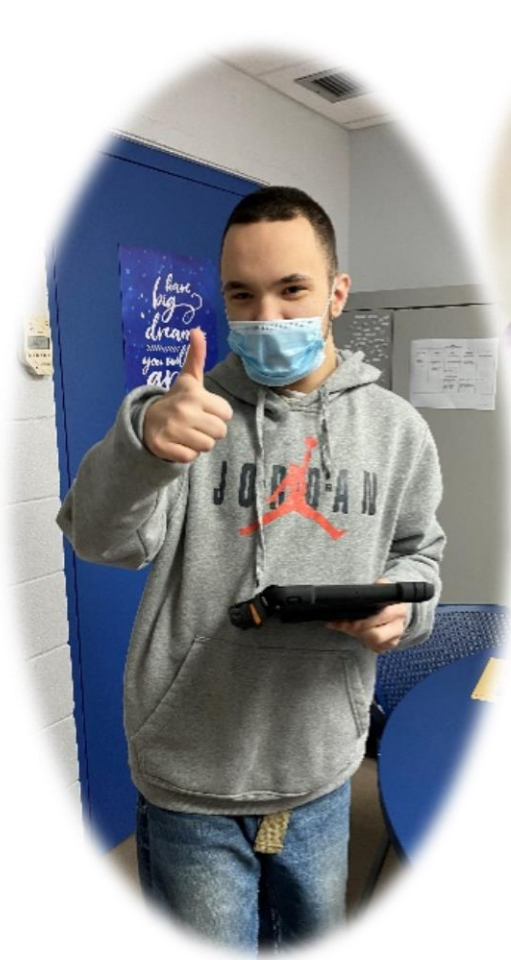




South Coast Educational Collaborative

**ANNUAL REPORT
2020-2021**



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Message from the Executive Director

Dear Reader:

The FY2021 Annual Report for South Coast Educational Collaborative (SCEC) covers the period of time beginning on July 1, 2020, and ending on June 30, 2021. 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.

During FY2021, the SCEC Board of Directors welcomed the New Bedford Public Schools and the Westport Community Schools as new member districts. Following a long history of SCEC providing professional services to the New Bedford and Westport educational communities, becoming a member affords New Bedford and Westport Superintendents seats at the decision-making table. This new partnership will also provide opportunities for other member districts, as well as SCEC, to benefit from the expertise of New Bedford and Westport educators.

One of the major highlights of FY2021 for SCEC was the high level of achievement throughout our entire 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 FY2021 was SCEC's continued involvement in the *Influence 100 Program*. *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* is an invaluable opportunity that provides the guidance and support needed to help make this happen. According to the two SCEC Fellows in the program, participation in *Influence 100* has assisted us in becoming a more culturally responsive organization 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 2020-2021 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.

Success in all the major initiatives previously noted proved to be extremely useful in responding to the ongoing 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. Meeting the demands of remote learning and hybrid models was made possible due to the effectiveness of these actions, which SCEC staff honed during the state-mandated remote learning period in spring of 2020. SCEC's commitment to success was instrumental in returning staff to in person work in July of 2020, providing opportunities for students to attend school via a hybrid model during the summer of 2020, and inviting all students to return to full time in person learning in the fall of 2020.

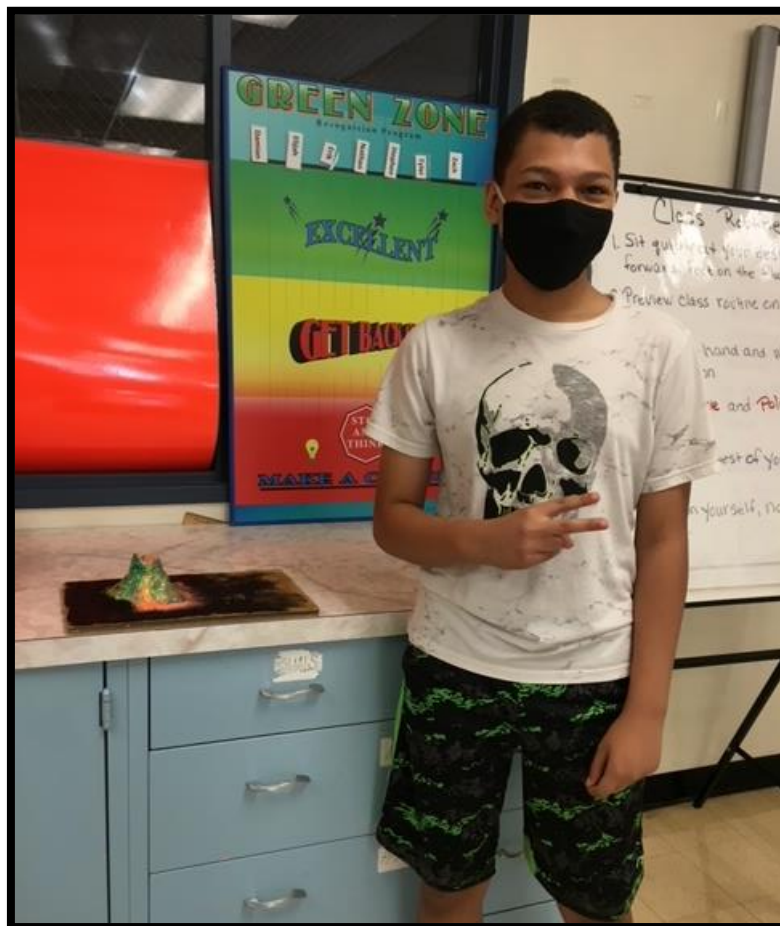
The entire SCEC educational community deeply appreciates the leadership and support provided by DESE throughout the continuing COVID-19 pandemic. The constant themes of accountability and high standards for teaching and learning supported and continue to drive our ability to be creative, reflective,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

As previously mentioned, this 2020-2021 Annual Report for South Coast Educational Collaborative is intended to fulfill all the legal requirements that apply to SCEC. 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
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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, Dartmouth Public Schools in 2019 and Westport Community Schools and New Bedford Public Schools in 2020.

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 support to public school districts, professional learning, clinical and therapeutic consultant resources, technology, family support, 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 effective July 1, 2020. As per the SCEC Agreement, the Board of Directors is comprised of one superintendent 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.

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
- Mr Thomas Anderson, Superintendent, New Bedford Public Schools
- 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
- Mr Thomas Aubin, Superintendent, Westport Community Schools
- Dr Gary Reese, Superintendent, Westport Community Schools (through November 2020)

Board Employees

- Dr David R 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
- New Bedford Public Schools
- Seekonk Public Schools
- Somerset Public Schools
- Somerset Berkley Regional School District
- Swansea Public Schools
- Taunton Public Schools
- Westport Community Schools

Response to COVID-19

South Coast Educational Collaborative (SCEC) was one of the first public education programs in Massachusetts to reopen to in person learning following the state-mandated remote learning period due to the COVID-19 pandemic. All SCEC programs opened in a hybrid instructional model during summer 2020 and all students were welcomed back to full time in person learning in September 2020.

In preparation for the return to in person learning, SCEC developed policies and procedures to govern in person instruction during the COVID-19 pandemic and implemented all necessary safety protocols. Staff were trained and provided with all safety materials needed to enable in person instruction. Staff returned to full time in person work once safety training was completed in July 2020. Students were invited to begin returning to in person learning shortly thereafter. During July and August 2020, most programs offered a hybrid model that alternated small groups of students each day and reserved one day per week for cleaning.

SCEC hosted a virtual professional development academy for ten days in September 2020. All SCEC staff participated, as well as staff from local school districts in the south coast region. Trainings were provided on a wide range of topics, including: pandemic-related health and safety protocols; utilizing instructional technology platforms and software; strategies for enhancing student engagement and success during remote and hybrid learning; telehealth best practices; maintaining compliance with HIPPA and FERPA when communicating with students and families; Deep Learning; and cultural responsiveness.

Although all programs were open for in person instruction in September 2020, SCEC continued to support individual student needs through in-person, hybrid or remote learning models. Per the guidance of the Department of Elementary and Secondary Education (DESE), comprehensive COVID-19 Special Education Learning Plans were created for each student who was not in school full time, and every student was provided with the resources and support they needed to meet the requirements of their Individual Educational Program (IEP). These Learning Plans were specific to each student and reflected their individual strengths, needs, and capabilities, as well as their ability to access educational programming from home. Safety, equity, access and student engagement were major considerations for all students. Robust remote services were provided for all students who were not able to attend SCEC in person. Remote services were provided via a variety of FERPA-compliant virtual platforms that were used to provide academic instruction and support, related services, clinical services, health services and any other resources necessary to access IEP driven services. Family feedback was obtained, data was collected, and communication logs were carefully maintained to inform and improve the provision of remote services. A walk-in center was created to allow students who accessed remote learning to participate in in person related services and/or testing. All students participating in remote learning were continually offered opportunities to access in person services customized to their individual needs.

Throughout the 2020-2021 school year, SCEC continually reviewed and revised COVID-19 policies as new information and guidance was provided by the Massachusetts' Department of Public Health (DPH), local health authorities and DESE. All staff participated in daily COVID-19 screenings, vaccinations were tracked, and protocols were implemented for contact tracing, quarantining and cleaning.

Day School Programs

Overview of SCEC Day School Programs

Jennifer Faria, EdD
SCEC Associate Executive Director
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All SCEC programs focus on high quality instruction using evidence-based practices that incorporate the 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.

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

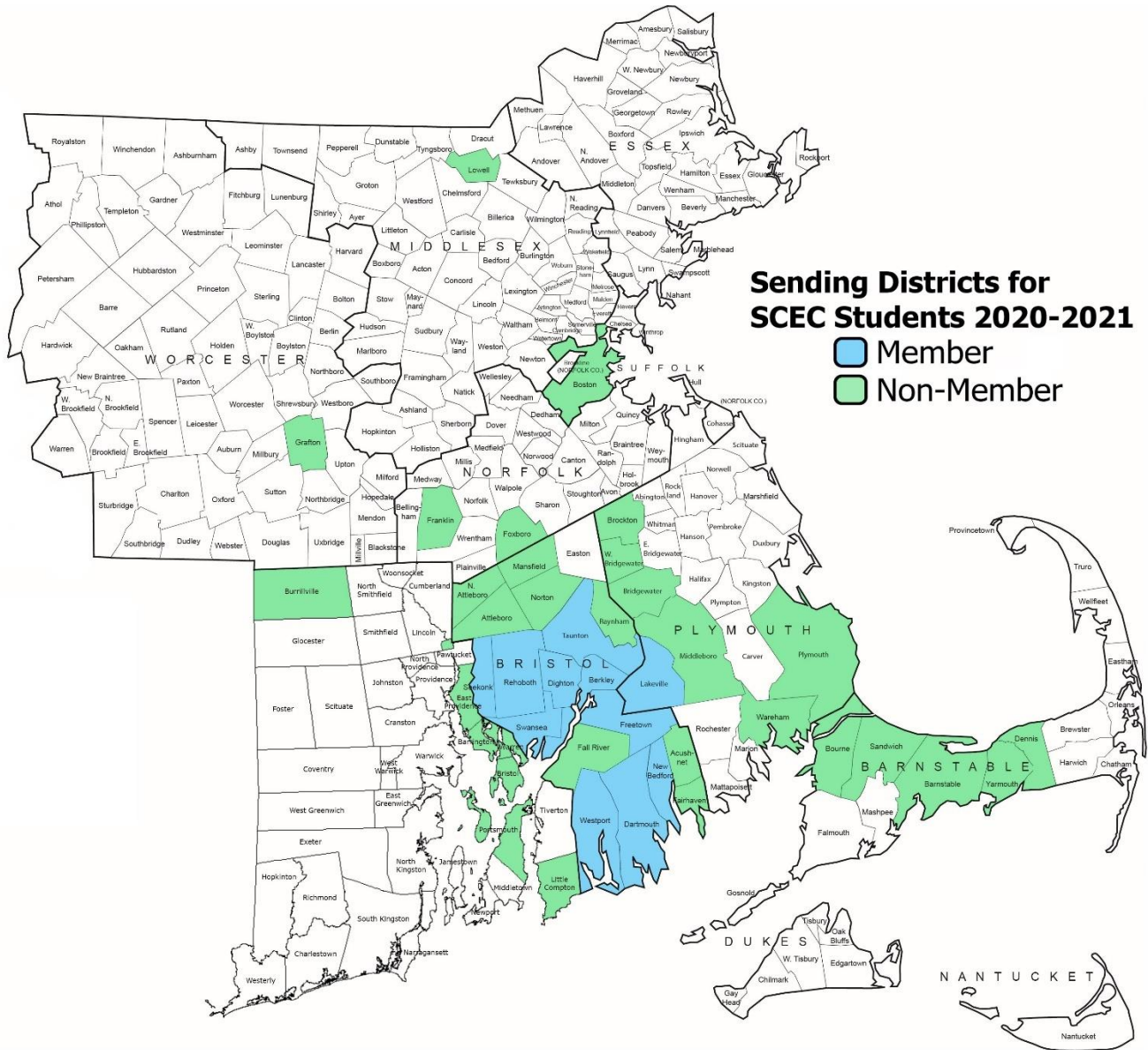
| South Coast Educational Collaborative Day School Programs | |
|---|--|
| Inclusionary Programs | |
| Berkley Elementary School Berkley Middle School Bishop Connolly High School Freetown Elementary School George R Austin Intermediate School Palmer River Elementary School Gallishaw High School at Seekonk High School South Coast Middle Alternative School | |
| Public Day School Programs | |
| 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 | |
| Community-Based Program (ages 18-22) | |
| LIFE Academy | |

their generalization and internalization of learned skills. SCEC’s inclusionary classrooms are located in eight 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.

| Day Program Enrollment Totals 2020-2021 | |
|--|--------|
| Total Students Enrolled (FTEs) | 250.40 |
| Enrollment – Member Districts (FTEs) | 170.50 |
| Enrollment – Participating Districts (FTEs) | 79.90 |
| Total Students Enrolled during 2020-2021 | 304 |
| Enrollment – Last Day of School 2021 | 222 |

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 their 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 their best outcome, whether it is paid employment, higher education and/or being an active and contributing member of the community in which they live.

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.

| Enrollment by Levels (FTEs) | | | |
|------------------------------------|------------------|------------------|------------------|
| | 2018-2019 | 2019-2020 | 2020-2021 |
| <i>Elementary Level</i> | 96.31 | 97.89 | 104.19 |
| <i>Middle School Level</i> | 57.59 | 59.57 | 56.68 |
| <i>High School Level</i> | 71.65 | 66.10 | 62.90 |
| <i>Ages 18-22</i> | 30.44 | 41.43 | 29.57 |
| TOTAL | 258.66 | 270.50 | 250.40 |

Deep Learning Initiative

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Deep Learning is a major multi-year initiative launched during the 2018-2019 school year and aligned with the South Coast Educational Collaborative's (SCEC) 2017-22 Strategic Plan. SCEC was the first Massachusetts collaborative to join the New Pedagogies for Deep Learning (NPDL) global partnership. Chatham Elementary School (Chatham, MA) from the Monomoy Regional School District continues to be our Deep Learning partner.

The Deep Learning framework focuses on four elements: 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. As an organization, SCEC believes that Deep Learning allows students with special needs to contribute to the common good, address global challenges, and flourish in a complex world.

NPDL works to transform the roles of traditional teaching to the roles of Activator, Culture Builder, and Collaborator. SCEC is working to establish challenging learning goals and success criteria for Deep Learning. SCEC believes that it is essential to engage student voices as co-designers of their education, and to make connections with students, families, and members of the community. Many SCEC employees participated in a wide range of NPDL workshops, webinars, and training during the 2020-2021 school year to further enhance their knowledge and understanding of Deep Learning.

SCEC has established a Deep Learning Leadership team and has created Deep Learning Facilitators at every SCEC program location. Under their tutelage, all SCEC teachers, paraprofessionals, nurses, clinicians, and related service providers have increased their ability to provide Deep Learning activities and opportunities to a wide range of students with complex disabilities.

To further expand our understanding of Deep Learning, SCEC has partnered with the Monomoy School District and the Massachusetts Department of Elementary and Secondary Education through the Kaleidoscope Collective. Like NPDL, this Collective focuses on student voice and choice through Deep Learning, with an emphasis on equity and access for all students. It places a focus on providing Deep Learning opportunities for students regardless of race, socioeconomic status, or disability. Deep Learning and the Kaleidoscope Collective continue to drive SCEC's philosophy on how to best deliver instruction to a diverse student population with complex special needs. SCEC strives to continue to provide educational services that will further enhance the skills of the students that they serve.

Cultural Responsiveness

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South Coast Educational Collaborative (SCEC) has implemented culturally responsive educational programming that focuses on equity and inclusion for all students as an organizational priority. SCEC enrolled two administrative team members as Fellows in *Influence 100*, a DESE initiative launched in the fall of 2020 to increase the racial and ethnic diversity of superintendents, collaborative executive directors, and school leaders in Massachusetts; create more culturally responsive collaboratives and leaders across the state; and promote better outcomes for students. The work performed by the *Influence 100* Fellows will guide the development of a comprehensive approach to expanding cultural responsiveness, equity, access, and inclusion for all at SCEC.

During the 2020-2021 school year, eleven faculty members from SCEC completed a two-week course offered by Harvard University Graduate School of Education, entitled “Schooling for Critical Consciousness of Racism and Racial Injustice.” The SCEC Board of Directors, administrators, and educators, together with related service providers, nurses, paraprofessionals, and clinicians, came together to address the critical importance and value of consistently implementing curricular and pedagogical approaches that center on Deep Learning, equity, and well-being, in conjunction with trauma-informed instruction. This work ensures that our students with disabilities, inclusive of students of color, are provided access to opportunities to develop the knowledge and skills needed to fully engage with the academic and social-emotional content of instruction, using this knowledge to develop the competencies required to be well-rounded, healthy, and productive members of society.



Cost Effectiveness of Day School Programs

South Coast Educational Collaborative (SCEC) day school programs offer uniquely intensive educational environments for students who are currently unable to have their educational needs met within their district community schools. Research has shown that the low incidence and constantly changing population within special education often makes 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 2020-2021 school year, students enrolled in SCEC classrooms came from thirty-seven different school districts throughout Massachusetts and Rhode Island. By bringing together students from multiple communities, particularly those with low incidence disabilities and highly-specialized needs, SCEC provided a comparatively low cost option for school districts.

District Savings on Tuition

When a student requires an out-of-district placement, school districts typically consider both SCEC day school programs and private special education day school placements. SCEC student tuition is provided to local school districts at a substantially reduced rate as compared to private special education day schools. Member school districts receive further reductions in tuition, resulting in enhanced cost savings. In order to quantify the cost effectiveness of SCEC day school programs, tuition was compared between SCEC day school programs and private special education day 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 2021. The average daily rate for each SCEC program and/or private day school program 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 over \$8 million dollars per year, as illustrated in the following table:

| School District Savings on Tuition | | | | | |
|---|------------------------------------|---|--|--|--------------------------------------|
| FY 2021 | | | | | |
| <i>District Type</i> | <i>Number of Students Enrolled</i> | <i>Average SCEC Student Tuition¹</i> | <i>Comparison Private School Tuition²</i> | <i>Annual District Savings per Student</i> | <i>Total District Savings FY2021</i> |
| Member Districts | 170 | \$56,748 | \$90,827 | \$34,079 | \$5,793,430 |
| Participant Districts | 80 | \$62,502 | \$90,827 | \$28,325 | \$2,266,000 |
| Total district savings FY2021 | | | | | \$8,059,430 |

- ^{1.} Tuition for all programs and comparison schools was annualized to a 180-day school year
- ^{2.} A list of the private schools that were used for comparison will be provided upon request

The tuition at each SCEC day school program, for both member and participant school districts, was substantially less than private day school tuition in all cases, as outlined in the following table:

| Annualized Tuition Comparison FY 2021 SCEC Programs vs Comparable Private Schools | | | |
|--|---|--|---|
| <i>SCEC Day School Program</i> | <i>Member District Tuition¹ (180 days)</i> | <i>Participant District Tuition² (180 days)</i> | <i>Average Tuition of Comparison Schools^{1,2} (180 days)</i> |
| Berkley Elementary <i>Inclusionary Site</i> | \$60,908 | \$68,828 | \$82,557 |
| Freetown Elementary <i>Inclusionary Site</i> | \$56,579 | \$64,149 | \$76,744 |
| Palmer River Elementary <i>Inclusionary Site</i> | \$56,759 | \$64,303 | \$91,884 |
| Seekonk North K-5 205-day <i>Public Day Site</i> | \$54,498 | \$64,149 | \$76,744 |
| Seekonk North K-5 220 day <i>Public Day Site</i> | \$56,194 | \$61,097 | \$82,103 |
| George Austin Intermediate School <i>Inclusionary Site</i> | \$56,579 | \$64,148 | \$91,145 |
| Berkley Middle School <i>Inclusionary Site</i> | \$58,457 | \$63,171 | \$118,478 |
| South Coast Middle Alternative School <i>Inclusionary Site</i> | \$55,633 | \$60,553 | \$77,898 |
| Seekonk North 6-8 205 day <i>Public Day Site</i> | \$55,444 | \$60,175 | \$72,889 |
| Seekonk North 6-8 220 day <i>Public Day Site</i> | \$58,081 | \$62,983 | \$91,522 |
| Bishop Connolly High School <i>Inclusionary Site</i> | \$55,633 | \$60,720 | \$114,745 |
| Gallishaw High School <i>Public Day Site</i> | \$54,686 | \$60,720 | \$82,557 |
| Seekonk High School <i>Inclusionary Site</i> | \$54,686 | \$60,365 | \$67,795 |
| LIFE Academy <i>Community Site</i> | \$60,343 | \$66,000 | \$108,599 |

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

² 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 educational 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 for inclusion opportunities on a daily basis.

SCEC public day school classrooms are often a viable alternative to a private special education school setting for students with significant disabilities, as well as an alternative to a residential placement for those students in the custody of the Department of Children and Families (DCF) who also have a significant disability.

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 2021 are outlined in the following table:

| Services Included in SCEC Tuition Fiscal Year 2020-2021 | | |
|--|-----------------------------|------------------------------------|
| Adapted physical education | Family outreach | Reading specialist |
| Applied behavioral analysis | Instructional assistants | School health services |
| Behavior therapy | Job coaching | Sensory programs |
| Career exploration | Job development | Social work services |
| Clinical psychology services | Nursing services | Speech language therapy |
| Developmental pediatrician | Occupational therapy | Student internships |
| District consultation services | Parent and family education | Therapeutic counseling services |
| English Language Learner | Physical therapy | Transition assessment and services |

The 45-Day Placement Program is an important cost effective strategy for school districts. The day school programs at SCEC offer a 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 student’s education continues seamlessly throughout this placement, which provides the student with academic instruction, behavior stabilization strategies and therapeutic support. During the 45-day period, evaluations are conducted, data is collected, and information is compiled from the sending school district, the student’s family, and anyone else involved with the student. At the end of the 45-day placement, a written assessment outlines the recommendations, which may include but are not limited to, therapeutic intervention techniques, behavioral supports, and an educational placement recommendation in order for the student to be successful in their least restrictive environment.

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. 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 15, 2020.



Special Education Day School Programs for Students with Disabilities ELEMENTARY LEVEL

BERKLEY ELEMENTARY, Berkley Community School, Berkley, MA

PALMER RIVER ELEMENTARY, Palmer River Elementary, Rehoboth, MA

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*Lisa Martiesian, EdM, MEd
SCEC Associate Executive Director
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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 220-day 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 which extend support beyond the school day and foster productive student and family engagement.

Accomplishments 2020-2021

- ✓ The SCEC program at Palmer River Elementary School provided services to 9 students during the 2020-2021 school year. The SCEC program at Berkley Community School provided services to 6 students during the 2020-2021 school year. Both programs had a staff to student ratio of 1:2.
- ✓ Implementation of Deep Learning pedagogy allowed students to foster a deeper understanding of content while working on developing collaboration, character, creativity, and sense of community. Students studied the differences between squid and octopi, as well as the life cycle of a frog, and hosted Zoom "parties" that incorporated families into classroom lessons.
- ✓ Staff across both sites participated in professional learning opportunities that addressed lesson planning, compiling MCAS Alternate portfolios, and incorporating Deep Learning pedagogy while working on students' goals and objectives. Staff continued the development of comprehensive data collection systems that informed their practice to better meet the needs of their students.
- ✓ Staff across both sites participated in family consult meetings. These meetings continued to strengthen the relationship between school and home, which directly and positively impacted student performance and progress.

FREETOWN ELEMENTARY, Freetown Elementary School, Freetown, MA

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

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*Lisa Martiesian, EdM, MEd
SCEC Associate Executive Director
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South Coast Educational Collaborative (SCEC) has two highly structured inclusionary 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. Both programs are in session 205-days per year and students are supported by a 1:2 staff to student ratio. Our mission is to offer supported transition opportunities that develop student success across educational environments.

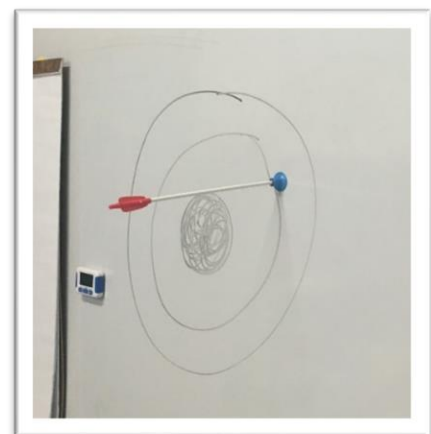
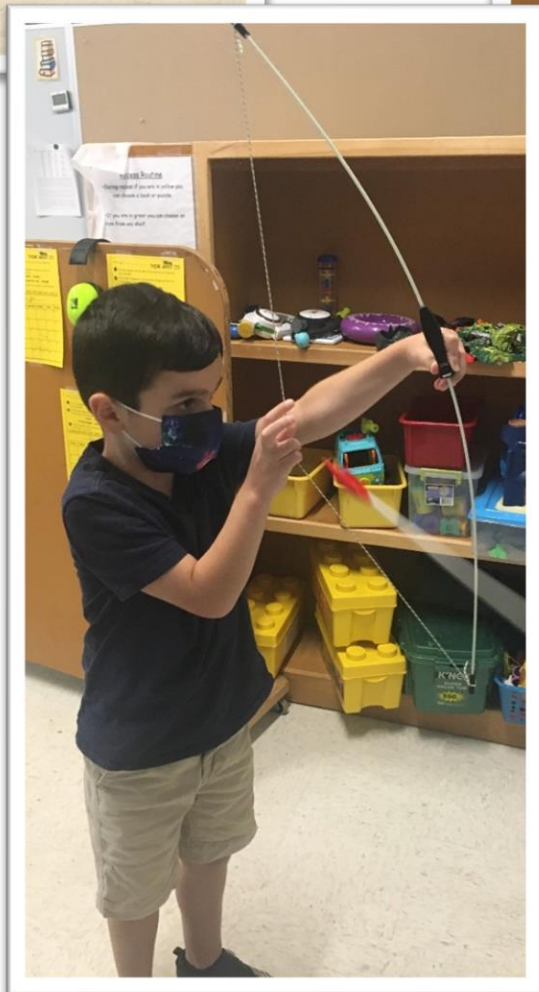
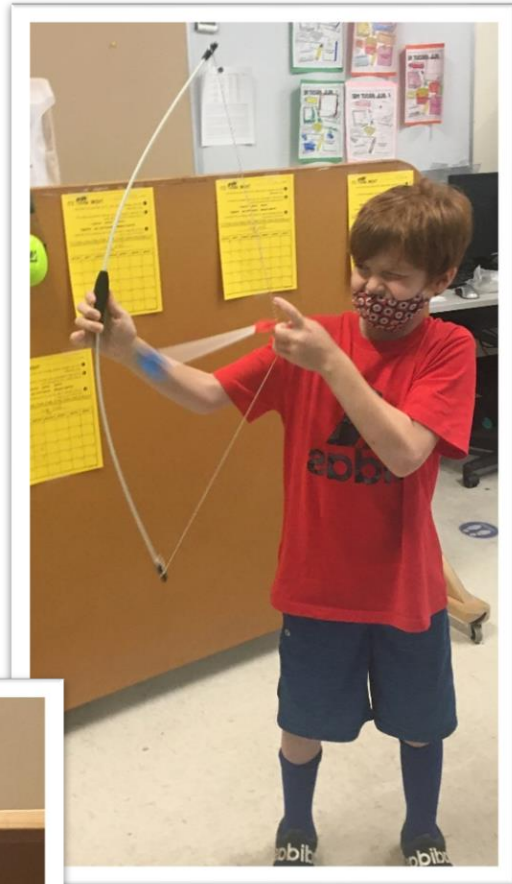
These programs provide the opportunity for students with moderate emotional disabilities to attend a highly specialized program within a district setting. Students with more significant emotional disabilities coming from a public or private day school setting have the opportunity to be in a less restrictive 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. Every student has the opportunity for inclusion in the general elementary setting with the proper support. Families are invited to be part of family consult meetings to extend the support beyond the school day, which allows for productive student and family engagement.

Accomplishments 2020-2021

- ✓ The SCEC program at Freetown Elementary School provided services to 7 students during the 2020-2021 school year. The SCEC program at the George R. Austin Intermediate School provided services to 10 students during the 2020-2021 school year. Both programs had a staff to student ratio of 1:2.
- ✓ Implementation of Deep Learning pedagogy allowed students to foster a deeper understanding of content while working on developing collaboration, character, creativity, and a sense of community. Students studied the life cycle of a chicken, which included having an incubator in the classroom where they kept track of the development of the chicks. The students reached out to community members to make certain that the chicks would be adopted after they hatched. Students also studied the holiday traditions of different cultures from around the world.
- ✓ Staff across both sites participated in professional learning opportunities that included trauma-informed instruction, the effects of medication, compassion fatigue and staff wellness, and positive therapeutic programming.
- ✓ Both sites continued to develop a data collection system that focused on time on learning as well as the level of support needed and how these correlated with the levels of student success.

- ✓ Staff across both sites participated in family consult meetings. These meetings continued to strengthen the relationship between school and home, which directly and positively impacted student performance and progress.



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

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

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South Coast Educational Collaborative's (SCEC) Seekonk North Elementary School is an approved public special education day school that provides comprehensive educational and therapeutic services to students in grades K-5 who have had difficulties participating in a general education 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. All students are engaged in meaningful and therapeutic instruction aligned with the Massachusetts Curriculum Frameworks and supported by Deep Learning pedagogy.

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 develop academic and social-emotional growth through specialized academic instruction, counseling, positive behavioral supports, and brain-based therapeutic techniques so that students can 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. Professional learning for all staff focuses on curriculum and therapeutic support.

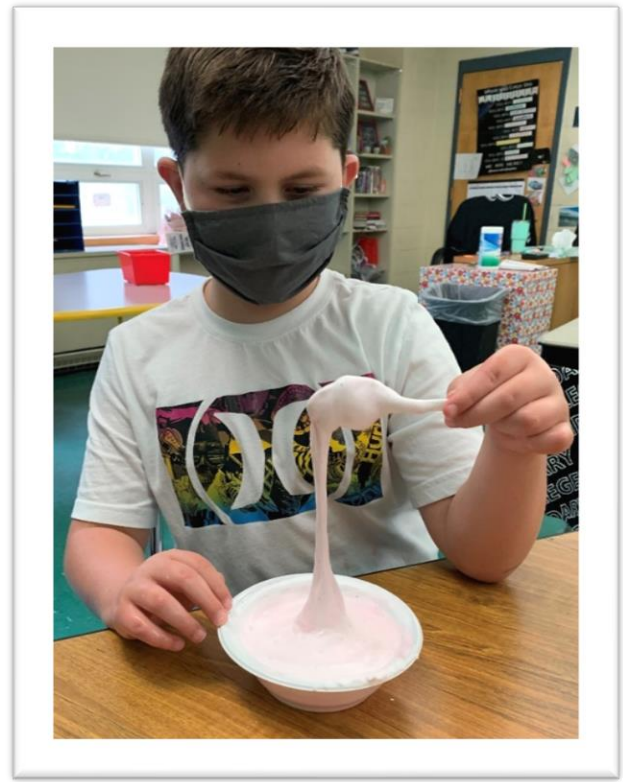


220-Day Program

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. Services are based on evidenced-based best practices that engage 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, daily living skills, and communication and cognitive development with the goal of placement in a less restrictive school setting.

Accomplishments 2020-2021

- ✓ During the 2020-2021 school year, the Seekonk North K-5 programs provided services to 52 students across 9 classrooms.
- ✓ Seekonk North K-5 created an elementary level Deep Learning team. This team meets monthly with the middle school Deep Learning team to facilitate initiatives across both levels at Seekonk North.
- ✓ Classrooms implemented Deep Learning through various student-driven projects. One classroom engaged in learning about the creation and eruption of volcanoes. Another classroom explored the meaning and purpose of time capsules, then created one and buried it on school grounds with the goal of having the students return with their families, in ten years time, to open it.
- ✓ On-site professional learning for staff included the development of Individualized Education Programs (IEPs), creating cohesive MCAS Alternate Portfolios to demonstrate students' knowledge and skills, and effectively using data to inform instruction.



MIDDLE SCHOOL LEVEL

BERKLEY MIDDLE SCHOOL, Berkley Middle School, Berkley, MA

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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 (BMS). 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 participate in inclusion opportunities throughout BMS.

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 principles of Deep Learning and Science, Technology, Engineering, Art and Math (STEAM) to engage students in real world issues and guide them 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 through continuous and embedded professional learning. Related service providers and expert consultants work with educators in the classroom to ensure continuity of therapeutic support. Families are invited to be part of family consult meetings which extend support beyond the school day and foster productive student and family engagement.

Accomplishments 2020-2021

- ✓ The SCEC program at Berkley Middle School (BMS) served 14 students during the 2020-2021 school year. Both classrooms had a staff to student ratio of 1:2.
- ✓ Students leveraged digital during remote and hybrid instructional models by participating in an online video platform to communicate with one another and share information about themselves. Staff collaborated with families to create short videos highlighting student preferences and shared interests.
- ✓ Student voice and creativity led the focus of science lessons (e.g., making volcanoes and growing plants in different locations) and topics used to expand letter writing skills in English Language Arts.
- ✓ Our SCEC students participated in a Unified Bocce Ball tournament with the students from BMS.
- ✓ Educators developed Deep Learning professional practice goals and attended MCAS-Alt training to ensure that all students have every opportunity to demonstrate their knowledge and skills.
- ✓ Staff worked with the program's BCBA and data consultant to enhance data collection methods to further inform instructional practices.

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

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

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South Coast Educational Collaborative's (SCEC) Seekonk North Middle School is an approved public special education day school that provides comprehensive educational and therapeutic services to students in grades 6 through 8 who have had difficulties participating in a general education 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. All students are engaged in meaningful and therapeutic instruction aligned with the Massachusetts Curriculum Frameworks and supported by Deep Learning pedagogy.

205 Day Programs

The 205-day program is for students in grades 6 through 8 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 academic instruction, counseling, positive behavioral supports, and brain-based therapeutic techniques so that students can 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. Professional learning for all staff focuses on curriculum and therapeutic support.

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 self-regulation, social skills, functional academic, life skills, communication and cognitive development, with the goal of placement in a less restrictive school setting.

Accomplishments 2020-2021

- ✓ During the 2020-2021 school year, the Seekonk North 6-8 programs provided services to 44 students across 6 classrooms.
- ✓ Seekonk North 6-8 created a middle school level Deep Learning team. This team meets monthly, with the elementary level Deep Learning team to initiatives across both levels at Seekonk North.
- ✓ As part of the Deep Learning initiative, students and staff focused on leveraging digital throughout the year. By working on developing their technology skills, students were better able to access remote learning platforms both in school and at home.
- ✓ On-site professional learning for staff included the development of Individualized Education Programs (IEPs), creating cohesive MCAS Alternate Portfolios to demonstrate students' knowledge and skills, and effectively using data to inform instruction.

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

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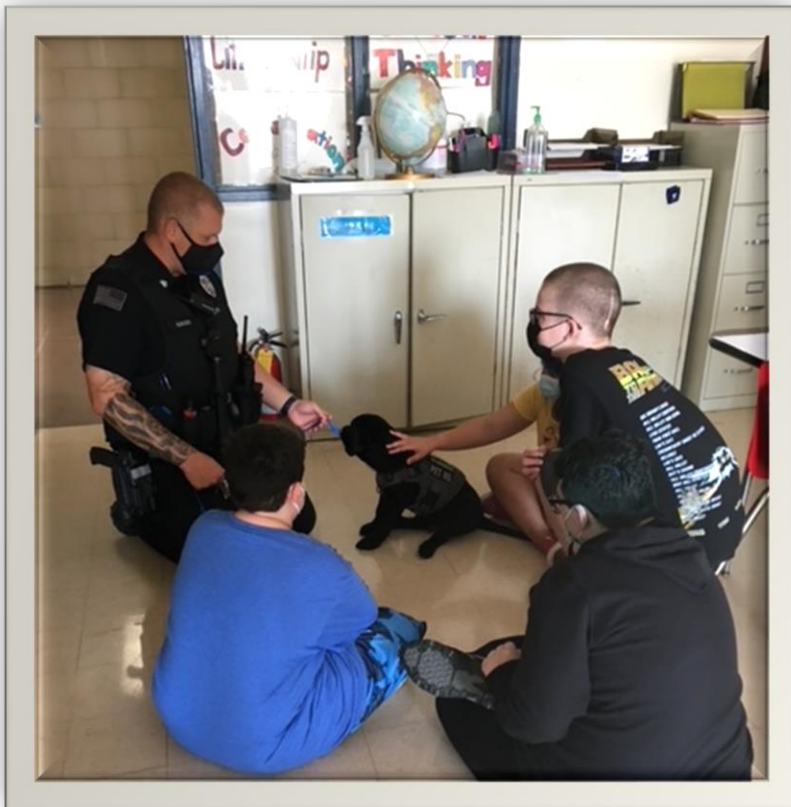
South Coast Educational Collaborative's (SCEC) South Coast Middle Alternative School (SCMAS) is located at Somerset Middle School. This 205-day program provides high quality educational and therapeutic services for students within the inclusionary setting of a public middle school. The SCMAS program serves students in grades 6-8 who have been diagnosed with emotional disorders and/or other health impairments. These include but are not limited to, Oppositional Defiant Disorder, Post-Traumatic Stress Disorder, Mood Disorders, Attention Deficit Hyperactivity Disorder, and Attention Deficit Disorder. The SCMAS program provides a pathway for 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 also supports students when they are ready to transition back to their own district.

The two SCMAS classrooms have an average enrollment of 5 students and students are supported with a 1:2 staff to student ratio. SCMAS 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 Somerset Middle School 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.

The primary goal of this program is to develop student self-regulation skills as needed to allow students 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.

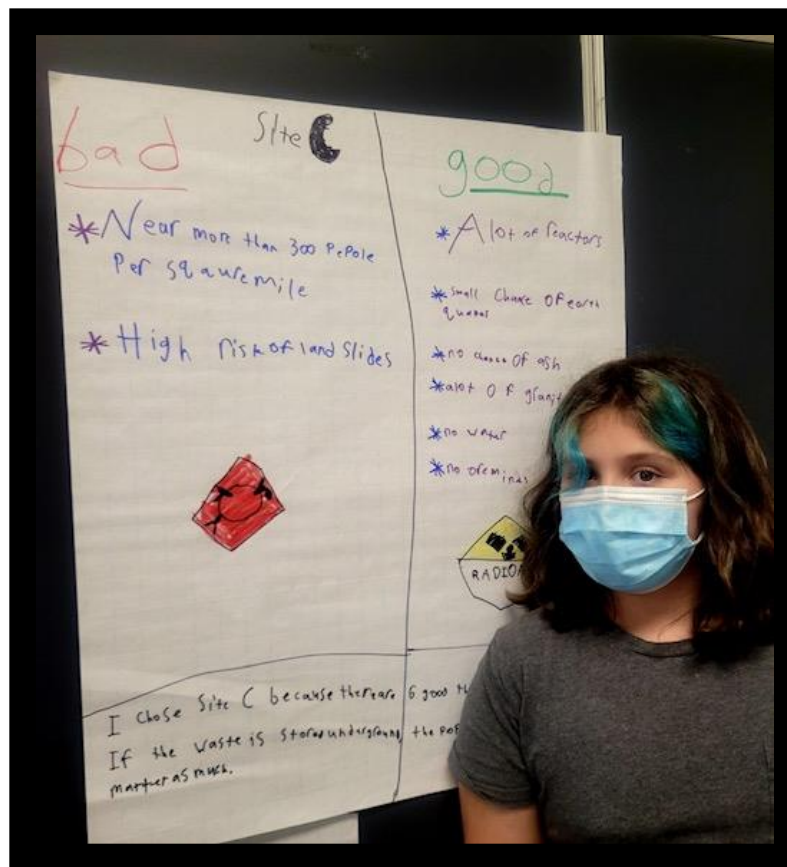
Embedded professional development for staff is provided by a wide variety of consultants as well as collaborative sponsored trainings. Monthly consultations consist of programming for individual students and program



development to improve classroom practices. Program-wide measures are used to track student time on learning, the level of support that each student requires throughout the school day, mood regulation, and coping skills.

Accomplishments 2020-2021

- ✓ SCMAS served a total of 10 students during the 2020-2021 school year.
- ✓ Deep Learning pedagogy was incorporated throughout the year as follows:
 - Leveraging Digital: Students utilized Google Forms and Google Docs daily as part of their morning check-in routine during remote learning and in person learning. They also learned how to use Google Slides, Google Sheets and Jamboard for a wide variety of academic activities.
 - Creativity: Students made landforms using salt dough as part of their geography lessons. They chose what landform they wanted to create and used dough and other materials to make it a reality.
 - Critical thinking: Students read the novel *The Watsons go to Birmingham-1963* and participated in daily discussions on a variety of related issues such as life in the 1960s, race, racism, equity, and access.
- ✓ SCMAS hosted a student teacher from Bridgewater State University.
- ✓ Professional development activities included training in Deep Learning, Google tools, data collection through distance learning and safe-schools training.



HIGH SCHOOL LEVEL

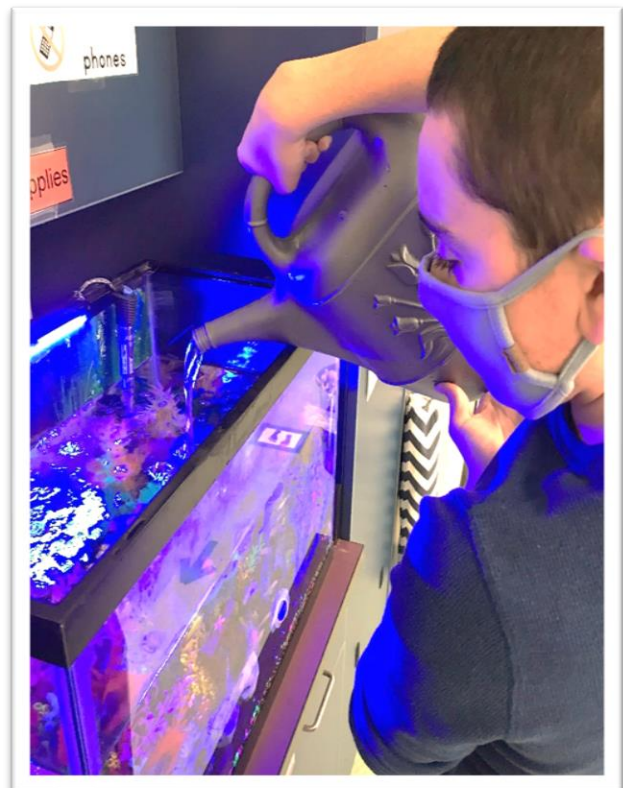
BISHOP CONNOLLY HIGH SCHOOL, Bishop Connolly High School, Fall River, MA

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South Coast Educational Collaborative's (SCEC) program at Bishop Connolly High School (BCHS) is an inclusionary program that aims to prepare students with moderate to severe disabilities to be productive citizens in their local communities. This 220-day program serves students in grades 9 through 12 with diagnoses such as Autism Spectrum Disorder, moderate to severe cognitive delays, sensory processing and communication challenges, neuromotor deficits and/or medical challenges. Transition programming is the cornerstone of the curriculum at this site. Students participate in community-based vocational, recreational, and independent living activities every day. Students also 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. Educators incorporate research-based best practices, including Deep Learning pedagogical approaches, which are strengthened by embedded professional development opportunities, technical assistance, and a network of expert consultants. In addition, the BCHS classrooms are an integral part of their host high school and students participate in many school-sponsored activities. The BCHS program has two classrooms and students are supported with a 1:3 staff to student ratio.

Accomplishments 2020-2021

- ✓ The SCEC program at Bishop Connolly High School provided educational services to 14 students during the 2020-2021 school year.
- ✓ Students participated in Deep Learning activities utilizing the "Maker Space" equipped with a 3D printer. Examples of items created by students using the 3D printer include ladybugs, a totem pole, a spider and an apple.
- ✓ Students participated in a multifaceted greenhouse project that involved cleaning out the school greenhouse and restocking it with garden tools and equipment purchased at a local hardware store. The project culminated in the students planting an herb garden in the greenhouse at BCHS in spring 2021.
- ✓ BCHS staff participated in professional development that focused on the use of technology to support remote learning.



GALLISHAW HIGH SCHOOL, Gallishaw Building, Seekonk, MA

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South Coast Educational Collaborative's (SCEC) Gallishaw High School (GHS) 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 curricular strand 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 but are not limited to the following:

- Deep Learning, project-based learning and STEAM themes and techniques
- Remedial assistance and academic support
- Inclusion opportunities and supports
- Credit recovery, job development, 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 five School-to-Career classrooms have an average enrollment of 7 to 10 students and students are supported with a 1:2 staff to student ratio.

The Functional Curriculum curricular strand 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 support provided by embedded professional development, technical assistance and a network of expert consultants. The functional curriculum classroom has an average enrollment of 6 to 8 students and students are supported with a 1:2 staff to student ratio.



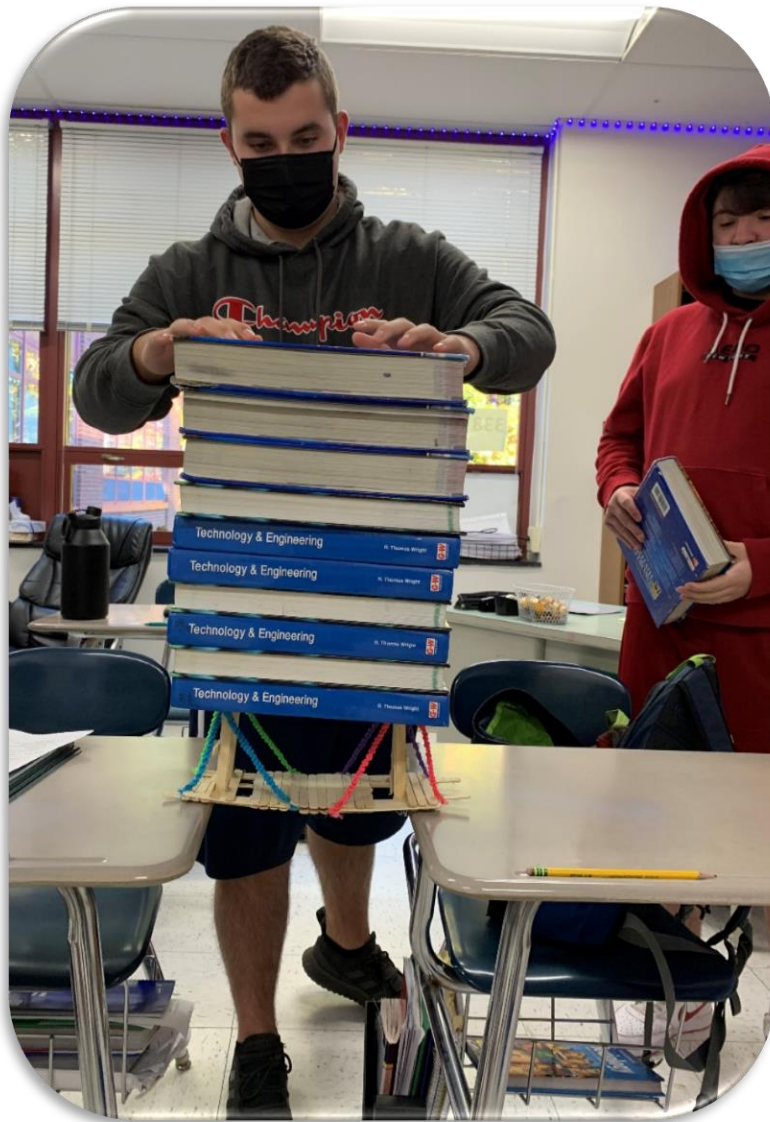
Accomplishments 2020-2021

- ✓ GHS provided services for 57 students during the 2020-2021 school year.
- ✓ Six students met the graduation requirements of their local school district and graduated from high school with a diploma.
- ✓ Students from GHS learned debating skills by identifying and researching a topic and preparing arguments. The unit culminated with students challenging staff to a debate via Zoom. Judges and observers were invited to participate and vote on a winning team. This was an effective means for students to develop and practice the Deep Learning competencies of critical thinking, collaboration and communication.
- ✓ The GHS team participated in Crisis Prevention Institute (CPI) training to learn effective techniques to de-escalate and support students with social-emotional challenges in an academic environment. Staff continued to work with a data consultant to enhance data collection procedures and understand how to use this data to further inform instructional practices.

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

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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 205-day 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.

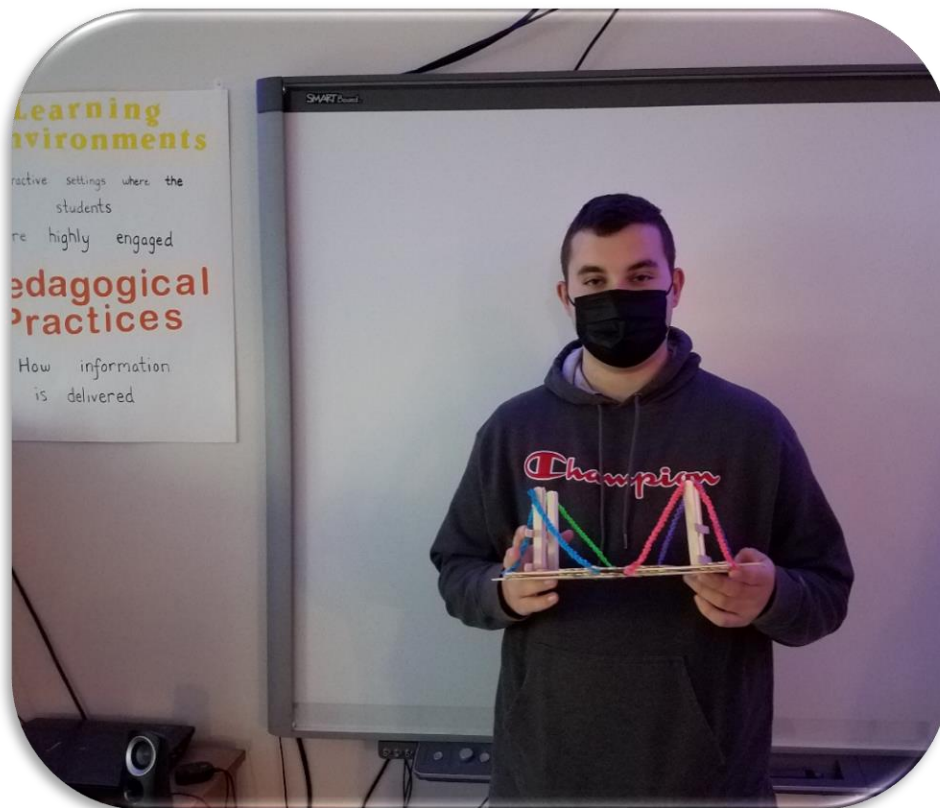


The objectives of the Gallishaw Program at SHS are to promote student self-regulation and to provide students with opportunities to participate in the general education setting as much as they are able. The academic program provides differentiated instruction as well as therapeutic support within a substantially 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 have the opportunity to 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 2020-2021

- ✓ The Gallishaw High School program at SHS provided services to 8 students during the 2020-2021 school year. Five of the students participated in inclusion classes through SHS, including both core academic subjects and elective classes. One student joined the SHS Drama Club and participated in the school's production of "Into the Woods."
- ✓ All students participated in project-based learning through Deep Learning and STEAM. For example, students studied the law as part of the Street Law class, which included reading examples of real court cases about topics and/or concepts that were of interest to them. Before reading the verdict of these cases, the students had to decide how they would vote if they were members of the jury. They had to share their rationale with the class based on the facts of the case and the concepts learned.
- ✓ The Environmental Science course instructed students in environmental issues that negatively impact the world's different ecosystems. The students chose to research environmental issues within their own local community based on their individual interests and curiosity. Student research provided insight into the causes of the local environmental issues and suggested possible solutions. The students presented their findings to their peers through a medium of their choice.
- ✓ Classroom staff participated in several Deep Learning training opportunities throughout the year. These trainings helped staff to further their understanding of Deep Learning and effectively implement the pedagogies to enhance student engagement and outcomes.



COMMUNITY-BASED PROGRAMMING

LIFE ACADEMY, Swansea, MA

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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 220-day 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 program is largely community-based and aims to prepare students with moderate to severe disabilities to become independent, happy and productive citizens in their local communities.

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. LIFE Academy has 5 learning centers and an average staff to student ratio of 1:3. 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.

LIFE Academy provides students and their families with guidance in navigating the complex world of adult services and provides them with support as they transition from entitlement services to services based on eligibility.

Accomplishments 2020-2021

- ✓ LIFE Academy served 44 students during the 2020-2021 school year.
- ✓ Students participated in multiple Deep Learning projects throughout the year. One Deep Learning project culminated in the program adopting a snow leopard and 6 sea turtles after students participated in Zoom Animal Kingdom and Animal "March Madness." Students and staff worked together to collect bottles and cans to raise the funds to care for the animals.
- ✓ The LIFE program leveraged technology to build the students' access to a variety of classes, as well as to build their knowledge and skills of how to successfully utilize technology. Students were taught how to use Google calendar, how to attend a Zoom class, and how to utilize functions within Zoom to take turns contributing and making choices during Zoom sessions. The Story Group and Cities Zoom classes were developed to expand the students' knowledge about different communities, cities, cultures, and leisure



- ✓ activities. The LIFE team collaborated to incorporate extension activities using cooking groups as well as the arts. Examples include the following:
 - Students used “passports” to travel to different countries and affixed a sticker of the country’s flag to document each visit.
 - The Food and Nutrition Services team supported this initiative with extension activities. Students watched Miss Pat’s YouTube channel to follow a recipe representative of each country “visited.”
- ✓ The Related Services team adopted a management system for iPads which allowed educators to send content to all iPads simultaneously, including those being used on-site and those being used remotely by students participating from home or via a hybrid learning model.
- ✓ DESE visited one of the LIFE Academy Zoom classes virtually in January as part of their interest in virtual learning throughout the Commonwealth.

Services and Supports

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 13 clinicians during the 2020-2021 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 2020-2021 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.

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 is a psycho-

educational assessment, which includes 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 evaluate 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 Bachelor's, Master's and Doctoral level 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 2020-2021

- ✓ Completed 149 comprehensive psychological evaluations, with 32% being SCEC students and 68% being students in general education settings.
- ✓ During the 2020-2021 school year, SCEC hosted 2 fourth-year doctoral students from the Clinical Psychology programs at William James College and University of Massachusetts Boston and a Master of Social Work intern from Fordham University.
- ✓ Clinicians were integral members of the Deep Learning training and implementation at each SCEC location. Two clinicians were designated as Deep Learning facilitators and assisted in the development and implementation of training sessions for the entire SCEC staff. All clinicians incorporated Deep Learning concepts into their Student Learning Goals for their Massachusetts Educator Evaluation.

RELATED SERVICES

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*Bethany A DeNardo, PT, DPT, MPH
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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' Individualized Education Programs (IEPs) and are designed to support students within their least-restrictive educational setting. Our providers work closely with the student's educational team, including the student's 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 2020-2021 school year: Physical Therapy, Occupational Therapy, Speech Language Therapy, Adapted Physical Education, Teacher of the Visually Impaired, Orientation and Mobility, Assistive Technology, Applied Behavior Analysis, Reading, and English-language Learner supports.

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 equipment and 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 they are included within the tuition the local school district pays for student enrollment. Physical therapy, occupational therapy, speech therapy, adapted physical



education, reading support and English-language learner 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 at SCEC 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 expertise 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 member and participating 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 in 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 district 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 purchase recommendations.
- Supporting transition planning for students ages 14-22.

SCEC implements a comprehensive documentation and reporting system to provide Medicaid reports to all school districts as needed for the district to submit for reimbursement of related services provided by SCEC therapists. This electronic system provides comprehensive monthly reports on services rendered in a Medicaid-compliant format so that districts have everything they need to submit for reimbursement. Medicaid reports are sent to every school district for both SCEC and district students, whether or not a student is Medicaid eligible.

SCEC district related services are highly cost effective for school districts. SCEC provides in-district related services 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 FY2021. We surveyed private agencies that provide these services within the geographic region of SCEC and found that the cost ranges from \$190-\$350 per hour. Contracting with SCEC for related services saves local school districts a minimum of \$108 per hour.

Accomplishments 2021-2022

- ✓ Related services were provided to 992 students across southern Massachusetts, including all students enrolled in SCEC programs.
- ✓ Related services were provided to 742 district students in 36 school districts across southern Massachusetts.
- ✓ SCEC RSPs conducted a total of 439 student evaluations.
- ✓ RSPs were integral members of the Deep Learning training and implementation projects at each SCEC location. Two RSPs were designated as deep learning facilitators and assisted in the development and implementation of training sessions with SCEC staff.
- ✓ RSPs participated in robust training during the 10 Professional Days in September 2020 to support the provision of high quality related services across in person, hybrid and remote instructional models during 2020-2021 SY. Training topics included: Using Google slides to Support Remote Learning, Boardmaker Online, Discipline-specific Best Practices during COVID-19, Creating and Improving Best Practices for Teletherapy during Remote Learning and Conducting Virtual Evaluations. Many of these professional training sessions were developed and provided by our own Related Services staff.



TRANSITION SERVICES

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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 the Individuals with Disabilities Education Act (IDEA), evidence-based best practices, and policy guidance by the Department of Elementary and Secondary Education (DESE).

Transition services at SCEC include providing professional development to our staff members, as well as to 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, including school districts, to develop common practices, highlight similar issues, and develop collective strategies to address the transition

needs of students and their families, as well as schools and adult service providers. As transition related policies, procedures, and practices continue to evolve within Massachusetts and across the country, SCEC remains committed to staying informed and fully involved in this area as we continue to 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, but are not limited to, the administration of assessments and providing students with training and support in community-based places of employment. Several SCEC



staff members have earned *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 \$45 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. This is possible because SCEC Job Coaches have 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 internal, cost effective professional development and job-embedded training for all of our staff so that they are able to support students in all transition-related areas, including, but not limited to, age-appropriate transition assessments, self-determination and the development of post-secondary Individualized Education Programs.

Accomplishments 2020-2021

- ✓ Three SCEC teachers enrolled in DESE's Transition Specialist endorsement program.
- ✓ During the winter and spring of 2021, 20 SCEC students participated in YouthWorks, a state-funded youth employment program that helps adolescents and young adults acquire the skills and experiences needed to find and keep jobs.
- ✓ SCEC continued to participate in the five-year Massachusetts Partnership for Transition to Employment (MPTE) grant in conjunction with the Department of Developmental Service. SCEC participated in the Family Engagement workgroup as part of the MPTE Consortium.

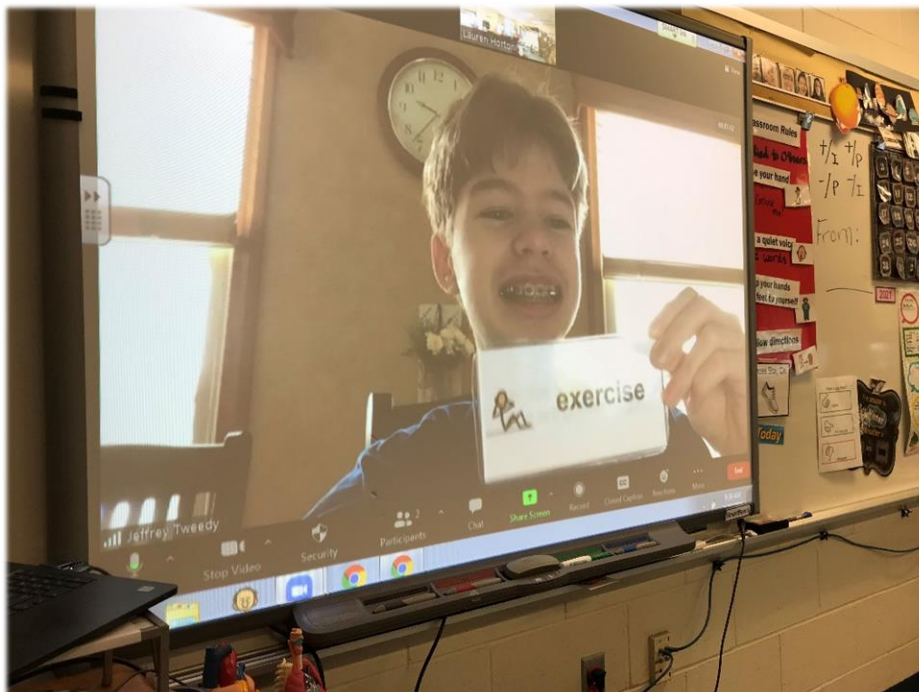
SCHOOL HEALTH SERVICES

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At South Coast Educational Collaborative (SCEC), the school nurse is the cornerstone of the health services 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 in the responsibility of increasing and improving 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 allows these students to stay in class and be available to learn. School nurses are also accountable for identifying and treating accidents and injuries, and utilizing tools that assist them in screening SCEC students in the areas of vision, hearing and posture. Additionally, school nurses offer the *Screening, Brief Intervention and Referral to Treatment (SBIRT)* tool in grades 7 and 9 as a substance use risk assessment. School nurses also counsel and educate students on a variety of social, emotional and behavioral health issues.

During the 2020-2021 school year, SCEC employed 10 full time school nurses and 1 full time licensed practical nurse who were responsible for managing the health needs of our students ages 5 through 22. SCEC's Health Services team focused on implementing Deep Learning pedagogies within its health and wellness program and analyzing the impact on student and staff well-being, as well as on the learning environment.



Response to COVID-19

The leadership provided by SCEC's Health Services team was a driving force that prepared all SCEC programs to re-open to in person instruction in July 2020.

- Nurses established health office protocols and built plans for responding to COVID-19 scenarios.
- All SCEC nurses engaged in ongoing professional development by the Department of Public Health (DPH), which included addressing COVID-19 response strategies, as well as through Northeastern University's School Health Institute and Boston University's Shield Program.
- SCEC nurses established partnerships with DPH, Contact Tracing Collaboratives and local health authorities to ensure that SCEC met requirements for reporting and responding to COVID-19 cases.
- SCEC nurses implemented, evaluated, and continually adjusted safety protocols, policies, and procedures to govern in person education during the COVID-19 pandemic.
- SCEC nurses developed a system for tracking, notifying and supporting individuals infected or exposed to COVID-19.
- SCEC nurses obtained all needed safety supplies required for reopening SCEC programs to in person instruction, including personal protective equipment and cleaning supplies.

Accomplishments 2020-2021

- ✓ During the 2020-2021 school year, SCEC nurses logged 5,119 office visits, which in turn resulted in a (96.9%) return to class rate. In 78% of all office visits completed, students returned to class in less than fifteen minutes, minimizing loss of classroom instructional time.
- ✓ In July 2020, the SCEC nursing staff created virtual classroom modules for instruction and certification in the American Heart Association (AHA) Heartsaver First Aid and CPR programs.
- ✓ In November 2020, SCEC was approved by DESE and DPH as a COVID-19 rapid test site. We began offering symptomatic testing for staff and students in December 2020, and added post-travel testing in spring 2021.



SCHOOL FOOD AND NUTRITION SERVICES

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South Coast Educational Collaborative's (SCEC) Food and Nutrition Services team works diligently each day to meet the demands of serving nutritious, healthy, and tasteful meals that provide our students with the energy they need to be available for learning. During the 2020-2021 school year, SCEC offered free breakfast and lunch to all students through the Community Eligibility Provision (CEP). The CEP increased the participation of students in the school meal program and allowed SCEC to serve all students without requiring the collection of student applications or tracking students based on their meal eligibility status.

The SCEC Food and Nutrition Services team operated across three SCEC locations: Seekonk North School, Gallishaw High School, and LIFE Academy. Each day, breakfast consisted of the following offerings: two grains or one grain and one protein, fruits, juice, and 1% low fat plain milk. Each student was required to take at least

three menu items, including a fruit, to be counted as a reimbursable meal from the USDA. Students at both the elementary and middle school levels utilized the *Breakfast in the Classroom* model where they could choose breakfast items to be eaten in the classroom while daily instruction began. Students at the high school and post-secondary levels had the option to go to the cafeteria and choose which breakfast items they wanted. For lunch, classroom teachers provided students with the daily lunch menu, recorded student requests, and then used a mobile application to electronically report student lunch orders to the Food and Nutrition Services team. This allowed for accurate and efficient meal counts,



preparation and delivery. SCEC served lunches that met federal nutrition requirements, which included having fresh fruits and vegetables, whole-grain breads, and low-fat and fat-free milk available on a daily basis.

SCEC also supports and provides accommodations for students who have special dietary needs.

Accomplishments 2020-2021

- ✓ A total of 188 SCEC students participated in the school lunch program during the 2020-2021 school year.
- ✓ Introduced the Harvest of the Month curriculum, which was designed specifically for K-12 classrooms. This curriculum introduces students to new food items through engaging activities and presentations.
- ✓ Some SCEC programs received work grants that permitted students to work in SCEC kitchens, allowing them to develop job skills and have real-life work experiences.
- ✓ SCEC increased its breakfast and lunch student participation to over 90 percent, while meeting federal nutritional requirements.
- ✓ SCEC received the Coronavirus Relief Fund School Grant for providing school meals during the COVID-19 pandemic. This grant allowed SCEC students and their families access to “Grab and Go” school meals during summer 2020.
- ✓ SCEC also participated in a waiver program which allowed SCEC to deliver school meals throughout the region to multiple students and their families.
- ✓ SCEC supported all students and families with access to the COVID-19 Pandemic EBT Program by consistently updating and submitting the list of eligible students to the Department of Elementary and Secondary Education (DESE) and the Department of Transitional Assistance (DAT) throughout the year.



PROFESSIONAL DEVELOPMENT

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Internal Professional Development

South Coast Educational Collaborative (SCEC) is committed to providing comprehensive, high quality and cost effective learning experiences to all SCEC staff. SCEC provides extensive in-house training for SCEC employees, including the annual completion of all Department of Elementary and Secondary Education (DESE) mandated training topics. Training for new employees and current staff is managed through a combination of online learning platforms, in person learning, and practical application at individual work sites.

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 area districts. SCEC nurses provide the training to certify all SCEC employees in the American Heart Association's HeartSaver First Aid and CPR course. The SCEC STEAM Program is an example of embedded professional development. This program provides research-based educational services to all students and staff. This program addresses SCEC's mission by providing experiences that focus on the development of academic and transition skills necessary for success in today's society. STEAM services include support for project-based learning and placed-based learning while incorporating science, technology, engineering, the arts, and mathematics.

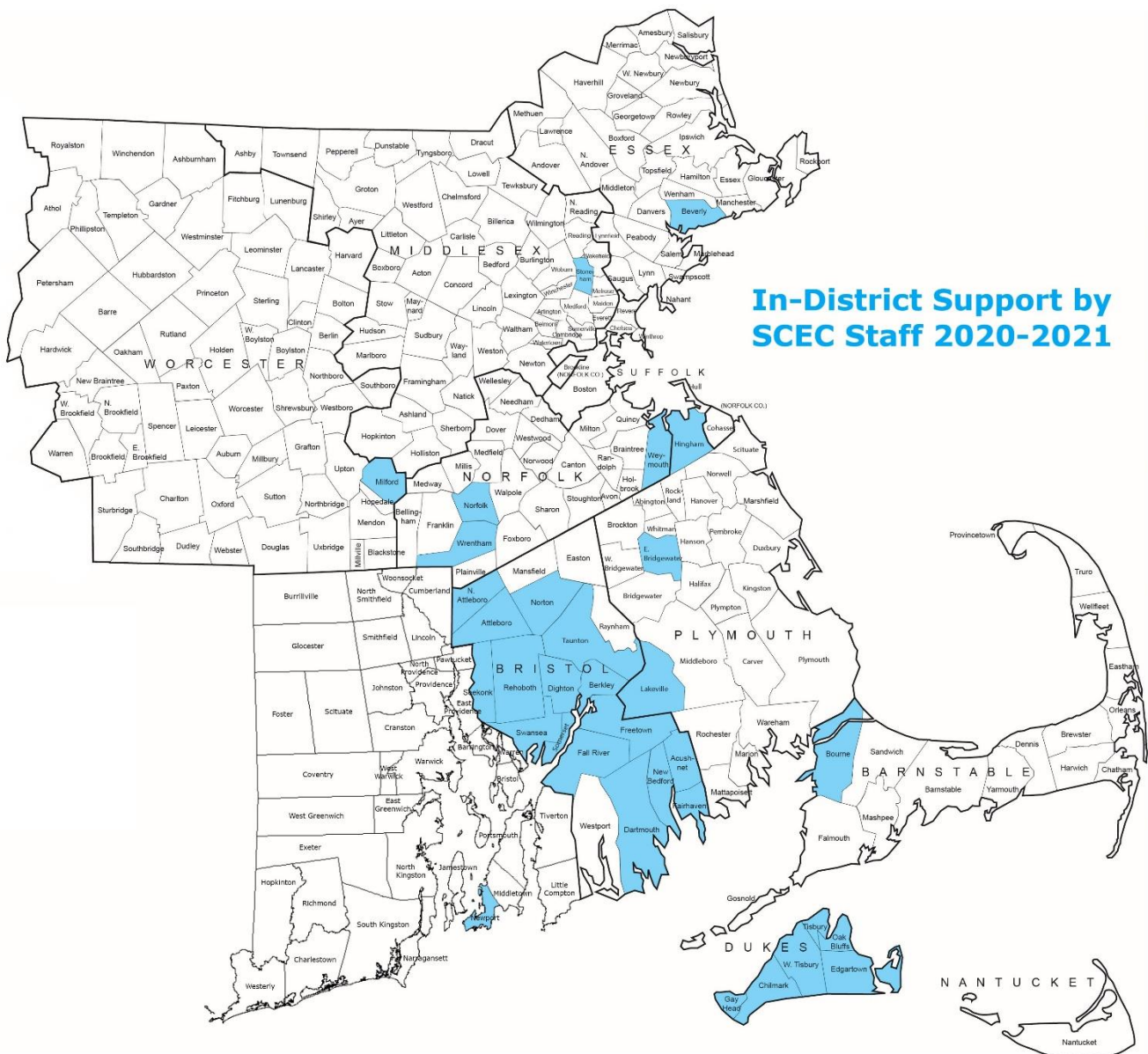
SCEC is committed to supporting the pursuit of professional learning by:

- Facilitating and supporting ongoing, 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 best practices for remote and hybrid learning.
- 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.

External Professional Development

SCEC is committed to providing general education supports to both member and participating school districts. SCEC offers a range of general education supports to school districts, including: professional development, focused staff trainings, program consultation, and student-specific consultation. Student-specific consultations typically focus on environmental and individual supports to maintain a student’s placement within the least restrictive general education setting.

SCEC continued to provide a robust menu of professional development opportunities to district staff throughout southeastern Massachusetts and Rhode Island during the 2020-2021 school year. Professional development through SCEC is highly cost effective for member and participating districts. By utilizing SCEC consultants for embedded professional learning at reduced or no cost, districts do not have to access consultants from higher cost entities such as colleges, universities or other professional development sources. By providing professional



development at their school sites, districts avoid the cost of sending educators to off-site workshops, which can include workshop fees, cost of substitutes and travel expenses.

District Support

A team of SCEC leaders provided in-district consultation and professional development for teachers, paraprofessionals, administrators and other staff within both member and participating districts during the 2020-2021 school year. Highlights of this work included:

- Provided trainings for paraprofessionals, teachers, and other staff relative to the development of therapeutic programming for students with social-emotional needs within the Dartmouth and Fall River public school districts, and at Old Colony Vocational Technical School.
- Hosted a remote webinar How to Conduct Psychological Assessments for Dartmouth Public Schools, Dighton-Rehoboth Regional School District, King Philip Regional School District, Somerset Public Schools, Somerset-Berkley Regional School District, East Providence (RI) Public Schools, and the Massachusetts' Department of Elementary and Secondary Education.
- Presentation to the Fall River Public Schools: Engaging Learners with Reading in the Remote, Hybrid, & In person Models.
- SCEC provided consultation to special education and general education teams of educators within the Berkley, Dartmouth, Seekonk and Wachusett Public Schools.
- As trained trainers from the Massachusetts Aggression Reduction Center (MARC), at Bridgewater State University, SCEC provided MARC Bullying Prevention and Intervention trainings for the Seekonk Public Schools.
- The SCEC Nonviolent Crisis Intervention (CPI) training team provided both initial and refresher CPI training to district personnel in the following four member school districts: Berkley, Dartmouth, Freetown Lakeville and Seekonk. The Seekonk training included district bus drivers.

Accomplishments 2020-2021

- ✓ SCEC created a Google Classroom to support virtual professional learning during the COVID-19 pandemic.
- ✓ SCEC hosted a virtual professional development academy for ten days in September 2020. SCEC staff were offered a variety of online training opportunities. Sample topics included: Leveraging Digital; Classroom Management; Introduction to Pandemic Health and Safety Protocols; Google Slides; Microsoft Teams; Utilizing Zoom in In Person, Hybrid and Remote Learning; and Creating a Culturally Diverse Classroom.
- ✓ Eight educators from four local school districts continued to participate in the joint SCEC/Bridgewater State University Master's degree in Special Education cohort that was established in January 2019. All eight educators are on track to receive their master's degree in December 2021.
- ✓ In January 2021, SCEC began a Masters/EdS cohort in Educational Leadership in partnership with Bridgewater State University.
- ✓ SCEC conducted Early Childhood program evaluations for the Dartmouth Public Schools and Dighton-Rehoboth Regional School District.

TRANSPORTATION

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South Coast Educational Collaborative (SCEC) continued its fixed route transportation initiative for the fifth year during FY 2021. 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.

SCEC continued to train its driving staff and upgrade its fleet of vehicles as needed to comply with the Pupil Transport Requirement Changes (7D regulations) that went into effect October 1, 2020.

In preparation for the return to in person learning in the summer of 2020, SCEC transportation staff implemented all necessary COVID-19 safety protocols, adhering to guidance from state and federal authorities. Staff were trained and provided with all necessary materials to adhere to personal protection and cleaning protocols. SCEC was represented on the statewide task force for the school transportation response to COVID-19.



Finance and Fiscal Sustainability

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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 each meeting. By reviewing financial data monthly, SCEC can quickly make program or staff modifications as needed to ensure financial sustainability.

Please refer to the public report entitled *South Coast Educational Collaborative Basic Financial Statements and Management's Discussion and Analysis* together with *Independent Auditor's Report for the Year Ended June 30, 2021* for additional details.



Certificate of Approval

At their Executive Meeting held on December 16, 2021 the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2020-2021 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

12/17/2021

Date

DocuSigned by:

David R Heimbecker

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David R. Heimbecker, Executive Director

12/17/2021

Date