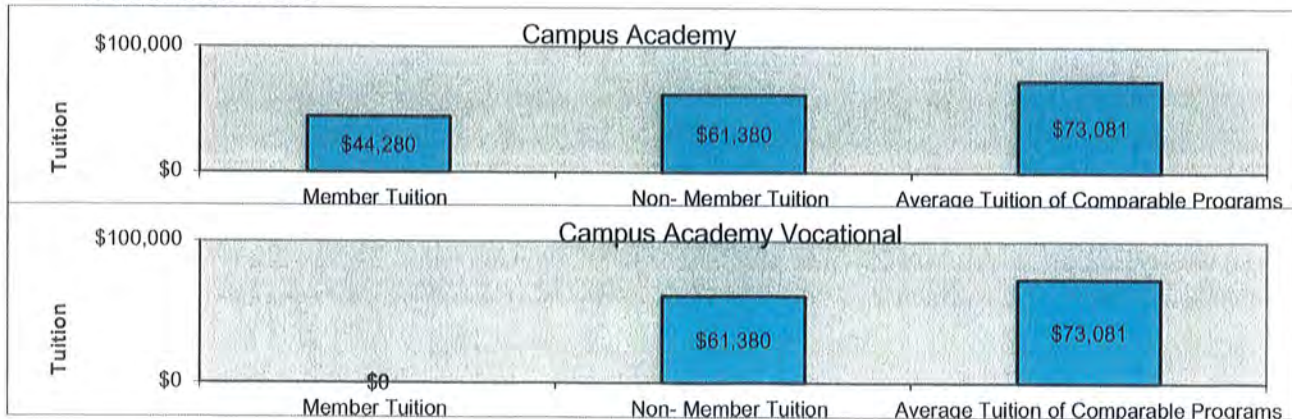


- Multi-sensory learning approach
- Balanced Literacy Program
- Social Skills Group
- Dual Enrollment Program with local Community Colleges
- Sensory Education Program
- Direct and Consulting SLP, OT, PT Services
- Computer instruction
- Project-based learning
- Student Recreational Activities/Intramural Sports
- Fine Art, Visual Art and Graphic Arts Program
- In school and community-based vocational placements
- Transition and vocational skills training
- Staff Include:

DESE certified Teachers; Licensed Fulltime Counselors; Licensed Occupational Therapist; Licensed Speech and Language Pathologist; Certified Physical Education Teacher; Behavior Specialist; Experienced Assistant Teaching Staff; Fulltime Registered Nurse on site; Consulting Board Certified Behavior Analyst

The Foundations for Life program is an extension of Campus Academy that delivers extended services to students 18 years and older. The program's goal is to promote the greatest level of independence possible for each student by providing community-based transition skills for students who require such training after completing grade.

Cost-Effectiveness:



SEEM ASSESSMENT INTERVENTION CENTER

SAIC is an interim alternative educational setting, which provides stabilization and evaluation to aide in determining long-term educational placement solutions. Students attend the center for up to 9 school weeks. During this time parents/guardians and students can expect a highly structured, therapeutic educational setting in which each student is carefully evaluated. Classrooms are designed to provide a rich academic experience in which each student engages in curriculum as outlined by the Massachusetts Common Core Frameworks.



Additional Features:

Curriculum:

- Sending district personnel have the option to forward curriculum to our teachers so that students can continue to focus upon their community district curriculum.

School-based individual counseling and groups:

- Our program clinician provides therapeutic support throughout each school day. Students are involved in groups, which target social skills, behavioral skills, cooperative play and leadership.

Person Centered Planning:

- In an effort to organize a framework for planning and making decisions, each student creates a power point to present to the TEAM at their final meetings. Each student's project is based on his or her strengths, capabilities, preferences, lifestyle and cultural background.

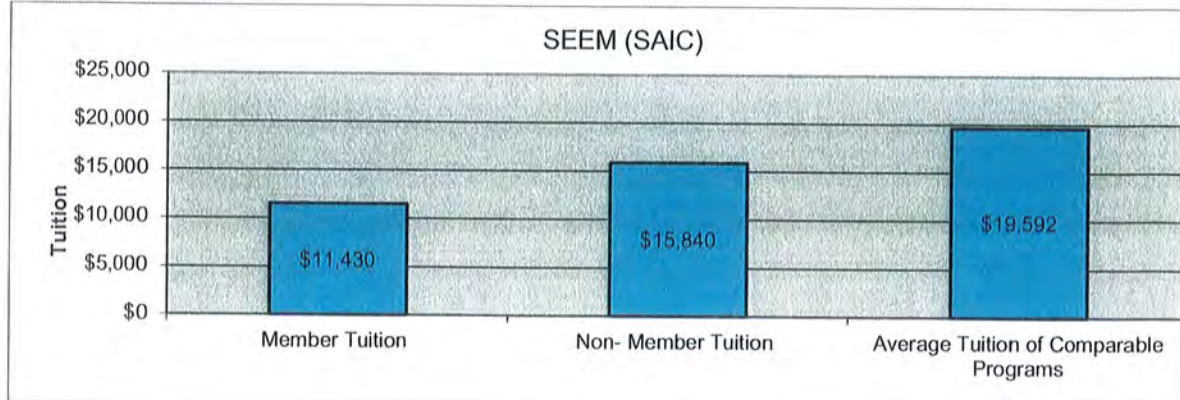
Occupational therapy and Speech therapy:

- Our teachers have weekly consultation with an occupational therapist and speech therapist. Students who have Occupational and/or Speech Therapy on their IEP grids engage in one 30 minute OT and/or Speech group per week (for elementary/middle classrooms).

Evaluation:

- Social-emotional, behavioral, academic, transition, and psycho-education

Cost-Effectiveness



V. DISTRICT BASED SERVICES

Collaborative Objective #2:

Offering cooperative programs and/or services to help districts maximize cost efficiency and program effectiveness through a collaborative effort.

Progress toward Program Objective:

In addition to offering programs that directly educate students, the collaborative also provides district-based services that support teachers and specialists who service students who have low-incidence special needs. These services include evaluations, consultation, targeted professional development and direct service to staff and students in local public schools.

Efforts to make progress towards this objective included implementation a new service called the Bridges Program. The Bridges program expanded our ability to support students with social emotional difficulties in the public schools. Additionally, the Bridges program provides wraparound services to families.

Cost-Effectiveness:

The district-based services helps districts maximize cost efficiency and effectiveness through a consortium approach. For example, vision services is a need in all ten member districts, however, because it is a low-incidence need, contracting on a per diem basis with the collaborative is more cost-effective than hiring staff and it can prevent an out of district placement. The district is therefore able to provide the specialized support required to properly educate certain students in their home school, support inclusion, and avoid the costs associated with hiring additional staff and out of district placements.

Description of District Based Services:

Assistive Technology

SEEM Collaborative provides Assistive Technology assessments and consultations to member & non-member districts. Utilizing the SETT Framework, students are assessed to determine what, if any, assistive technology supports are needed to support access to the Mass Curriculum Frameworks. Classroom support and training is available as needed. Assistive Technology and Universal Design for learning workshops are also offered. During the 2019-2020 school year, the AT department worked across 12 districts, completed 18 evaluations and delivered ongoing consultation to 21 student teams.

Audiology

Services include: ongoing consultation with classroom staff on a specific speech, language, audition, academic and social/emotional needs of the student, providing in-services on hearing equipment functioning and troubleshooting, providing instruction on environmental and educational accommodations, communicating with the student's audiologist when needed and when necessary providing direct assessment and instruction to the student in need. Audition services are provided to each student part of our SEEM Deaf and Hard of Hearing program. During the 2019-2020 school year these services were provided to 22 students in public school districts, in order to support the districts effort to educate children in their local public school.

Behavior

Applied Behavior Analysis (ABA) is the science of systematically studying variables that influence behavior (Sulzer-Azaroff & Mayer, 1991) and is the teaching methodology, which has received the most effective outcomes for individuals with autism (Zager, 2005). SEEM Collaborative currently employs several Board Certified Behavior Analysts (BCBA), who provide and supervise ABA services, for students ages 3-22. The main areas of service provided are: Consultation to Member & Non-member public schools, Direct and Consultative Home services, Behavior Analytic assessments as well as Behavior-based trainings. During the 2019-2020 school year, school and home based consultation/services were provided to approximately 75 students and approximately 18 Functional Behavior Assessments and 9 home assessments were conducted across 12 districts.

Psycho-Educational Assessments

The primary goal of a psycho-educational assessment is to evaluate psychological and academic functioning to determine the needs for special education placement and services required for effective remediation. A school neuropsychological evaluation integrates neuropsychological and educational principles to the assessment and intervention process. During the 2019-2020 school year this service was provided for approximately 50 students who attended the Assessment and Intervention Center and Campus Academy Alternative High School.

Transition

SEEM Collaborative's Transition Services Department provides evaluation in the areas of vocation and transition skills. Each evaluation consists of a series of formal and informal tests, interviews and observations. Specific evaluation tools are used based on the individual's specific learning style and assessments begin with a review of the student's most recent IEP and testing. During the 2019-2020 school year our transition service department conducted transition assessments and provided direct service for 50+ students across 10 districts. The Transition Services Department conducted 12 transition assessments and 2 vocational assessments; they provided job coaching and community-based instruction to 7 students across two districts; ed coaching to three students at Salem State University; and professional development and consultative support was provided to SEEM programs. The Metro-North Transition Taskforce, an interagency group co-facilitated by members of SEEM and Shore Collaboratives, met three times last year, providing information to up to 53 participants per meeting, representing 6 SEEM member school districts, 4 non-member school districts, one private special education school, 3 collaboratives, and 7 adult service agencies and providers.

Vision and Mobility

Vision services are provided through either direct instruction or consultative model. Direct services include teaching compensatory skills, Consultation to classroom staff includes classroom organization, materials modification and teaching strategies. Orientation and mobility instruction is age appropriate, individualized training which teaches students with visual impairments to move safely and independently in home, schools and Community. During the 2019-2020 school year, SEEM Collaborative provided this service to 39 students across 4 districts and conducted approximately 9 evaluations, all with a single provider.

English Language Education:

SEEM's English Language Education (ELE) department offers a variety of services to English Language Learners and their teachers. Our services include coaching/consultation for ELL and SEI teachers, professional development workshops, RETELL trainings, direct student services, and ELL assessments. We are also able to do program consults and assessments for districts looking to restructure their programming. During the 2019-2020 school year the collaborative managed the Title III grant for 5 member districts. The collaborative also offered 2 professional development offerings that met the 15 pdp licensure requirement. Approximately 50 people participated in the courses. The Collaborative ran approximately 18 full Teacher RETELL courses and 1 for administrators, servicing approximately 400 educators.

Home Tutoring Services

Tutoring services are provided to students who have a medical condition preventing them from participating in classroom instruction. The goal of tutoring is to keep students as current as possible with their school-work while facilitating the student's return to the current classroom setting. The collaborative provides the services through online learning or direct 1:1 instruction. Online courses may be used in place of, or to supplement, direct instruction for available classes. During the 2019-2020 school year, this service was provided to 23 students across 7 member districts and 1 non-member district.

Wraparound Services - Bridge Program

The purpose of the Bridge Program at SEEM Collaborative is to assist public school districts with developing increased skills and capacity to effectively meet the growing needs of students struggling with social and emotional difficulties; to provide support to families in removing nonacademic barriers to student success; and to support students directly through crisis intervention and intensive case management. The Bridge Program provides services in a variety of modalities in the school, home and community setting. The Bridge Program offers Consultation Services, Home Services, Intensive Case Management and Coordination and School Based Assessments and Direct Services. During the 2019-2020 school year, the Bridge Program serviced approximately 70 students in 10 member districts and provided professional development on the topic of trauma to approximately 100 staff across 5 public schools.

Inclusion Coaching

During the 2019-2020 school year, 7 member districts joined together to cost-share an inclusion coach position. This year, our inclusion coach continued to provide support to those 7 districts, as well as expanded the way in which they meet the needs of our members by providing an inclusion assessment and follow up consultation. The Collaborative hired the inclusion coach on behalf of our member districts. This position was created as the result of the RADAR grant issued by MA DESE. The inclusion coach provided ongoing job-embedded professional development and coaching support to identified classrooms at the elementary, middle and high school levels.

Equity Services and Evaluations

During the 2019-2020 school year, the Equity Specialist provided training and consultative services to 7 districts, in the form of one-time trainings, ongoing professional development, or classroom and school-level consultation. The support provided was in areas including supporting LGBTQ/T+ students, cultural humility, racism and anti-racism in schools, and disability. The Equity Specialist also provided relationship and sexuality education to special education classes in 7 programs across 5 districts, with ages ranging from middle school to post-graduate.

VI. Transportation Services

Collaborative Objective #3:

Provision of cooperative and regional educational programs and services in a cost-effective manner;

Progress Towards Meeting Objective

SEEM Collaborative provides cooperative and regional services to public school districts in the northeast by managing a special education transportation contract on with NRT Bus Co. on behalf of 10 local public school districts: Andover, Chelsea, Lynnfield, North Andover, North Reading, Stoneham, Swampscott, Wakefield, Winchester and Woburn. The cooperative service provides school districts the opportunity to partner with each other to transport their students to out-of-district schools. Our carefully selected transportation provider is equipped to meet the special needs of our students; drivers receive training in student safety and behavior support strategies. Additionally, each van is equipped with a GPS, a video camera and a child checkmate system to ensure student safety from the time they are picked up at home until they arrive at their destinations.

Cost-Effectiveness:

This cooperative contract continues to be cost-effective because transportation of special education students to out-of-district schools can be shared within contiguous areas, thus reducing the cost to each district. The quality of service is improved by a contract with one transportation company delegating the vehicle routing of all students to NRT staff, avoiding route duplication, overlap and wait time. In addition to cost savings, the Collaborative supports participating districts in saving time and energy by following the procurement process, collecting the data, writing and initiating the bid process and by managing the contract.

VII. Professional Development

Collaborative Objective #4:

To offer a variety of quality professional development opportunities to general and special education teachers and administrators, and related service providers.

SEEM Collaborative believes that fostering continual professional growth is critical to the effective practice and successful student learning. Our professional development center's core mission is to provide support services to our districts in extending instructional excellence to students. We are committed to providing quality, cost-effective services and partnering with local school districts to develop high quality, authentic professional development services to improve student achievement. Our 2018-2019 offerings included:

- Fostering Math Practices: Essential Strategies for Teaching Students with Learning Disabilities to think Mathematically, Amy Lucenta and Grace Kelemanik
- Reducing Anxiety in the Classroom - Jessica Minahan - 2, January and March
- Engaging Parents in Preventing Sexual Abuse and promoting Healthy Development
- SEI Fall Courses: Teacher 13, Admin course- 1
- SEI Winter/Spring: Teacher 5, Admin Course - 1

- 15 PDP Courses (there were several offered that never ran due to low or no enrollment)
- SEI for Business Managers
- 15 PDPs in Special Education Topics for Admins

Additionally, the Collaborative facilitated job a-likes for member districts in the following areas:

- Transition
- Preschool Directors
- BCBA's
- Educational Team Leaders
- Curriculum Leaders
- ESL teachers
- Job Likes created to support remote learning practice during the pandemic:
 - Sub-separate educators
 - Elementary
 - Middle
 - High School
 - Related Service Providers
 - Occupational Therapists
 - Physical Therapists
 - Speech & Language Pathologists

Cost-Effectiveness:

The professional development center provides professional development in a myriad of ways that is engaging, promotes positive change in practice, and supports the growth of all staff. We hire trainers that are reputable and known for their high impact on instructional practice (i.e. Jessica Minahan), but are too costly for a district to fund entirely on their own, particularly for low incidence positions. We also utilize Collaborative Staff (i.e. BCBA's, Equity Specialist, Safety Care Trainers) to provide customized workshops; this allows districts to access trainings that are necessary for select faculty across districts without incurring the burden of total cost. The job a-likes are cost-free for member districts, with exception of when a facilitator must be hired. During the 2019-2020 school year the collaborative provided professional development to approximately 800 people across 50 districts.

VIII. GRANT SERVICES

Collaborative Objective #5

Exploration and pursuit of grants and other funding to support identified needs of the Member Districts.

Progress Towards Objective:

SEEM Collaborative works to support district capacity by seeking and applying for grant funds that will support district initiatives. SEEM received the following grants in FY20:

Grant	Amount Awarded	Funding Year	Purpose of Grant/Allocation of Funds
Cummings Foundation	\$20,000	FY20 (Year 2 of 10)	Enhance educational experiences.
Title III	\$38,777	FY20	Provided supplemental ELL supports for the towns of Lynnfield, North Reading, Reading, Stoneham, and Wakefield .

Cost-Effectiveness:

The total amount of grant funds awarded to the Collaborative during the 2019-2020 school year was \$58,777. Grant funding demonstrates cost savings, as it affords us the opportunity to strengthen our instructional practices and provide professional development to our member district educators at no cost to the districts or the collaborative.

IX. FINANCIAL INFORMATION

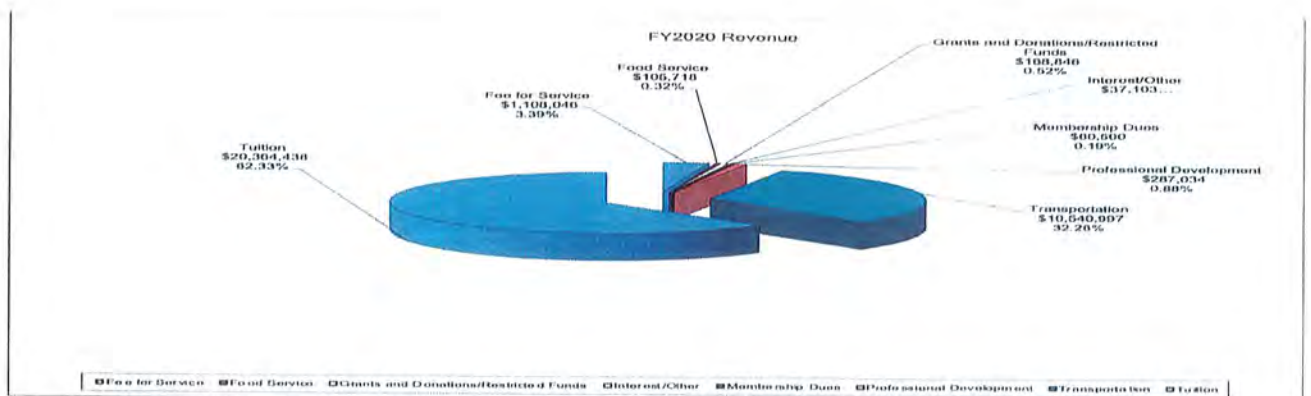
FY20 SOURCES OF REVENUE

SEEM Collaborative Revenue sources include...

Tuition, Fee for Service (Consultation, Direct Service to Districts and Assessments), Professional Development, Grants, Food Service, Transportation, and Membership Dues and Interest:

**SEEM Collaborative
FY2020 Revenue**

Program	Revenue	Percentage
Fee for Service	\$ 1,108,046	3.39%
Food Service	\$ 105,718	0.32%
Grants and Donations/Restricted Funds	\$ 168,846	0.52%
Interest/Other	\$ 37,103	0.11%
Membership Dues	\$ 60,500	0.19%
Professional Development	\$ 287,034	0.88%
Transportation	\$ 10,540,997	32.26%
Tuition	\$ 20,364,438	62.33%
TOTAL	\$ 32,672,682	100.00%



APPENDIX A

FY20 Tuition and Rate Comparison with Comparable Programs

Member District Rates

Program	Tuition	Days	Tuition Per day	Day Comparison Difference	180 Day Comparison Tuition Cost	180 Day Comparison Difference	
Elementary (Pre K-5)							
Elementary School							
DHOH	\$44,280.00	180	\$246.00		\$44,280.00		
Clark School	\$59,990.69	180	\$333.28	-\$87.28	\$59,990.69	-\$15,710.69	
Horace Mann	\$95,847.31	221	\$433.70	-\$187.70	\$78,065.68	-\$33,785.68	
Childrens Comm. Ctr.	\$97,695.04	204	\$478.90	-\$232.90	\$86,201.51	-\$41,921.51	
Average Cost and Difference of Comparable Programs based on 180 Days						Average Cost	Average Difference
						\$74,752.63	-\$30,472.63
TLC Beebe							
	\$44,280.00	180	\$246.00		\$44,280.00		
League School of Boston	\$103,280.82	216	\$478.15	-\$232.15	\$86,067.35	-\$41,787.35	
May Institute	\$119,064.30	235	\$506.66	-\$260.66	\$91,198.19	-\$46,918.19	
Child. Comm. Ctr.	\$97,695.04	204	\$478.90	-\$232.90	\$86,201.51	-\$41,921.51	
Hopeful Journeys	\$120,436.37	216	\$557.53	-\$311.53	\$100,355.31	-\$56,075.31	
Lighthouse	\$87,337.41	180	\$485.10	-\$239.10	\$87,337.41	-\$43,037.41	
Average Cost and Difference of Comparable Programs based on 180 Days						Average Cost	Average Difference
						\$90,227.95	-\$45,947.95
Ripley							
	\$44,280.00	180	\$246.00		\$44,280.00		
Brandon	\$80,784.04	216	\$374.00	-\$128.00	\$67,320.03	-\$23,040.03	
Deveraux	\$60,507.06	216	\$280.13	-\$34.13	\$50,422.55	-\$6,142.55	
St. Ann's	\$54,880.77	180	\$304.89	-\$58.89	\$54,880.77	-\$10,600.77	
Manville	\$93,565.92	180	\$519.81	-\$273.81	\$93,565.92	-\$49,285.92	
Average Cost and Difference of Comparable Programs based on 180 Days						Average Cost	Average Difference
						\$66,547.32	-\$22,267.32
Middle School							
TLC Beebe							
	\$44,280.00	180	\$246.00		\$44,280.00		
League School of Boston	\$103,280.82	216	\$478.15	-\$232.15	\$86,067.35	-\$41,787.35	
May Institute	\$119,064.30	235	\$506.66	-\$260.66	\$91,198.19	-\$46,918.19	
Child. Comm. Ctr.	\$97,695.04	204	\$478.90	-\$232.90	\$86,201.51	-\$41,921.51	
Hopeful Journeys	\$120,436.37	216	\$557.53	-\$311.53	\$100,355.31	-\$56,075.31	
Lighthouse	\$87,337.41	180	\$485.10	-\$239.10	\$87,337.41	-\$43,037.41	
Average Cost and Difference of Comparable Programs based on 180 Days						Average Cost	Average Difference
						\$90,227.95	-\$45,947.95
SEEM Middle							
	\$44,280.00	180	\$246.00		\$44,280.00		
Walker School	\$91,671.96	216	\$424.41	-\$178.41	\$76,393.30	-\$32,113.30	
Dearborn Academy	\$86,942.78	180	\$483.02	-\$237.02	\$86,942.78	-\$42,662.78	
Compass, Inc.	\$72,946.45	180	\$405.26	-\$159.26	\$72,946.45	-\$28,666.45	
Manville	\$93,565.92	180	\$519.81	-\$273.81	\$93,565.92	-\$49,285.92	
Farr Academy	\$90,693.97	180	\$503.85	-\$237.86	\$90,693.97	-\$46,413.97	
Average Cost and Difference of Comparable Programs based on 180 Days						Average Cost	Average Difference
						\$84,108.48	-\$39,828.48
Middle School (5-9th)							
SEEM Middle							
	\$44,280.00	180	\$246.00		\$44,280.00		
Walker School	\$91,671.96	216	\$424.41	-\$178.41	\$76,393.30	-\$32,113.30	
Dearborn Academy	\$86,942.78	180	\$483.02	-\$237.02	\$86,942.78	-\$42,662.78	
Compass, Inc.	\$72,946.45	180	\$405.26	-\$159.26	\$72,946.45	-\$28,666.45	
Manville	\$93,565.92	180	\$519.81	-\$273.81	\$93,565.92	-\$49,285.92	
Farr Academy	\$90,693.97	180	\$503.85	-\$237.86	\$90,693.97	-\$46,413.97	
Average Cost and Difference of Comparable Programs based on 180 Days						Average Cost	Average Difference
						\$84,108.48	-\$39,828.48
High School							
SEEM Prep							
	\$44,280.00	180	\$246.00		\$44,280.00		
Meimark	\$116,888.65	237	\$493.20	-\$247.20	\$88,776.19	-\$44,496.19	
May Institute	\$119,064.30	235	\$506.66	-\$260.66	\$91,198.19	-\$46,918.19	
NECC	\$122,098.57	216	\$564.26	-\$294.26	\$97,246.65	-\$52,966.65	
Walker - Beacon	\$59,129.87	198	\$298.64	-\$52.64	\$53,754.43	-\$9,474.43	
Nashoba	\$111,239.18	216	\$515.00	-\$269.00	\$92,699.32	-\$48,419.32	
Crossroads	\$123,452.49	226	\$546.25	-\$300.25	\$98,324.99	-\$54,044.99	
Average Cost and Difference of Comparable Programs based on 180 Days						Average Cost	Average Difference
						\$86,999.96	-\$42,719.96

Member District Rates

High School (ages 14-22)	Campus/Campus Voc.	180	\$246.00	\$44,280.00	\$44,280.00
Social-Emotional/Behavioral;					
Autism Spectrum Disorder - High	Compass Inc.	180	\$405.26	\$72,946.45	\$72,946.45
Functioning; Asperger Syndrome	Farr Academy	180	\$503.86	\$90,693.97	\$90,693.97
	Milestones	216	\$450.54	\$97,315.96	\$81,096.63
	Wayside	220	\$264.38	\$58,163.61	\$47,588.41
Average Cost and Difference of Comparable Programs based on 180 Days					
				Average Cost	\$73,081.37
				Average Difference	-\$28,801.37

Note: The average of Campus and Campus Vocational is used to calculate the comparison difference amounts.

Member District Rates

Assessment and Intervention Center						
Assessment and Intervention Center	SEEM (SAIC)	\$11,430.00	45	\$254.00	Tuition Cost	Comparison Difference
	Italian Home	\$15,509.78	40	\$387.74	\$17,448.50	-\$6,018.50
	Dearborn	\$19,320.62	40	\$483.02	\$21,735.69	-\$10,305.69
Average Cost and Difference of Comparable Programs based on 45 Days						
*Assessments are completed at the "Assessment Center" or when appropriate integrated into a school program.						
Average Cost						
Average Difference						
-\$8,162.10						
Fee for Service						
Program	Hourly Rate	Seem-Outside Differential	Notes			
SEEM	\$80.00					
ARISE	\$65.00	-\$15.00				
BBLC	\$95.00	\$15.00				
KINDLE	\$65.00	\$15.00				
Average Cost						
Average Difference						
-\$5.00						
BCBA Direct Service	SEEM	\$125.00				
	Pridestar	\$150.00	\$25.00			
	ARISE	\$115.00	\$10.00			
Average Cost						
Average Difference						
-\$17.50						
Orientation, Mobility, & Vision	SEEM	\$125.00				
	NE Low Vision & Blindness	\$150.00	-\$25.00			
	Perkins	\$132.00	-\$7.00			
Average Cost						
Average Difference						
-\$16.00						
Assistive Technology	SEEM	\$96.00				
	Edtech Solutions	\$120.00	-\$24.00			
Average Cost						
Average Difference						
-\$24.00						
Tutoring	SEEM (Licensed Teachers)	\$80.00				
	Club Z	\$60.00	\$20.00			
	Boston Tutoring Services	\$75.00	\$5.00			
Average Cost						
Average Difference						
-\$12.50						

1. Tuition data source of private schools utilized by member districts - MA OSD - Authorized prices for FY20 and member district survey

2. Fee for service data source - member district survey.

NON-MEMBER DISTRICT RATES

Program	Tuition	Days	Tuition Per day	Day Comparison Difference	180 Day Comparison Tuition Cost	180 Day Comparison Difference
Elementary (Pre K-2)						
Educationally Significant Hearing Loss including Moderate, Severe, and Profound Losses						
DHOH	\$61,380.00	180	\$341.00		\$61,380.00	
Clark School	\$59,990.69	180	\$333.28	\$7.72	\$59,990.69	\$1,389.31
Horace Mann	\$95,847.31	221	\$433.70	-\$92.70	\$78,065.68	-\$16,885.68
Childrens Comm. Ctr.	\$97,695.04	204	\$478.90	-\$137.90	\$86,201.51	-\$24,821.51
Average Cost and Difference of Comparable Programs based on 180 Days						Average Difference
						\$74,752.63
						-\$13,372.63
Elementary (Pre K-5)						
Global Impairments; Neurological; Autism Spectrum Disorder						
TLC Beebe	\$61,380.00	180	\$341.00		\$61,380.00	
League School of Boston	\$103,280.82	\$216.00	\$478.15	-\$137.15	\$86,067.35	-\$24,687.35
May Institute	\$119,064.30	\$235.00	\$506.66	-\$165.66	\$91,198.19	-\$29,818.19
Child. Comm. Ctr.	\$97,695.04	\$204.00	\$478.90	-\$137.90	\$86,201.51	-\$24,821.51
Hopeful Journeys	\$120,426.37	\$216.00	\$557.53	-\$216.53	\$100,355.31	-\$38,975.31
Lighthouse	\$87,317.41	\$180.00	\$485.10	-\$144.10	\$87,317.41	-\$25,937.41
Average Cost and Difference of Comparable Programs based on 180 Days						Average Difference
						\$87,696.11
						-\$26,316.11
Elementary (Pre K-5)						
Social-Emotional/Behavioral; Autism Spectrum Disorder-High Functioning; Asperger Syndrome						
Ripley	\$61,380.00	180	\$341.00		\$61,380.00	
Brandon	\$80,784.04	216	\$374.00	-\$33.00	\$67,320.03	-\$5,940.03
Deveraux	\$60,507.06	216	\$280.13	\$60.87	\$50,422.55	\$10,957.45
St. Ann's	\$54,880.77	180	\$304.89	\$36.11	\$54,880.77	\$6,499.23
Manville	\$93,565.92	180	\$519.81	-\$178.81	\$93,565.92	-\$32,185.92
Average Cost and Difference of Comparable Programs based on 180 Days						Average Difference
						\$66,547.32
						-\$5,167.32
Middle School (5-9th)						
Global Impairments; Neurological; Autism Spectrum Disorder						
TLC Beebe	\$61,380.00	180	\$341.00		\$61,380.00	
League School of Boston	\$103,280.82	216	\$478.15	-\$137.15	\$86,067.35	-\$24,687.35
May Institute	\$119,064.30	235	\$506.66	-\$165.66	\$91,198.19	-\$29,818.19
Child. Comm. Ctr.	\$97,695.04	204	\$478.90	-\$137.90	\$86,201.51	-\$24,821.51
Hopeful Journeys	\$120,426.37	216	\$557.53	-\$216.53	\$100,355.31	-\$38,975.31
Lighthouse	\$87,317.41	180	\$485.10	-\$144.10	\$87,317.41	-\$25,937.41
Average Cost and Difference of Comparable Programs based on 180 Days						Average Difference
						\$90,227.95
						-\$28,847.95
Middle School (5-9th)						
Social-Emotional/Behavioral; Autism Spectrum Disorder- High Functioning; Asperger Syndrome						
SEEM Middle	\$61,380.00	180	\$341.00		\$61,380.00	
Walker School	\$91,671.96	216	\$424.41	-\$83.41	\$76,393.30	-\$15,013.30
Dearborn Academy	\$86,942.78	180	\$483.02	-\$142.02	\$86,942.78	-\$25,562.78
Compass, Inc.	\$72,946.45	180	\$405.26	-\$64.26	\$72,946.45	-\$11,566.45
Manville	\$93,565.92	180	\$519.81	-\$178.81	\$93,565.92	-\$32,185.92
Farr Academy	\$90,693.97	180	\$503.86	-\$162.86	\$90,693.97	-\$29,313.97
Average Cost and Difference of Comparable Programs based on 180 Days						Average Difference
						\$84,108.48
						-\$22,728.48
High School						
SEEM Prep						
SEEM Prep	\$61,380.00	180	\$341.00		\$61,380.00	
Melmark	\$116,888.65	237	\$493.20	-\$152.20	\$88,776.19	-\$27,396.19
May Institute	\$119,064.30	235	\$506.66	-\$165.66	\$91,198.19	-\$29,818.19
NECC	\$122,098.57	226	\$540.26	-\$195.26	\$97,246.65	-\$35,866.65
Walker - Beacon	\$59,129.87	198	\$298.64	\$42.36	\$53,754.43	\$7,625.57
Nashoba	\$111,239.18	216	\$515.00	-\$174.00	\$92,699.32	-\$31,319.32
Crossroads	\$123,452.49	226	\$546.25	-\$205.25	\$98,324.99	-\$36,944.99
Average Cost and Difference of Comparable Programs based on 180 Days						Average Difference
						\$98,324.99
						-\$36,944.99

Average Cost and Difference of Comparable Programs based on 180 Days

NON-MEMBER DISTRICT RATES

					\$86,999.96	-\$25,619.96
Campus/Campus Voc	\$61,380.00	180	\$341.00		\$61,380.00	
Compass Inc.	\$72,946.45	180	\$405.26	-\$64.26	\$72,946.45	-\$11,566.45
Farr Academy	\$90,693.97	180	\$503.86	-\$162.86	\$90,693.97	-\$29,313.97
Milestones	\$97,315.96	216	\$450.54	-\$109.54	\$81,096.63	-\$19,716.63
Wayside	\$58,163.61	220	\$264.38	\$76.62	\$47,588.41	\$13,791.59
Average Cost and Difference of Comparable Programs based on 180 Days					Average Cost	Average Difference
					\$73,081.37	-\$11,701.37

Note: The average of Campus and Campus Vocational is used to calculate the comparison difference amounts.

NON-MEMBER DISTRICT RATES

Assessment and Intervention Center								
Assessment and Intervention Center	SEEM (SAIC)	\$	Hourly Rate	Seem-Outside Differential	Day Comparisons Difference	Tuition Cost	Comparison Difference	
	SEEM (SAIC)	\$	\$15,840.00	45	\$352.00			
	Italian Home	\$	15,509.78	40	\$387.74	\$17,448.50	-\$1,608.50	
	Dearborn	\$	19,320.62	40	\$483.02	\$21,735.69	-\$5,895.69	
Average Cost and Difference of Comparable Programs based on 45 Days							Average Cost	Average Difference
*Assessments are completed at the "Assessment Center" or when appropriate integrated into a school program.							\$19,592.10	-\$3,752.10
Fee for Service								
Program	Hourly Rate	Seem-Outside Differential	Notes					
ABA Direct Services	SEEM	\$96.00						
	BBLC	\$95.00	-\$1.00					
	KINDLE	\$65.00	\$65.00					
Average Cost and Difference of Comparable Service	Average Cost	Average Difference						
	\$80.00	\$32.00						
BCBA Direct Service	SEEM	\$152.00						
	ARISE	\$115.00	\$37.00					
Average Cost and Difference of Comparable Service	Average Cost	Average Difference						
	\$115.00	\$37.00						
Orientation, Mobility, & Vision	SEEM	\$152.00						
	NE Low Vision & Blindness	\$150.00	\$2.00					
	Perkins	\$132.00	\$20.00					
Average Cost and Difference of Comparable Service	Average Cost	Average Difference						
	\$132.00	\$20.00						
Assistive Technology	SEEM	\$117.00						
	Edtech Solutions	\$120.00	-\$3.00					
Average Cost and Difference of Comparable Service	Average Cost	Average Difference						
	\$120.00	-\$3.00						
Tutoring	SEEM (Licensed Teachers)	\$96.00						
	Club Z	\$60.00	\$36.00					
	Boston Tutoring Services	\$75.00	\$21.00					
Average Cost and Difference of Comparable Service	Average Cost	Average Difference						
	\$67.50	\$28.50						

1. Tuition data source of private schools utilized by member districts - MA OSD - Authorized prices for FY20 and member district survey.

2. Fee for service data source - member district survey.

APPENDIX B

FY20 Financial Audit

SEEM Collaborative

Financial Statements

For the Year Ended
June 30, 2020

SEEM Collaborative
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 For the Year Ended June 30, 2020

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FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
SEEM Collaborative
Stoneham, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of SEEM Collaborative (a collaborative organized under the Laws of the Commonwealth of Massachusetts), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise SEEM Collaborative's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of SEEM Collaborative, as of June 30, 2020, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, OPEB Plan – Required Supplementary Information and pension schedules on pages 3-6 and 29-35 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2020, on our consideration of SEEM Collaborative's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of SEEM Collaborative's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering SEEM Collaborative's internal control over financial reporting and compliance.



Certified Public Accountants

Newburyport, Massachusetts

December 15, 2020

SEEM Collaborative
Management's Discussion and Analysis
June 30, 2020

Our discussion and analysis of SEEM Collaborative's ("The Collaborative") financial performance provides an overview of the Collaborative's financial activities for the fiscal year ended June 30, 2020 with comparative information from the fiscal years ended June 30, 2019 and 2018. Please read it in conjunction with the financial statements that begin on page 7.

OVERVIEW OF THE FINANCIAL REPORTS

This discussion and analysis is intended to serve as an introduction to the Collaborative's financial statements. The Collaborative's financial statements comprise three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide Statements:

The government-wide financial statements report information about the Collaborative as a whole using accounting methods similar to those used by private sector companies.

- The **Statement of Net Position** presents information on all of the Collaborative's assets and liabilities with the difference between the two reported as net position. It is one way of measuring the Collaborative's financial health or position.
- The **Statement of Activities** presents information showing how the Collaborative's net position changed during the most recent fiscal year. All of the current year's revenues and expenditures are accounted for in the Statement of Activities regardless of when cash is received or paid.

Over time, increases or decreases in the Collaborative's net position is an indicator of whether its financial position is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions when evaluating the overall financial health of the Collaborative.

Fund Financial Statements:

Funds are accounting devices used to keep track of specific sources of funding and spending in particular categories: governmental funds, proprietary funds, and fiduciary funds. Presently, the Collaborative has only governmental and fiduciary funds.

- **Governmental funds** – The Collaborative's basic services are included in governmental funds, which generally focus on: 1) how cash and other financial assets that can readily be converted to cash flow in and out, and 2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the Collaborative's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, additional information (reconciliation schedules) is provided following the governmental funds statements that explains the relationship (or differences) between these two types of financial statement presentations.
- **Fiduciary funds** – Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the Collaborative's own programs.

Notes to the Financial Statements:

The Notes to the Financial Statements provide additional information that is essential to a full understanding of the information provided in the Collaborative's financial statements.

Supplementary information:

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America.

SEEM Collaborative
Management's Discussion and Analysis
June 30, 2020

GOVERNMENT-WIDE FINANCIAL HIGHLIGHTS

Statement of Net Position

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Total Current Assets	\$ 9,468,730	\$ 9,240,105	\$ 8,995,055
Total Non-current Assets	<u>483,538</u>	<u>155,325</u>	<u>49,995</u>
Total Assets	\$ 9,952,268	\$ 9,395,430	\$ 9,045,050
Deferred Outflows Related to OPEB	\$ 2,185,983	\$ 1,448,899	\$ -
Liabilities			
Total Current Liabilities	\$ 3,098,661	\$ 3,165,588	\$ 3,049,827
Total Non-current Liabilities	<u>21,737,301</u>	<u>18,705,896</u>	<u>20,006,785</u>
Total Liabilities	\$ 24,835,962	\$ 21,871,484	\$ 23,056,612
Deferred Inflows Related to OPEB	\$ 3,740,149	\$ 4,223,056	\$ -
Net Position			
Unrestricted	\$(17,109,828)	\$(15,574,949)	\$(14,195,582)
Restricted	188,430	169,413	134,025
Invested in capital assets, net of related debt	<u>483,538</u>	<u>155,325</u>	<u>49,995</u>
Total Net Position	\$(16,437,860)	\$(15,250,211)	\$(14,011,562)

SEEM Collaborative's net position decreased by approximately \$1,188,000 and \$1,239,000 in fiscal 2020 and 2019. During fiscal 2020, SEEM Collaborative recorded increases in net retirement health benefit obligations required by GASB Statement No. 75 of \$3,031,405 and transferred an additional \$77,047 to an OPEB trust. There was an increase in the OPEB deferred outflow of \$737,084 and a decrease in the OPEB deferred inflows of \$482,907. During fiscal 2019, SEEM Collaborative recorded decreases in net retirement health benefit obligations required by GASB Statement No. 75 of \$1,300,889 and transferred an additional \$46,025 to an OPEB trust. There were increases in both OPEB deferred outflows and inflows of \$1,448,899 and \$4,223,056, respectively. Increases in net position before these increases in OPEB expenses were approximately \$281,000 and \$701,000 in fiscal 2020 and 2019, respectively. The surplus in fiscal 2020 was a result of revenues exceeding expenses during the year. The Collaborative recorded restricted net position in the amount of \$188,430 as of June 30, 2020. Other changes in assets and liabilities are due primarily to operations in fiscal 2020.

Statement of Activities

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Program Revenues*	\$ 32,598,081	\$32,051,286	\$30,347,723
General Revenues	<u>185,650</u>	<u>105,386</u>	<u>72,154</u>
Total Revenues	<u>32,783,731</u>	<u>32,156,672</u>	<u>30,419,877</u>
Program Expenses*	30,179,097	30,078,087	28,498,910
Administrative Expenses*	<u>1,903,822</u>	<u>1,797,941</u>	<u>1,869,610</u>
Total Expenses*	<u>32,082,919</u>	<u>31,876,028</u>	<u>30,368,520</u>
Change in net position, before increase in net retirement health benefit obligation	700,812	280,644	51,357
Increase in net retirement health benefit obligation	(1,811,414)	(1,473,268)	(2,073,814)
OPEB trust funding	(77,047)	(46,025)	(155,845)
Total net position – beginning	(15,250,211)	(14,011,562)	(11,833,260)
Cumulative effect of a change in accounting principle	<u>-</u>	<u>-</u>	<u>-</u>
Total net position – ending	\$(16,437,860)	\$(15,250,211)	\$(14,011,562)

* Excludes Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments.

SEEM Collaborative
Management's Discussion and Analysis
June 30, 2020

During the years ended June 30, 2020 and 2019, operating revenues, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, increased by approximately \$627,000 and \$1,737,000, respectively. The increase in fiscal 2020 revenues was primarily from additional tuition and program services revenues of approximately \$83,000 and additional transportation services of approximately \$464,000. The increase in fiscal 2019 revenues was primarily from additional tuition and program services revenues of approximately \$1,048,000 and additional transportation services of approximately \$472,000. During the years ended June 30, 2020 and 2019, operating expenses, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, increased approximately \$207,000 and \$1,508,000 respectively. The increases in expenses for the year ended June 30, 2020 was primarily due to increases in transportation costs that correspond to increases transportation revenues. The increases in expenses for the year ended June 30, 2019 was primarily due to increases in personnel and transportation costs that correspond to increases in program and other service revenues.

GOVERNMENTAL FUNDS FINANCIAL HIGHLIGHTS

The Collaborative reported a total general fund balance of \$6,181,639, of which \$507,868 was nonspendable, \$88,047 was assigned and \$5,585,724 was unassigned. The fund balance increased approximately \$277,000 during the year ended June 30, 2020. During fiscal 2020 there was a transfer of approximately \$77,000 to the OPEB Trust and approximately \$88,000 was received for the sale of fully depreciated vehicles. The increase of approximately \$265,000 in the fund balance prior to the funding of the Trust and sale of assets was primarily due to increases in tuition revenues in excess of related expenditures. Cash and cash equivalents decreased by approximately \$480,000 and accounts receivable increased by approximately \$539,000. The balance in the restricted funds increased by approximately \$19,000 during the year ended June 30, 2020 due to unspent restricted contributions received.

GENERAL FUND BUDGETARY HIGHLIGHTS

The Collaborative's annual budget for fiscal 2020 was approved by its Board of Directors. For the fiscal year ended June 30, 2020, the Collaborative received revenues, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, of approximately \$32,673,000 compared to budgeted revenues of approximately \$32,302,000. The difference between actual revenues received and budgeted revenues is primarily due to significantly higher than expected fees for transportation received during the fiscal year.

For the fiscal year ended June 30, 2020, the Collaborative incurred actual expenditures, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, of approximately \$32,407,000 compared to budgeted expenditures of approximately \$32,283,000. The difference between actual expenditures incurred and budgeted expenditures is primarily due to higher-than-expected transportation costs that correspond with the increase in transportation revenues.

CAPITAL ASSET AND OBLIGATIONS

The Collaborative purchased approximately \$374,000 of capital assets for programs during fiscal 2020.

KNOWN FACTS, DECISIONS, OR CONDITIONS

The Collaborative fully implemented two new standards from GASB Statements No. 74 and No. 75, in fiscal year 2017. These standards relate to the accounting and reporting by plans and employers for postemployment benefits other than pensions. The Collaborative provides financial support for postemployment health benefits.

The Collaborative historically recorded the cost of the postemployment health benefits on a "pay as you go" basis. Under Statement No. 75, the Collaborative is required to report the effects of OPEB-related transactions and events on its financial statements and to provide information about the Collaborative's OPEB obligations and the assets available to satisfy the obligations. This change significantly increased and accelerated the recording of these costs and significantly impacted the Collaborative's government-wide financials in fiscal year 2020 and 2019. The Collaborative recorded a charge for the estimated annual cost of the program for fiscal year 2020 of \$1,888,461.

SEEM Collaborative
Management's Discussion and Analysis
June 30, 2020

The Collaborative implemented GASB Statement No. 68 in fiscal year 2015. The standard relates to the accounting and financial reporting for pensions. The Collaborative's employees participate in the Massachusetts Teachers' (MTRS) or State Employees' Retirement System (MSERS), statewide cost-sharing multi-employer defined benefit plans public employee retirement systems (PERS) covering all employees of local school districts within the Commonwealth of Massachusetts ("the Commonwealth").

Educational collaboratives contribute amounts equal to the normal cost of employees' benefits participating in MSERS at a rate established by the Public Employees' Retirement Administration Commission (PERAC), currently 6.1% of covered payroll. The Commonwealth is a nonemployer contributor in MTRS and MSERS and is required by statute to make all actuarially determined employer contributions on behalf of the member employers participating in MTRS. Therefore, the Collaborative is considered to be in a 100% special funding situation as defined by GASB Statement No. 68. Since the employers do not contribute directly to each system beyond the MSERS annual normal cost, there is no net pension liability to recognize. However, the notes to the financial statements must disclose the portion of the nonemployer contributing entities' share of the collective net pension liability that is associated with the employer. In addition, the Collaborative must recognize its portion of the collective pension expense as both revenue and pension expense.

CONTACTING THE COLLABORATIVE

This financial report is designed to provide readers of the financial statement an overview of the Collaborative's financial activities. If you have any questions in regard to this report, please contact our finance department at (781) 279-1361.

SEEM Collaborative
Statement of Net Position
June 30, 2020

	<u>Governmental Activities</u>
<u>Assets</u>	
Current Assets	
Cash and cash equivalents	\$ 5,363,290
Accounts receivable, net	3,597,572
Prepaid expenses and other assets	507,868
Total Current Assets	9,468,730
Non-current Assets	
Furniture, equipment and leasehold improvements, net	483,538
Total Non-current Assets	483,538
Total Assets	9,952,268
<u>Deferred Outflows of Resources</u>	
Deferred Outflows of Resources Related to OPEB	2,185,983
Total Assets and Deferred Outflows of Resources	\$ 12,138,251
<u>Liabilities</u>	
Current Liabilities	
Accounts payable and accrued liabilities	\$ 2,976,185
Deferred revenues	122,476
Total Current Liabilities	3,098,661
Non-current Liabilities:	
Net OPEB liability	21,737,301
Total Non-current Liabilities	21,737,301
Total Liabilities	24,835,962
<u>Deferred Inflows of Resources</u>	
Deferred Inflows of Resources Related to OPEB	3,740,149
<u>Net Position</u>	
Net Position	
Invested in capital assets, net of related debt	483,538
Unrestricted	(17,109,828)
Restricted - grants and contributions	188,430
Total Net Position	(16,437,860)
Total Liabilities, Deferred Inflows of Resources and Net Position	\$ 12,138,251

The accompanying notes are an integral part of these financial statements.

SEEM Collaborative
Statement of Activities
For the Year Ended June 30, 2020

Functions/ Programs	<u>Program Revenues</u>			Net (Expense) Revenue and Changes in Net Position
	<u>Expenses</u>	<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	
Governmental Activities:				
Administration	\$ 1,903,822	\$ -	\$ -	\$ (1,903,822)
Education and related	19,895,557	21,865,236	191,848	2,161,527
Transportation	10,237,891	10,540,997	-	303,106
Intergovernmental revenue and expense	6,230,418	-	6,230,418	-
Other postemployment benefits	1,888,461	-	-	(1,888,461)
Depreciation and amortization	45,649	-	-	(45,649)
Total Governmental Activities	<u>\$ 40,201,798</u>	<u>\$ 32,406,233</u>	<u>\$ 6,422,266</u>	(1,373,299)
General revenue:				
Assessments to member districts				60,500
Interest				37,103
Gain on disposal of assets				88,047
Total General Revenue				<u>185,650</u>
Change in Net Position				(1,187,649)
Net Position, Beginning of Year				<u>(15,250,211)</u>
Net Position, End of Year				<u>\$ (16,437,860)</u>

The accompanying notes are an integral part of these financial statements.

SEEM Collaborative
Balance Sheet
Governmental Funds
June 30, 2020

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS			
Cash and cash equivalents	\$ 5,174,860	\$ 188,430	\$ 5,363,290
Accounts receivable, net	3,597,572	-	3,597,572
Prepaid expenses and other assets	507,868	-	507,868
	Total Assets	\$ 188,430	\$ 9,468,730
	\$ 9,280,300	\$ 188,430	\$ 9,468,730
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts payable and accrued liabilities	\$ 2,976,185	\$ -	\$ 2,976,185
Deferred revenues	122,476	-	122,476
	Total Liabilities	-	3,098,661
	3,098,661	-	3,098,661
Fund Balances:			
Nonspendable	507,868	-	507,868
Restricted	-	188,430	188,430
Committed	-	-	-
Assigned	88,047	-	88,047
Unassigned	5,585,724	-	5,585,724
	Total Fund Balances	188,430	6,370,069
	6,181,639	188,430	6,370,069
	\$ 9,280,300	\$ 188,430	\$ 9,468,730
Total Liabilities and Fund Balances	\$ 9,280,300	\$ 188,430	\$ 9,468,730

The accompanying notes are an integral part of these financial statements.

SEEM Collaborative

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2020

Total fund balances, governmental funds \$ 6,370,069

Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital assets, net of related debt, used in governmental activities are not current financial resources and therefore are not reported in this fund financial statement, but are reported in the governmental activities of the Statement of Net Position 483,538

Deferred outflows relating to the other postemployment benefit obligation are not a current financial resource and therefore are not reported in this fund financial statement, but are reported in the government activities of the Statement of Net Position. 2,185,983

Deferred inflows relating to the other postemployment benefit obligation is not a current obligation and therefore is not reported in this fund financial statement, but is reported in the government activities of the Statement of Net Position. (3,740,149)

Other postemployment benefit (OPEB) liability is not a current obligation and therefore is not reported in this fund financial statement, but is reported in the governmental activities of the Statement of Net Position. (21,737,301)

Net position of governmental activities \$ (16,437,860)

SEEM Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2020

	<u>General Fund</u>	<u>Nonmajor Governmental Funds</u>	<u>Total Governmental Funds</u>
Revenues:			
Tuition and service revenues	\$ 21,865,236	\$ -	\$ 21,865,236
Transportation	10,540,997	-	10,540,997
Member assessments	60,500	-	60,500
Grants and contributions	168,846	23,002	191,848
Intergovernmental revenue	6,230,418	-	6,230,418
Interest	37,103	-	37,103
Total Revenues	<u>38,903,100</u>	<u>23,002</u>	<u>38,926,102</u>
Expenditures:			
Administration	1,903,822	-	1,903,822
Program payroll	15,037,801	-	15,037,801
Program fringe benefits and payroll taxes	2,368,660	-	2,368,660
Professional services	432,788	-	432,788
Rent and utilities	1,157,741	-	1,157,741
Maintenance	361,569	-	361,569
Supplies	298,251	-	298,251
Transportation	10,237,891	-	10,237,891
Travel, field trips, and conferences	126,461	3,985	130,446
Telephone and internet	33,976	-	33,976
Training	25,103	-	25,103
Miscellaneous	49,222	-	49,222
Intergovernmental expense	6,230,418	-	6,230,418
Capital outlay, net of debt incurred	373,862	-	373,862
Total Expenditures	<u>38,637,565</u>	<u>3,985</u>	<u>38,641,550</u>
Excess of Revenues over Expenditures	265,535	19,017	284,552
Other Financing Sources:			
Gain on assets	88,047	-	88,047
OPEB obligation funding	(77,047)	-	(77,047)
Net Change in Fund Balances	<u>276,535</u>	<u>19,017</u>	<u>295,552</u>
Fund Balances, Beginning of Year	<u>5,905,104</u>	<u>169,413</u>	<u>6,074,517</u>
Fund Balances, End of Year	<u>\$ 6,181,639</u>	<u>\$ 188,430</u>	<u>\$ 6,370,069</u>

The accompanying notes are an integral part of these financial statements.

SEEM Collaborative
 Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of
 Governmental Funds to the Statement of Activities
 For the Year Ended June 30, 2020

Net change in fund balances of total governmental funds \$ 295,552

Amounts reported for governmental activities in the Statement of Activities are different because:

Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only a portion of the outlay as expense. The outlay is allocated over the assets' estimated useful lives as depreciation expense for the period.

Capital outlay purchases, net of debt incurred	373,862
Depreciation	(45,649)

Other postemployment benefits reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.

Net change in other postemployment benefits (OPEB) accrual	(1,811,414)
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Change in net position of governmental activities	\$ (1,187,649)
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SEEM Collaborative
Statement of Fiduciary Net Position
Retirees' Health Insurance Trust Fund
June 30, 2020

Assets	
Cash and cash equivalents	<u>\$ 1,007,945</u>
Total Assets	<u><u>\$ 1,007,945</u></u>
Net Position	
Net position restricted for OPEB	<u>\$ 1,007,945</u>
Total Net Position	<u><u>\$ 1,007,945</u></u>

The accompanying notes are an integral part of these financial statements.

SEEM Collaborative
Statement of Changes in Fiduciary Net Position
Retirees' Health Insurance Trust Fund
For the year ended June 30, 2020

Additions:

Contributions	\$ 77,047
Investment gain	<u>51,826</u>
Total Additions	<u>128,873</u>
Change in Net Position	128,873
Net Position - Beginning of Year	<u>879,072</u>
Net Position - End of Year	<u><u>\$ 1,007,945</u></u>

The accompanying notes are an integral part of these financial statements.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

SEEM Collaborative (“the Collaborative”) was created by agreement pursuant to the provisions of Section 4E of Chapter 40, as Amended by Chapter 797 of the Acts of 1974 and by Chapter 43 of the Acts of 2012 by the following school committees: Lynnfield, Melrose, North Andover, North Reading, Reading, Saugus, Stoneham, Wakefield, Wilmington, Woburn, and Winchester. The purpose of the agreement is to provide special programs and services for school children under the members’ jurisdiction. The Collaborative also provides services to non-member districts as services are requested.

Basis of Presentation

The Collaborative’s financial statements are prepared in accordance with accounting principles generally accepted in the United States of America (“GAAP”). The Governmental Accounting Standards Board (“GASB”) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations).

As required by GAAP and in accordance with the GASB, the accompanying financial statements present the Collaborative and its component units. Component units are included in the reporting entity if their operational and financial relationships with the Collaborative are significant. Pursuant to these criteria, the Collaborative did not identify any component units requiring inclusion in the accompanying financial statements.

The Collaborative’s basic financial statements include both government-wide (reporting the Collaborative as a whole) and fund financial statements (reporting the Collaborative’s major funds). Both the government-wide and fund financial statements categorize primary activities as either governmental or business type. Governmental activities are generally financed through intergovernmental assessments or other non-exchange transactions. The Collaborative does not have any activities classified as business type activities.

Government-wide Financial Statements

In the government-wide Statement of Net Position, governmental columns are presented on a consolidated basis and are reported on a full accrual, economic resource basis, which recognizes all long-term assets, receivables and deferred outflows of resources, as well as long-term liabilities, deferred inflows of resources and other liabilities reported on a full accrual basis. The Collaborative’s net position is reported in three parts—net investment in capital assets; restricted; and unrestricted. The Collaborative first utilizes restricted resources to finance qualifying activities.

The government-wide Statement of Activities demonstrates the degree to which the direct expenses of a given function or segment is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. The Collaborative does not allocate indirect expenses to functions in the statement of Activities. Program revenues included charges to customers or applicants who purchase, use or directly benefit from goods, services or privileges provided by a given function or segment and grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Assessments and other items not properly included among program revenues are reported instead as general revenues.

The government-wide focus is more on the sustainability of the Collaborative as an entity and the change in the Collaborative’s net position resulting from the current year’s activities.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds each of which are considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts, which constitute its assets, liabilities, fund balance, revenues and expenditures.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The emphasis in fund financial statements is on the major funds in the governmental activities categories. GASB pronouncements set forth minimum criteria (percentage of the assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of either fund category or the governmental and enterprise combined) for the determination of major funds. The Collaborative may electively add funds, as major funds, which have specific community focus. The nonmajor funds are combined in a column in the fund financial statements.

The following governmental fund types are used by the Collaborative - the Collaborative does not use proprietary funds:

Governmental Funds:

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. The following is a description of the governmental funds of the Collaborative:

General fund - is the general operating fund of the Collaborative. It is used to account for all financial resources not accounted for and reported in another fund.

Non-major governmental funds - consist of other special revenue and permanent funds that are aggregated and presented in the non-major governmental funds column on the government funds financial statements.

Fiduciary Funds:

Fiduciary Funds are used to report assets held in a trustee or agency capacity for others and therefore are not available to support Collaborative programs. The reporting focus is on net position and changes in net position presented in fiduciary fund financial statements. Since by definition these assets are being held for the benefit of a third party (retirees) and cannot be used to address activities or obligations of the government, these funds are not incorporated into the government-wide statements.

Basis of Accounting and Measurement Focus

The Collaborative's government-wide financial statements are presented using the economic resources measurement focus and the accrual basis of accounting, as are fiduciary fund financial statements. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recorded when the liability is incurred or economic asset used. Revenues, expenses, gain, losses, assets, and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place.

The Collaborative's governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual, i.e., both measurable and available. Available means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on long-term debt, judgments, compensated absences and pension expenditures, which are recorded as a fund liability when expected to be paid with expendable available financial resources.

Fair Value Measurements and Investments

The Collaborative has contributed \$859,213 to a public employee retirement trust account with U.S Bank National Association as trustee, on behalf of its retirees' health insurance trust fund. The trustee invests the funds in Vanguard mutual funds. As of June 30, 2020, the balance in these investments consisted of the following:

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

	<u>Collaborative Contributions (Estimated Cost)</u>	<u>Fair Value</u>	<u>Unrealized Gain</u>
Mutual Funds	\$859,213	\$1,007,945	\$148,732

All investments of the Collaborative are measured at fair value, generally based on quoted market prices in accordance with level 1 of the Fair Value Hierarchy established under GASB Statement No. 72, *Fair Value Measurement and Application*.

Net increase in the fair value on investments for the year ended June 30, 2020 was \$54,126. There were no realized gains or losses during the year ended June 30, 2020. Investment fees for the year ended June 30, 2020 were \$2,300.

The Collaborative manages its investments in accordance with state public finance laws that require that all moneys held in the name of the Collaborative, which are not required to be kept liquid for purposes of distribution, shall be invested in such a manner as to require the payment of interest on the money at the highest possible rate reasonably available, taking account of safety, liquidity and yield. The Collaborative has directed a local investment management service to manage the funds as conservatively as possible. However, the investments are still subject to market risk of loss. For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the Collaborative will not be able to recover the value of its investments or collateral securities that are in possession of an outside party. The Collaborative's investments are uninsured, not registered in the name of the Collaborative, and held by the counterparty's trust department or agent but not in the Collaborative's name.

Revenues

Expenditure-driven programs currently reimbursable are recognized as revenue when the qualifying expenditures have been incurred and the amounts are available. Charges for services provided to other education agencies and private parties are recognized as revenue when services are provided. Amounts owed to the Collaborative for services already performed, which are not available are recorded as receivables. Amounts received prior to the entitlement period are recorded as unearned revenue. Revenues susceptible to accrual include expenditure-driven programs and interest income.

Cash and Cash Equivalents

For financial statement purposes, the Collaborative considers all highly liquid investments with maturity of three months or less when purchased to be cash equivalents.

Accounts Receivable

Accounts receivable are carried at their net realized value. Management estimates the allowance for doubtful accounts by identifying troubled accounts and by using historical experience applied to an aging of accounts. Accounts receivable are written off when deemed uncollectible. Recoveries of accounts receivable previously written off are recorded as revenue when received. At June 30, 2020, management has not recorded an allowance for doubtful accounts because they have deemed all accounts collectible. At June 30, 2020, accounts receivable consisted of:

Services – SEEM programs and transportation	\$ 3,597,572
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Deferred Revenue

Revenue is recognized when earned, however funds received that are not earned as of year-end are recorded as deferred revenue in the financial statements.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Property and Equipment

Furniture and equipment are capitalized in the government-wide financial statements where the Collaborative maintains possession of the assets and expects future benefits to exceed one year. The assets are stated at cost less accumulated depreciation computed on the straight-line method. The useful lives are estimated to be five to ten years for equipment and five years for leasehold improvements. The Collaborative capitalizes assets purchased in excess of \$5,000.

Equity Classifications

Government-wide Statements

Equity is classified as net position and displayed in three components:

Net position invested in capital assets – Consists of capital assets including restricted capital assets net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes or other borrowings that are attributed to the acquisition, construction or improvement of those assets. If there are significant unspent related debt proceeds at year-end the portion of the debt attributable to the unspent proceeds are not included in the calculation or invested in capital assets. The Collaborative has no bonded debt on Capital assets at June 30, 2020.

Restricted net position (as applicable) – Consists of net position with constraints placed on the use either by (1) external groups such as creditors, grantors, contributors or laws or regulations of other government or, (2) law through constitutional provisions or enabling legislation.

Unrestricted net position – general and other purposes – All other net position that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

Fund Financial Statements

Governmental fund equity is classified as fund balance. Fund balance in the fund financial statements is classified as nonspendable, restricted, committed, assigned or unassigned as described below:

Nonspendable: consists of amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Restricted: Amounts that can be used only for specific purposes because of (a) constitutional provisions or enabling legislation or (b) externally imposed constraints. (External constraints might be imposed by creditors, grantors, contributors, or even the laws or regulations of other governments.)

Committed: Amounts that can be used only for specific purposes because of a formal action by the government’s highest level of decision-making authority (Board of Directors). This classification might also include contractual obligations if existing resources have been committed for use in satisfying those contractual requirements.

Assigned: Amounts intended to be used for specific purposes but that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body, another body (such as a finance committee), or by an official to whom authority has been given.

Unassigned: This is residual classification for the General Fund – that is, everything that is not in another classification or in another fund. The General Fund is the only governmental fund that can report a positive unassigned fund balance. Other governmental funds might have a negative unassigned fund balance as a result of overspending for specific purposes for which amounts have been restricted, committed, or assigned.

The Collaborative’s spending policy is to spend restricted fund balance first, followed by committed, assigned and unassigned fund balance.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Use of Estimates

Management used estimates and assumptions in preparing financial statements in accordance with generally accepted accounting principles. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could vary from the estimates that were used.

Allocation of Costs

Directly identifiable costs are charged to student services or general and administrative functions as applicable. Costs related to more than one function are allocated based on criteria intended to associate the cost with whichever function benefits.

Income Tax Status

The Collaborative was established under Chapter 40 Section 4(e) under the general laws of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code. Accordingly, no provision for income taxes is made in the financial statements.

Subsequent Events

Subsequent events have been evaluated through December 15, 2020, which is the date the financial statements were available to be issued.

NOTE B – LEASE OBLIGATIONS

Operating Leases

The Collaborative has leases for office space and classroom space in various locations. With the exception of the Collaborative's administrative office, all space is leased from certain member districts' cities and towns. The leases have varying expiration dates through fiscal 2032. Classroom and office lease expense was \$992,537 for the year ended June 30, 2020.

The minimum future rental commitments under the above operating leases are as follows:

<u>Year Ending June 30</u>	
2021	\$ 928,413
2022	1,202,904
2023	1,169,487
2024	1,115,840
2025	1,062,193
2026-2030	4,929,589
2031-2032	<u>851,021</u>
	\$11,259,447

Leases with member districts include:

- Town of Wakefield, School Facility – Yeuell School, lease expired 6/30/19 and is now month to month.
- Town of Stoneham, School Facility – Central School, 7/1/19-6/30/29.
- Town of Melrose, School Facilities – Ripley School and Beebe School, 8/1/11-7/31/21.
- Town of North Reading, Classroom Space – North Reading Middle, 9/1/14-8/31/21, renewed for 1 additional year as of 7/1/20

The Collaborative also leases equipment, which consists principally of the leasing of copiers under operating leases that expire next fiscal year. Equipment lease expense was \$51,450 for the year ended June 30, 2020.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE B – LEASE OBLIGATIONS (continued)

The following is a schedule by year of future minimum rental payments required under operating leases for equipment that have initial or remaining non-cancelable lease terms in excess of one year as of June 30, 2020.

<u>Year Ending June 30</u>	
2021	\$ <u>13,308</u>
	\$ 13,308

During the fiscal year ending June 30, 2020, the Collaborative leased vehicles to be used for its operations. Prior to the end of the fiscal year, the Collaborative terminated the vehicle leases and purchased the vehicles instead. As a result, there are no future minimum lease payments associated with the vehicles. Vehicle lease expense was \$71,845 for the year ended June 30, 2020.

NOTE C – CAPITAL ASSETS

A summary of depreciable capital assets follows:

	<u>Leasehold</u> <u>Improvements</u>	<u>Furniture &</u> <u>Equipment</u>	<u>Vehicles</u>	<u>Total</u>
<u>COST</u>				
Balance, July 1, 2019	\$ 539,713	\$ 403,903	\$ 103,172	\$ 1,046,788
Additions	-	-	373,862	373,862
Disposals	-	(155,727)	(55,129)	(210,856)
	539,713	248,176	421,905	1,209,794
<u>ACCUMULATED DEPRECIATION</u>				
Balance, July 1, 2019	(410,516)	(394,291)	(86,656)	(891,463)
Additions	(28,710)	(7,330)	(9,609)	(45,649)
Disposals	-	155,727	55,129	210,856
	(439,226)	(245,894)	(41,136)	(726,256)
Net, June 30, 2020	\$ 100,487	\$ 2,282	\$ 380,769	\$ 483,538

In fiscal 2020, the Collaborative capitalized \$373,862 for vehicles. The Collaborative sold various fully depreciated vehicles during the year ended June 30, 2020, and received \$88,047. The proceeds from the sale of the vehicles was assigned by the board to be used for the maintenance of newly purchased vehicles. Depreciation expense of \$45,649 was not allocated to governmental functions. It appears unallocated on the Statement of Activities.

NOTE D – CONCENTRATION OF CREDIT RISK

From time to time, the Collaborative maintained bank account balances in a bank in excess of the federally insured limits. However, the bank has additional insurance provided by the Share Insurance Fund in the event of a loss in excess of the FDIC insured limit of \$250,000.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE E – MASSACHUSETTS TEACHERS’ AND STATE EMPLOYEES’ RETIREMENT SYSTEMS

Plan Descriptions:

The Collaborative’s employees participate in the Massachusetts Teachers’ (MTRS) or State Employees’ Retirement System (MSERS), statewide cost-sharing multi-employer defined benefit plans public employee retirement systems (PERS) covering all employees of local school districts within the Commonwealth of Massachusetts. The retirement systems issue publicly available annual reports that includes financial statements and required supplementary information, which may be obtained by writing to Public Employee Retirement Administration Commission (PERAC), 5 Middlesex Avenue, Suite 304, Somerville, Massachusetts, 02145.

Benefits Provided:

MSERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member’s highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member’s age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

The MSERS’ funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MSERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

MTRS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member’s highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member’s age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

The MTRS’ funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MTRS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE E – MASSACHUSETTS TEACHERS’ AND STATE EMPLOYEES’ RETIREE SYSTEMS
(continued)

Contributions:

Member contributions for MSERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 - 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

Educational collaboratives contribute amounts equal to the normal cost of employees’ benefits participating in MSERS at a rate established by the Public Employees’ Retirement Administration Commission (PERAC), currently 6.1% of covered payroll. Legally, the collaboratives are only responsible for contributing the annual normal cost of their employees’ benefits (i.e., the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the collaboratives. During fiscal year 2020, the Collaborative’s contributions on behalf of employees totaled \$360,624.

Member contributions for MTRS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 - 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
7/1/2001 to present.....	11% of regular compensation (for teachers hired after 7/1/01 and those accepting provisions of Chapter 114 of the Acts of 2000)
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

The Commonwealth is a nonemployer contributor in MTRS and is required by statute to make all actuarially determined employer contributions on behalf of the member employers participating in MTRS. Therefore, the Collaborative is considered to be in a 100% special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributing entity under both MSERS and MTRS. Since the employers do not contribute directly to each system beyond the MSERS annual normal cost, there is no net pension liability to recognize. However, the notes to the financial statements must disclose the portion of the nonemployer contributing entities’ share of the collective net pension liability that is associated with the employer. In addition, the Collaborative must recognize its portion of the collective pension expense as both a revenue and pension expense.

The nonemployer contributing entities’ share of the collective net pension liability that is associated with the Collaborative was measured as of June 30, 2019 and was \$15,364,606 and \$30,330,731 under MSERS and MTRS, respectively. In fiscal 2020, the Collaborative recognized revenue and related expense of \$2,552,290 for its portion of the collective pension expense under MSERS. In fiscal 2020, the Collaborative recognized revenue and related expense of \$3,678,128 for its portion of the collective pension expense under MTRS.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE F – RETIREMENT HEALTH BENEFITS

The Collaborative follows the provisions of GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits other than Pensions." The Collaborative has also established a trust that follows the provisions of GASB Statement No. 74 that is intended to set funds aside for future retiree health insurance. The trust does not issue a separate financial report and its financial activities are reported in the fiduciary financial statements

Description

The Collaborative offers comprehensive medical insurance via Tufts Health Plan to eligible employees. An employee shall become eligible to retire under this plan upon meeting either of the following conditions:

- i. For employees hired before April 2, 2012, attainment of age 55 as an active member and completion of 10 years of service or completion of 20 years of service regardless of age.
- ii. For employees hired on and after April 2, 2012, attainment of age 60 as an active member and completion of 10 years of service.

The single-employer plan is administered by the Collaborative, which is the only employer involved in the plan, and the retirees share in 30% of premiums for Medical insurance.

Funding Policy

The contribution requirements of plan members and the Collaborative are established and may be amended through Collaborative ordinances. For the period ending June 30, 2020 Measurement Date, total Collaborative premiums plus implicit costs for the retiree medical program were \$186,020. The Collaborative also contributed \$77,047 to an OPEB Trust for a total contribution during the measurement period of \$263,067 to be reported on the financial statements for fiscal year 2020.

Investment Policy

The Collaborative's Board of Directors, Executive Director, Finance Director and Treasurer must select an investment vehicle designed to ensure adequate funding for OPEB obligations to SEEM retirees. Safety, Liquidity, and Yield are important considerations for these long-term investments. SEEM's investments for OPEB must be consistent with the goal of attaining a reasonable level of income and long-term growth of capital income. These funds may, however, be subject to market fluctuations. Trusts designed for this purpose which partner with investment houses are appropriate for vehicles for these funds. Compliance with GASB is required.

As of June 30, 2020, the Collaborative has established a Trust with Public Agency Retirement Services (PARS). The plan investments were in Vanguard mutual funds through Public Agency Retirement Services, the trust administrator. The annual money-weighted rate of return as of the of the June 30, 2020 measurement date was 5.73%.

Actuarially Determined Contribution (ADC)

The Collaborative's Actuarially Determined Contribution (ADC) is an amount actuarially determined in accordance with the parameters of GASB Statement No. 74/75 which is composed of the service cost and an amortization of the unfunded liability. We have used a 30-year flat dollar amortization of the Collaborative's unfunded liability for the purpose of calculating ADC. The following table shows the components of the Collaborative's annual ADC for the fiscal year and the amount actually contributed to the plan:

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE F – RETIREMENT HEALTH BENEFITS (continued)

Actuarially Determined Contribution - Deficiency / (Excess)		June 30, 2020
I. Service Cost		\$1,777,776
II. 30 year amortization of NOL at 3.00%		1,076,719
III. Actuarial Determined Contribution [I. + II.]		2,854,495
IV. Contributions in relation to the actuarially determined contribution		(263,067)
V. Contribution deficiency / (excess) [III. + IV.]		<u>\$2,591,428</u>
Covered employee payroll		\$16,027,654
Contribution as a % of covered employee payroll		1.64%

Funded Status and Funding Progress

As of June 30, 2020, the plan was 4.43% funded. The Total OPEB Liability (TOL) for benefits was \$22,745,246, and the Fiduciary Net Position was \$1,007,945, resulting in a Net OPEB Liability (NOL) of \$21,737,301. The covered payroll (annual payroll of active employees covered by the plan) was \$16,027,654 and the ratio of the NOL to the covered payroll was 135.62%.

OPEB Liability, OPEB Expense and ADC

	Fiscal Year Ended June 30, 2020	
	Collaborative Employees and Retirees	Total
I. Total OPEB Liability	\$22,745,246	\$22,745,246
II. Fiduciary Net Position as of June 30, 2019	<u>1,007,945</u>	<u>1,007,945</u>
III. Net OPEB Liability (Asset) [I.-II.]	21,737,301	21,737,301
IV. Service Cost	1,777,776	1,777,776
V. Interest on Net OPEB Liability (Asset) and Service Cost	691,291	691,291
VI. Deferred (Inflows)/Outflows from Plan Design Changes	-	-
VII. Deferred (Inflows)/Outflows from Plan Experience	(742,750)	(742,750)
VIII. Deferred (Inflows)/Outflows from Changes in Assumptions	404,578	404,578
IX. Projected Earnings on OPEB Plan Investments	(55,755)	(55,755)
X. Deferred (Inflows)/Outflows from Earnings on Investments	(659)	(659)
XI. Employer Share of Costs	(186,020)	(186,020)
XII. Employer Payments (Withdrawals) to/from OPEB Trust	(77,047)	(77,047)
XIII. Total Employer Contribution [XI.-XII.]	<u>(263,067)</u>	<u>(263,067)</u>
XIV. Net OPEB Expense [IV.+V.+VI.+VII.+VIII.+IX.+X.+XIII.]	\$ 1,811,414	\$ 1,811,414

Effect of 1% Change in Healthcare Trend

In the event that healthcare trend rates were 1% higher than forecast and employee contributions were to increase at the forecast rates, the Total OPEB Liability as of the June 30, 2020 Measurement Date would increase to \$29,976,433 and Net OPEB Liability would increase to \$28,968,488. The corresponding Service Cost would increase to \$2,518,428. If such healthcare trend rates were 1% less than forecast and employee contributions were to increase at the forecast rate, the Total OPEB Liability would decrease to \$17,596,506 and the Net OPEB Liability would decrease to \$16,588,561. The corresponding Service Cost would decrease to \$1,278,435.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE F – RETIREMENT HEALTH BENEFITS (continued)

Effect of 1% Change in Discount Rates

As of the June 30, 2020 Measurement Date, if the discount rate were 1% higher than what was used in this valuation, the Total OPEB Liability would decrease to \$18,120,712 and the Net OPEB Liability would decrease to \$17,112,767. The corresponding Service Cost would decrease to \$1,305,757. If the discount rate were 1% lower than was used in this valuation, the Total OPEB Liability would increase to \$28,741,019 and the Net OPEB Liability would increase to \$27,733,074. The corresponding Service Cost would increase to \$2,435,642.

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefits costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

Actuarial Cost Method:	Individual Entry Age Normal
Discount Rate:	3.00% per annum (previously 3.25%)
General Inflation Assumption:	2.50% per annum
Annual Compensation Increases:	3.00% per annum
Actuarial Value of Assets:	Market Value

Recognition of OPEB Trust Assets

The state of Massachusetts has passed legislation allowing municipal entities to establish a Trust for Other Postemployment Benefits (“OPEB”) under M.G.L. Chapter 32B, Section 20 for purposes of accumulating assets to pre-fund the liabilities under GASB 75. This legislation was amended effective November 9, 2016 to clarify who may adopt such a Trust and provide guidance on the ongoing operation of such a Trust. To the best of our knowledge, SEEM Collaborative has established an irrevocable trust for the purposes of prefunding liabilities under GASB 74/75.

Impact of Patient Protection and Affordable Care Act (“PPACA”) Excise Tax

The Patient Protection and Affordable Care Act (“PPACA”) excise tax has been repealed.

Deferred Inflows/Outflows

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of the effects of differences between expected & actual experience										
Fiscal	Differences between actual & expected experience	Recognition Period (years)	2020 Amortization	6/30/2020 Remaining Balance	2021	2022	2023	2024	2025	2026 and Thereafter
2017	35,147	14.01	2,509	25,111	2,509	2,509	2,509	2,509	2,509	12,566
2018	-	14.01	-	-	-	-	-	-	-	-
2019	(4,952,379)	7.00	(707,483)	(3,537,413)	(707,483)	(707,483)	(707,483)	(707,483)	(707,481)	-
2020	(264,431)	7.00	(37,776)	(226,655)	(37,776)	(37,776)	(37,776)	(37,776)	(37,776)	(37,775)
Total Remaining Balance				(3,738,957)						
Net increase (decrease) in OPEB Expense			(742,750)		(742,750)	(742,750)	(742,750)	(742,750)	(742,748)	(25,209)

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE F – RETIREMENT HEALTH BENEFITS (continued)

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of the effects of changes in assumption										
Fiscal	Differences between actual & expected experience	Recognition Period (years)	2020 Amortization	6/30/2020 Remaining Balance	2021	2022	2023	2024	2025	2026 and Thereafter
2019	1,690,382	7.00	241,483	1,207,416	241,483	241,483	241,483	241,483	241,484	-
2020	1,141,662	7.00	163,095	978,567	163,095	163,095	163,095	163,095	163,095	163,092
Total Remaining Balance				2,185,983						
Net increase (decrease) in OPEB Expense			404,578		404,578	404,578	404,578	404,578	404,579	163,092

Deferred (Inflows)/Outflows in OPEB Expense arising from the recognition of differences between projected & actual earnings on OPEB plan investments										
Fiscal	Differences between actual & expected experience	Recognition Period (years)	2020 Amortization	6/30/2020 Remaining Balance	2021	2022	2023	2024	2025	2026 and Thereafter
2019	(7,225)	5.00	(1,445)	(4,335)	(1,445)	(1,445)	(1,445)	-	-	-
2020	3,929	5.00	786	3,143	786	786	786	785	-	-
Total Remaining Balance				(1,192)						
Net increase (decrease) in OPEB Expense			(659)		(659)	(659)	(659)	785	-	-

Impact of Section 9A1/2 of M.G.L. Section 32B

For employees who retire on or after January 1, 2011, whenever a retired employee or beneficiary receives a healthcare premium contribution from a government unit in a case where a portion of the retiree's creditable service is attributable to service in 1 or more other governmental units, the first governmental unit shall be reimbursed in full, in accordance with this paragraph, by the other governmental units for the portion of the premium contributions that corresponds to the percentage of the retiree's creditable service that is attributable to each governmental unit. The other governmental units shall be charged based on their own contribution rate or the contribution rate of the first employer, whichever is lower.

For purposes of the valuation the Collaborative has not attempted to value the impact of prior governmental service at other entities in the State of Massachusetts for current employees of the SEEM Collaborative nor has the Collaborative attempted to value the impact of prior SEEM Collaborative employees currently working at other governmental entities in the State of Massachusetts.

NOTE G – RISK MANAGEMENT

The Collaborative is exposed to various risks of loss relating to torts, theft or damage of, and destruction of assets; error and omissions; injuries to employees; and natural disasters. The Collaborative has obtained a variety of commercial liability insurance policies that pass the risk of loss listed above to independent third parties. Management believes such coverage is sufficient to preclude any significant uninsured losses to the Collaborative. Settled claims have not exceeded the insurance coverage in any of the past three fiscal years.

Beginning in March 2020, the COVID-19 pandemic in the United States has caused business disruption and a reduction in overall economic activity. While the disruption is currently expected to be temporary, there is considerable uncertainty around the duration and the impact it will have on the Collaborative's operations and financial position. Any financial impact to the Collaborative, if any, cannot be reasonably estimated at this time. Management and the Collaborative's board of directors constantly monitor the financial and operational situation in relation to the pandemic.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE H – TAX POSITION

The primary tax positions made by the Collaborative are the existence of Unrelated Business Income Tax and the Collaborative’s status as an exempt organization under the Internal Revenue Code. The Collaborative currently evaluates all tax positions, and makes determinations regarding the likelihood of those positions being upheld under review. For the years presented, and as a result of adoption, the Collaborative has not recognized any tax benefits or loss contingencies for uncertain tax positions based on its evaluations. The Collaborative is not currently under examination by any taxing jurisdiction. As a Chapter 40 governmental entity, the Collaborative is exempt from filing certain non-profit filings and, accordingly, there are no returns currently open for examination.

NOTE I – DISCLOSURES REQUIRED UNDER MASSACHUSETTS GENERAL LAW c.40 § 4E

Names, duties and total compensation for the five most highly compensated employees

The five highest paid employees of the Collaborative during fiscal 2020 were as follows:

Name	Title	Fiscal 2020 Salary
Catherine Lawson	Executive Director	\$176,267
Gregory Zammuto	Director of Finance and Operations	\$141,904
Ryan Snyder	Supervisor of Behavioral Services	\$116,744
Stephanie Arzigian	Principal	\$114,617
Jennifer Thornton	Principal	\$114,617

The first, second, and fourth employees listed above were employed by the Collaborative under 12-month contracts and the third and fifth employees listed above was employed by the Collaborative under 11-month contracts.

The duties of the individuals listed above include:

Executive Director - The executive director is the professional leader of the Collaborative and as such shall be responsible for all matters of decision and administration which come within the scope as executive officer.

Director of Finance and Operations - Ensures the Collaborative’s overall financial integrity, stability and best practices in all financial management operations.

Supervisor of Behavioral Services - Provides leadership, supervision and oversight of the consultative Board Certified Behavioral Analyst (“BCBA”) department and the Program based BCBA staff

Program Principal/Director - Assumes full administrative responsibilities for the operation, maintenance, and climate of their school or program.

Amounts expended on services for individuals aged 22 years and older

The Collaborative does not provide services to individuals aged 22 years or older.

Amounts expended on administration and overhead

Total administrative costs incurred by the Collaborative totaled \$1,903,822 for the year ended June 30, 2020. Administrative expenses include all costs that cannot be directly or reasonably applied to a program of the Collaborative. Administrative expenses include salaries, related benefits and payroll taxes associated with the Collaborative’s administrative office (i.e., Executive Director, finance staff, human resources, etc.), as well as other costs associated with maintaining that office (i.e. occupancy, supplies, etc.). The Collaborative directly applies salaries, where appropriate, to its programs and allocates related employee benefits and taxes to those programs. Occupancy, supplies, maintenance and any other cost that can be directly applied, or reasonably allocated, are reported under program expense.

SEEM Collaborative
Notes to Financial Statements
June 30, 2020

NOTE I – DISCLOSURES REQUIRED UNDER MASSACHUSETTS GENERAL LAW c.40 § 4E
(continued)

Accounts held by the collaborative that may be spent at the discretion of another person or entity

As of June 30, 2020, the Collaborative did not hold any accounts that may be spent at the discretion of another person or entity.

Transactions between the collaborative and any related for-profit or non-profit organization

Leases of space from member districts are described in Note B to the financial statements and are the only transactions between the collaborative and any related for-profit or non-profit organization.

Transactions or contracts related to purchase, sale, rental or lease of real property

Transactions or contracts related to the purchase, sale, rental, or lease of real property are described in Notes A and B to the financial statements.

Annual determination and disclosure of cumulative surplus

Cumulative Surplus Calculation – FY20						Page(s) in financial statements
(A)	Voted Cumulative Surplus as of 6/30/19			\$ 5,905,104	(A)	p. 11
(B)	1 Budget	(B)1	\$ -			
	2 Amount of (A) returned to member districts	(B)2	\$ -			
	(B)1 + (B)2 = (B)			\$ -	(B)	
(C)	Unexpended FY20 General Funds			\$ 276,535	(C)	p. 11
(D)	Cumulative Surplus as of 6/30/20	(A) - (B) + (C) = (D)		\$ 6,181,639	(D)	
(E)	FY20 Total General Fund Expenditures*			\$ 32,484,194	(E)	p. 11
(F)	Cumulative Surplus Percentage	(D) ÷ (E)		19%	(F)	
	Estimated Amount of Excess Cumulative Surplus as of 6/30/20			-		

* Excludes Intergovernmental expense, includes transfer to postemployment benefits trust

SEEM Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balance
of the General Fund - Budget to Actual
For the Year Ended June 30, 2020

	Original & Final Budget	Actual	Variance with Final Budget Favorable (Unfavorable)
Revenues:			
Tuition and service revenues	\$ 22,381,458	\$ 21,865,236	\$ (516,222)
Transportation	9,800,000	10,540,997	740,997
Member assessments	60,500	60,500	-
Grants and contributions	-	168,846	168,846
Intergovernmental revenue*	-	6,230,418	6,230,418
Interest	60,000	37,103	(22,897)
Total Revenues	<u>32,301,958</u>	<u>38,903,100</u>	<u>6,601,142</u>
Expenditures:			
Administration	2,386,270	1,903,822	482,448
Program payroll	15,617,821	15,037,801	580,020
Program fringe benefits and payroll taxes	2,427,460	2,368,660	58,800
Professional services	164,238	432,788	(268,550)
Rent and utilities	1,149,484	1,157,741	(8,257)
Maintenance	352,400	361,569	(9,169)
Supplies	445,952	298,251	147,701
Transportation	9,506,000	10,237,891	(731,891)
Travel, field trips, and conferences	108,648	126,461	(17,813)
Telephone and internet	35,912	33,976	1,936
Training	37,585	25,103	12,482
Miscellaneous	50,985	49,222	1,763
Intergovernmental expense*	-	6,230,418	(6,230,418)
Capital outlay, net of debt incurred	-	373,862	(373,862)
Total Expenditures	<u>32,282,755</u>	<u>38,637,565</u>	<u>(6,354,810)</u>
Net Change in Fund Balances	<u>\$ 19,203</u>	<u>\$ 265,535</u>	<u>\$ 246,332</u>
Other Budget Items:			
Gain on assets	\$ -	\$ 88,047	\$ 88,047
OPEB obligation funding	-	(77,047)	(77,047)
	<u>\$ -</u>	<u>\$ 11,000</u>	<u>\$ 11,000</u>

*Intergovernmental revenue and expense is not budgeted by the Collaborative because it is actuarially determined annually and does not require actual expenditure by the Collaborative.

Note: The schedule above is presented on the same basis used by the Collaborative to present its internal budget to actual comparison and account groupings are not necessarily consistent with the Statement of Revenue, Expenditures and Changes in Fund balances presented on page 11.

SEEM Collaborative
 OPEB Plan - Required Supplementary Information
 June 30, 2020

Year	Actuarial Determined Contribution	Contributions in relation to the actuarially determined contribution	Contribution deficiency (excess)	Covered employee payroll	Contributions as a percentage of covered employee payroll
June 30, 2017	\$ 2,419,005	\$ (580,296)	\$ 1,838,709	\$ 13,178,823	1.40%
June 30, 2018	\$ 2,419,005	\$ (155,845)	\$ 2,263,160	\$ 13,574,188	1.15%
June 30, 2019	\$ 2,503,168	\$ (201,147)	\$ 2,302,021	\$ 15,560,829	1.29%
June 30, 2020	\$ 2,854,495	\$ (263,067)	\$ 2,591,428	\$ 16,027,654	1.64%

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

SEEM Collaborative
OPEB Plan - Required Supplementary Information
As of the June 30, 2020 Measurement Date

Schedule of Changes in the Collaborative's Net OPEB Liability and Related Ratios				
Valuation Date	July 1, 2018	July 1, 2018	July 1, 2017	July 1, 2016
For the Reporting Period & Fiscal Year ending on:	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Total OPEB Liability				
I. Service Cost	1,777,776	1,548,729	1,798,596	1,629,234
II. Interest on Total OPEB Liability, Service Cost, and Benefit Payments	691,291	637,592	607,386	541,296
III. Changes in Benefit terms			-	-
IV. Difference between Expected & Actual Plan Experience	(264,431)	(4,922,250)	-	-
V. Changes of Assumption	1,141,662	1,690,382	-	-
VI. Benefit Payments Excluding Implicit Cost	(171,162)	(146,334)	-	-
VII. Implicit Cost Amount	(14,858)	(8,788)	(134,887)	(138,843)
VIII. Total Benefit payments including Implicit Cost [VI.+VII.]	(186,020)	(155,122)	(134,887)	(138,843)
IX. Net Change in OPEB liability [I.+II.+III.+IV.+V.+VIII.]	3,160,278	(1,200,669)	2,271,095	2,031,687
X. Total OPEB liability - beginning of period	19,584,968	20,785,637	18,514,542	16,482,855
XI. Prior Period Adjustment for Retirees not Previously Reflected	-	-	-	-
XII. Total OPEB Liability - end of period [IX.+X.+XI.]	22,745,246	19,584,968	20,785,637	18,514,542
Plan Fiduciary Net Position				
XIII. Earning from Plan Investments	51,826	54,195	41,436	1,275
XIV. Employer Contribution to trust	263,067	201,147	290,732	719,139
XV. Benefit payments from trust, including refunds of member contributions	(186,020)	(155,122)	(134,887)	(138,843)
XVI. Administrative expense	-	-	-	-
XVII. Other	-	-	-	-
XVIII. Net change in plan fiduciary net position [XIII.+XIV.+XV.+XVI.+XVII.]	128,873	100,220	197,281	581,571
XIX. Plan fiduciary net position - beginning of period	879,072	778,852	581,571	-
XX. Plan fiduciary net position - end of period [XVIII.+XIX.]	1,007,945	879,072	778,852	581,571
XXI. Net OPEB Liability [XII.-XX.]	21,737,301	18,705,896	20,006,785	17,932,971
XXII. Plan fiduciary net position as a % of total OPEB liability [XX./XII.]	4.43%	4.49%	3.75%	3.14%
XXIII. Covered employee payroll	16,027,654	15,560,829	13,981,413	13,574,188
XXIV. Plan NOL as % of covered employee payroll [XXI./XXIII.]	135.62%	120.21%	143.10%	132.11%
Single Discount Rate to calculate Plan Liabilities	3.00%	3.25%	3.00%	3.00%

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

SEEM Collaborative
OPEB Plan - Required Supplementary Information
As of the June 30, 2020 Measurement Date

Notes to Required Supplementary Information:

Valuation Date:	Actuarially Determined Contribution was calculated as of July 1, 2018.
Actuarial Cost Method:	Individual Entry Age Normal
Asset-Valuation Method:	Market Value of Assets as of the Measurement Date, June 30, 2020.
<u>Actuarial Assumptions:</u>	
Investment Rate of Return:	6.08 percent, net of OPEB plan investment expense, including inflation.
Municipal Bond Rate:	2.66 percent as of June 30, 2020 (source: S&P Municipal Bond 20-Year High Grade Index - SAPIHG)
Single Equivalent Discount Rate:	3.00 percent, net of OPEB plan investment expense, including inflation.
Inflation:	2.50 percent as of June 30, 2020 and for future periods
Salary Increases:	3.00 percent annually as of June 30, 2020 and for future periods
Cost of Living Adjustment:	Not Applicable
Pre-Retirement Mortality:	General: RP-2000 Employees Mortality Table projected generationally with scale BB and a base year 2009 for males and females. Teacher: RP-2000 Employees Mortality Table projected generationally with scale BB and a base year 2009 for males and females.
Post-Retirement Mortality:	General: RP-2000 Healthy Annuitant Mortality Table projected generationally with scale BB and a base year 2009 for males and females. Teacher: RP-2000 Healthy Annuitant Mortality Table projected generationally with scale BB and a base year 2009 for males and females.

See independent auditor's report

SEEM Collaborative
Schedule of the Collaborative's Proportionate Share of Net Pension Liability
For the Year Ended June 30, 2020

		<u>MTRS</u>	<u>MSERS</u>
Collaborative's proportion of net pension liability	FY2014	0.10507%	0.09481%
	FY2015	0.10453%	0.09903%
	FY2016	0.11035%	0.09431%
	FY2017	0.11664%	0.10736%
	FY2018	0.11392%	0.10697%
	FY2019	0.12029%	0.10499%
	Collaborative's proportionate share of net pension liability	FY2014	\$ 16,702,908
FY2015		\$ 21,418,635	\$ 11,272,144
FY2016		\$ 24,671,118	\$ 13,004,413
FY2017		\$ 26,692,845	\$ 13,769,155
FY2018		\$ 27,011,576	\$ 14,151,835
FY2019		\$ 30,330,731	\$ 15,364,606
Collaborative's covered-employee payroll		FY2014	\$ 6,680,161
	FY2015	\$ 6,710,478	\$ 5,533,186
	FY2016	\$ 7,392,830	\$ 5,374,488
	FY2017	\$ 7,600,056	\$ 5,900,774
	FY2018	\$ 8,127,873	\$ 6,149,145
	FY2019	\$ 8,819,110	\$ 6,255,653
	Collaborative's proportionate share of the net pension liability as a percentage of its covered-employee payroll	FY2014	250.04%
FY2015		319.18%	203.72%
FY2016		333.72%	241.97%
FY2017		351.22%	233.34%
FY2018		332.33%	230.14%
FY2019		343.92%	245.61%
Plan fiduciary net position as a percentage of total pension liability		FY2014	61.64%
	FY2015	55.38%	67.87%
	FY2016	52.73%	63.48%
	FY2017	54.25%	67.21%
	FY2018	54.84%	67.91%
	FY2019	53.95%	66.28%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Also, see Note E to financial statements

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2019.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

See independent auditor's report.

SEEM Collaborative
Schedule of Pension Contributions
For the Year Ended June 30, 2020

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
<u>MTRS</u>						
Contractually required contribution	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions in relation to the contractually required contribution	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 6,680,161	\$ 6,710,161	\$ 7,392,830	\$ 7,600,056	\$ 8,127,873	\$ 8,819,110
Contributions as a percentage of covered-employee payroll	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

MSERS

Contractually required contribution	\$ 281,263	\$ 303,508	\$ 294,171	\$ 325,726	\$ 364,782	\$ 367,421
Contributions in relation to the contractually required contribution	\$ 281,263	\$ 303,508	\$ 294,171	\$ 325,726	\$ 364,782	\$ 367,421
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 5,406,850	\$ 5,533,186	\$ 5,374,488	\$ 5,900,774	\$ 6,149,145	\$ 6,255,653
Contributions as a percentage of covered-employee payroll	5.20%	5.49%	5.47%	5.52%	5.93%	5.87%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Also, see Note E to financial statements

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2019.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

Contributions

The Collaborative is required to pay an annual appropriation as established by the Public Employees' Retirement Administration Commission (PERAC) for MSERS. No contribution is required for MTRS. The Commonwealth of Massachusetts as a nonemployer is legally responsible for the entire past service cost related to the Collaborative and therefore has a 100% special funding situation.



FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of
SEEM Collaborative
Stoneham, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of SEEM Collaborative (a collaborative organized under the Laws of the Commonwealth of Massachusetts), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise SEEM Collaborative's basic financial statements, and have issued our report thereon dated December 15, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered SEEM Collaborative's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of SEEM Collaborative's internal control. Accordingly, we do not express an opinion on the effectiveness of SEEM Collaborative's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether SEEM Collaborative's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Certified Public Accountants

Newburyport, Massachusetts

December 15, 2020

ACCEPTANCE OF THE BOARD OF DIRECTORS

We, the Board of Directors of the SEEM Collaborative, have voted to accept the representations of management and the expression of the opinions made by Fritz DeGuglielmo LLC as embodied in the financial statements, supplemental schedules and independent auditor's reports for the year ended June 30, 2020.

We also certify that the representations made by management and the disclosures in the financial statements are accurate and have been correctly and completely disclosed as required by accounting principles generally accepted in the United States of America and under Commonwealth of Massachusetts laws for the year ended June 30, 2020.

DocuSigned by:

Judith Evans

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Board Chair

12/15/2020

Date