



# *South Coast Educational Collaborative*

## **ANNUAL REPORT 2019-2020**



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## Message from the Executive Director

Dear Reader:

The FY2020 Annual Report for South Coast Educational Collaborative (SCEC) covers the period of time beginning on July 1, 2019, and ending on June 30, 2020. Although it is submitted to fulfill all the legal requirements that apply to educational collaboratives in the Commonwealth of Massachusetts, it is also intended to recognize the accomplishments of the SCEC Board of Directors, students, families, and staff.

On July 1, 2019, the SCEC Board of Directors welcomed the Dartmouth Public Schools as a new member district. Although there is a long history of students, as well as staff, from the Dartmouth educational community receiving services from SCEC, becoming a member affords Dartmouth a seat at the decision-making table. It also provides opportunities for other member districts, as well as SCEC, to benefit from the expertise of Dartmouth educators.

One of the major highlights of FY2020 was the high level of achievement throughout the SCEC educational community. This was demonstrated through data collection relative to students' social-emotional needs and their engagement in learning. The principles and practices of Deep Learning provided the pedagogical drive for these efforts, and significant gains were achieved educationally, clinically, and medically.

Another notable event of FY2020 was SCEC's acceptance into the *Influence 100* program in June. *Influence 100* is a two-year engagement with the Massachusetts Department of Elementary and Secondary Education (DESE) that includes professional development and technical assistance for collaborative leadership teams. The Board of Directors, Leadership Team, and staff at SCEC are deeply committed to becoming more culturally responsive, and participation in *Influence 100* will be an invaluable opportunity that provides needed guidance and support to help make this happen. According to the two SCEC fellows in the program, participation in *Influence 100* will assist us in becoming a more culturally responsive educational collaborative by learning how to diversify our educator workforce and promote better outcomes for our students.

The growth and development of partnerships among SCEC students, families, and staff was another major highlight of the 2019-2020 school year. The effective leadership and seamless functioning of School Health Services, Related Services, and Clinical teams were instrumental in improving student learning and social-emotional growth outcomes. These successes were often linked to the use of technology to remove barriers associated with classrooms, therapeutic offices, and traditional educational practices. Fortunately, success in all the major initiatives previously reflected proved to be extremely useful in responding to the challenges of COVID-19. Seeking input from all member districts, improving our data collection systems and analysis, utilizing technology throughout SCEC and enhancing family partnerships were all inextricably connected to success in meeting the needs of all our students and their families during the school closure. Meeting the demands of remote learning and all its variations were made possible due to the effectiveness of these actions.

Additionally, the entire SCEC educational community deeply appreciates the leadership and support provided by DESE throughout the continuing COVID-19 pandemic. The constant themes of accountability and high standards for teaching and learning supported and continue to drive our ability to be creative, reflective, and thorough in meeting the needs of all of our students. Collegiality on a local and state level has been encouraged and facilitated, and it has been extremely effective at SCEC in FY2020. As we are often reminded, we are stronger working together.

As previously mentioned, this 2019-2020 Annual Report for South Coast Educational Collaborative is intended to fulfill all the legal requirements that apply to SCEC. However, I trust that in addition, the readers of this document will obtain a thorough overview of the mosaic of services that make SCEC the vibrant educational community that its members appreciate and respect. If readers are interested in learning more about our collaborative and/or visiting our programs, please contact me. It would be a pleasure to assist you.

Sincerely,



David R Heimbecker, EdD  
Executive Director  
[drh@scecoll.org](mailto:drh@scecoll.org)



## South Coast Educational Collaborative

### Our History

The South Coast Educational Collaborative (SCEC) was established in 1974 (known then as Cooperative Production Collaborative) with its original member school districts of Berkley, Dighton, Dighton-Rehoboth Regional, Seekonk and Swansea. SCEC began with one program, providing educational services to a group of students with low incidence special needs who previously did not receive any educational services. In 1984, the Somerset School District was welcomed as a new member, followed by the Freetown-Lakeville Regional School District in 2007, Taunton Public Schools in 2014, Somerset-Berkley Regional School District in 2014 and Dartmouth Public Schools in 2019.

Through the years, legislative actions and the Department of Elementary and Secondary Education (DESE) policies acted to strengthen and incentivize Massachusetts collaboratives to move from single purpose entities to full-service organizations. South Coast Educational Collaborative followed this trend by increasing and expanding its level of services in special education, general education supports to public school districts, professional learning, clinical and therapeutic consultant resources, technology, family supports and partnerships with institutions of higher learning.

### South Coast Educational Collaborative Agreement

The South Coast Educational Collaborative (SCEC) Agreement, updated as required by amendments to M.G.L. c. 40, § 4E and regulations 603 C.M.R. 50.00, was approved by the Commissioner of Elementary and Secondary Education on October 18, 2019, with an effective date of July 1, 2019. As per the SCEC Agreement, the Board of Directors is comprised of one superintendent or school committee member from each member school district as well as an appointee by the Commissioner of Elementary and Secondary Education. The executive director, or designee, acts as executive secretary to the Board, which meets at least six times annually. The Board members elect a chairperson and a vice-chairperson at the first Board meeting of each fiscal year. In 2013-2014, the Board appointed a DESE licensed Business Manager, as well as a Treasurer, both of whom have continued in their positions. All Board meetings are posted and conducted in accordance with the Open Meeting Law, M.G.L. c. 30A, Secs. 18-25 and the open meeting regulations, 940 CMR Sec. 29.00. The SCEC Agreement was approved by the Board of Directors on April 11, 2019, and approved by all nine member school committees by June 10, 2019.

### Mission Statement

To cooperatively develop and deliver high quality, cost effective, value-added, and sustainable education, professional development, technical assistance, and resources for students, families, educators, school districts, partner organizations, and communities that increase educational opportunities for children ages 3 through 22, improve educational outcomes for students, and are grounded in our core values and appropriate research-based content and best practice.

### Purpose

To provide intensive education programs and services for students with disabilities; to provide professional development to educators; to provide related services to students with disabilities in member and non-member districts, and to provide other high quality cost effective services to meet the changing needs of member districts.

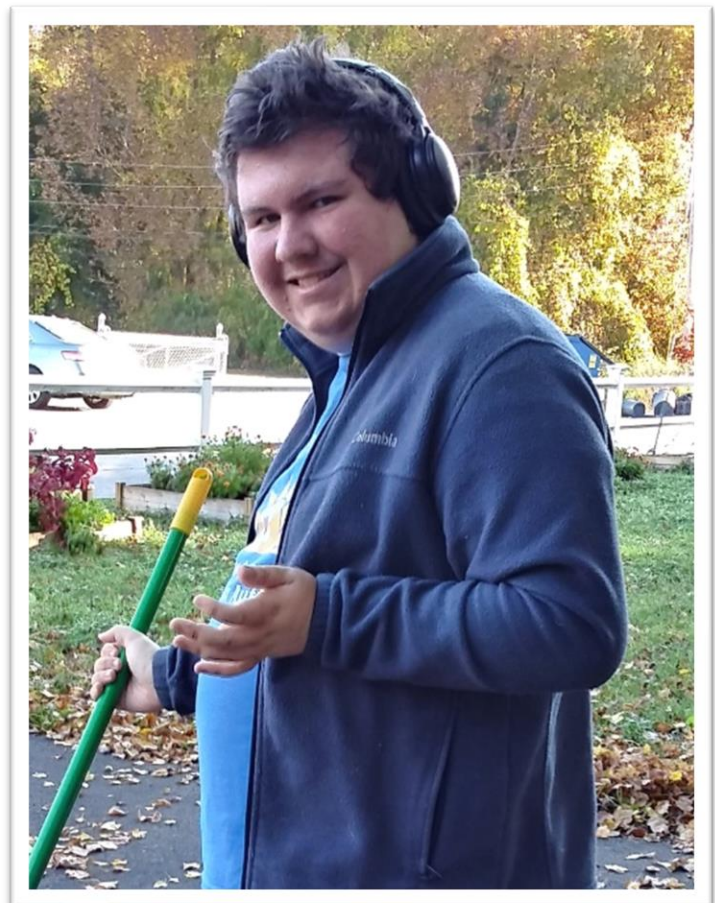
## Objectives

1. To improve the academic achievement of students with low incidence disabilities in the least restrictive environment.
2. To offer a variety of quality professional development opportunities to general and special education teachers, administrators and related service providers.
3. To provide all programs and services in a cost effective, value-added and sustainable manner.

## Core Values

We believe that:

- Respect for the natural environment and effective green enterprise practices are reflected in our daily operations and in the design and delivery of our products and services. Staff are crucial partners in achieving and sustaining our ecological goals.
- South Coast Educational Collaborative must be a reflective learning community for students and their families, staff, consultants, middle managers and the Board of Directors.
- Our ultimate goal is to enable students to participate and contribute as fully as possible in the communities in which they live and to begin planning upon admission for transitioning to their home, school, community or adulthood.
- The family unit and family-school collaboration are essential factors in supporting and sustaining a student's learning and development.
- The South Coast Educational Collaborative community is focused on teaching and learning and on continual professional learning and inquiry that creates the conditions necessary for optimal teaching and learning.
- Mutual respect, reflection and collaboration are expected and infused into all partnerships.
- Staff productivity, especially team productivity, means exceeding expectations, increasing team efficiency, and enhancing individual team members' professional growth.
- Teams are best supported when they have compelling direction, the materials and resources they need, incentives for excellent team performance, and targeted professional development and coaching.
- Cultural diversity enriches and enhances all members of South Coast Educational Collaborative.
- Conducting "business as usual" is not an acceptable option for sustaining our work.



## Governance and Leadership

### Board of Directors

- Mr Richard Medeiros, Board Chairperson and Superintendent, Freetown-Lakeville Regional School District
- Mr Thomas J Lynch, Board Vice Chair and Superintendent, Berkley Public Schools
- Dr Bonny L Gifford, Superintendent, Dartmouth Public Schools
- Dr Anthony Azar, Superintendent, Dighton-Rehoboth Regional School District
- Dr Richard Drolet, Superintendent, Seekonk Public Schools
- Mr Jeffrey Schoonover, Superintendent, Somerset Public Schools and Somerset Berkley Regional School District
- Mr John Robidoux, Superintendent, Swansea Public Schools
- Mr John Cabral, Superintendent, Taunton Public Schools
- Ms Paulajo Gaines, Department of Elementary and Secondary Education Liaison

### Board Employees

- Dr David Heimbecker, Executive Director
- Mr Joseph Delude, Treasurer
- Ms Jennifer Prendergast, Business Manager

### Member Districts

- Berkley Public Schools
- Dartmouth Public Schools
- Dighton-Rehoboth Regional School District
- Freetown Lakeville Regional School District
- Seekonk Public Schools
- Somerset Public Schools
- Somerset Berkley Regional School District
- Swansea Public Schools
- Taunton Public Schools



## Response to COVID-19

All schools in Massachusetts were closed to in-person instruction from March 15, 2020, through June 30, 2020, per order of the Governor due to the COVID-19 pandemic. The South Coast Educational Collaborative (SCEC) immediately pivoted to a remote learning model to support the needs of all students.

The goal of SCEC during the remote learning period was to provide each student with the resources and supports needed to meet the requirements of their Individual Educational Program (IEP). Safety, equity, access and student engagement were major focuses throughout this time. The SCEC remote learning plan was specific to the individual student and reflected each individual student's strengths, needs, and capabilities, as well as their ability to access educational programming from home. Telephone, postal service, and a variety of FERPA-compliant virtual platforms were used to achieve the goal of providing academic support, related services, clinical services, health services and more. Family feedback was obtained, data was collected, and communication logs were carefully maintained to gauge the success of our remote learning model and to inform our practice. This allowed services to be adjusted in real time on an individual basis, prevented redundancy, and documented services delivered.

Safety protocols, policies and procedures to govern in-person instruction during the COVID-19 pandemic were developed concomitantly. All safety materials needed for reopening were ordered, including personal protective equipment and cleaning supplies to make certain SCEC was prepared for in-person instruction. All SCEC programs opened for in-person instruction in July 2020.

### Guiding Principles

SCEC's guiding principles throughout the remote learning period were:

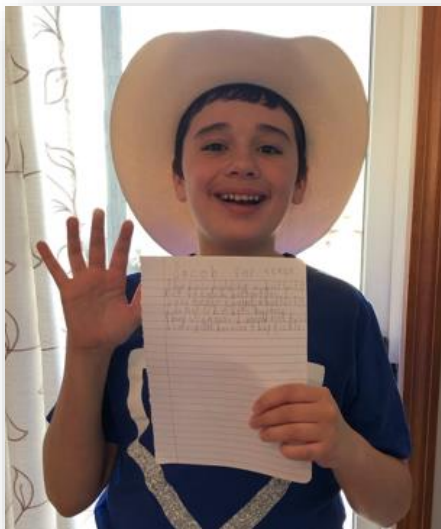
- The safety and well-being of students, families and staff were of paramount importance, including physical health, social-emotional well-being, mental health, and nutrition.
- Equity and access for all students was ensured with a special emphasis on the needs of our most vulnerable students.
- Vibrant connections between SCEC staff and students were maintained through a variety of creative means.
- Students were continuously engaged in high quality learning opportunities through a variety of appropriately structured educational programs.
- Each student's learning experience was individually curated depending on student age, individual and family needs, and access to and capacity for remote learning.

### Remote Learning Accomplishments

- A comprehensive needs assessment was conducted at the onset of the remote learning period to determine each student's access to technology. The needs assessment was followed by the distribution of technology resources to ensure student access to education.
- Each student's IEP was implemented to the fullest extent possible, guided by their individual remote learning plan.
- Equal access to education was provided to every student regardless of access to technology, language of instruction or communication needs.
- Comprehensive translation services were offered to all students and families with a primary language other than English.



- Robust communication was maintained with families throughout all levels of the organization, including weekly updates sent from the Executive Director directly to families via the SCEC notification system.
- Professional development was provided for all staff regarding remote learning practices, including instructional technologies, telehealth best practices, student and family communication and maintaining HIPPA and FERPA compliance.
- The clinical team implemented services above and beyond the IEP and successfully curated the relationship between the student, family and educational team.
- The clinical team received training in conducting remote assessment of risk for SCEC students during the remote learning period, and conducted ongoing assessments of student and family emotional state as needed to identify any family who may have been struggling and put supports in place to address any needs that arose.
- Policies and procedures were developed for providing telehealth services in response to COVID-19 and providers were trained in techniques to enhance student success during the remote learning period.
- The related services on each student's IEP were implemented to the fullest extent possible. All students and their families were invited to participate in direct services using the telehealth model.
- Documentation of all related services was fully compliant with the school-based Medicaid program throughout the remote learning period.
- The transportation team delivered instructional technology directly to student's homes at the onset of the remote learning period, and continued to support the ongoing education of students by delivering packets of instructional materials to each student's home weekly as needed.
- The transportation team delivered breakfast and lunch daily to all students who chose to receive them.
- Safety protocols, policies and procedures to govern the return to in-person instruction during the COVID-19 pandemic were developed by the SCEC School Health Team through collaboration with DPH, local health authorities and DESE.
- Safety supplies needed to support in-person instruction were obtained, including personal protective equipment and cleaning supplies.



## Day School Programs

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### Overview of SCEC Day School Programs

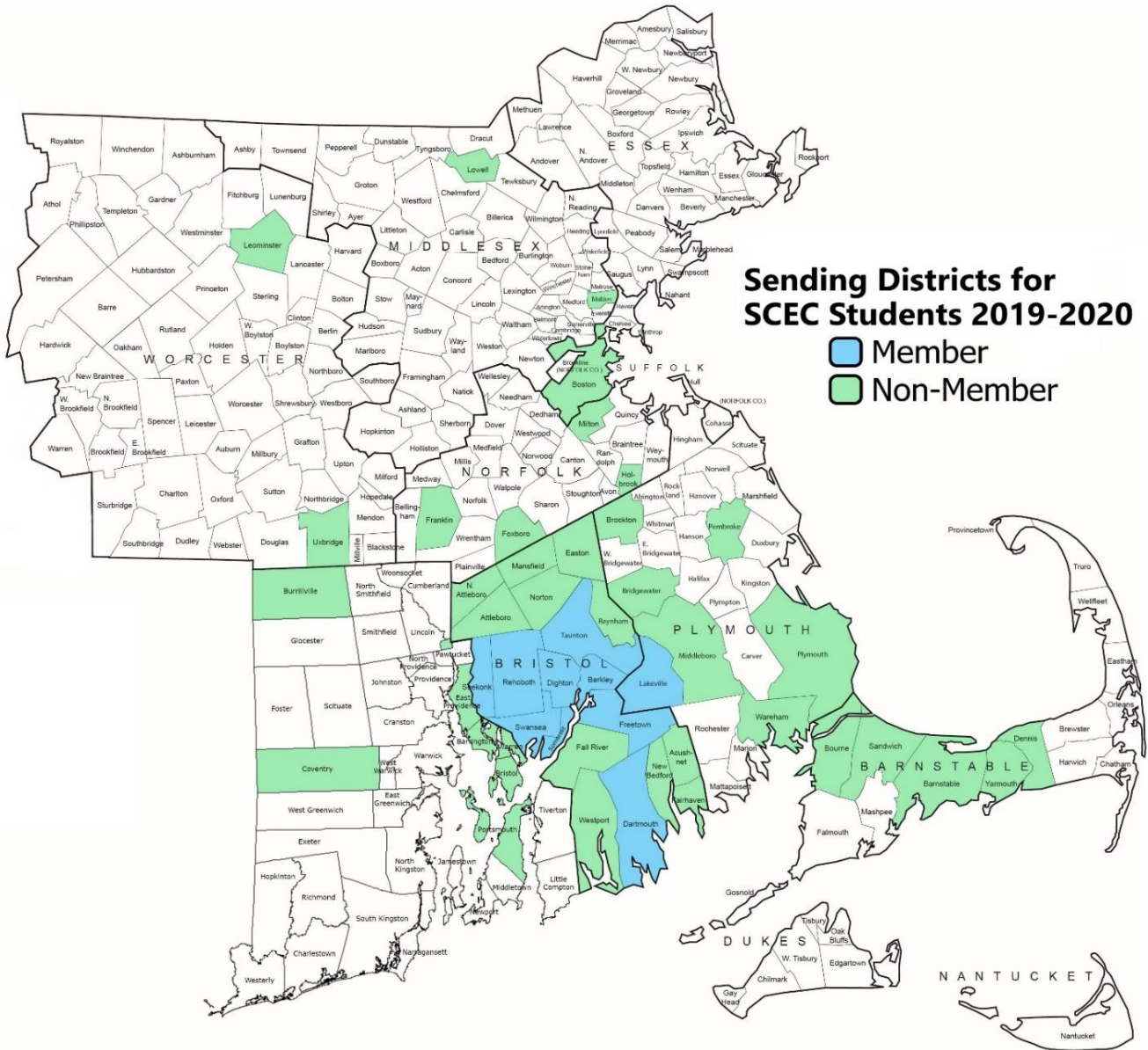
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All SCEC programs focus on high quality instruction using evidence-based practices, including Deep Learning pedagogy. Classrooms have high standards for academics that are aligned with the Massachusetts Curriculum Frameworks. The curriculum is modified and adapted on an individual student basis to ensure that each student is participating in standards-based learning. In addition to academics, students receive instruction in functional life skills, language, socialization, independent living, recreation and leisure activities. Social-emotional well-being and student self-regulation are a major focus in every program, as is the role of parents/guardians as contributing members of each student’s educational team.

<b>Day School Programs for Students with Special Needs</b> <b>South Coast Educational Collaborative</b> <b>School Year 2019-2020</b>	
<p><b><i>Inclusionary Programs:</i></b>                      Berkley Elementary School                      Berkley Middle School                      Bishop Connolly High School (Fall River)                      Freetown Elementary School                      George R Austin Intermediate School (Lakeville)                      Somerset Middle School                      Palmer River Elementary School (Rehoboth)                      Seekonk High School                      South Coast Middle Alternative School at Somerset Middle School</p>	<p><b><i>Public Day School Programs</i></b>                      Seekonk North K-5 205 day                      Seekonk North K-5 220 day                      Seekonk North 6-8 205 day                      Seekonk North 6-8 220 day                      Gallishaw High School</p> <p><b><i>Community-Based Program</i></b> (ages 18-22)                      LIFE Academy</p>

Students throughout SCEC participate in inclusionary instruction/activities, whether within district classrooms or community settings. This instruction is vital to support the students’ transitional skill development as well as their generalization and internalization of learned skills. SCEC’s inclusionary classrooms are located in nine public school settings across Massachusetts’ south coast region. These inclusionary programs are a less restrictive alternative to a private school or public day school setting. Students enrolled in inclusionary programs attend core academics, music, arts and/or physical education classes with their district peers, as well as join their peers during lunch, assemblies or after-school sports/activities. If for some reason factors preclude our students’ involvement in the school environment, students from the host district school participate in SCEC classroom activities using a reverse inclusion model.

Experiences in the community are an essential component of the curriculum at every SCEC site. Students in every SCEC program participate in community-based opportunities that support the learning objectives in each student’s educational program. These experiences help students become contributing members in their own school, home, neighborhood, or other community setting.



All programs are staffed by highly qualified interdisciplinary teams that are comprised of educators, related service providers, clinicians, nurses and paraprofessionals who work together to ensure optimal educational experiences for each student. All members of the interdisciplinary team participate in program planning, including team meetings, curriculum development, transition planning, and the integration of all supports. Each team member is trained in Positive Behavioral Intervention and Supports and Deep Learning pedagogical practices, as well as certified in nonviolent crisis intervention, cardiopulmonary resuscitation and first aid.

Research-based best practices are ensured through rich, embedded professional development for all staff in the form of scheduled release days for professional learning, regularly held staff meetings, and focused teacher meetings. Paraprofessionals participate in all professional development opportunities side-by-side with other

educators so that they are able to serve as highly trained therapeutic partners. Best practices are further supported through routine consultation and technical assistance from a network of consultants with different areas of expertise. These consultants include a developmental pediatrician, behaviorists, and a clinical psychologist who further augment the services provided to each student at no additional cost to districts.

Transition planning, whether it is back to the student's district school or to post-secondary life, is a key component of the education for every student throughout his or her academic career at SCEC. It is the goal of every SCEC program to prepare students to transition back into their own public school district with support from the SCEC team as needed to ensure the student's success. As students approach age 14, transition planning becomes more formalized and intensive. Focus is placed on preparing students for life after public education as necessary for success in today's society. Instruction expands to include positive work habits and independent living skills. Each student's independence is maximized as needed to produce his or her best outcome, whether it is paid employment, higher education and/or being an active and contributing member of the community in which he or she lives.

SCEC uses sophisticated data collection practices to gather information on student performance in academics, social-emotional well-being, engagement, self-regulation and behavior. Daily analysis of collected data is used to guide instructional practices as needed to maximize student success. Progress for each student is articulated through ongoing communication with the family throughout the year using culturally sensitive best practices, as well as through progress reports at five intervals throughout the school year and at the student's annual IEP meeting.

### Deep Learning Initiative

Deep Learning, a major multi-year initiative launched during SY 2018, is aligned with the SCEC 2017-22 Strategic Plan. SCEC is the first Massachusetts collaborative to join the New Pedagogies for Deep Learning (NPDL) global partnership. Chatham Elementary School from the Monomoy Regional School District is our Deep Learning partner.

The Deep Learning framework focuses on the four elements of Pedagogical Practices, Learning Environments, Learning Partnerships and Leveraging Digital. This framework encourages mastery in six global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking. We foster Deep Learning so that all learners, especially students with special needs, contribute to the common good, address global challenges, and flourish in a complex world.

New Partnerships for Deep Learning (NPDL) works to transform the role of teachers and supports schools, districts, and systems to shift practice and measure learning in authentic ways. This comprehensive strategy incorporates practical tools and processes to engage students, educators, and families in new partnerships. The NPDL global partnership includes schools and districts in the United States, Canada, Finland, Netherlands, Uruguay, Hong Kong, Australia, New Zealand, Hong Kong, Taiwan and Japan.

By the end of SY 2020 all SCEC staff had received training in Deep Learning and a team of Deep Learning facilitators were identified and began supporting colleagues at each site to deepen their practice.

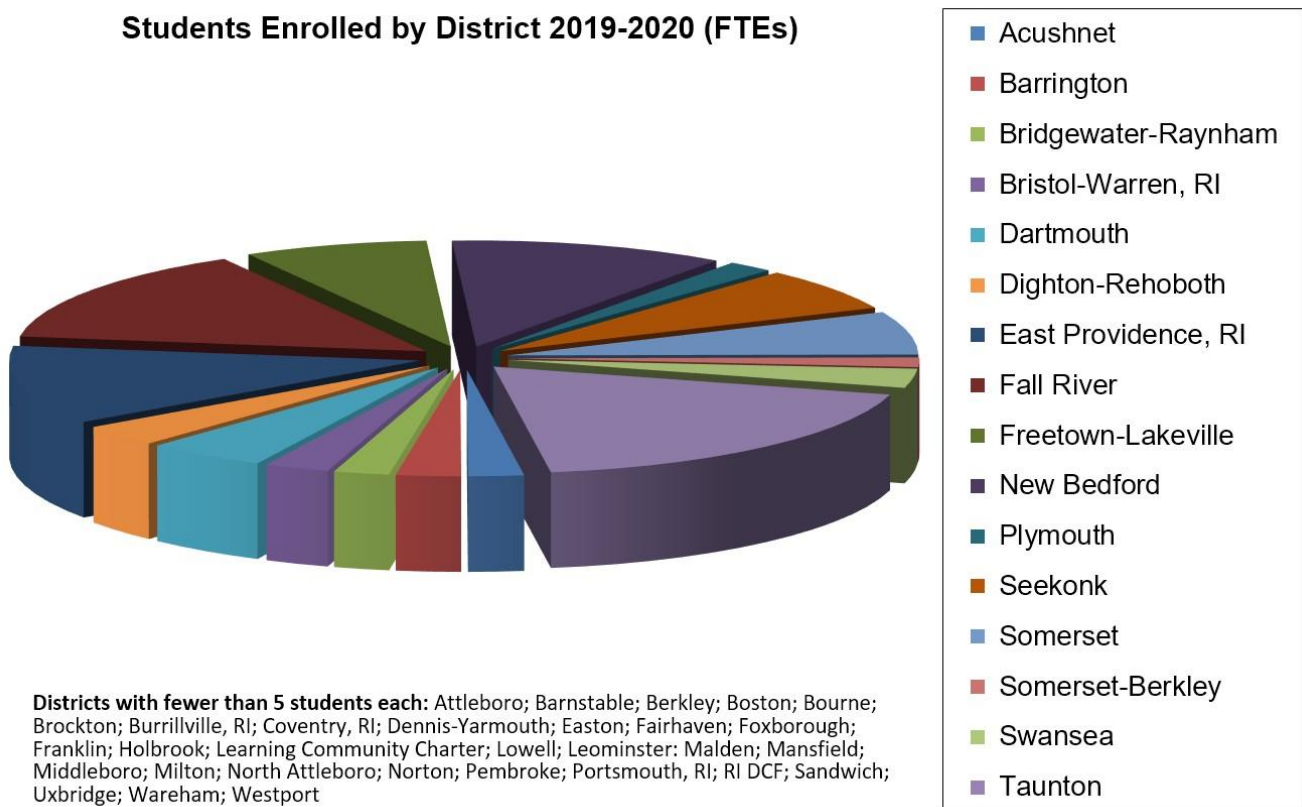
## Day School Programs

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*Student Enrollment Data*

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**Students Enrolled by District 2019-2020 (FTEs)**



**Districts with fewer than 5 students each:** Attleboro; Barnstable; Berkley; Boston; Bourne; Brockton; Burrillville, RI; Coventry, RI; Dennis-Yarmouth; Easton; Fairhaven; Foxborough; Franklin; Holbrook; Learning Community Charter; Lowell; Leominster; Malden; Mansfield; Middleboro; Milton; North Attleboro; Norton; Pembroke; Portsmouth, RI; RI DCF; Sandwich; Uxbridge; Wareham; Westport

Day Program Enrollment Totals 2019-2020	
Total Students Enrolled (FTEs)	270.50
Enrollment – Member Districts (FTEs)	174
Enrollment – Participating Districts (FTEs)	154
Total Students Enrolled during 2019-2020	320
Enrollment – Last Day of School 2020	260

<b>Enrollment by Levels (FTEs)</b>			
	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<i>Elementary Level</i>	94.50	96.31	97.89
<i>Middle School Level</i>	52.68	57.59	59.57
<i>High School Level</i>	63.02	71.65	66.10
<i>Ages 18-22</i>	20.26	30.44	41.43
<b>TOTAL</b>	<b>244.88</b>	<b>258.66</b>	<b>270.50</b>

<b>Student Transitions during School Year 2019-2020</b>	
Transferred to another SCEC program - same setting	6
Returned to home district - less restrictive setting	12
Moved out of area	14
Transferred to SCEC's community-based transition program	0
Transferred to another SCEC program - less restrictive setting	10
Placed residentially/hospitalized/DYS	7
Attained age 22	8
Withdrawn due to poor attendance/non-attendance	3
Graduated with high school diploma	10
Transferred to day school program outside SCEC	5
Transferred to another SCEC program - more restrictive setting	1
Assaultive/illegal behavior	1
Withdrew self from school (age 16+)	0
Summer student only (to provide ESY services)	2
Withdrawn because needs of student changed	0
Graduated with certificate of completion before age 22	1
Parental decision	2
45-day placement only	1
<b>Total number of students who transitioned out of or within SCEC during F20</b>	<b>83</b>

## Day School Programs

### *Cost Effectiveness of Day School Programs 2019-20*

South Coast Educational Collaborative (SCEC) day school programs offer uniquely intensive educational environments for students whose educational needs cannot be met within their district community schools. Research has shown that the low incidence and constantly changing population within special education often make it economically unfeasible to develop district-based classrooms (Jackson, 2005). Educational collaboratives are designed to provide high quality services to students in a more cost effective way than if the district had to create the programs and services on their own. Through the concept of economies of scale, collaboratives combine the resources of school districts to create programs that are needed by multiple districts. All of the programs and services at SCEC have been structured to meet the needs of our students and districts in the most cost effective way possible. During the 2019-2020 school year, students enrolled in SCEC classrooms came from forty-five different school districts throughout Massachusetts and Rhode Island. By bringing together students from multiple communities, particularly those with low incidence conditions and highly-specialized needs, SCEC can provide a comparatively low-cost option for school districts.

#### District Savings on Tuition

School districts typically consider both SCEC day school programs and private special education school placements when a student requires an out-of-district placement. SCEC student tuitions are provided to local school districts at a substantially reduced rate as compared to private schools. Member school districts receive further reductions in tuition, resulting in enhanced cost savings. To quantify the cost effectiveness of SCEC day school programs, tuition was compared between SCEC day school programs and private special education schools in our geographic region that offer comparable educational services for students with similar needs. Private special education school tuitions were taken from the Massachusetts Operational Services Division Authorized Prices for Special Education Programs for fiscal year 2020. The average daily rate for each SCEC program and/or private school was multiplied by 180 days to establish an equivalent tuition across programs and sites regardless of the number of days of operation. The total cost savings to all districts combined using this model is \$8 million dollars per year, as illustrated in Table 1.

<i>District Type</i>	<i>Number of Students Enrolled</i>	<i>Average SCEC Student Tuition<sup>1</sup></i>	<i>Comparison Private School Tuition<sup>1,2</sup></i>	<i>Annual District Savings per Student</i>	<i>Total District Savings FY2019</i>
Member Districts	144	\$53,049	\$80,408	\$27,359	\$3,939,696
Participant Districts	184	\$58,269	\$80,408	\$22,139	\$4,073,576
<b>Total district savings FY2020</b>					<b>\$8,013,272</b>

<sup>1</sup>Tuition for all programs and comparison schools was annualized to a 180-day school year

<sup>2</sup>A list of the private schools that were used for comparison will be provided upon request

The tuition at each SCEC day school program was substantially less than private school tuition in all cases, for both member and participant school districts, as outlined in Table 2.

<b>Table 2</b>			
<b>Annualized Tuition Comparison FY 2020</b>			
<b>SCEC Programs vs. Comparable Private Schools</b>			
<i>SCEC Day School Program</i>	<i>Member District Tuition<sup>1</sup> (180 days)</i>	<i>Participant District Tuition<sup>1</sup> (180 days)</i>	<i>Average Tuition of Comparison Schools<sup>1,2</sup> (180 days)</i>
Berkley Elementary <i>Inclusionary Site</i>	\$56,700	\$63,360	\$89,302
Freetown Elementary <i>Inclusionary Site</i>	\$52,740	\$59,220	\$70,853
Palmer River Elementary <i>Inclusionary Site</i>	\$52,740	\$59,220	\$89,903
Seekonk North K-5 205 day <i>Public Day Site</i>	\$50,940	\$59,400	\$70,853
Seekonk North K-5 220 day <i>Public Day Site</i>	\$52,740	\$56,880	\$80,500
George Austin Intermediate School <i>Inclusionary Site</i>	\$52,740	\$59,220	\$89,279
Berkley Middle School <i>Inclusionary Site</i>	\$54,540	\$58,500	\$89,302
South Coast Middle Alternative School <i>Inclusionary Site</i>	\$51,840	\$55,800	\$76,766
Seekonk North 6-8 205 day <i>Public Day Site</i>	\$51,840	\$55,800	\$67,702
Seekonk North 6-8 220 day <i>Public Day Site</i>	\$54,540	\$58,500	\$84,454
Bishop Connolly High School <i>Inclusionary Site</i>	\$52,020	\$56,160	\$82,817
Gallishaw High School <i>Public Day Site</i>	\$51,120	\$56,160	\$79,713
Seekonk High School <i>Inclusionary Site</i>	\$51,480	\$56,160	\$66,962
LIFE Academy Community Site	\$56,700	\$61,380	\$87,313

<sup>1</sup>Tuition for all programs and comparison schools was annualized to a 180-day school year

<sup>2</sup>A list of the private schools that were used for comparison will be provided upon request



### Value-Added Settings

SCEC inclusionary sites are a value-added service for districts. Our inclusionary sites are able to provide the expertise, staffing, equipment, related services and inclusion opportunities for students while they remain within the less restrictive public school setting. The alternative private school placement for these students would typically be located in a special education facility that does not allow inclusion opportunities. SCEC public day school classrooms are often a viable alternative to a private special education school setting for students with significant disabilities. These students are able to be placed in a group home setting and attend our public day school program, which is less costly for the sending school district.

### Value-Added Services

SCEC tuition includes a wide array of specialized student services, resulting in a significant overall reduction in cost to the sending district. Tuition rates are simplified and all-inclusive; they eliminate “a-la-carte” pricing for services that can add up for sending school districts. Services included in tuition at SCEC during FY 2020 are outlined in Table 3.

Adapted physical education	Job coaching	Developmental pediatrician
Applied behavioral analysis	Job development	Sensory programs
Behavior therapy	Nursing services	Social work services
Career exploration	Occupational therapy	Speech language therapy
Clinical psychology services	Parent and family education	Student internships
District consultation services	Physical therapy	Therapeutic counseling services
Family outreach	Reading specialist	Transition assessment and services
Instructional assistants	School health services	

The 45-Day Placement Program is an important cost effective strategy for school districts. The day school programs at SCEC offer 45-Day Placement Program as a support and resource for local school districts. This program allows for a short-term evaluation period for students who have experienced significant difficulties within their public school setting despite multiple interventions. The daily rate of the 45-Day Placement Program at SCEC includes all specialist evaluations and/or related services requested by the sending school district during the placement, including neuropsychological testing. At the end of the evaluation period, a comprehensive written assessment provides recommendations for therapeutic intervention techniques, behavior support plans and an educational placement that will allow the student to be successful in the least restrictive environment. By providing these services in one location and at one low fixed rate, SCEC allows districts to receive the information they need at a cost that is much less than if they were provided in-district or at specialty care centers.

### References:

Jackson, RM. (2005). Curriculum access for students with low incidence disabilities: The promise of universal design for learning. National Center on Accessing the General Curriculum, Wakefield, MA.

Special Education Programs: Authorized Prices Fiscal Year 2020. Commonwealth of Massachusetts Operational Services Division website. <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>. Accessed October 23, 2019.

## Special Education Day School Programs for Students with Disabilities ELEMENTARY LEVEL

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*BERKLEY ELEMENTARY, Berkley Community School, Berkley, MA*

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*PALMER RIVER ELEMENTARY, Palmer River Elementary, Rehoboth, MA*

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The South Coast Educational Collaborative (SCEC) offers structured classroom learning environments located in two public elementary schools, providing a total of four classrooms for students in Kindergarten through grade 5. These programs offer comprehensive services to students with low incidence disabilities whose challenges currently preclude them from being fully included in an elementary school. Diagnoses include, but are not limited to, cognitive, communication, emotional and behavioral concerns, developmental delays and/or medical needs. Our goal is to prepare students to transition back into their district schools, as well as be integral members of their community.

Comprehensive academic, behavioral and therapeutic services focus on developing academic, communication and social-emotional skills for each student. Each student's program is individualized and based on his/her Individualized Education Program (IEP), with curriculum aligned with the Massachusetts Curriculum Frameworks. Instruction is provided either individually or in small groups with a low student to teacher ratio. Families are invited to be part of family consult meetings to extend supports beyond the school day, which allows for productive student and family engagement.

### **Accomplishments 2019-2020**

- The average enrollment for the 2019-2020 school year was 20 students between the two sites, with 17 students coming from member districts and 3 students from participating districts.
- Implementation of Deep Learning pedagogy that allowed for students to foster a deeper understanding of content while contributing to the common good of the community. Students completed a Kindness Project to express gratitude to the many school staff who support their learning each day.
- Worked with an Autism expert to institute positive therapeutic programming and strategies in self-regulation to support developing a positive identity for students while decreasing interfering behaviors. This improved and increased student engagement, which lead to an increase in inclusive opportunities for students within our host schools.
- Continued the development of comprehensive data collection systems that informed practice and focused on how the level of supports correlated with the levels of student success.
- Continued the development of family/school partnerships though family consult meetings.

## Special Education Day School Programs for Students with Disabilities ELEMENTARY LEVEL

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*FREETOWN ELEMENTARY, Freetown Elementary School, Freetown, MA*

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*GEORGE R AUSTIN INTERMEDIATE SCHOOL, George R Austin Intermediate, Lakeville, MA*

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The South Coast Educational Collaborative (SCEC) has two highly structured classrooms for students who present with social-emotional challenges. Students in Kindergarten through grade 3 attend the Freetown Elementary School and students in grades 4 and 5 attend the George R Austin Intermediate School. Our mission is to offer supported transition opportunities that develop student success across educational environments.

These programs provide the opportunity for students with moderate emotional disabilities to attend a highly specialized program within a district setting. Students with more significant emotional disabilities coming from a public or private day school setting have the same opportunity to be in a less restrictive environment based on their readiness.

Comprehensive academic, social-emotional and therapeutic services focus on developing academic and social-emotional skills for each student. Each student's program is individualized and based on his/her IEP, with curriculum aligned with the Massachusetts Curriculum Frameworks. Instruction is provided either individually or in small groups. In addition, when students demonstrate they are ready, they are included in the general elementary setting with the proper supports. Families are invited to be part of family consult meetings to extend the supports beyond the school day, which allows for productive student and family engagement.

### **Accomplishments 2019-2020**

- The average enrollment during 2019-2020 was 18 students between the two sites, with 14 students from member districts and 4 students from participating districts.
- Implemented Deep Learning pedagogy that allowed for students to foster a deeper understanding of content while contributing to the common good of the community.
- Continued to develop a data collection system that focused on time on learning as well as the level of supports needed and how these correlated with the levels of student success.
- Continued work with consultants to institute positive therapeutic programming that assisted in developing a positive identity for students while decreasing interfering behaviors. This improved and increased student engagement, which lead to an increase in inclusive opportunities for students within our host schools.
- Expanded home/school partnerships using a family consult model.

## Special Education Day School Programs for Students with Disabilities ELEMENTARY LEVEL

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*SEEKONK NORTH K-5 (205 days), North School, Seekonk, MA*

*SEEKONK NORTH K-5 (220 days), North School, Seekonk, MA*

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The South Coast Educational Collaborative's (SCEC) Seekonk North Elementary School is an approved public special education day school that provides comprehensive educational services to students in grades K-5 who have had difficulties participating in the general education public school setting. Seekonk North Elementary School offers two curricular strands, a 205-day program and a 220-day program, each serving a unique population of students. It is our mission to offer students cutting-edge services by engaging all students in meaningful instruction aligned with the Massachusetts Curriculum Frameworks and based on brain-based therapeutic researched best practices.

### 205-Day Program

SCEC's Seekonk North K-5 205-day program provides comprehensive educational services to children in Kindergarten through grade 5 whose social-emotional and behavioral challenges currently preclude successful participation in a public school setting. Our goal is to affect academic and social-emotional growth through specialized counseling, academic instruction, positive behavioral supports, and brain-based therapeutic techniques so that students can successfully transition to a less restrictive educational setting. Professional development in curriculum and therapeutic supports are a priority.

### 220-Day Program

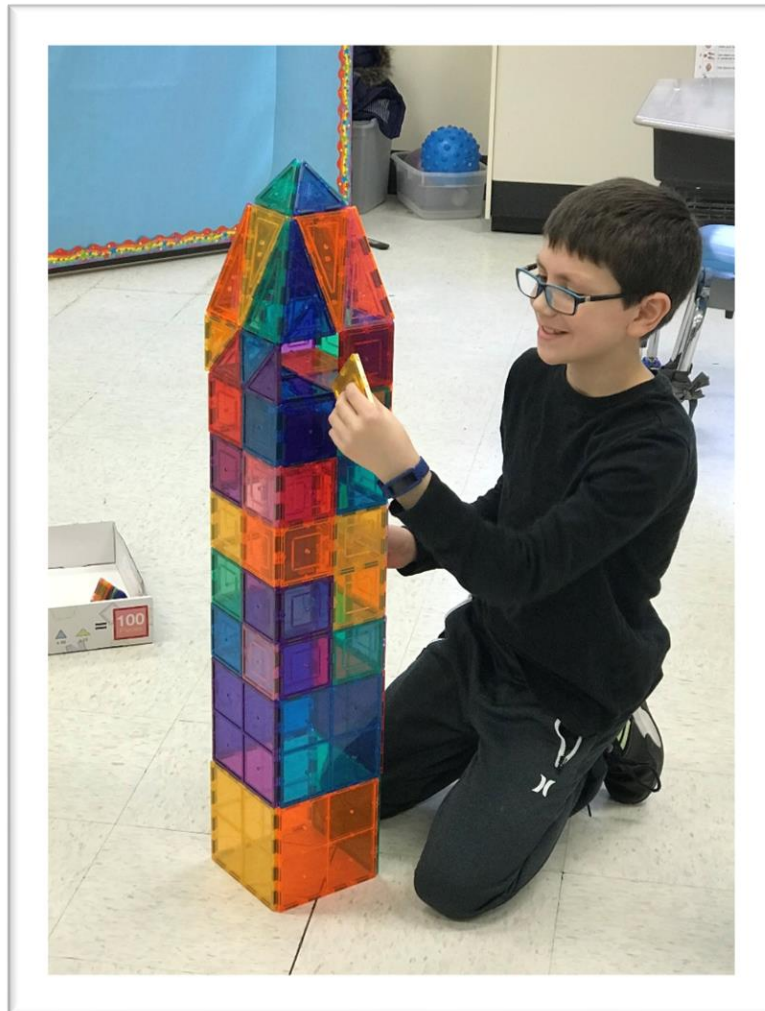
SCEC's Seekonk North K-5 220-day program serves students in Kindergarten through grade 5. These students have diagnoses that include, but are not limited to, Autism Spectrum Disorder, moderate to severe cognitive impairments, sensory processing and communication impairments, neuromotor deficits and/or medical and psychiatric needs. Students are provided with a 1:2 staff to student ratio. We offer students services that are based on evidenced-based best practices by engaging students in meaningful instruction aligned with the Massachusetts Curriculum Frameworks and supported by adapted curriculum materials. The desired outcome of instruction is increased potential in the areas of self-regulation, social skills and daily living skills development, and communication and cognitive development with the goal of placement in a less restrictive school setting.

### Accomplishments 2019-2020

- The average enrollment at the Seekonk North Elementary 205-day program was 57 students over the course of the year. Four students were transitioned to less restrictive settings in their home districts. One student

was successfully transitioned to a less restrictive, inclusive site within SCEC. The Seekonk North Elementary 220-day program provided special education services to 16 students.

- Classrooms implemented Deep Learning through various student-driven projects. One classroom spent time developing learning partnerships among peers and leveraged the work of the counseling team to work on what partnership means. Another classroom was interested in learning more about how weather works and fostered a learning partnership with the local news station, which culminated with a visit from one of the weatherman who answered students' questions about weather events and phenomena.
- The clinicians and classroom staff collaborated with our developmental pediatrician to take data that tracked medical interventions.
- Due to increased enrollment, the Seekonk North K-5 205-day program opened a seventh classroom.
- An elementary facilitative team composed of administrators, clinicians, teachers, and paraprofessionals was formed in July 2019. This team was established to further develop the data collection and analysis system, the Deep Learning model, and to continue to ensure fidelity within the IEP and referral process.



## Special Education Day School Programs for Students with Disabilities MIDDLE SCHOOL LEVEL

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*BERKLEY MIDDLE SCHOOL, Berkley Middle School, Berkley, MA*

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The South Coast Educational Collaborative (SCEC) offers a structured learning environment for students in grades 6 through 8 within the inclusionary setting of the Berkley Middle School. This program serves students with moderate to severe disabilities that interfere with their success in a general education classroom. The students' needs frequently arise from diagnoses of Autism Spectrum Disorder, neuromotor deficits, communication impairments, medical needs, and/or social-emotional challenges. Each small, highly structured classroom has a 220-day school year and students can participate in inclusion opportunities throughout Berkley Middle School.

This program offers a comprehensive, functional academic curriculum aligned with the Massachusetts Curriculum Frameworks, as well as a pre-vocational skills component and all related therapeutic services. An introduction to work habits and skills is emphasized to develop each student's level of independence, which is helpful for a successful transition to a high school setting. The curriculum also emphasizes activities based on Science, Technology, Engineering, Art and Math (STEAM), which engages students in real world issues and guides students in developing skills in critical thinking, problem-solving, and creativity.

Our mission is to provide a middle school experience that focuses on the functional academic and transition skills necessary for success in today's society. Educators incorporate research-based best practices such as Positive Behavioral Intervention and Supports (PBIS), principles of Applied Behavior Analysis (ABA), and Social Communication Emotional Regulation Transactional Supports (SCERTS) through continuous and embedded professional learning. Related service providers and expert consultants work with educators in the classroom to ensure continuity of therapeutic support.

### **Accomplishments 2019-2020**

- The average enrollment for the 2019-2020 school year was 12 students.
- The instructional staff at the Berkley MS site received direct training from SCEC Deep Learning Leaders, and goals were established to embrace the language of Deep Learning. As a follow-up to the training, staff created a family communication sheet that defined Deep Learning language and how it was introduced and implemented in the classroom to actively engage students.
- The partnership between the SCEC teachers and staff and the Berkley Middle School special education staff continued to flourish throughout the school year with collaboration on several academic (e.g., outdoor classroom) and nonacademic activities.

## Special Education Day School Programs for Students with Disabilities

### MIDDLE SCHOOL LEVEL

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*SEEKONK NORTH 6-8 (205 days), North School, Seekonk, MA*

*SEEKONK NORTH 6-8 (220 days), North School, Seekonk, MA*

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The South Coast Educational Collaborative's (SCEC) Seekonk North Middle School is an approved public special education day school that provides comprehensive educational services to students in grades 6 through 8 who have had difficulties participating in the general education public school setting. Seekonk North Middle School offers two curricular strands, a 205-day program and a 220-day program, each serving a unique population of students. It is our mission to offer students cutting-edge services by engaging all students in meaningful instruction aligned with the Massachusetts Curriculum Frameworks and based on brain-based therapeutic researched best practices.

#### 205 Day Programs

The 205-day program is for students with social-emotional and behavioral challenges. Our goal is to affect academic and social-emotional growth through specialized counseling, academic instruction and brain-based therapeutic supports so that students will successfully transition to a less restrictive educational setting. These classrooms have an average enrollment of 8 to 10 students, with a 1:3 staff to student ratio.

#### 220 Day Programs

The 220-day program serves students with diagnoses of Autism Spectrum Disorder, moderate to severe cognitive impairments, sensory processing and communication impairments, neuromotor deficits and/or medical and psychiatric needs. Some students have dual diagnoses. These classrooms have an average enrollment of 8 to 10 students, and students are provided with a 1:2 staff to student ratio. The desired outcome of instruction is increased capability in the areas of self-regulation, social skills, functional academic and life skills, communication and cognitive development, with the goal of placement in a less restrictive school setting.

#### Accomplishments 2019-2020

- Seekonk North Middle school enrolled 38 students during the 2019-2020 school year.
- The middle school had 2 students return to their home district and 3 students transition to less restrictive environments within SCEC.
- The individual data collection system was moved from Educata to the more sophisticated data collection system, GoalSeeker. GoalSeeker assists in the fidelity of data collection in order to assist in interventions that focus on preventative therapeutic strategies.

- Students engaged in various Deep Learning activities, such as community trips, picking up food pantry donations, and recycling programs. Biweekly science labs provided opportunities for hands-on learning through a multimedia format that leveraged digital and promoted Deep Learning through student-driven inquiries.





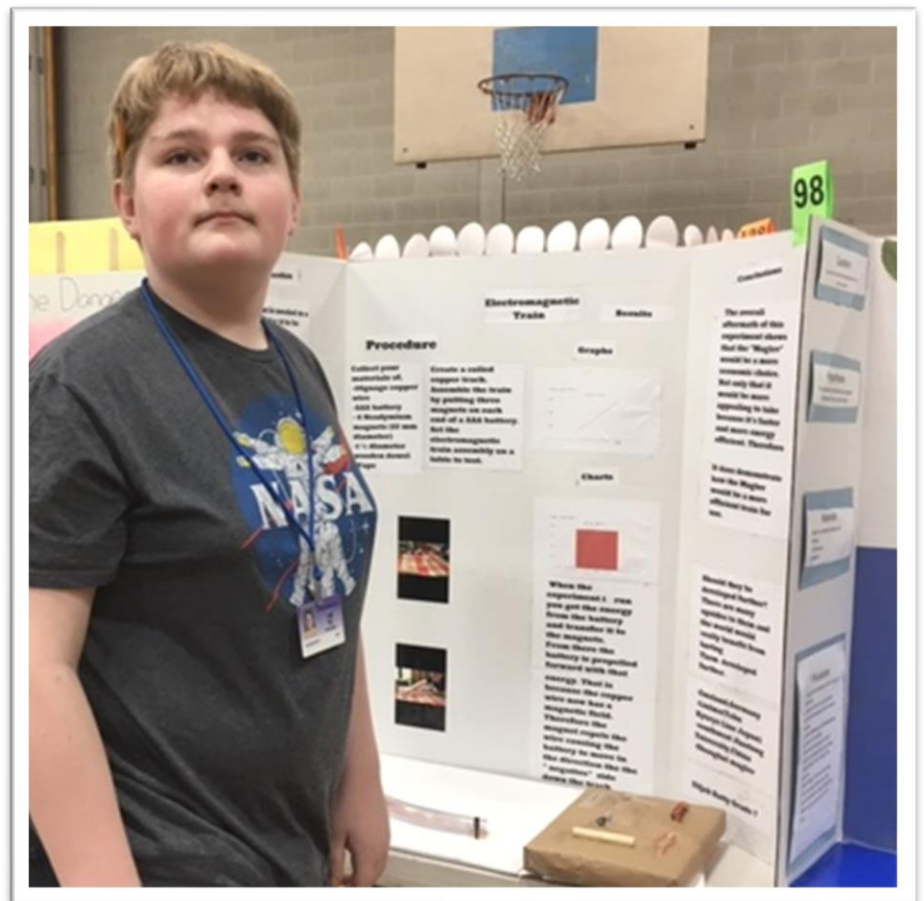
## Special Education Day School Programs for Students with Disabilities MIDDLE SCHOOL LEVEL

*SOUTH COAST MIDDLE ALTERNATIVE SCHOOL, Somerset Middle School, Somerset, MA*

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The South Coast Educational Collaborative's (SCEC) South Coast Middle Alternative School (SCMAS) is located at Somerset Middle School (SMS). This alternative program provides high quality educational and therapeutic services for students in grades 6-8 who have been diagnosed with disorders such as Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Oppositional Defiant Disorder, Post-Traumatic Stress Disorder, and Mood Disorder. It also provides a pathway for these students to move from a more restrictive special education day school program into a less restrictive public school setting where there are opportunities for inclusion. This program supports students when they are ready to transition back to their own district.

The primary goal of this program is to develop self-regulation skills in our students to allow them to participate in general education opportunities as much as possible. Staff consists of two licensed special education teachers and paraprofessionals for delivery of instruction, therapeutic support, and assessment. A clinician provides individual and group support to support student success. Embedded professional development for staff is provided by a wide variety of consultants as well as collaborative sponsored trainings. Monthly consultations consist of programming for individual students and program development to improve classroom practices. Program-wide measures are used to track student time on learning, the level of support that each student required throughout



the school day, mood regulation, and coping skills. This data became essential for informing IEP goals and reporting to districts.

This program also provides therapeutic/academic support within a substantially separate environment as needed by individual students. When appropriate, students attend general education classes with the support of the SCMAS staff, who attend each inclusion class to provide academic and social-emotional support while following the student's IEP. The administration at SMS welcomes and accommodates our students in general education classes and school-wide activities, including bullying prevention programming, high school preparation assemblies, after school clubs, and school dances.

### Accomplishments 2019-2020

- SCMAS serviced a total of 14 students during the 2019-2020 school year. Eight of those students participated in general education classes within the Somerset Middle School.
- The SCMAS program expanded to add a second special education teacher, which allowed for students to switch classes and see two teachers daily for different subject areas. This allowed us to more closely model the middle school general education setting.
- Four students successfully transitioned from a more restrictive setting to our inclusive site.
- Two of our students received a certificate of achievement for grade 8 general education Science coursework.
- Students engaged in various Deep Learning activities, which included making grape jelly from locally grown grapes, simulating how the heart works, and designing their own animals. All of these activities involved hands-on learning that encouraged creativity, critical thinking and group reflection.



## Special Education Day School Programs for Students with Disabilities HIGH SCHOOL LEVEL

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*BISHOP CONNOLLY HIGH SCHOOL, Bishop Connolly High School, Fall River, MA*

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The South Coast Educational Collaborative's (SCEC) program at Bishop Connolly High School (BCHS) is a 220-day integrated program that provides educational services to students ages 14 through 18 in grades 9 through 12 with diagnoses of Autism Spectrum Disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical challenges.

The SCEC Bishop Connolly program focuses on functional academics, inclusion, vocational and community-based programming. Students also work on transition skills they will need when they graduate at age 18. Educators incorporate research-based best practices with supports provided by embedded professional development, technical assistance, and a network of expert consultants. The students in the three classrooms are supported with a 1:2 staff to student ratio. Students receive classroom-based instruction that addresses the goals in their Individualized Educational Program (IEP) and reinforces the learning that takes place in community-based settings.

### Accomplishments 2019-2020

- Bishop Connolly High School provided educational services to 12 students.
- Students participated in the fourth year of the *Friends Forever* program that promotes inclusion and whole school involvement. Students from BCHS created theme-based events such as Thanksgiving and Mardi Gras, where groups of students from both programs interacted and socialized.
- BCHS students were invited to join an art inclusion program developed by the art teacher of the host school.
- Students participated in Deep Learning activities utilizing the new "Maker Space" equipped with a 3D printer.



## Special Education Day School Programs for Students with Disabilities HIGH SCHOOL LEVEL

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*GALLISHAW HIGH SCHOOL, Gallishaw Building, Seekonk, MA*

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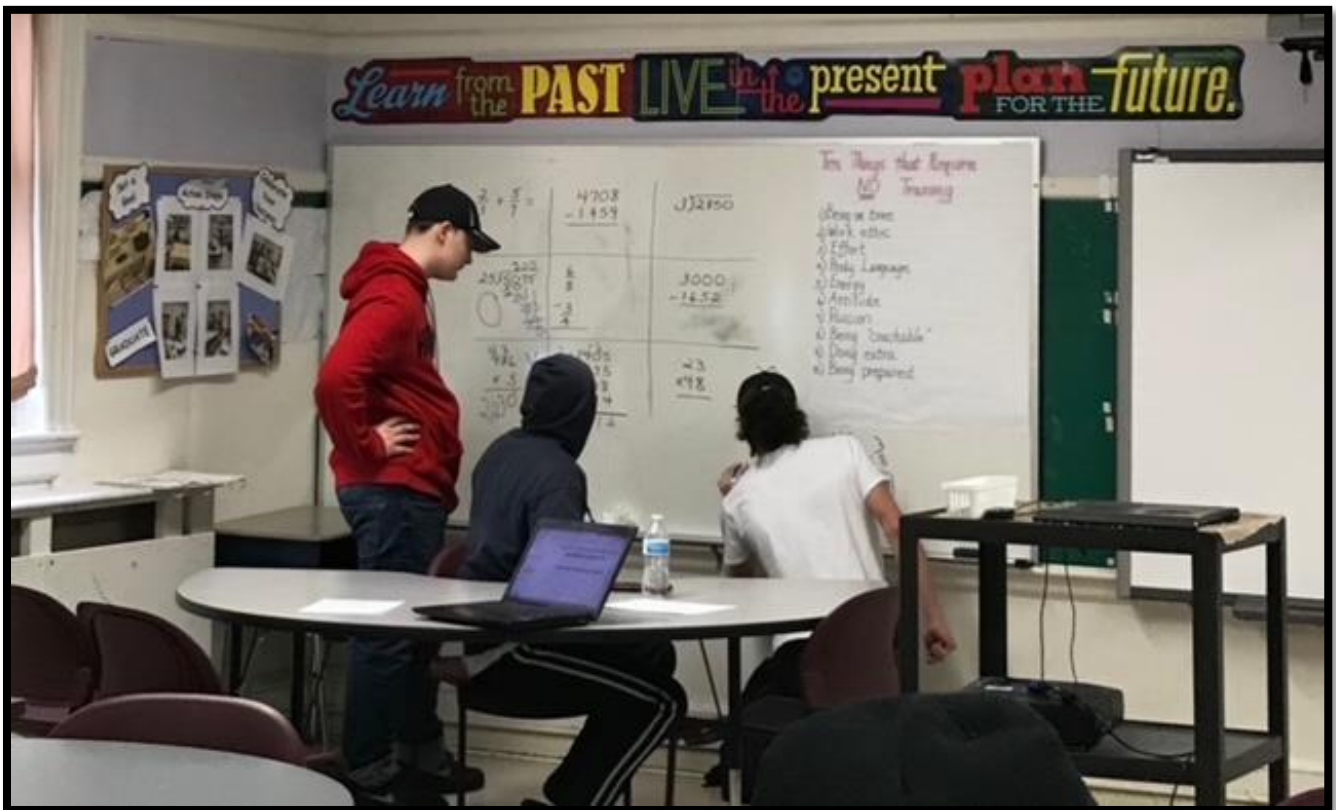
The South Coast Educational Collaborative's (SCEC) Gallishaw High School is an approved public special education day school that provides comprehensive educational services to students in grades 9 through 12 who have had difficulties participating in a general education public school setting. The Gallishaw High School offers two 220-day curricular strands, each serving a unique population of students.

The School-to-Career transition program provides comprehensive educational and therapeutic services for students ages 14 through 18 in grades 9 through 12 with social, emotional, behavioral and academic challenges that have inhibited success in school. All students participate in an initial transition assessment and additional screenings in order to develop an individualized learning schedule. The curriculum is aligned with the Massachusetts Curriculum Frameworks and supported by multimodal and specialized teaching strategies for all learners. Integrated into the program and its curriculum are experiences that stress connections to the "real world and real life." These components include project-based learning, STEAM themes and techniques, remedial assistance and academic support, inclusion opportunities and supports, credit recovery, job development and internships, certificate programs, and partnerships with technical training institutes and colleges. Our mission is to provide equitable opportunities that educate, challenge, and encourage students' talents and ability levels while developing skills required for adapting and succeeding in an ever-changing society. The four School-to-Career classrooms have an average enrollment of 7 to 10 students and students are supported with a 1:3 staff to student ratio.

The functional curriculum transition program provides educational services to students ages 14 through 18 in grades 9 through 12 with diagnoses of Autism Spectrum Disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical and psychiatric challenges. Our mission is to develop skills that will enable our students to become productive citizens of their communities and participate as fully as possible in all areas of life. We work to increase the skills of the students in the following areas: communication and language, cognitive development, activities of daily living, vocational skills, social relationships, physical education/recreation, positive behavior and community inclusion. Focus is placed on producing desirable outcomes for students such as paid employment and being active, contributing members of the communities in which they live. Educators incorporate research-based best practices with supports provided by embedded professional development, technical assistance and a network of expert consultants. The two functional curriculum classrooms have an average enrollment of 6 to 8 students and students are supported with a 1:2 staff to student ratio.

## Accomplishments 2019-2020

- Gallishaw High School provided services for 61 students throughout the 2019-2020 school year. Ten students met the graduation requirements of their local school district and graduated from high school with a diploma.
- The Gallishaw High School team presented *“Can you eat too much low hanging fruit: Bring deep learning to a student body of students with social-emotional and trauma related issues”* at the New Pedagogies of Deep Learning conference in Toronto in November 2019.
- A vocational classroom was created where students can participate in various culinary, baking, and financial math courses. Credentialing programs aligned with the Massachusetts vocational frameworks were offered in landscaping and van detailing. Four students received a credential during the 2019-2020 school year.
- Gallishaw High School received a work grant for our students from Mass Hire, which allowed students to receive wages for working in a variety of on-site and community-based jobs during the summer of 2019. This program was very successful as students learned real-life job skills in a therapeutic setting.
- Gallishaw High School continues to provide students with vocational opportunities in school and in the community. Students successfully completed internships at Taco Bell, Big Lots, and Burlington Coat Factory. With assistance, students were able to gain paid employment at Market Basket, Marshalls, and Shaws.
- Eight students participated in a Permit Preparation Class through the Southeast Center for Independent Living in Fall River. These students were able to obtain their driver’s permit in Massachusetts.



## Special Education Day School Programs for Students with Disabilities HIGH SCHOOL LEVEL

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*GALLISHAW at SEEKONK HIGH SCHOOL, Seekonk High School, Seekonk, MA*

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The South Coast Educational Collaborative (SCEC) offers a structured, specialized learning environment for students in grades 9 through 12 within the inclusionary setting of Seekonk High School (SHS). The goal of this program is to transition students with social-emotional and learning challenges from an alternative program back to their home school district. The curriculum is aligned with the Massachusetts Curriculum Frameworks, and instruction is provided in small groups with a low student-to-teacher ratio or within the general education setting with support from SCEC staff.

The objectives of the Gallishaw Program at SHS are to promote student self-regulation and to provide students opportunities to participate in the general education setting as much as they are able. The academic program provides differentiated instruction as well as therapeutic support within a substantially separate classroom. Students attend general education classes with their peers with the support of SCEC staff who provide academic and social-emotional support in accordance with the student's IEP. This inclusive approach aligns closely with the SCEC objective of improving academic achievement of students in least restrictive environment.

Students who attend the Gallishaw Program at SHS also participate in school-wide activities together with their peers, such as high school preparation assemblies, athletic teams, and school dances. All students can join the Unified Sports Program at SHS, which includes basketball and track and field. This program is sponsored through the Special Olympics and is sanctioned by the Massachusetts Interscholastic Athletic Association.

### **Accomplishments 2019-2020**

- The Gallishaw Program at SHS provided services to 6 students. Half of these students participated in inclusion classes throughout Seekonk High School.
- All students participated in project-based learning through STEAM and Deep Learning.
- Three students participated in SHS's Unified Sports and fitness programs in basketball and yoga.
- During the summer of 2019, 4 of the 5 students participated in summer paid internships through SCEC. These internships included positions with SHS Maintenance, landscaping at the Gallishaw High School building and SCEC's main office, and the culinary program based at SCEC's North School kitchen.

## Special Education Day School Programs for Students with Disabilities

### COMMUNITY-BASED PROGRAMMING

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#### *LIFE ACADEMY, Swansea, MA*

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*Lisa Fournier, EdD  
Special Education Administrator  
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The South Coast Educational Collaborative's (SCEC) Learning in Functional Environments (LIFE) Academy provides individualized educational and community-based programming aligned with the Massachusetts Curriculum Frameworks and national transition standards that include the following areas: vocational, post-secondary planning, independent living, self-determination, recreation and leisure, health and wellness and self-regulation. This program provides services to students ages 18 through 22 who have fulfilled their MCAS Alternate Assessment requirements and who require continued specialized services that will assist them in achieving maximum independence and success as adults.

The LIFE campus is located on the Stoico/First Fed YMCA property in Swansea, and it is uniquely designed to meet the needs of our students. Students participate in a variety of transition activities within our learning centers, technology room, therapy space and furnished apartment. The foundation of programming at LIFE Academy is focused on self-determination, self-regulation and transition-related skills. Students participate in making choices as they learn to identify their needs, interests and skills in the areas of independent living, health and wellness, recreation and leisure, and vocational skills. Students have individual memberships to the YMCA and spend time there daily for health and wellness, recreation and leisure, and vocational skills training.

We also provide students and their families with guidance in navigating the complex world of adult services and provide them with support as they transition from entitlement services to services based on eligibility. This largely community-based program aims to prepare students with moderate to severe disabilities to become independent, happy and productive citizens in their local communities.

#### **Accomplishments 2019-2020**

- LIFE Academy provided services to 42 students and welcomed 10 new students and several new team members to our growing program.
- Eight students graduated and moved on to adult programming. A few families opted for Agency with Choice while others chose day programs including Community Connections and Co-Operative Productions.
- The Outdoor Learning Center was completed with areas for gardening, learning and enjoying outdoor activities. An outdoor shed was completely refurbished through a community grant from Lowe's.
- Students created the template for the Deep Learning Newsletter, which was published in February, and served as reporters, editors and photographers.

## Services and Supports

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### TRANSITION SERVICES

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*Special Education Administrator*  
*Transition Specialist*  
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The South Coast Educational Collaborative (SCEC) has always strived to prepare students with disabilities for a high quality adult life. Community-based vocational and employment experiences for students, with ongoing data collection, have been an integral component of secondary level programming for our students for four decades. SCEC continues to work diligently to align our transition services and programming with IDEA 2004, evidence-based practices, and policy guided by the Department of Elementary and Secondary Education (DESE).

Transition Services at SCEC includes the provision of professional development to staff members and local school districts. Having a DESE endorsed Transition Specialist on staff to support educators, students and families offers value-added and sustainable practice within the organization. Membership on the Greater Fall River Interagency Transition Team allows SCEC to partner with local organizations and school districts to develop common practices, highlight similar issues, and develop collective strategies to address the transition needs of students and their families, schools and adult service providers. Transition related policies, procedures, and practices continue to evolve within Massachusetts. SCEC remains committed to staying informed and fully involved in this area as we further build capacity and share our experiences with our partners.

#### Cost Effectiveness

Typically, students ages 14-22 represent roughly half of our total enrollment. The focus of programming for these students is transition-related based upon their individual vision and age-appropriate transition assessment. Private organizations can charge up to \$3,000 for a comprehensive transition assessment without a community component. Transition assessment is provided as part of a student's tuition at SCEC, incurring no additional cost to either our member districts or participating districts.

Several of our staff are trained specifically in job coaching services, which may include administration of assessments, providing students with training and support in community-based places of employment, etc. In addition to providing internal professional development, six SCEC staff members have secured *Association of Community Rehabilitation Educators (ACRE) Certification* in order to offer supported employment and job development services to our students. Contracting for highly qualified job coaching services through private companies can cost as much as forty-five dollars (\$45.00) per hour, which does not include job development or transportation. Whereas local bus companies calculate the cost for transportation by both hours and mileage, transportation for transition services is included in the tuition of SCEC because SCEC Job Coaches possess 7-D licenses, and they have access to the Collaborative's fleet of vehicles for the purpose of community-based transition activities.



## Transition Activities

Transition activities that occur on a consistent basis at SCEC sites include:

- Age appropriate Transition Assessment and Summary of Performance
- Ongoing data collection
- Student-led IEP meetings
- Community-based vocational experiences
- Community-based employment, paid and non-paid, with job coaching supports
- Community-based recreation and leisure activities
- Community-based independent life skills activities
- Vocational classes
- School-based vocational experiences
- Independent life skills and pre-employment training
- Transition based curricular materials
- Tours, activities and educational programming at institutions of higher learning (e.g., MTTI, Bristol Community College, Bridgewater State University)



SCEC provides professional development and job-embedded training to provide the required training for our special education staff. SCEC has been able to provide internal cost effective professional development and support to staff and districts in the area of transition, specifically training around age appropriate transition assessments, the federally required compliance Indicator 13, self-determination, and post-secondary based IEPs.

## Accomplishments 2019-2020

- SCEC founded the Greater Fall River Interagency Transition Team in 2013. This team continues to meet monthly to discuss the transition needs of students and families. In October of 2019, SCEC hosted a Transition Fair bringing a variety of adult service providers in the Greater Fall River area together.
- Our Community Partners database continued to grow adding three new community partners: Taco Bell, Meals on Wheels (Fall River), and Charlton Memorial Hospital.
- SCEC continued to participate in the five-year *Massachusetts Partnership for Transition to Employment (MPTE)* grant in conjunction with the Department of Developmental Services (DDS). We are participating in the Family Engagement workgroup as part of the MPTE Consortium.
- SCEC programs partnered with local adult service vendors to provide Pre-Employment Transition Services (Pre-ETS) to students at the secondary level through the Massachusetts Rehabilitation Commission (MRC).

## Services and Supports

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### RELATED SERVICES

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Related Services address the mission and purpose of the South Coast Educational Collaborative (SCEC) by providing comprehensive therapeutic services to students in SCEC programs and/or local school districts. All related services are provided as outlined in the students' IEPs and are designed to support students within their least-restrictive educational setting. Our providers work closely with the student's educational team and family to provide integrated services that support the student's individual development and academic growth. The Related Services division employed 40 service providers and offered the following services during the 2019-2020 school year: Physical Therapy, Occupational Therapy, Speech Language Therapy, Teacher of the Visually Impaired, Orientation and Mobility, Assistive Technology, Applied Behavior Analysis, and Reading Specialist

Related service providers (RSPs) are embedded within SCEC programs and are active members of every SCEC educational team. They provide individual and group therapy, consultative support, evaluation services and integration opportunities customized to meet the individual needs of each student. RSPs support the team in meeting student-specific needs by suggesting environmental modifications and providing specialized training. By working closely with educational teams, RSPs ensure that therapy goals and objectives are addressed by all members of the team and integrated throughout the school day. These sustainability efforts ensure that SCEC educational teams can address students' therapeutic needs throughout the school day to optimize student performance. SCEC related services are highly cost effective for sending districts because related services are included within the tuition the local school district pays for student enrollment. Physical therapy, occupational therapy, speech therapy, adapted physical education and reading support are all included within tuition at no additional cost to the sending school district, resulting in a tremendous cost savings to local school districts.

Family-centered care and family services are high priority for all SCEC RSPs. Our educators and therapists work closely with families to provide information and training as needed to ensure that families have the supports and resources they need to provide optimal care for their child at home. RSPs also help families obtain needed adaptive equipment for home, working directly with third party payers



to ensure that all medically necessary equipment is covered at no cost to the family whenever possible. RSPs work with state and federal agencies on the student's behalf to assist in disability determination as needed for the student to qualify for assistance programs such as Social Security, Massachusetts Rehabilitation Commission (MRC), and/or accessible housing.

High quality, comprehensive evaluations are a critical first step in identifying the individual needs of students. RSPs conduct comprehensive student evaluations utilizing evidence-based measures and testing protocols. Discipline-specific evaluation templates ensure that the content and presentation of evaluation results is consistent across evaluators and settings. SCEC RSPs meet monthly in discipline-specific groups to share knowledge and experience within their area of practice as needed to ensure best practices are met within each discipline. All RSPs remain current in their field through participation in professional learning opportunities and they also conduct inservices and workshops to enhance the professional development of others.

### District Support

SCEC Related Service Providers (RSPs) support school districts by working as members of the general and special education teams to meet district needs. Sustainability efforts by RSPs ensure that district educational teams can address students' therapeutic needs throughout the school day to optimize student performance in the general education setting. The expertise of SCEC RSPs working districts can be a key factor that allows a student to remain in the least restrictive environment. In addition to providing direct, consultative, evaluation and screening services, SCEC RSPs offer a range of services to enhance student outcomes, including:

- Response to Intervention initiatives.
- Supporting child find and transition from early intervention to school-based services.
- Developing and implementing building-based service plans and 504 plans.
- Offering suggestions for environmental modifications.
- Arranging adaptive equipment trials and making and making purchase recommendations
- Supporting transition planning.

SCEC district related services are highly cost effective for school districts. SCEC provides related services to districts at substantially reduced rates compared to the statewide average for private agencies. Member school districts contracted for physical therapy, occupational therapy, speech therapy and adapted physical education at the low hourly rate of \$82 per hour during FY2020. We surveyed private agencies that provide these services within the geographic region of SCEC and found that the cost ranges from \$180-\$350 per hour. Contracting with SCEC for related services saves local school districts a minimum of \$98 per hour.

### Accomplishments 2019-2020

- Related services were provided to 1073 students across southern Massachusetts, including all students enrolled in SCEC programs.
- Related services were provided to 753 district students in 34 school districts across southern Massachusetts.
- SCEC related service providers conducted a total of 306 student evaluations.
- A Reading Specialist was added to the related services team, thus expanding the menu of related services available to students.

## Services and Supports

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### CLINICAL SERVICES

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Clinical Services address the mission and purpose of the South Coast Educational Collaborative (SCEC) by providing comprehensive social, emotional and mental health services to students in SCEC programs and/or local school districts. The Clinical Services team employed 12 clinicians during the 2019-2020 school year. SCEC clinicians are trained in a variety of disciplines and are licensed as School Adjustment Counselors/Social Workers or School Psychologists by the Massachusetts Department of Elementary and Secondary Education (DESE). All clinicians remain current in their field through participation in professional learning opportunities and they also conduct inservice sessions and workshops to enhance the professional development of others.

#### Therapeutic Counseling

Therapeutic counseling services were provided to SCEC students across all grade levels and at all SCEC locations during the 2019-2020 school year. Counselors provide individual and group counseling services as specified in the student's Individual Educational Program (IEP) and provide supplemental services and supports as determined by the team at each SCEC program. Counselors serve as an important part of the educational team by providing consultation to staff in the areas of therapeutic rapport and programming, mental health diagnoses, positive behavioral interventions and supports, development of social skills and peer relationships, and family systems. Counselors are available to provide crisis intervention as necessary to assist staff and students and provide assessment in suicidal and homicidal risk. Counselors provide services as part of the educational classroom, joining the therapeutic milieu and modeling and generalizing positive behavioral interventions and supports in the classroom setting. Counselors provide case management services which assist in providing support to families and referring families for various services in the community, including outpatient mental health, psychiatry, home based services, and recreational services.

One of the main functions of a Counselor's case management is being a school to home source of communication to assist families with generalizing skills developed at school to the home environment. The clinical team participates in Family Consult meetings. The Family Consult Model gives families the opportunity to meet as a team with our clinical psychologist consultant, the clinician servicing the site, our developmental pediatrician, outpatient professionals working with the student and all team members providing services to the student to support continuity of services from classroom to home setting. Therapeutic counseling services are cost effective to the districts SCEC serves because all services provided are included in the tuition at no additional cost. Counselors are based at program sites, affording the ability to offer high quality services without incurring the cost of travel.

## Psychological Assessment

High quality, comprehensive psychological evaluations are a critical first step in identifying the individual needs of students. The Center for Psychological Assessment at SCEC is responsible for completing evaluations of children's behavioral, psychological, and cognitive functioning. The most requested evaluation was a psycho-educational assessment, which included both cognitive functioning and academic achievement components. The evaluating psychologist requests that all parents/guardians complete a developmental questionnaire in order to provide relevant background information of the child being evaluated but also for the purposes of parent/guardian input. Parents/guardians are offered the opportunity to meet face to face with evaluators or communicate over the phone. Evaluation results are delivered to the family and team both in writing and through participation in re-evaluation meetings. Psychological assessments of SCEC students are highly cost effective for sending districts. Psycho-educational evaluations are included in the tuition for SCEC students in 45-day placements, resulting in a tremendous cost savings.

The fees charged for the range of evaluations being offered is substantially lower than the \$4000 private pay cost for a comprehensive neuropsychological evaluation that is currently charged by one of the major hospital groups located in the Boston area. Private-pay clients can be charged between \$125-\$200 hourly, and a packaged assessment can be billed at \$1500-\$3500. SCEC provides a cost effective service in this high fee area. The fees charged to districts for a clinician to arrive onsite, potentially multiple times, is approximately one fifth that of a Boston area private testing practice.

## Professional Development

The Clinical Services division is committed to providing quality training of young professionals. SCEC has formed partnerships with several universities and colleges, allowing SCEC clinicians to supervise and support Bachelors, Masters and Doctoral students during their internships. These individuals work under the supervision of an SCEC staff person, gain valuable experience relative to working with students with various disabilities, and add value to SCEC as an organization. By hosting student interns, SCEC contributes to the development of the professions while increasing capacity to complete the large number of evaluation requests that are received each year.

## Accomplishments 2019-2020

- Completed 96 comprehensive psychological evaluations, with 60% being SCEC students and 40% being students in general education settings.
- During the 2019-2020 school year, SCEC hosted two second-year doctoral students from the William James College Clinical Psychology Program, Master of Social Work interns from Fordham University and Rhode Island College, and a bachelor's level intern in Psychology from Bridgewater State University.
- Created a Clinical Coordinator role at North Elementary School to help change the model of service to reflect a more milieu or embedded delivery of social-emotional services.

## Services and Supports

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### SCHOOL HEALTH SERVICES

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At South Coast Educational Collaborative (SCEC), the School Nurse is the cornerstone of the health service program, and the role interacts with three major systems affecting children and adolescents: education, health, and public health. We recognize that a student-centered approach is necessary and the nurses at SCEC pride themselves on being part of a multidisciplinary team that shares the responsibility to increase and improve educational opportunities for all students. Our School Health Services are grounded in SCEC's core values as well as appropriate research-based content and best practice.

SCEC's nursing team manages students with chronic conditions such as asthma, diabetes and seizure disorders, which allow them to stay in class and be ready to learn. School nurses are responsible for identifying and treating accidents and injuries. We have designed tools that assist our student populations in being screened for vision, hearing, and posture. Screening, Brief Intervention and Referral to Treatment (SBIRT) screenings for substance use risk assessments are offered in grades 7 and 9. We also counsel and educate students on a variety of social, emotional and behavioral health issues. We strongly believe that safety, health, and wellness begins with the school nurse.



During the 2019-2020 school year, SCEC employed 14 full time nurses who were responsible for managing the health needs of students ages 5 through 22 within our educational programs. SCEC has 6 professionally licensed school nurses and 4 with an initial school nurse license. The primary focus of SCEC's health services team was to implement Deep Learning pedagogies within its health and wellness program and to analyze its impact on the learning environment as well as student well-being.

### Response to COVID-19

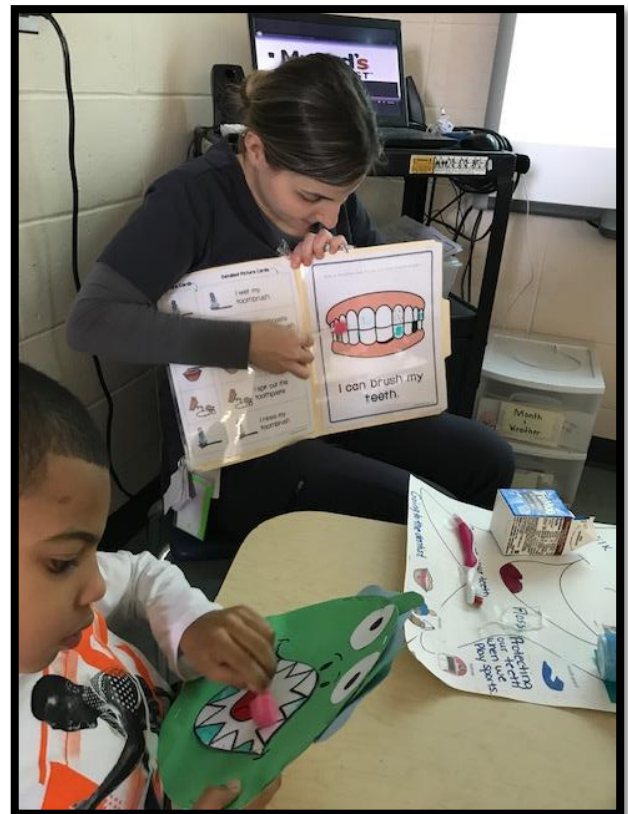
All schools in Massachusetts were closed to in-person instruction from March 15, 2020, through June 30, 2020, per order of the Governor due to the COVID-19 pandemic. SCEC immediately pivoted to a remote learning model to support the needs of all students. The nursing team was integral to SCEC's response to the COVID-19 pandemic and subsequent shift to remote learning. They provided up-to-date information and ongoing support to all SCEC staff, students and families:

- Nurses established virtual health offices and launched our first web-based health and wellness newsletter for SCEC staff. In addition to the newsletters, we offered mindfulness groups and collaborated with other SCEC staff to create and share motivational videos with staff, students and families.
- All SCEC nurses engaged in new initiatives by the Department of Public Health (DPH), including addressing pandemic planning and equity in education and participated in professional development offered through Northeastern School Health Institute and Boston University's Shield Program.
- Nurses collaborated with DPH and local health authorities to ensure that all requirements for safe in-person instruction could be met.
- Developed safety protocols, policies and procedures to govern in-person education during the COVID-19 pandemic.
- Obtained all needed safety supplies needed for reopening SCEC programs to in-person instruction, including personal protective equipment and cleaning supplies.

The leadership provided by the nursing team was a driving force that prepared all SCEC programs to re-open to in-person instruction. SCEC was able to reopen to in-person instruction in July 2020 as a direct result of the work performed by the School Health team.

### Accomplishments 2019-2020

- During the 2019-2020 school year, SCEC nurses logged 7871 office visits, which in turn resulted in a 98.39% return to class rate. In 97% of all office visits completed, students returned to class in less than fifteen minutes, minimizing loss of classroom instruction time.
- In September of 2019, SCEC's wellness committee launched the fifth volume of its monthly newsletter. Each edition had a wellness theme linked to the four elements of Deep Learning, which include learning environments, pedagogical practices, learning partnerships and leveraging digital. SCEC staff and students were encouraged to share activities that demonstrated each of those elements in action. In May 2020, our newsletter focused on family and staff appreciation. This was our first issue shared with staff, students and families.
- The SCEC nursing staff instructed and certified 150 staff members and 12 students in the American Heart Association (AHA) Heartsaver First Aid and CPR programs.
- In November of 2019, 4 members of our wellness team presented at the New Pedagogies of Deep Learning conference in Toronto, Ontario. Our presentation was *"Creating a Culture of Well-being."*



## Services and Supports

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### INTERNAL PROFESSIONAL DEVELOPMENT

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*Carolyn McKearney, EdD  
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South Coast Educational Collaborative (SCEC) continued to provide comprehensive, high quality and cost effective learning experiences to paraprofessionals and educators at SCEC. High quality professional development for SCEC employees is typically provided in-house by SCEC staff, which saves thousands of dollars each year by avoiding the expense of contracting with outside consultants. Two examples of this are Non-violent Crisis Prevention Intervention (CPI) and CPR/First Aid. SCEC has five certified CPI instructors who train all SCEC staff as well as staff from several districts. SCEC nurses provide the training to certify all SCEC employees in the American Heart Association's (AHA) Heart Saver First Aid and CPR course.

The SCEC STEAM Program is another example of embedded professional development. This program provides research-based educational services to all students and staff. This program meets with SCEC's mission of providing experiences that focus on the development of academic and transition skills necessary for success in today's society. STEAM services include, but are not limited to, project-based learning and placed-based learning while incorporating science, engineering, the arts, and mathematics. The STEAM Program provides in-classroom services upon request.



SCEC is committed to supporting the pursuit of professional learning by:

- Facilitating and supporting on-going, job-embedded professional learning.
- Individualizing professional development at each SCEC site to meet the goals of each program, such as: transition services; data collection and management; therapeutic classrooms; and remote learning best practices.
- Developing and offering quality courses, workshops and inservice training.
- Providing financial support for employee professional learning.
- Providing adequate time, space and technology for employees to pursue professional learning.
- Providing access to human resources for consultation, peer coaching, and mentoring.
- Providing choices for individual professional learning that accommodate a variety of learning styles and preferences.



- Assisting staff with the development and monitoring of their educator plans and individual professional development plans.
- Providing professional learning release days for employees designed to meet specific SCEC professional development goals and fulfill state and federal training mandates.
- As a registered provider, awarding professional development points for successful completion of SCEC-sponsored professional learning activities.
- Maintaining a database of employee participation in professional learning activities through SmartPD.

### Accomplishments 2019-2020

- SCEC provided extensive in-house training for SCEC employees. Annual training in all Department of Elementary and Secondary Education mandated training topics was completed. Most of the topics took place during the first two professional development days.
- On November 5, 2019, all SCEC employees attended the annual Special Education Law Update, presented by attorney Elizabeth Sherwood from the law firm of Murphy, Hesse, Toomey and Lehane.
- All SCEC employees received ongoing embedded training in Deep Learning. The Deep Learning committee extended its reach and selected Deep Learning Facilitators at each site.
- In collaboration with Bridgewater State University, SCEC began a master's degree program in Special Education cohort in January 2019. The cohort enrollment is: 9 staff from SCEC, 1 staff from Somerset Public Schools, 2 staff from Dartmouth Public Schools, 3 staff from Fall River Public Schools, and 2 staff from Freetown/Lakeville Regional School District.
- The SCEC STEAM Program Guided teachers in lessons related to coding, robotics, and science experiments utilizing Pocket Labs to complete hands-on physics activities, weather, and environmental science.
- STEAM services were individually adapted for students with moderate to severe developmental disabilities, adaptive behavior challenges, language delays, and/or social-emotional issues.



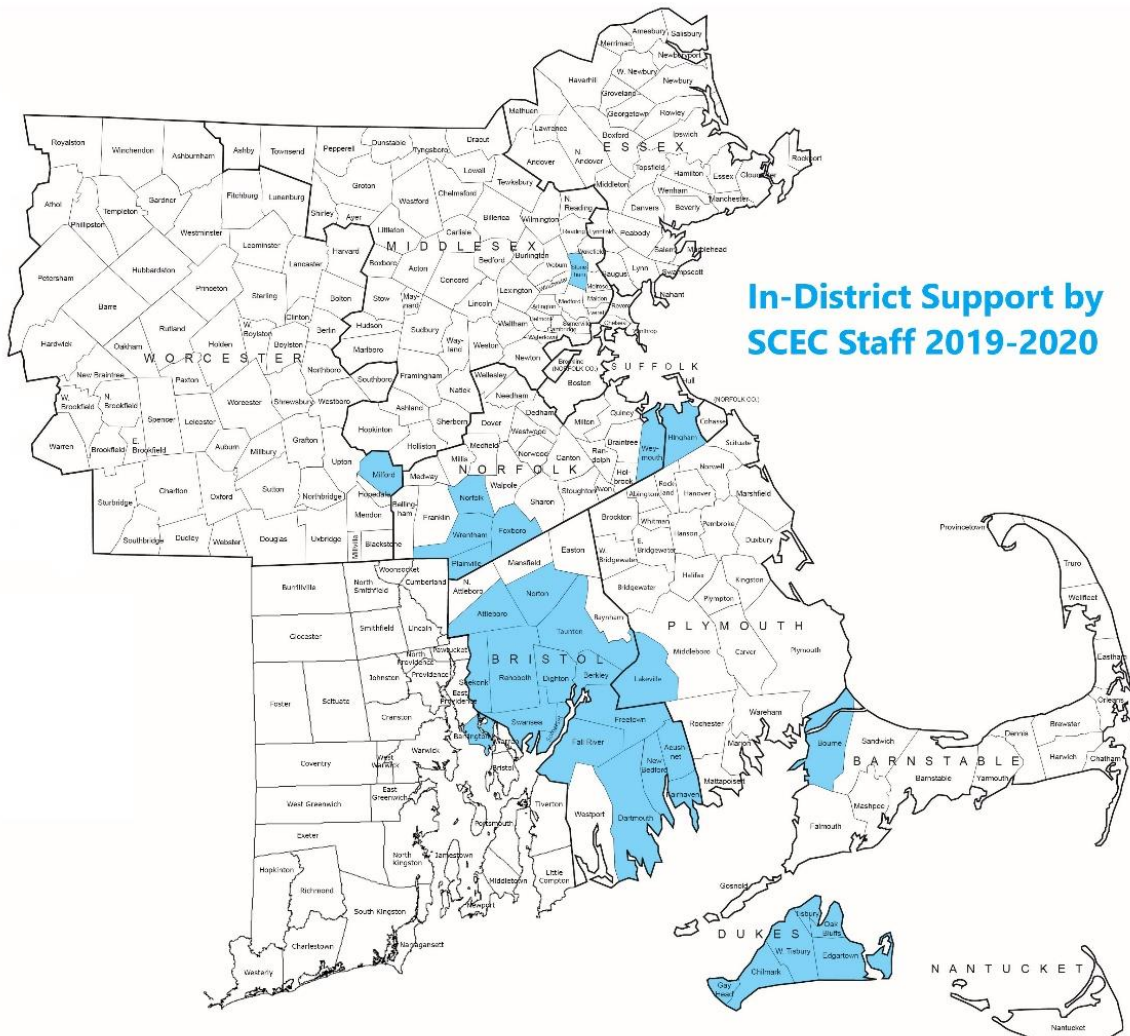
*Students at Gallishaw High School created this artwork engraved on wood with a laser cutter in the Maker Space*

## Services and Supports

### EXTERNAL PROFESSIONAL DEVELOPMENT AND GENERAL EDUCATION SUPPORTS

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The South Coast Educational Collaborative (SCEC) is committed to providing general education supports to both member and participating school districts. General education supports are provided in the form of professional development opportunities provided to district staff and in-district supports such as student and program consultation. SCEC continued to provide comprehensive, high quality and cost effective learning experiences



to paraprofessionals and educators throughout Southeastern Massachusetts and Rhode Island during the 2019-2020 school year. Professional development through SCEC is highly cost effective for member and participating districts.

SCEC provides a robust menu of professional development opportunities to educators in public school districts throughout southeastern Massachusetts. In-district professional development is highly cost effective for local school districts. By utilizing SCEC consultants for embedded professional learning at reduced or no cost, districts did not have to access consultants from higher cost entities such as colleges, universities or other professional development sources. Furthermore, by providing professional development at their school sites, districts avoided the cost of sending educators to off-site workshops, which would have included workshop fees, cost of substitutes and travel expenses.

### Accomplishments 2019-2020

- A team of SCEC leaders provided in-district consultation with teachers, paraprofessionals, administrators and other staff within both member and participating districts. Accomplishments and initiatives of this work are as follows:
  - Provided trainings for paraprofessionals, teachers, and other staff relative to the development of therapeutic programming for students with social-emotional needs within the Dartmouth, Fall River, Foxboro, Freetown-Lakeville, Norfolk (King Philip Regional Middle), Seekonk, Somerset and Taunton school districts.
  - Provided teacher consultation relative to improving student supports to maintain the student's placement within the general education classroom at the elementary through high school level.
  - Provided consultation to special education and general education teams of educators within the Berkley, Dartmouth, Foxboro, Norfolk (King Philip Regional Middle), Seekonk, Somerset, and Taunton school districts.
  - As trained trainers from the Massachusetts Aggression Reduction Center (MARC) out of Bridgewater State University, SCEC provided MARC Bullying Prevention and Intervention trainings for Seekonk Public Schools.
  - Supported staff in the Freetown-Lakeville Regional School District in developing therapeutic classroom supports in district-based social-emotional classrooms.
  - Worked as part of an interview team with the Freetown Lakeville Regional School District to hire a special education teacher.
- The SCEC Nonviolent Crisis Intervention (CPI) training team supported SCEC member districts by offering initial CPI trainings and refresher trainings for district personnel. The CPI team's accomplishments included:
  - Provided comprehensive CPI training programs in four member school districts (Berkley, Dartmouth, Freetown-Lakeville, and Seekonk)
  - Provided comprehensive CPI training programs for bus drivers in the Seekonk Public Schools.
- Eight educators from four local school districts are participating in the master's degree in Special Education cohort that was established by SCEC in partnership with Bridgewater State University in January 2019. All eight educators are on-track to receive their master's degrees in 2021.

## Services and Supports

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### TRANSPORTATION

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South Coast Educational Collaborative (SCEC) continued its fixed route transportation initiative for the fourth year during FY 2020. SCEC provided transportation between students' homes and SCEC programs for students living in Acushnet, Fall River, Freetown, Lakeville and Raynham, Massachusetts, as well as East Providence, Rhode Island. By utilizing existing staff from educational programs that the students attend, SCEC provided continuity and therapeutic support that allowed the transportation of these students to serve as a productive extension of their classroom environment.



Students were transported to three SCEC sites over seven separate transportation routes. In terms of cost effectiveness, the districts utilizing these services reported a conservative savings of 25% to 30% as compared to similar services provided by private vendors. Additionally, these districts reported genuine satisfaction with the quality of the transportation service based on the important measure of student emotional, behavioral and affective readiness for school due to transportation being provided by trained and familiar staff.

To adhere to changes in the Pupil Transport Requirement Changes (7D regulations) that went into effect October 1, 2020, SCEC continued to train its transportation staff and upgrade its fleet of vehicles.

## Finance and Fiscal Sustainability

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The South Coast Educational Collaborative (SCEC) continues to enhance and improve its business operations to ensure a transparent process along with continuous strategic forecasting. SCEC has established an “Other Post-Employment Benefits Trust (OPEB)” as part of that plan. The OPEB trust will give staff at SCEC financial stability upon retirement along with creating a tool to combat an unfunded liability.

Monthly financial management reports are created and examined to determine the financial picture of SCEC. Sustainability of all SCEC programs and services are reviewed monthly along with program budget analysis. Organizational and student to staff ratios are examined monthly by the finance committee and leadership team in order to understand trends. The management reports are presented to the SCEC Board of Directors at every meeting. By reviewing financial data monthly, SCEC can quickly make program or staff modifications as needed to ensure financial sustainability.

Following is the Fiscal Year 2019-2020 Audit Report.



## Certificate of Approval

At their Executive Meeting held on December 17, 2020 the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2019-2020 Annual Report of South Coast Educational Collaborative and instruct the Board Chair and the Executive Director to certify that this action was taken by signing a document that memorializes the action taken.”

DocuSigned by:  
*Richard Medeiros*  
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\_\_\_\_\_  
Richard Medeiros, SCEC Board Chair

12/17/2020

\_\_\_\_\_  
Date

DocuSigned by:  
*David R Heimbecker*  
DETC L202005049  
\_\_\_\_\_  
David R. Heimbecker, Executive Director

12/18/2020

\_\_\_\_\_  
Date