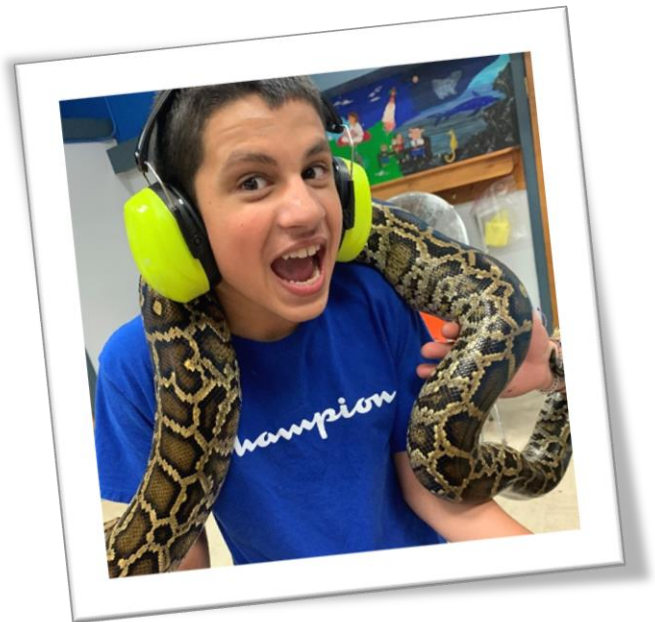




South Coast Educational Collaborative



ANNUAL REPORT 2021-2022



South Coast Educational Collaborative
2201 GAR Highway
Swansea, MA 02777
Phone (508) 379-1180
www.scecoll.org

Contents

Message from the Executive Director 1
South Coast Educational Collaborative..... 3
Our History 3
South Coast Educational Collaborative Agreement..... 3
Mission Statement..... 3
Purpose 3
Objectives..... 4
Core Values..... 4
Governance and Leadership..... 5
Day School Programs 6
Overview of SCEC Day School Programs 6
Deep Learning Initiative 9
Cultural Responsiveness 10
Cost Effectiveness of Day School Programs 11
Special Education Day School Programs for Students with Disabilities..... 15
Elementary Level 15
Middle School Level 19
High School Level..... 23
Community-Based Programming..... 27
Services and Supports..... 29
Clinical Services..... 29
Related Services..... 31
Transition Services 34
School Health Services 36
School Food and Nutrition Services..... 38
Professional Development 40
Transportation..... 43
Finance and Fiscal Sustainability 44

This report was produced by leadership team members Linda Cullen, Bethany DeNardo and Lisa Martiesian

Message from the Executive Director

Dear Reader:

The FY22 Annual Report for South Coast Educational Collaborative (SCEC) covers the period of time beginning on July 1, 2021 and ending on June 30, 2022. 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 FY22, the SCEC Board of Directors emphasized a continuing commitment to the health and welfare of all individuals in the Collaborative community. COVID-19 screening was offered to students, families, and staff throughout the year, and vaccination clinics were made available. Additionally, health and safety protocols were shared and their robust use encouraged.

The Coordinated Program Review (CPR) process provided a period of self-reflection and assessment for SCEC staff members during the 2021-2022 school year. With invaluable assistance from Department of Elementary and Secondary Education (DESE) officials, this process guided SCEC special educators through a thoughtful, standards-based analysis of policies and procedures that ultimately became a validation of SCEC's practices. SCEC was found to be 100% in compliance with all DESE policies and procedures.

As a result of a previous CPR, SCEC established a program during FY22 to address the educational needs of English Learners. A full time ESL teacher was hired, an English Language Education Handbook was developed, and all SCEC staff participated in an English Learner training in January of 2022.

In the spring of 2022, SCEC was awarded a DESE literacy grant to purchase a new English Language Arts curricula for all elementary and middle school levels that better represents our diverse student body. Access to this opportunity was made possible by DESE officials providing educational collaboratives with increased levels of eligibility for grants.

One of the major highlights of FY22 for SCEC was the high level of achievement throughout the 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 those efforts, and significant gains were achieved educationally, clinically, and medically. Deep Learning accomplishments included dedicating Deep Learning planning time for all SCEC staff, the publication of the Deep Learning newsletter, and a 3-part professional development series on Deep Learning and Wellness facilitated by Dr. Jean Clinton.

The growth and development of partnerships among SCEC students, families, and staff was another major highlight of the 2021-2022 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.

As previously mentioned, this 2021-2022 Annual Report for South Coast Educational Collaborative is intended to fulfill all the legal requirements that apply to SCEC. However, I trust that, in addition, the readers of this document will obtain a thorough overview of the mosaic of services that make SCEC the vibrant educational

community that its members appreciate and respect. If readers are interested in learning more about our collaborative and/or visiting our programs, please contact me. It would be a pleasure to assist you.

Sincerely,



David R Heimbecker, EdD
Executive Director
drh@scecoll.org



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 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
- Dr Richard Drolet, Board Vice Chair and Superintendent, Seekonk Public Schools
- Ms Melisa Ryan, 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
- 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

Board Employees

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

Associate Executive Directors

- Dr Jennifer Faria
- Ms Lisa Martiesian
- Dr Carolyn McKearney

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



Day School Programs

Overview of SCEC Day School Programs

Jennifer Faria, EdD
SCEC Associate Executive Director
jfaria@scecoll.org

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 and activities, whether within district classrooms or community settings. This instruction is vital to support the students’ transitional skill development as well as their generalization and internalization of learned skills. SCEC’s inclusionary classrooms are located in

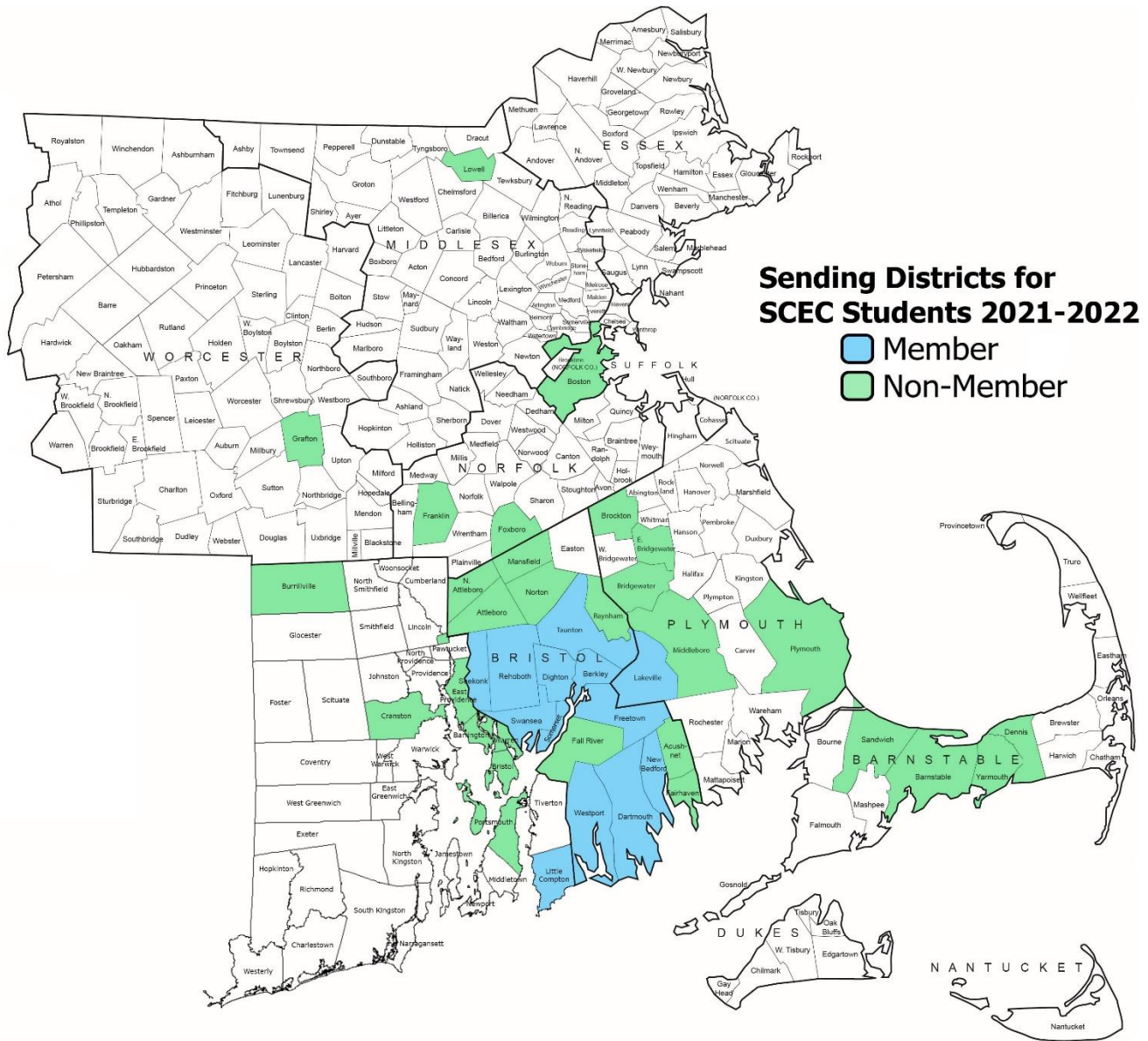
South Coast Educational Collaborative Day School Programs
Inclusionary Programs
Berkley Middle School Bishop Connolly High School Freetown Elementary School George R Austin Intermediate School Palmer River Elementary School Gallishaw High School at Seekonk High School South Coast Middle Alternative School
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

seven 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 Non-violent Crisis Prevention Intervention, CPR 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 clinical psychologists who further augment the services provided to each student at no additional cost to districts.

Day Program Enrollment Totals 2021-2022	
Total Students Enrolled (FTEs)	227.62
Enrollment – Member Districts (FTEs)	126.77
Enrollment – Participating Districts (FTEs)	100.85
Total Students Enrolled during 2021-2022	290
Enrollment – Last Day of School 2022	211

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)			
	2019-2020	2020-2021	2021-2022
<i>Elementary Level</i>	97.89	104.19	66.28
<i>Middle School Level</i>	59.57	56.68	63.75
<i>High School Level</i>	66.10	62.90	67.52
<i>Ages 18-22</i>	41.43	29.57	30.07
TOTAL	270.50	250.40	227.62

Deep Learning Initiative

David Marr, MEd
Teacher/Leader
dmarr@scecoll.org

Deep Learning is at the heart of everything we do at South Coast Educational Collaborative (SCEC). Our Deep Learning journey began during the 2018-2019 school year as a major multi-year initiative aligned with the 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. All SCEC employees participated in a wide range of Deep Learning trainings, including NPDL workshops and webinars, during the 2021-2022 school year to further enhance their knowledge and understanding of Deep Learning.

SCEC has established a Deep Learning Leadership Team and has appointed Deep Learning Facilitators at every SCEC program location including the Business Office. With this support, all SCEC teachers, paraprofessionals, nurses, clinicians, and related service providers have increased their ability to incorporate Deep Learning activities and opportunities into programming for a wide range of students with complex disabilities.

Accomplishments 2021-2022

- ✓ SCEC instituted half professional days on the third Wednesday of each month to enhance staff understanding of Deep Learning. These days allow staff to plan, develop, and hone their Deep Learning skills, to develop Deep Learning activities for students, and to infuse Deep Learning into the curriculum.
- ✓ Deep Learning Newsletters were created to share Deep Learning activities and concepts across programs. Three issues of Deep Learning newsletters were released: Fall 2021, Winter 2022 and Spring 2022.
- ✓ SCEC provided 8 hours of in-depth Deep Learning training for all SCEC employees over the course of 3 days in Spring 2022 with renowned child psychiatrist Jean Clinton from McMaster University and NPDL. Dr Clinton's three sessions were entitled:
 - Cultivating Well-Being in Challenging Times
 - Well-Being and Learning: What's the Deep Learning Connection?
 - Meeting Young People's Needs: The Role of Effective Teams

Cultural Responsiveness

Lisa Martiesian, EdM, MEd
Associate Executive Director
lmartiesian@scecoll.org

Raymond Steele, MEd
Director of Technology
rsteele@scecoll.org

South Coast Educational Collaborative (SCEC) has implemented culturally responsive educational programming that focuses on access, equity, and inclusion for all students as an organizational priority. The SCEC Board of Directors, administrators, and educators, together with related service providers, nurses, paraprofessionals, and clinicians, recognize the critical importance and value of consistently implementing curricular and pedagogical approaches that center on Deep Learning, access, equity, inclusion, and well-being in conjunction with trauma-informed instruction. This work ensures that our diverse student population, which includes students with disabilities who are racially diverse, socio-economically diverse, and linguistically diverse are provided access to opportunities that develop the knowledge and skills needed to fully engage with the academic and social-emotional content of instruction and using this knowledge to develop the competencies required to be well-rounded, healthy, and productive members of society.

Accomplishments 2021-2022

- ✓ SCEC purchased new English Language Arts curricula for all elementary and middle school levels through a DESE grant. These new curricula allow SCEC to infuse current, high quality instructional reading materials across all elementary and middle school collaborative programs to meet the complex needs of our students with disabilities. These instructional materials better represent our diverse student body. In conjunction with Deep Learning pedagogy, the new ELA curricula offers all students access to high quality instruction with voice and choice in what they are learning.
- ✓ SCEC hired a full time English as a Second Language (ESL) Teacher to support the educational needs of English Learners, and developed an English Language Education Handbook.
- ✓ The entire SCEC staff received English Learner training in January 2022.
- ✓ Two administrative team members completed their participation as Fellows in *Influence 100*, a DESE initiative 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 continue to guide the development of a comprehensive approach to expanding cultural responsiveness, equity, access, and inclusion for all at SCEC.



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 2021-2022 school year, students enrolled in SCEC classrooms came from 42 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 2022. 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 \$7 million dollars per year, as illustrated in the following table:

School District Savings on Tuition FY2022					
<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 FY2022</i>
Member Districts	127	\$55,454	\$89,341	\$33,887	\$4,303,649
Participant Districts	101	\$61,461	\$89,341	\$27,880	\$2,815,880
Total district savings FY2022					\$7,119,529

- ^{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 FY2022			
SCEC Programs vs Comparable Private Schools			
<i>SCEC Day School Program</i>	<i>Member District Tuition¹ (180 days)</i>	<i>Participant District Tuition¹ (180 days)</i>	<i>Average Tuition of Comparison Schools^{1,2} (180 days)</i>
Freetown Elementary <i>Inclusionary Site</i>	\$55,440	\$63,000	\$80,069
Palmer River Elementary <i>Inclusionary Site</i>	\$55,980	\$63,360	\$93,961
Seekonk North K-5 205-day <i>Public Day Site</i>	\$53,460	\$63,000	\$80,069
Seekonk North K-5 220 day <i>Public Day Site</i>	\$55,260	\$60,120	\$84,374
George Austin Intermediate School <i>Inclusionary Site</i>	\$55,440	\$63,000	\$98,301
Berkley Middle School <i>Inclusionary Site</i>	\$57,600	\$62,280	\$86,894
South Coast Middle Alternative School <i>Inclusionary Site</i>	\$54,540	\$59,400	\$85,385
Seekonk North 6-8 205 day <i>Public Day Site</i>	\$54,360	\$59,040	\$76,758
Seekonk North 6-8 220 day <i>Public Day Site</i>	\$57,240	\$62,100	\$91,473
Bishop Connolly High School <i>Inclusionary Site</i>	\$54,720	\$59,760	\$118,402
Gallishaw High School <i>Public Day Site</i>	\$53,820	\$59,760	\$84,990
Seekonk High School <i>Inclusionary Site</i>	\$53,640	\$59,220	\$70,337
LIFE Academy <i>Community Site</i>	\$59,400	\$64,980	\$110,422

^{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 FY2022 are outlined in the following table:

Services Included in SCEC Tuition Fiscal Year 2021-2022		
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

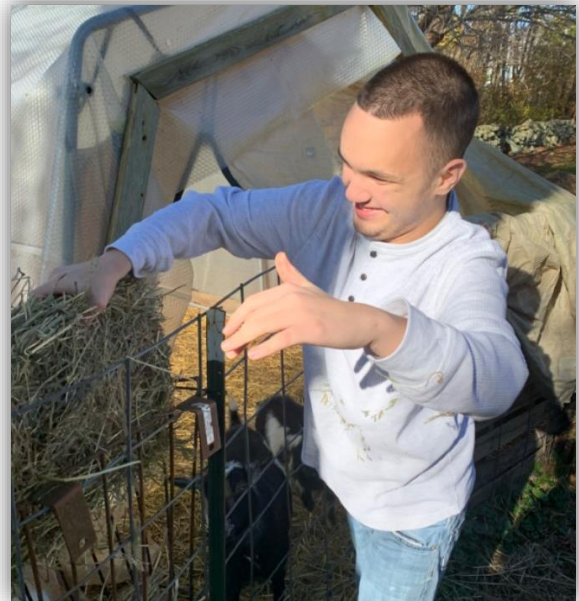
SCEC also provides an interim alternative education setting for students over a 45-day period. This is an important cost effective strategy for school districts. The day school programs at SCEC offer this as a support and resource for local school districts. This program allows for a short-term evaluation 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 2022. Commonwealth of Massachusetts Operational Services Division website. <http://www.mass.gov/anf/budget-taxes-and-procurement/oversight-agencies/osd/special-education-pricing.html>. Accessed November 2, 2021.



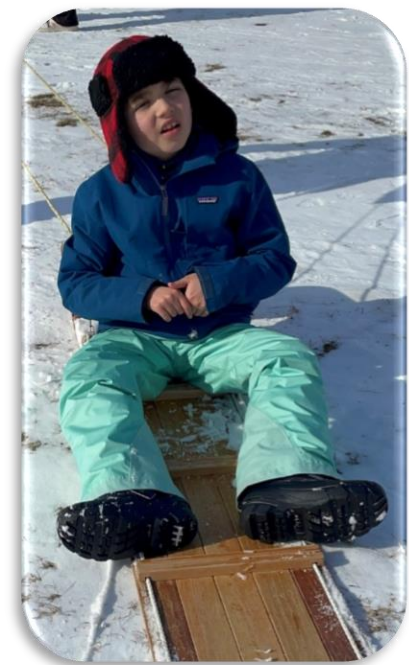
Special Education Day School Programs for Students with Disabilities ELEMENTARY LEVEL

PALMER RIVER ELEMENTARY, Palmer River Elementary, Rehoboth, MA

*Lisa Martiesian, EdM, MEd
SCEC Associate Executive Director
lmartiesian@scecoll.org*

South Coast Educational Collaborative (SCEC) offers two structured classroom learning environments for students in Kindergarten through grade 5 located in a public elementary school. This 220-day program offers 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 staff to student ratio of 1:2. 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 2021-2022

- ✓ The SCEC program at Palmer River Elementary School provided services to 11 students during the 2021-2022 school year.
- ✓ 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. Because students demonstrated special interests in nature and animals, the classroom staff, related service providers, and clinicians worked together to develop a unit on "Hibernation."
- ✓ While studying the life cycle of plants and flowers, students chose to create a garden, which they tended all spring and summer.

FREETOWN ELEMENTARY, Freetown Elementary School, Freetown, MA

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

*Lisa Martiesian, EdM, MEd
SCEC Associate Executive Director
lmartiesian@scecoll.org*

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 2021-2022

- ✓ The SCEC program at Freetown Elementary School provided services to 5 students during the 2021-2022 school year. The SCEC program at the George R. Austin Intermediate School provided services to 7 students during the 2021-2022 school year.
- ✓ Implementation of Deep Learning pedagogy allowed students in both programs to foster a deeper understanding of the Winter Olympics while working on collaboration, critical thinking skills, citizenship, character, creativity, and a sense of community. Students applied the use of student voice by choosing the sport they wanted to study, the country they represented, and the mode of communication they wanted to utilize for their presentation.
- ✓ GRAIS students and staff, including the related service providers, school nurse, and clinicians, studied "Kindness." They wrote, illustrated, and published a book on what it means to be "kind" and what it looks like to be "kind" every day. A video of the publishing party and book signing was shared with families.
- ✓ The students at FES participated in the school-wide Fun Run with their FES peers. Students participated in raising money for the event which was donated to the FES PTO to support a variety of activities hosted throughout the school year. The PTO's contribution to the SCEC classroom led to a new Osmo game and a Make Your Own Donut Party.

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

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

*Kate Murphy, MA, CAGS, NCSP
Special Education Administrator
kmurphy@scecoll.org*

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 evidence-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 2021-2022

- ✓ The Seekonk North K-5 programs provided services to 45 students across 8 classroom settings during the 2021-2022 school year.
- ✓ Deep Learning initiatives during the extended school year session included opportunities for students to learn about health conscious snacks, and water safety and exploration.
- ✓ Seekonk North K-5 staff partnered with other SCEC professionals to work on developing grading policies and procedures that were focused on equity and the diverse needs of all SCEC learners.
- ✓ Several Seekonk North K-5 staff were part of the search committee to identify and recommend a new English Language Arts curricula for all elementary and middle school levels.



MIDDLE SCHOOL LEVEL

BERKLEY MIDDLE SCHOOL, Berkley Middle School, Berkley, MA

*Lisa Martiesian, EdM, MEd
SCEC Associate Executive Director
lmartiesian@scecoll.org*

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. Deep Learning and STEAM encourage hands-on learning, and guide students in developing skills in positive character building, 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 2021-2022

- ✓ The SCEC program at Berkley Middle School served 12 students during the 2021-2022 school year.
- ✓ Students participated in a Biome Deep Learning unit using the Unique Learning System online platform. The students chose various research projects and presented their projects to their peers at the end of the unit.
- ✓ Students developed the Deep Learning competencies of communication, citizenship and collaboration by developing a recycling program within the Berkley Middle School. SCEC students ensured that all discarded paper was recycled on a weekly basis. The SCEC classrooms also created crafts with the recycled materials based on students' interests.
- ✓ Students participated in a therapeutic swimming program twice a month.
- ✓ Students participated in Unified Sports programs that included bocce, bowling, and basketball.

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

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

*Kate Murphy, MA, CAGS, NCSP
Special Education Administrator
kmurphy@scecoll.org*

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 2021-2022

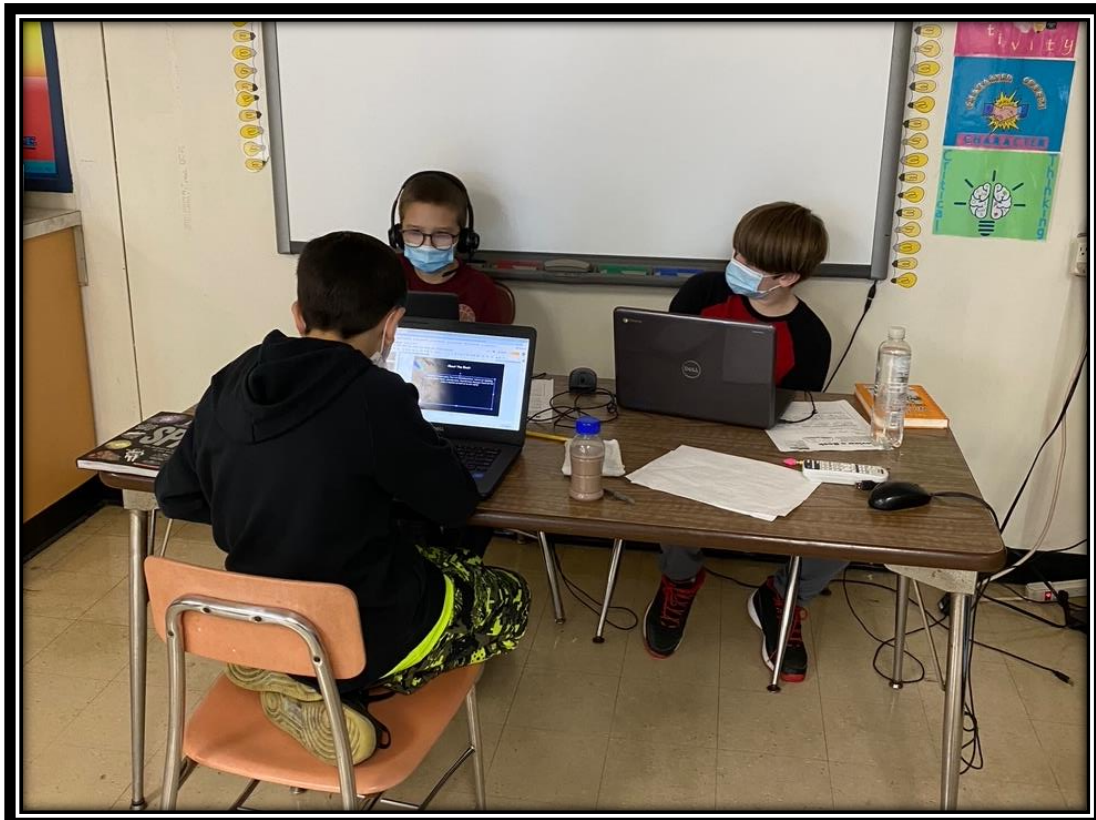
- ✓ The Seekonk North 6-8 programs provided services to 40 students across 6 classroom settings during the 2021-2022 school year.
- ✓ The students in Seekonk North 6-8 worked toward developing the Deep Learning competencies of collaboration and critical thinking through gravity experimentation, and career/trade exploration.
- ✓ Seekonk North 6-8 staff partnered with other SCEC professionals to work on developing grading policies and procedures that were focused on equity and the diverse needs of all SCEC learners.
- ✓ Several Seekonk North 6-8 staff were part of the search committee to identify and recommend a new English Language Arts curricula for all elementary and middle school levels.

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

*Evan Salvo, MS Ed
Teacher Leader
esalvo@scecoll.org*

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 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. This program provides opportunities for inclusion and also supports students when they are ready to transition back to their own district.

Each SCMAS classroom has 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 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.

Accomplishments 2021-2022

- ✓ SCMAS served a total of 16 total students during the 2021-2022 school year.
- ✓ SCMAS attained its highest inclusion participation rate, with 87% of students attending at least one inclusion class.
- ✓ Students in the SCMAS program participated in extracurricular activities together with their neurotypical peers throughout the year. Eight students participated in Unified Sports, three students participated in the Best Buddies program and two students participated in Drama Club. One student performed in the drama club production of Seussical the Musical.
- ✓ Nine students became certified in both CPR and First Aid through the American Heart Association's Heartsaver First Aid/CPR/AED course.
- ✓ Deep Learning pedagogy was incorporated throughout the year. One example was the study of early civilizations in history class where students focused on communication and character. Students examined how ancient people communicated through writing and compared that with how we communicate through writing today. They first studied the Sumerian cuneiform style of writing and made their own cuneiform tablets using clay. Next they studied the hieroglyphics used by the Ancient Egyptians. The students wrote using hieroglyphics and decoded messages that were written in hieroglyphics. The final activity was looking at how we use emojis, which are similar to hieroglyphics, in our modern day text communications. The students then created their own messages using emojis.



HIGH SCHOOL LEVEL

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

*Matthew Ulmschneider, MS Ed
Teacher Leader
mulmschneider@scecoll.org*

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 2021-2022

- ✓ The SCEC program at Bishop Connolly High School provided educational services to 13 students during the 2021-2022 school year.
- ✓ Bishop Connolly students invited SCEC students to participate in the student-led Friends Forever program which promoted inclusion and whole school involvement. Bishop Connolly students organized activities for SCEC students every Friday throughout the entire school year.
- ✓ Students participated in many community experiences throughout the year, including weekly swim trips.
- ✓ SCEC Students developed the Deep Learning competencies of community, critical thinking and collaboration through a multifaceted project focused on Walt Disney. Students participated in lessons about Walt Disney and polled Bishop Connolly students to determine the most popular Disney movie.

GALLISHAW HIGH SCHOOL, Gallishaw Building, Seekonk, MA

*Jason Dorrance MEd
Principal
jdorrance@scecoll.org*

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 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:

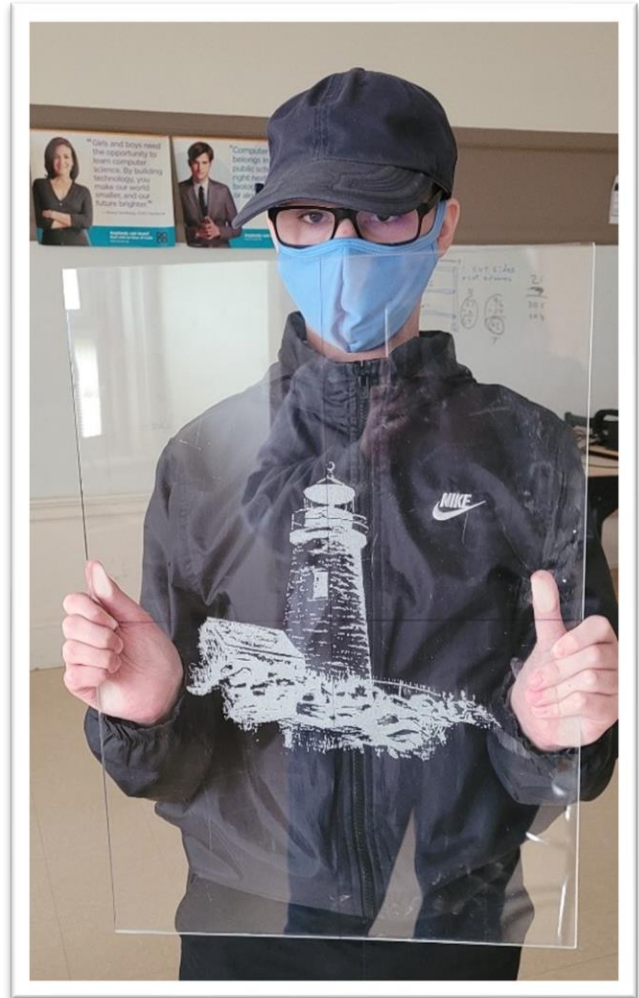
- Deep Learning, project-based learning and STEAM themes and techniques
- Remedial assistance and academic support
- Inclusion opportunities and supports
- Credit recovery, job development, internships, certificate programs, and partnerships with technical training institutes and colleges

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 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 2021-2022

- ✓ Gallishaw High School served 65 students during the 2021-2022 school year.
- ✓ Eight students met the graduation requirements of their local school district and graduated with a high school diploma.
- ✓ Nine students participated in a permit preparation class and obtained their driver's permit through the Commonwealth of Massachusetts.
- ✓ Seven students received ServSafe Food Safety certification, two students received OSHA General Industry certification, two students earned a Landscaping credential, and three students earned a Music and Performing Arts credential.
- ✓ Students developed and practiced the Deep Learning competencies by working with the Audubon Society to build loon nests and install fishing line recycling pipes at the Southeastern Massachusetts Bioserve.
- ✓ Seventeen students were employed through the Mass Hire YouthWorks grant. These paid internships helped develop the Deep Learning competencies of communication, citizenship, critical thinking, character, and collaboration by connecting a real life work experience with classroom instruction.



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

*David Marr, MEd
Teacher/Facilitator
dmarr@scecoll.org*

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 2021-2022

- ✓ The Gallishaw High School program at Seekonk High School provided services to 9 students during the 2021-2022 school year.
- ✓ Seven students (78%) participated in inclusion classes through SHS, including both core academic subjects and elective classes. All seven students completed course requirements while developing the Deep Learning competency of character by demonstrating perseverance and grit.
- ✓ Three students developed the Deep Learning competencies of collaboration and communication by participating on the Unified Track and Field Team, which won the Massachusetts State Title for Division I. All three students qualified and competed in both the Massachusetts sectional and state meets.
- ✓ One student was a member of the SHS drama club and performed in the SHS productions of A Christmas Carol and Beauty and the Beast.
- ✓ Three students were employed through the MassHire YouthWorks grant during summer 2021. These paid internships helped develop the Deep Learning competencies of communication, citizenship, critical thinking, character, and collaboration by connecting real life work experiences with classroom lessons on financial literacy that were driven by student voice.

COMMUNITY-BASED PROGRAMMING

LIFE ACADEMY, Swansea, MA

*Lisa Fournier, EdD
Special Education Administrator
Transition Specialist
lfournier@scecoll.org*

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.

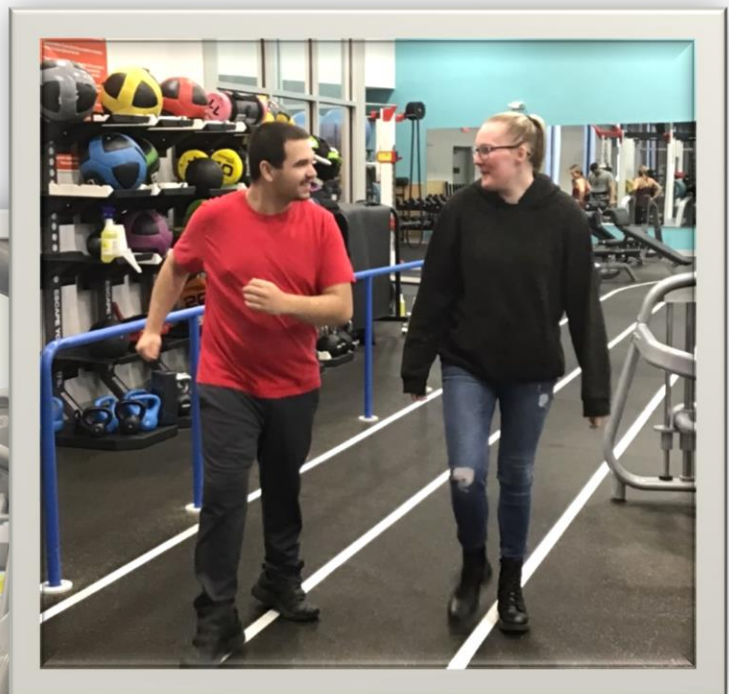
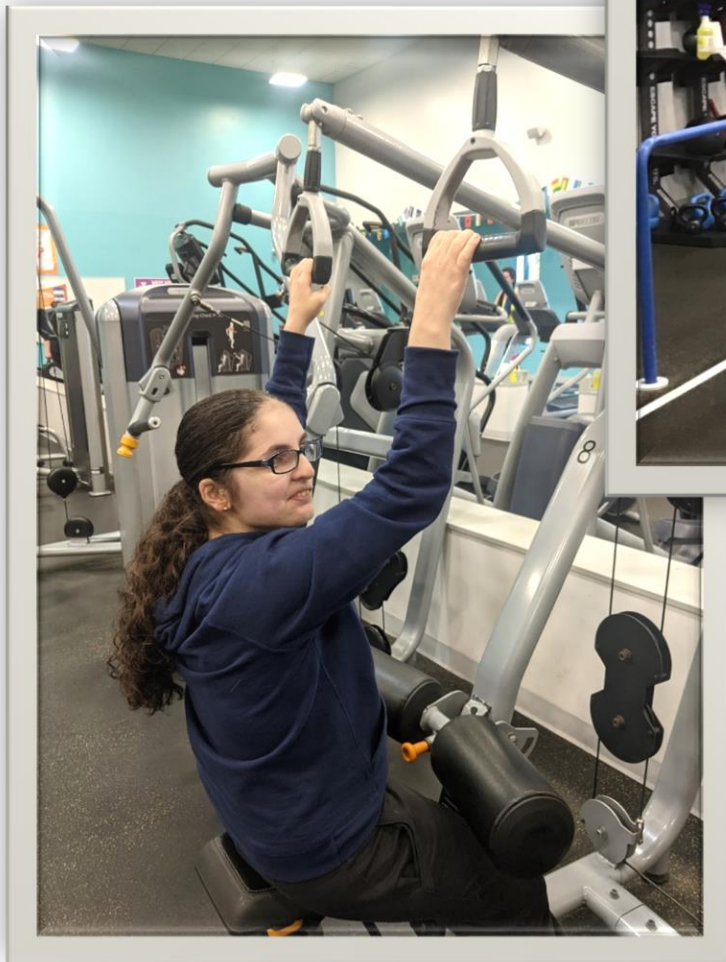
The LIFE campus is located on the Stoico/First Fed YMCA property in Swansea, and it is uniquely designed to meet the needs of our students. Students participate in a variety of transition activities within our learning centers, technology room, therapy space and furnished apartment. LIFE Academy has five 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 2021-2022

- ✓ LIFE Academy served 42 students during the 2021-2022 school year.
- ✓ Fourteen students graduated and moved on to adult services. Some graduating students went to Community Connections and/or Cooperative Productions while other families selected a self-directed services model.
- ✓ The LIFE program leveraged technology by creating a "smart" classroom to better meet the needs of students with significant impairments. Voice activated and switch technology were installed to increase student independence in activities of daily living. Through the use of Alexa and compatible devices, students increased their independent access to technology and appliances such as sensory lights, a microwave and a Roomba vacuum. This smart technology is now being implemented within the Apartment Learning Center at LIFE Academy.

- ✓ LIFE Academy hosted a Family Appreciation Day in June 2022. Many families had never visited the LIFE Academy campus due to COVID-19 restrictions. The goal of the Family Appreciation Day was to bring students' families together with the LIFE Academy staff and have a fun-filled afternoon together. Students, families, and educators gathered in the outdoor learning center at LIFE Academy where they played games and enjoyed snacks the students had prepared.
- ✓ Students participated in multiple Deep Learning projects throughout the year. Students focused on citizenship and collaboration as they spearheaded a project to clean up the natural outdoor areas of their school community. Motivated by an inspirational lesson on the great Mississippi River clean up, students picked up trash on the LIFE Academy and adjoining YMCA properties daily for 6 months. They created a billboard to publicize the amount of trash they collected and updated the totals weekly.



Services and Supports

CLINICAL SERVICES

*Kristen Aylward, LICSW
Clinical Services Facilitator
kaylward@scecoll.org*

*Catherine C Vieira-Baker, PhD
Licensed Psychologist-Provider
cvieira-baker@scecoll.org*

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. 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 are provided to SCEC students across all grade levels and at all SCEC locations. 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 2021-2022

- ✓ The Center for Psychological Assessment completed 154 comprehensive psychological evaluations, with 62% being SCEC students and 38% being students in general education or residential settings.
- ✓ SCEC hosted two doctoral students from the Clinical Psychology programs at William James College and a Master of Social Work intern from Rhode Island College.
- ✓ The clinical services team participated in Deep Learning endeavors across SCEC sites that focused on increasing students' understanding of anti-racism and cultural competency. Through their individual sessions, group sessions and classroom activities, clinicians promoted education on increasing self-awareness, awareness of others, and what it means to build equity and inclusivity.
- ✓ The clinical services team revised the risk assessment procedures at SCEC to ensure they are informed by current research-based practices. Several clinicians attended trainings in suicide assessment and administration of the Columbia Suicide Severity Rating Scale.

RELATED SERVICES

*Linda K Cullen, MEd, MS CCC-SLP
Teacher Leader
lcullen@scecoll.org*

*Bethany A DeNardo, PT, DPT, MPH
Related Services Administrator
bdenardo@scecoll.org*

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 offers the following services: 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 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 FY2022. 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 1009 students across southern Massachusetts, including all students enrolled in SCEC programs.
- ✓ Related services were provided to 806 district students in 29 school districts across southern Massachusetts.
- ✓ SCEC RSPs conducted a total of 546 student evaluations.
- ✓ RSPs were integral members of the Deep Learning team at each SCEC location. Two RSPs participated in the NPDL global learning lab in October 2021 and assisted in the development and implementation of Deep Learning with SCEC staff.
- ✓ SCEC expanded its menu of related services to include English Language Learner supports. An ESL teacher was hired, an English Language Education Handbook was created, and an English Learner training was provided to all SCEC staff in January 2022.
- ✓ The SCEC Aquatics program was relaunched in July 2021. Eleven SCEC employees earned their lifeguard certification by participating in an SCEC-sponsored lifeguard training course. Every SCEC program was offered the opportunity to swim weekly at two community pool locations.



TRANSITION SERVICES

*Lisa Fournier, EdD
Special Education Administrator
Transition Specialist
lfournier@scecoll.org*

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 DESE endorsed Transition Specialists 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 2021-2022

- ✓ All secondary level programs at SCEC returned to participating in community experiences following the end of COVID-19 restrictions in 2021. Students participated in vocational, recreation and leisure, and independent living activities in the community throughout the year.
- ✓ Vocational experiences for students included partnerships with Gifts to Give, Meals on Wheels, Sacred Heart Food Pantry, Share the Harvest, and Silk Tree Farm. A new business partnership was established with the Full Plate Project.
- ✓ Thirty-three SCEC students were employed through a grant from MassHire YouthWorks during summer of 2021 and spring of 2022. These paid internships provided structured work experiences for students. Students developed job skills, had real life work experiences and were financially compensated for the work they performed. Ten students from LIFE Academy, seventeen students from Gallishaw High School, three students from Bishop Connolly High School and three students from Gallishaw High School at Seekonk High School participated.
- ✓ Two SCEC teachers earned their Transition endorsement through DESE as Transition Specialists; SCEC now has a total of three DESE-endorsed Transition Specialists.



SCHOOL HEALTH SERVICES

Margaret Arruda, MS-RN
Health Services Administrator
marruda@scecoll.org

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. 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 continued to support all SCEC programs in sustaining health and safety throughout the 2021-2022 school year.

- Nurses enforced established DESE mandated health office protocols and plans for responding to COVID-19 scenarios.
- All SCEC nurses engaged in ongoing professional development by DESE and the Department of Public Health (DPH), as well as through Northeastern University's School Health Institute and Boston University's Shield Program. Professional Development included addressing COVID-19 response strategies.
- SCEC nurses continued to work in partnership with DESE, 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 utilized a system for tracking, notifying, and supporting individuals infected or exposed to COVID-19.
- SCEC nurses obtained all needed safety supplies required for in person instruction, including personal protective equipment and cleaning supplies.
- SCEC nurses, in collaboration with DESE and CIC Health, developed testing protocols for programs and implemented a tracking system for inventorying testing supplies.
- SCEC nursing staff expanded the COVID mitigation response to include a broader testing program, including routine weekly COVID testing, symptomatic testing, and a post exposure test to stay option.
- SCEC hosted COVID-19 vaccine clinics for students, staff, and family members in October 2021, November 2021, January 2022, February 2022, and March 2022. Vaccinations were provided to a total of 45 students and 30 staff members.

Accomplishments 2021-2022

- ✓ SCEC nurses logged 21,356 office visits during the 2021-2022 school year, which in turn resulted in a 98.9% return to class rate. In 88% of all office visits completed, students returned to class in less than 15 minutes, minimizing loss of classroom instructional time.
- ✓ SCEC nurses collaborated with their educational teams to engage students in Deep Learning health lessons in the areas of nutrition, physical activity, hygiene, First Aid, and CPR.
- ✓ Nine SCEC students became certified in both CPR and First Aid through the American Heart Association's Heartsaver First Aid/CPR/AED course.
- ✓ Health Services partnered with Food and Nutrition to establish the SCEC Wellness Committee. The goal of the Wellness Committee is to develop objectives and initiatives to improve the health, nutrition, physical activity and well-being of students, families, and educators at SCEC.



SCHOOL FOOD AND NUTRITION SERVICES

Jason Prozzo, MEd
Director of Food and Nutrition
jprozzo@scecoll.org

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 2021-2022 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 2021-2022

- ✓ A total of 175 students in SCEC participated in the school lunch program during the 2021-2022 school year.
- ✓ SCEC was approved to continue with the Seamless Summer Option (SSO) through the National School Lunch Program (NSLP) to serve meals free of charge during the summer months to feed students under the school meals' program rules.

- ✓ SCEC increased its breakfast and lunch student participation to over 90 percent, while continuing to meet federal nutritional requirements.
- ✓ Food and Nutrition hosted paid student internships for SCEC students employed through the MASSHire YouthWorks grant. Participating students were paid to work in SCEC kitchens allowing them to develop job skills, have real life work experiences, and be compensated for the work they performed.
- ✓ Food and Nutrition partnered with Health Services to establish the SCEC Wellness Committee. The goal of the Wellness Committee is to develop objectives and initiatives to improve the health, nutrition, physical activity, and well-being of students, families, and staff at SCEC.
- ✓ Food and Nutrition supported Deep Learning for students through instructional video presentations and lessons introducing recipes from different cultures, along with making a garden to cafeteria connection to promote healthy lifestyles.
- ✓ SCEC continued to support 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 and the Department of Transitional Assistance (DAT) throughout the year.
- ✓ SCEC continued to participate in a waiver program which allowed SCEC to deliver meals throughout the region to multiple students and their families.
- ✓ SCEC continued to implement the Harvest of the Month curriculum, which is designed specifically for K-12 classrooms. This curriculum introduces students to new food items through engaging activities and presentations to encourage healthy food choices.



PROFESSIONAL DEVELOPMENT

*Frank Gallishaw Jr, MS Ed
Special Education Administrator
fgallishaw@scecoll.org*

*Carolyn McKearney, EdD
SCEC Associate Executive Director
cmckearney@scecoll.org*

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.

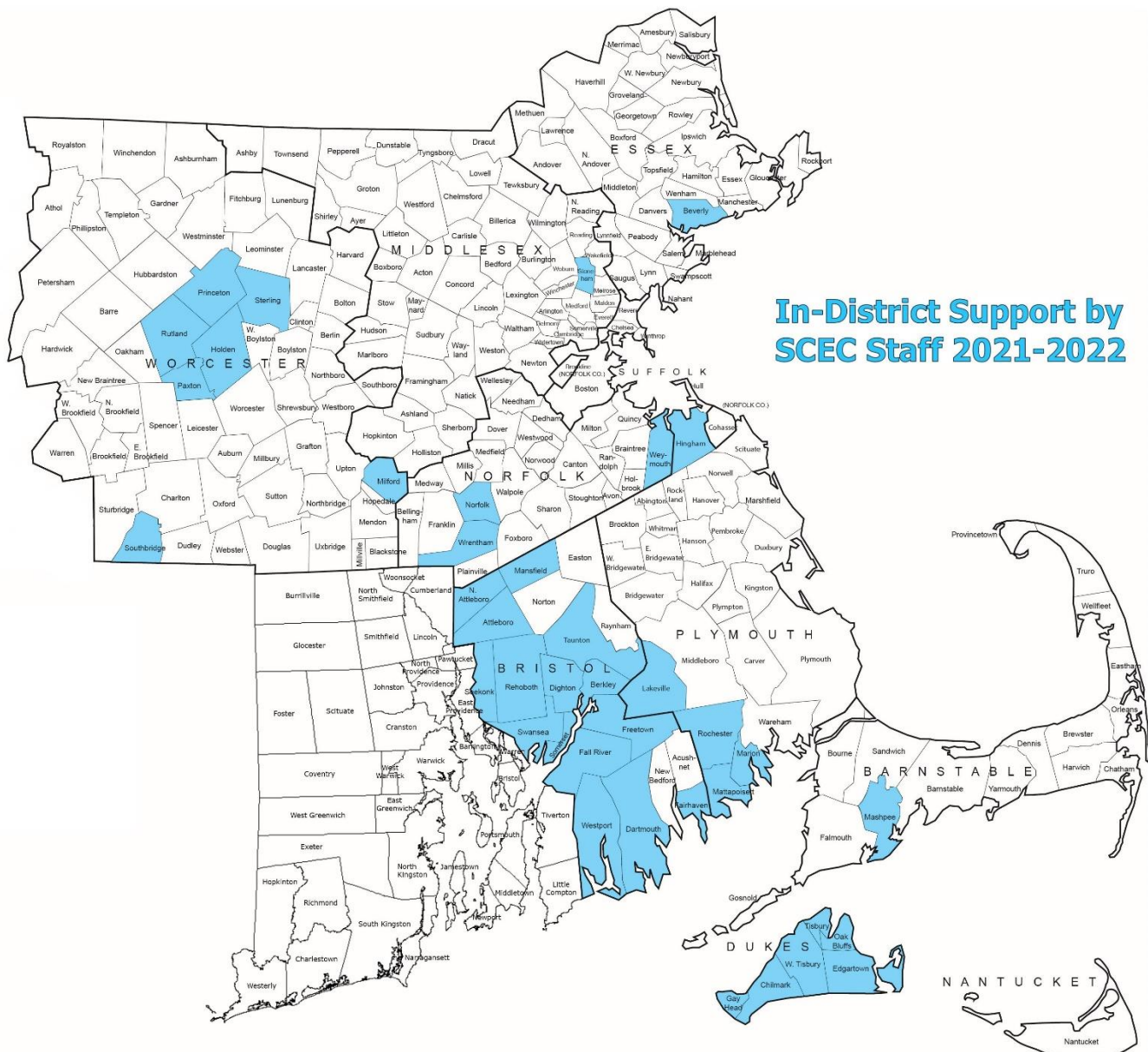
High quality professional development for SCEC employees is typically provided in-house by SCEC staff, which saves thousands of dollars each year by avoiding the expense of contracting with outside consultants. Two examples of this are Non-violent Crisis Prevention Intervention (CPI) and CPR/First Aid. 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 2021-2022 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

SCEC provided in district consultation and professional development for teachers, paraprofessionals, administrators, and other staff within both member and participating districts during the 2021-2022 school year. Highlights of this work included:

- Provided training for paraprofessionals, teachers, and other staff relative to the development of therapeutic programming for students with social-emotional needs within the Seekonk, Mansfield, and Wachusett public school districts.
- Presentation to Fall River Public Schools special education staff: Increasing Student Engagement Through the Use of Visuals.
- Presentation to Taunton Public Schools Speech staff: Augmentative Communication for Students with Autism Spectrum Disorder.
- Provided consultation to special education and general education teams of educators within the Berkley, Dartmouth, Dighton-Rehoboth, Fall River, Mansfield, Mashpee, Seekonk, Old Rochester Regional, and Wachusett public school districts.
- The SCEC Nonviolent Crisis Intervention (CPI) training team provided both initial and refresher CPI training to district personnel in the following member school districts: Berkley, Dartmouth, Freetown Lakeville, and Seekonk. The Seekonk training included district bus drivers.
- SCEC administrators collaborated with a team from Central Falls Public Schools in Rhode Island to create an evaluation tool for the Central Falls superintendent.

Accomplishments 2021-2022

- ✓ Eight educators from four local school districts participated in the joint SCEC/Bridgewater State University Master's degree in Special Education cohort that was established in January 2019. All eight educators received their Master's degrees in May 2022.
- ✓ SCEC began a Master's/EdS cohort in Educational Leadership in partnership with Bridgewater State University in January 2021. Seven candidates were granted administrative licenses in May 2022. Eight candidates remain with the cohort to complete their Master's/EdS degrees.
- ✓ SCEC conducted an Early Childhood program evaluation for the Truro Public Schools and a Transition program evaluation for the Dighton-Rehoboth Regional School District.
- ✓ A member of the SCEC Leadership Team presented the keynote address at the Southeast Collaborative Regional Organization (SCRO) Social Emotional Wellness Symposium in March 2022: Creating Therapeutic Environments for All Students.
- ✓ SCEC conducted its first Math MTEL prep course in collaboration with Bridgewater State University in spring 2022. Fourteen educators participated, including staff from Barrington Christian Academy, Fall River Public Schools, and SCEC.

TRANSPORTATION

*Michael Novick, MS, MEd, EdS
Procurement Officer, MCPPO
mnovick@scecoll.org*

SCEC provides both home-to-school transportation for students and transportation to support a robust array of student community experiences throughout the school day. Home-to-school transportation is provided between students' homes in surrounding communities to SCEC programs. By utilizing staff from educational programs serving the students, SCEC is able to provide an "extension of the classroom" setting for our students who have been experiencing challenges on vendor supplied transportation. The enhanced level of training of the staff as well as the experience and continuity of behavioral supports have allowed students attending SCEC programs to experience more seamless transitions between the home and school environment. Participating school districts report a 30% savings as compared to similar services provided by traditional transportation vendors, as well as improved outcomes for students. Families report increased satisfaction related to their children's experience with transportation provided by SCEC.



Every SCEC program site has access to transportation to support community experiences, transition, vocational, and employment opportunities for students. Ready access to transportation and licensed 7D drivers is a value-added service that supports SCEC initiatives and enhances programming for all SCEC students.

SCEC trains its transportation staff in accordance with protocols established by the Massachusetts Registry of Motor Vehicle and supports staff in the acquisition of 7D licenses required for student transportation. The current status of transportation across the state is challenged by the shortage of drivers as well as the shortage of new vehicles caused by supply chain disruptions. SCEC completed fleet replacements and upgrades in 2021 as needed to comply with the Pupil Transport Requirement Changes (7D regulations) that went into effect October 1, 2020. SCEC is well positioned to continue its role in providing transportation.

Accomplishments 2021-2022

- ✓ SCEC maintained a fleet of 20 vehicles for student transportation during the 2021-2022 school year.
- ✓ Forty SCEC employees maintained 7D licenses during the 2021-2022 school year.
- ✓ Five communities were served with home-to-school transportation: New Bedford, Raynham, Westport, Assonet, and Lakeville. Students were transported to three SCEC sites over five different transportation routes.

Finance and Fiscal Sustainability

Jennifer Prendergast, MEd
Business Manager
jprendergast@scecoll.org

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, 2022* for additional details.





South Coast Educational Collaborative


2201 G.A.R. Highway, Swansea, MA 02777-3924,
Telephone: 508.379.1180, Fax: 508.379.1231,
www.scecoll.org

MISSION: To provide students, families, educators, school districts, and agencies high quality, cost-effective, value-added, and sustainable education, professional development, technical assistance, and resources that are informed by an enduring commitment to deep learning and deep learning and that are grounded in our core values, appropriate research-based content, and best-practice.

Certificate of Approval

At their Executive Meeting held on December 15, 2022 the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2021-2022 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.”



Jeffrey Schoonover, SCEC Board Chair

12-15-2022
Date



David R. Heimbecker, Executive Director

12-15-2022
Date