



South Coast Educational Collaborative

**ANNUAL REPORT
2022-2023**



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

Message from the Executive Director

The FY2023 Annual Report for South Coast Educational Collaborative (SCEC) covers the period of time beginning on July 1, 2022, and ending on June 30, 2023. 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.

With input from the entire SCEC educational community, the SCEC Board of Directors fashioned, approved, published, and began implementing a new Strategic Plan for 2023-2028. A major throughline in the new Strategic Plan is that the sustainability of SCEC is driven by student enrollment and an ongoing organizational commitment to Deep Learning that enables students and staff to become changemakers in their communities and in our world.

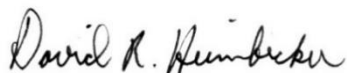
The SCEC Board of Directors welcomed Fall River Public Schools as a new member district in FY2023. Following a long history of SCEC providing professional services to the Fall River Public Schools' educational community, becoming a member affords the Fall River Superintendent a seat at the decision-making table. This partnership also provides opportunities for other member districts, as well as SCEC, to benefit from the expertise of Fall River educators and the resources of the district.

SCEC has benefited from DESE's expansion of programs to include more grant opportunities for educational collaboratives. SCEC was awarded five grants to support student achievement and success during FY2023. Grant funds were used to purchase new, high quality instructional materials, tools to support early literacy screening, and more. All SCEC students in Grades K-8 benefited from new English Language Arts (ELA) curricula that were purchased with grant funds during FY2022 and implemented during FY2023. All SCEC high school students will benefit from the ELA curriculum that was purchased during FY2023 with DESE support.

During FY2023, SCEC students continued to achieve at high levels due to the ongoing implementation of Deep Learning pedagogy and an organizational commitment to Health and Wellness. Deep Learning accomplishments included dedicating monthly Deep Learning planning time for all SCEC staff, continued publication of the Deep Learning Newsletter, and introduction of the Deep Learning Hub, a website that is accessible to all SCEC employees and provides programs with sample Deep Learning lesson plans, videos, and training materials. A highlight of SCEC's commitment to families included the expansion of the Family Partnership Network to all SCEC programs, thus developing a network of caregiver support that ultimately functions independently and beyond the scope of the school day.

I trust that 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

Highlights from the 2022-2023 School Year

- ❖ Fall River Public Schools joined as a new member district.
- ❖ SCEC implemented a new strategic plan and new organizational core values.
- ❖ SCEC implemented new English Language Arts (ELA) curriculum for all students in Grades K-8.
- ❖ SCEC purchased a new ELA curriculum for all students in Grades 9-12.
- ❖ SCEC was awarded five grants to support student achievement and success. Grant funds were used to purchase new ELA curriculum and tools to support early literacy screening. Grant funds also supported paid summer work experiences for students.



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. Somerset School District was welcomed as a new member in 1984, followed by the Freetown Lakeville Regional School District (2007), Somerset-Berkley Regional School District and Taunton Public Schools (2014), Dartmouth Public Schools (2019), New Bedford Public Schools and Westport Community Schools (2020), and Fall River Public Schools (2022).

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, 2022. 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 participating 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:

- Our ultimate goal is to enable students to become changemakers who engage the world and change the world by participating and contributing as fully as possible in the communities and the world in which they live and to begin planning upon admission for transitioning to their home, school, community or adulthood.
- Deep Learning is at the heart of everything we do.
- Wellness is essential for Deep Learning. It is an active, on-going process for staff and students of becoming aware of and making choices toward a healthy and fulfilling life.
- Mutual respect, reflection, and collaboration are expected and infused into all partnerships.
- The family unit and the family-school partnership are essential factors in supporting and sustaining a student's wellness, learning and development.
- Cultural diversity enriches and enhances all members of South Coast Educational Collaborative.
- South Coast Educational Collaborative is a reflective learning community for students and their families, educators, stakeholders, and the Board of Directors.
- Leveraging digital enhances our pedagogy, learning partnerships, and our work and learning environments.
- Our productivity, especially team productivity, means exceeding expectations, increasing team efficiency, and enhancing individual team members' wellness and professional growth.
- Teams are best supported when they have compelling direction, the materials and resources they need, a work environment that supports wellness, collaboration, inquiry, and innovation, incentives for excellent team performance, and targeted professional learning and coaching.
- To sustain our work, we need to be forward thinking, proactively seeking and implementing new ways and opportunities to help staff and students be well and grow.
- Respect for the natural environment and effective environmental stewardship 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 environmental goals.



Governance and Leadership

Board of Directors

- ❖ Mr Jeffrey Schoonover, Board Chairperson and Superintendent, Somerset Public Schools and Somerset Berkley 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
- ❖ Mr Bill Runey, Superintendent, Dighton-Rehoboth Regional School District
- ❖ Ms Maria Pontes, Superintendent, Fall River Public Schools
- ❖ Mr Alan Strauss, Superintendent, Freetown Lakeville Regional School District
- ❖ Mr Thomas Anderson, Superintendent, New Bedford Public Schools
- ❖ 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
- ❖ Fall River Public Schools
- ❖ 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

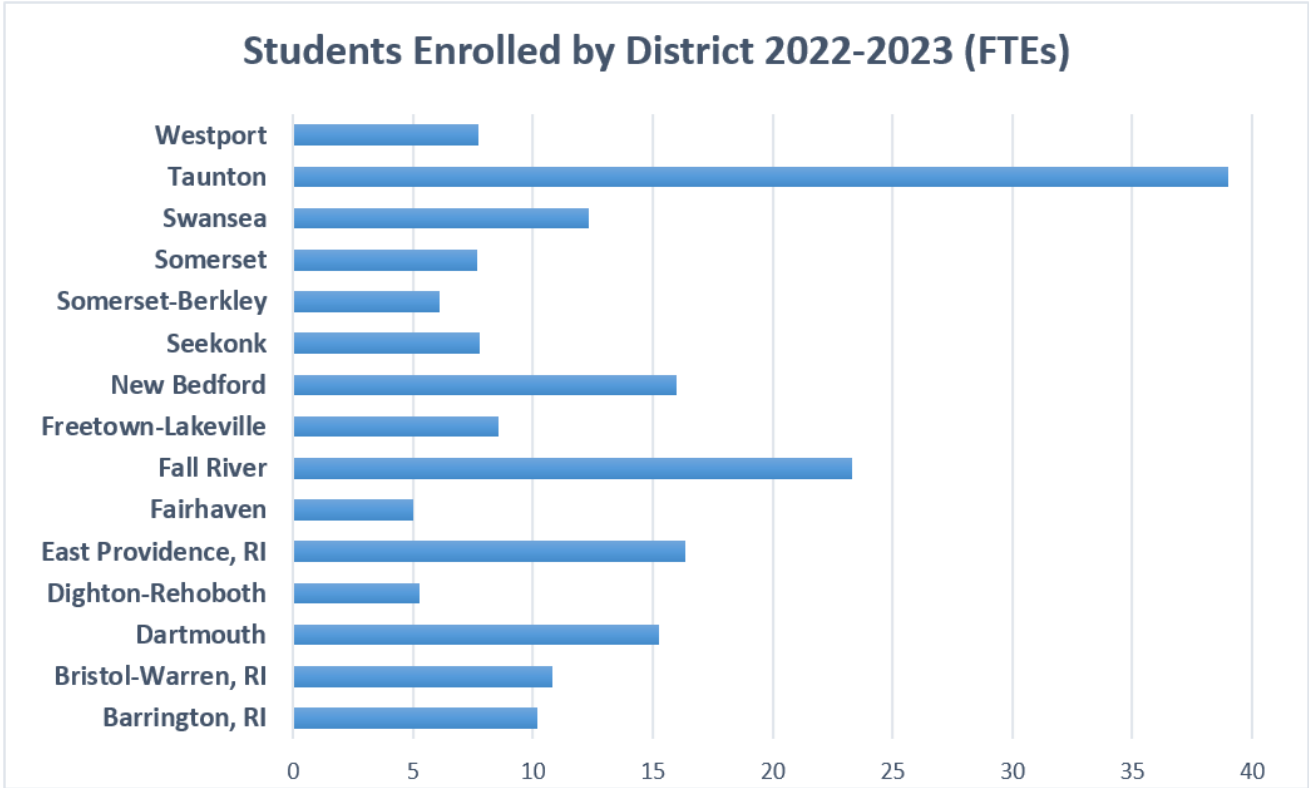
Jennifer Faria, EdD
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All SCEC programs focus on high quality instruction using evidence-based practices that incorporate the Deep Learning pedagogy. Classrooms have high standards for academics that are aligned with the Massachusetts Curriculum Frameworks.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

| South Coast Educational Collaborative Day School Programs |
|---|
| Inclusionary Programs |
| Berkley Elementary School Berkley Middle School Bishop Connolly High School Freetown Elementary School George R Austin Intermediate School Palmer River Elementary School Gallishaw High School at Seekonk High School South Coast Middle Alternative School |
| Public Day School Programs |
| Seekonk North K-5 205 days Seekonk North K-5 220 days Seekonk North 6-8 205 days Seekonk North 6-8 220 days Gallishaw High School |
| Community-Based Program (ages 18-22) |
| LIFE Academy |

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 eight public school settings across Massachusetts’ south coast region. These inclusionary programs are a less restrictive alternative to a private school or public day school setting. Students enrolled in inclusionary programs may 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 and activities. If factors preclude SCEC student 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.



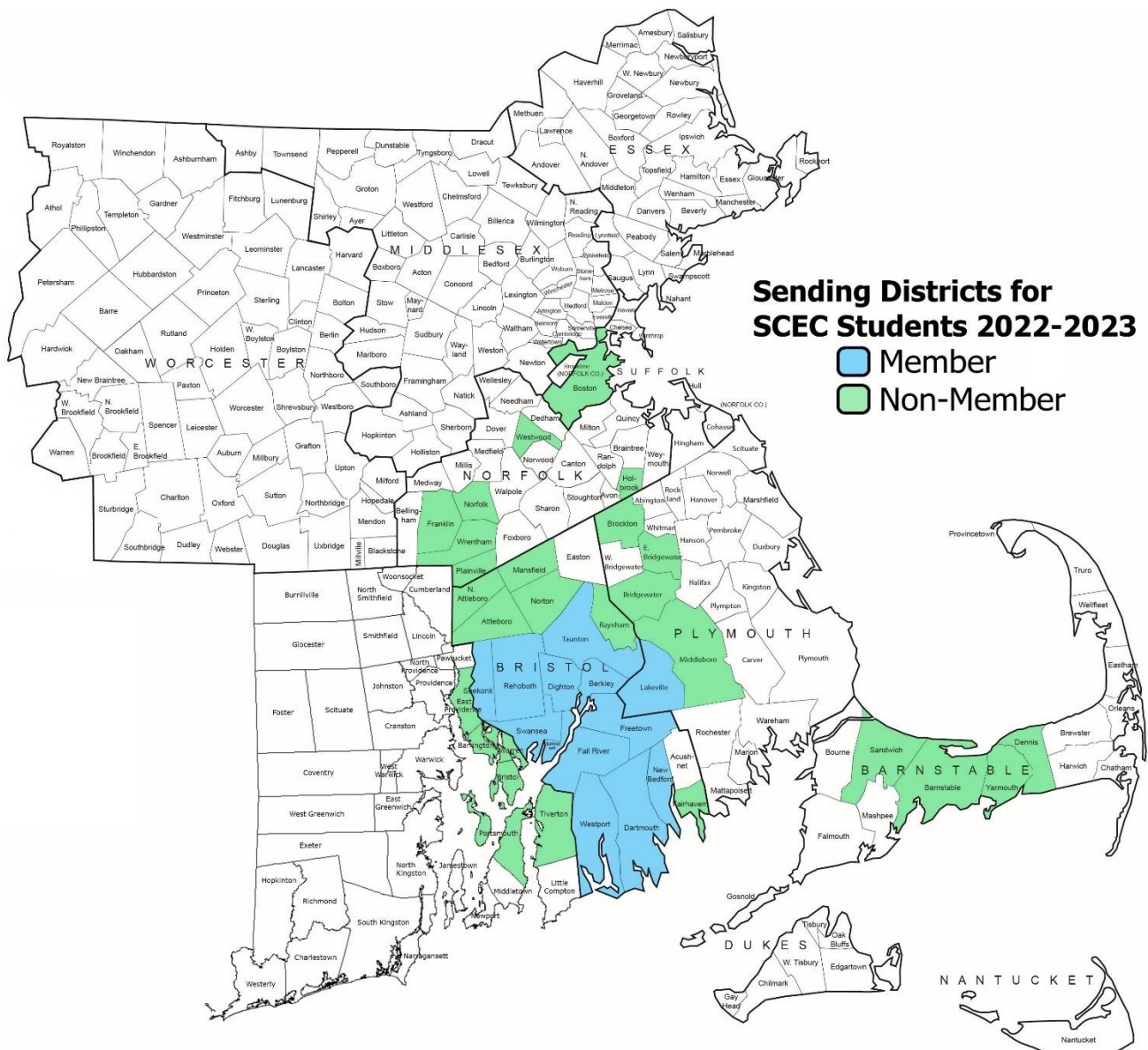
Districts with fewer than five students each: Alma Del Mar Charter; Attleboro; Barnstable; Berkley; Bridgewater-Raynham; Brockton; Dennis-Yarmouth; East Bridgewater; Franklin; Holbrook; King Philip; Mansfield; Middleboro; North Attleboro; Norton; Portsmouth, RI; Sandwich; Tiverton, RI; Westwood

| Day Program Enrollment Totals 2022-2023 | |
|---|--------|
| Total Students Enrolled (FTEs) | 217.38 |
| Enrollment – Member Districts (FTEs) | 124.33 |
| Enrollment – Participating Districts (FTEs) | 93.05 |
| Total Students Enrolled during 2022-2023 | 279 |

| Enrollment by Levels (FTEs) 2022-2023 | |
|---------------------------------------|---------------|
| Elementary Level | 65.15 |
| Middle School Level | 62.73 |
| High School Level | 62.91 |
| Ages 18-22 | 26.59 |
| TOTAL | 217.38 |

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 and transition planning. 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.

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.

One of SCEC's literacy priorities is to infuse current, high quality instructional reading materials across all collaborative programs to meet the complex needs of our students with disabilities. SCEC implemented a new English Language Arts (ELA) curriculum for elementary and middle school students during SY2023. The HMH Into Reading curriculum was implemented within all grade K-5 classrooms and the Amplify curriculum was implemented within all grade 6-8 classrooms. All K-8 educators received comprehensive professional development throughout the year to assist them in implementing and adapting the new curriculum. In addition, SCEC identified McGraw-Hill's StudySync as its new ELA/literacy curriculum for students in grades 9-12. The StudySync curriculum was purchased and all 9-12 educators received initial professional development during the 2022-2023 school year.

Deep Learning Initiative

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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, and our continued commitment to Deep Learning is reflected in the new 2023-2028 Strategic Plan. SCEC was the first Massachusetts collaborative to join the New Pedagogies for Deep Learning (NPDL) global partnership.

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 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, throughout the 2022-2023 school year to further enhance their knowledge and understanding of Deep Learning.

SCEC has a Deep Learning Leadership Team and has appointed Deep Learning Facilitators at every SCEC program location. With this support, all SCEC teachers, paraprofessionals, nurses, clinicians, and related service providers are able to successfully incorporate Deep Learning activities and opportunities into programming for a wide range of students with complex disabilities.

Accomplishments 2022-2023

- ✓ SCEC continued to hold monthly half-day professional days to ensure continuous professional growth in Deep Learning. This time gave all programs the opportunity to create, develop, and implement their individual Deep Learning goals.
- ✓ The Deep Learning Leadership Team created a website, the Deep Learning Hub, that contains each SCEC program's Deep Learning goal and objectives for the year. The site is accessible to all SCEC employees and provides programs with sample Deep Learning lesson plans, videos, and training materials.
- ✓ Every SCEC program completed a "Courageous Conversation" with the Deep Learning Leadership Team over the course of the school year. The purpose of the Courageous Conversation was to share how the program accomplished its Deep Learning goal as well as to receive feedback from SCEC colleagues.
- ✓ Three issues of the Deep Learning newsletter were produced and shared with staff in Winter 2022, Spring 2023, and June 2023.
- ✓ Three SCEC staff members attended the NPDL International Global Learning Lab in Anaheim, California, in April 2023.

Cultural Responsiveness

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Raymond Steele, MEd
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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, is provided access to opportunities that develop the knowledge and skills needed to fully engage with the academic and social-emotional content of instruction while using this knowledge to develop the competencies required to be well-rounded, healthy, and productive members of society.

Accomplishments 2022-2023

- ✓ A team of SCEC administrators, educators, and clinicians attended the Massachusetts Organization of Educational Collaboratives (MOEC) Diversity, Equity, and Inclusion (DEI) training in June 2023.
- ✓ SCEC team members joined MOEC's job alike meetings for DEI leaders throughout the 2022-2023 school year. These quarterly meetings provide a forum for collaborative leaders to share ideas and strategies to promote DEI.
- ✓ SCEC's English as a Second Language teacher was trained in administering, scoring and interpreting WIDA and WIDA alternate access for all grade levels.



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. 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 2022-2023 school year, students enrolled in SCEC classrooms came from 35 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 offered 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 FY2023. 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 \$6 million dollars per year, as illustrated in the following table:

| School District Savings on Tuition FY 2023 | | | | | |
|---|------------------------------------|---|--|--|--------------------------------------|
| <i>District Type</i> | <i>Number of Students Enrolled</i> | <i>Average SCEC Student Tuition¹</i> | <i>Comparison Private School Tuition^{1,2}</i> | <i>Annual District Savings per Student</i> | <i>Total District Savings FY2023</i> |
| Member Districts | 124 | \$58,436 | \$92,311 | 33,875 | 4,200,500 |
| Participant Districts | 93 | \$64,877 | \$92,311 | 27,434 | 2,551,362 |
| Total district savings FY2023 | | | | | \$6,751,862 |

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

^{2.} A list of the private schools used for comparison will be provided upon request

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

| Annualized Tuition Comparison FY 2023 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> |
| Berkley Elementary <i>Inclusionary Site</i> | \$59,400 | \$67,320 | \$96,492 |
| Freetown Elementary <i>Inclusionary Site</i> | \$58,860 | \$66,780 | \$82,103 |
| Palmer River Elementary <i>Inclusionary Site</i> | \$59,400 | \$67,320 | \$96,492 |
| Seekonk North K-5 205-day <i>Public Day Site</i> | \$56,700 | \$66,780 | \$82,103 |
| Seekonk North K-5 220 day <i>Public Day Site</i> | \$58,680 | \$63,900 | \$86,517 |
| George Austin Intermediate School <i>Inclusionary Site</i> | \$58,860 | \$66,780 | \$100,797 |
| Berkley Middle School <i>Inclusionary Site</i> | \$61,200 | \$66,060 | \$89,100 |
| South Coast Middle Alternative School <i>Inclusionary Site</i> | \$56,880 | \$61,920 | \$87,554 |
| Seekonk North 6-8 205 day <i>Public Day Site</i> | \$56,700 | \$61,560 | \$78,708 |
| Seekonk North 6-8 220 day <i>Public Day Site</i> | \$59,580 | \$64,620 | \$96,112 |
| Bishop Connolly High School <i>Inclusionary Site</i> | \$57,060 | \$62,280 | \$121,410 |
| Gallishaw High School <i>Public Day Site</i> | \$55,980 | \$62,280 | \$88,235 |
| Seekonk High School <i>Inclusionary Site</i> | \$55,800 | \$61,740 | \$72,123 |
| LIFE Academy <i>Community Site</i> | \$63,000 | \$68,940 | \$114,616 |

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

Special Education Programs: Authorized Prices Fiscal Year 2023, data accessed from Commonwealth of Massachusetts Operational Services Division website on 10/16/23.

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 FY2023 are outlined in the following table:

| Services Included in SCEC Tuition Fiscal Year 2022-2023 | | |
|--|-----------------------------|------------------------------------|
| Adapted physical education | Family Partnership Network | Reading specialist |
| Applied behavioral analysis | Job coaching | School health services |
| Career exploration | Job development | Sensory programs |
| Clinical psychology services | Nursing services | Social work services |
| Developmental pediatrician | Occupational therapy | Speech language therapy |
| District consultation services | Parent and family education | Therapeutic counseling services |
| English Language Learner | Physical therapy | Transition assessment and services |

SCEC provides an interim alternative education setting for students through the 45-Day Placement Program. This is an important and cost effective strategy for school districts. All SCEC programs offer 45-day placement 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 any other providers involved with the student’s care. 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 for the student to be successful in the 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.

Special Education Day School Programs for Students with Disabilities ELEMENTARY LEVEL

BERKLEY ELEMENTARY, Berkley Community School, Berkley, MA

PALMER RIVER ELEMENTARY, Palmer River Elementary, Rehoboth, MA

*Lisa Martiesian, EdM, MEd
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South Coast Educational Collaborative (SCEC) offers three structured classroom learning environments for students in Kindergarten through grade 5 located in two public elementary schools. These 220-day programs offer comprehensive services to students with low incidence disabilities whose challenges currently preclude them from being fully included in an elementary school. Diagnoses include, but are not limited to, cognitive, communication, emotional and behavioral concerns, developmental delays and/or medical needs. Our goal is to prepare students to transition back into their district schools, as well as be integral members of their community.

Comprehensive academic, behavioral and therapeutic services focus on developing academic, communication and social-emotional skills for each student. Each student's program is individualized and based on his/her Individualized Education Program (IEP), with curriculum aligned with the Massachusetts Curriculum Frameworks. Instruction is provided either individually or in small groups with a low staff to student ratio of 1:2. Families are invited to be part of the Family Partnership Network which extends support beyond the school day and fosters productive student and family engagement.

Accomplishments 2022-2023

- ✓ The SCEC program at Palmer River Elementary School provided services to 11 students during the 2022-2023 school year.
- ✓ SCEC re-opened its classroom at the Berkley Community School and provided services to 6 students during the 2022-2203 school year.
- ✓ Implementation of Deep Learning pedagogy allowed students to foster a deeper understanding of content while working on communication and a sense of community. Because students demonstrated special interests in animals and people in the community, the classroom staff, related service providers, and clinicians worked together to develop units on "Arctic Animals" and "Community Helpers."
- ✓ A student from SCEC participated fully in 5th grade specials at Palmer River Elementary School and attended field trips with his peers. He also independently taught a yoga class to his peers.

FREETOWN ELEMENTARY, Freetown Elementary School, Freetown, MA

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

*Lisa Martiesian, EdM, MEd
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South Coast Educational Collaborative (SCEC) has two highly structured inclusionary classrooms for students who present with social-emotional challenges. Students in Kindergarten through grade 3 attend the Freetown Elementary School (FES) and students in grades 4 and 5 attend the George R Austin Intermediate School (GRAIS). 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 the Family Partnership Network which extends support beyond the school day and fosters productive student and family engagement.

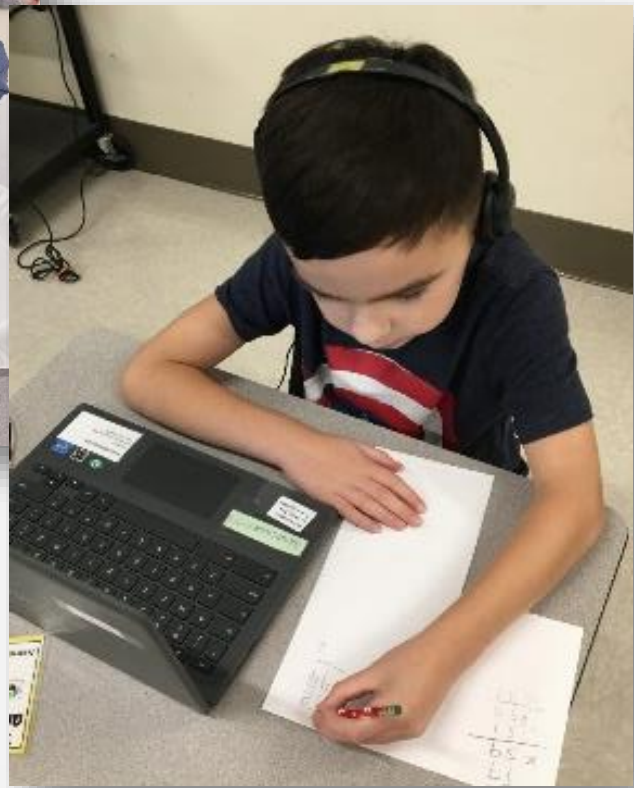
Accomplishments 2022-2023

- ✓ The SCEC program at FES provided services to 7 students during the 2022-2023 school year.
- ✓ The SCEC program at GRAIS provided services to 8 students during the 2022-2023 school year.
- ✓ At FES, a focus on Deep Learning pedagogy led students to turn story time into design time through communication, creativity and community. After reading "My Dream Playground," the students were inspired to create their own designs and playground maps, including the type of equipment available and a plan for construction. FES students wrote their own narratives about the project and shared these stories with their classmates, complementing each other's creativity and ingenuity.
- ✓ The students at FES participated in the annual 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.

- ✓ Three students at FES fully participated in inclusion classes in the areas of math, English Language Arts, music, and art. The students who participated in art were also included in the school-wide art show and one student who participated in music performed in the school-wide choral concert. One third grader also participated in all third grade “moving up” activities, including field trips, with his third grade district peers at FES.
- ✓ Four of the fifth graders at GRAIS were fully included and participated in Nature’s Classroom with their peers at GRAIS. This included camping for three nights and four days in western Massachusetts.
- ✓ At GRAIS, students implemented Deep Learning pedagogy to foster a deeper understanding of what it means to transition while working on critical thinking skills, character, creativity, and a sense of community. With the help of the teaching staff, related service providers, and clinicians, students were able to discuss what strategies and sensory items might be helpful to them at their new schools. They made "About Me" books to give to their new teachers.



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
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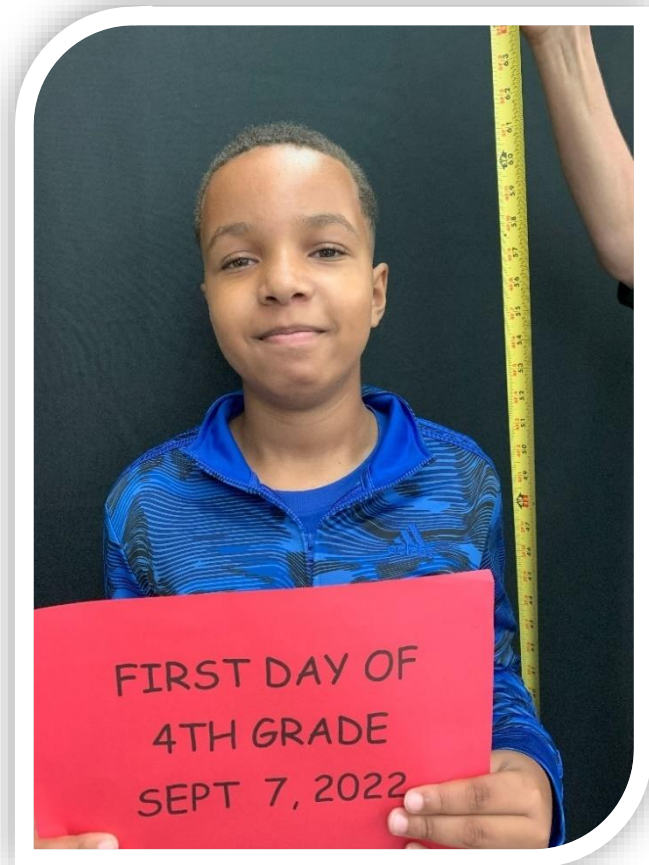
South Coast Educational Collaborative's (SCEC) Seekonk North Elementary School is an approved public special education day school that provides comprehensive educational and therapeutic services to students in grades Kindergarten through 5 who have had difficulties participating in a general education 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

The 205-day program is for students 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.

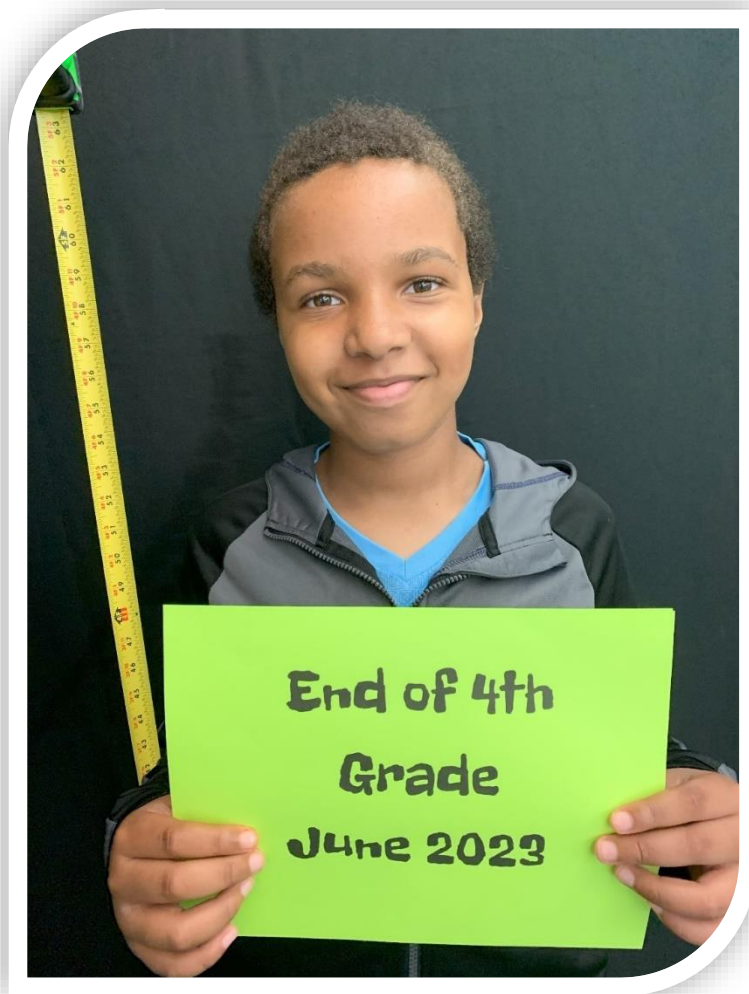
220-Day Program

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. 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. These classrooms have an average enrollment of 8 to 10 students, and students are provided with a 1:2 staff to student ratio.



Accomplishments 2022-2023

- ✓ The Seekonk North K-5 programs provided services to 46 students across 7 classrooms during the 2022-2023 school year.
- ✓ Literacy was accelerated for all elementary students in grades K-5 through the implementation of the new English Language Arts curriculum HMH Into Reading.
- ✓ A new Maker Space was created within the Seekonk North School. This collaborative work space is outfitted with the tools and materials needed to provide students with opportunities to implement Deep Learning lessons and activities.
- ✓ One Deep Learning initiative implemented during the school year included an extensive unit on gardening after students expressed interest in learning about plants. Students built a planter, planted seeds, and tracked the growth of the plants across time. At the end of the unit, the students brought what they had grown to their homes and planted their own gardens.
- ✓ Students participated in creating and publishing a weekly newspaper and were given the freedom to write creatively about any topic. Once the edition was complete, students hand-delivered the newspapers throughout the school to build community.



MIDDLE SCHOOL LEVEL

BERKLEY MIDDLE SCHOOL, Berkley Middle School, Berkley, MA

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

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. 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. Developing work habits and skills is emphasized to increase student independence and prepare students for a successful transition to a high school setting. 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 the Family Partnership Network which extends support beyond the school day and fosters productive student and family engagement.



Accomplishments 2022-2023

- ✓ The SCEC program at BMS provided services to 12 students during the 2022-2023 school year.
- ✓ Teachers at BMS implemented the new English Language Arts curriculum Amplify.
- ✓ SCEC students participated in unified sports and extracurricular activities with their mainstream peers, including bocce, basketball, cheer, bowling, and the Lego Club.
- ✓ BMS completed a vocational unit on jobs that incorporated Deep Learning principles of student voice and choice. Students identified jobs that interested them and pursued opportunities to learn more about those jobs. Highlights included a student who worked as a cashier in the school cafeteria, a group of students who visited a pizzeria and made their own pizzas, and a student who connected with a local television meteorologist and practiced the skills he learned by giving periodic weather reports that were shared with other SCEC programs via Zoom.

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

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

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South Coast Educational Collaborative's (SCEC) Seekonk North Middle School is an approved public special education day school that provides comprehensive educational and therapeutic services to students in grades 6 through 8 who have had difficulties participating in a general education setting. Seekonk North Middle School offers two curricular strands, a 205-day program and a 220-day program, each serving a unique population of students. All students are engaged in meaningful and therapeutic instruction aligned with the Massachusetts Curriculum Frameworks and supported by Deep Learning pedagogy.

205 Day Programs

The 205-day program is for students in grades 6 through 8 whose social-emotional and behavioral challenges currently preclude successful participation in a public school setting. Our goal is to 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.

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. 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. These classrooms have an average enrollment of 8 to 10 students, and students are provided with a 1:2 staff to student ratio.

Accomplishments 2022-2023

- ✓ The Seekonk North 6-8 programs provided services to 49 students across 6 classrooms during the 2022-2023 school year.
- ✓ Literacy was accelerated for all middle school students in grades 6-8 through the implementation of the new English Language Arts curriculum Amplify.
- ✓ A new Maker Space was created within the Seekonk North School. This collaborative work space is outfitted with the tools and materials needed to provide students with opportunities to implement Deep Learning lessons and activities.
- ✓ A Deep Learning initiative evolved from student interest in learning about farm-to-table programs to promote healthy lifestyles. Students planted and cultivated a fruit and vegetable garden. They shared their harvest with members of the school community and participated in cooking classes to learn how to prepare their produce.

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

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South Coast Educational Collaborative's (SCEC) South Coast Middle Alternative School (SCMAS) is located at Somerset Middle School. This 205-day program provides high quality educational and therapeutic services for students within the inclusionary setting of a public middle school. The SCMAS program serves students in grades 6-8 diagnosed with emotional disorders and/or other health impairments, such as Oppositional Defiant Disorder, Post-Traumatic Stress Disorder, Mood Disorders, Attention Deficit Hyperactivity Disorder, and Attention Deficit Disorder. This program provides opportunities for inclusion and supports students when they are ready to transition back to their own district.

Each SCMAS classroom has an average enrollment of 5 students with a 1:2 staff to student ratio. SCMAS provides therapeutic and academic support within a substantially separate environment tailored to the needs of 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.

Accomplishments 2022-2023

- ✓ SCMAS served a total of 15 students during the 2022-2023 school year.
- ✓ Ten SCMAS students attended inclusion classes at Somerset Middle School; 8 of those students attended at least one grade level academic class. One SCMAS student was showcased in the spring art show.
- ✓ Deep Learning pedagogy was incorporated throughout the year with a focus on the competency of character, specifically with the qualities of grit, tenacity, perseverance, and resilience. Two students showcased these qualities by participating in the whole school art show and as a member of the school chorus. That student read a haiku that he had written during the choral performance.
- ✓ SCEC students joined their mainstream peers to participate in bocce, basketball, and bowling unified sports activities.



HIGH SCHOOL LEVEL

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

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

Accomplishments 2022-2023

- ✓ The SCEC program at BCHS provided services to 12 students during the 2022-2023 school year.
- ✓ SCEC students developed the Deep Learning competencies of community, collaboration and critical thinking by collaborating with their mainstream peers to create an innovative new recycling program at BCHS. A recycling club was started which was composed of SCEC and BCHS students. Club members designed recycling bins and created art projects using recycled materials. SCEC provided financial support to purchase a large on-site recycling bin for BCHS. SCEC students returned redeemable bottles and cans and participated in math lessons to learn how much money was saved as a result of the recycling program.
- ✓ BCHS students invited SCEC students to participate in the student-led Friends Forever program which promoted inclusion and whole school involvement. BCHS students organized activities for SCEC students every Friday throughout the school year. Students enjoyed going for walks and playing board games, basketball and video games together.
- ✓ The annual holiday shopping trip was a highlight of the school year. SCEC students brought in shopping lists for their families and went on community trips to purchase the items. The students then wrapped the gifts at school and were able to surprise their family members with presents that were specifically chosen for each of them.

GALLISHAW HIGH SCHOOL, Gallishaw Building, Seekonk, MA

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South Coast Educational Collaborative's (SCEC) Gallishaw High School (GHS) is an approved public special education day school that provides comprehensive educational services to students in grades 9 through 12 who have had difficulties participating in a general education public school setting. GHS offers two 220-day curricular strands, each serving a unique population of students. 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 School-to-Career strand provides comprehensive educational and therapeutic services for students with social-emotional, behavioral and academic challenges that have inhibited success in school. All students participate in an initial transition assessment and additional screenings to develop an individualized learning schedule. Real world applications are emphasized, including credit recovery, job development, internships, certificates programs, and partnerships with technical training institutes and colleges. The curriculum is aligned with the Massachusetts Curriculum Frameworks and infused with Deep Learning and STEAM. The School-to-Career classrooms have an average enrollment of 7 to 10 students with a 1:2 staff to student ratio.

The Functional Curriculum strand provides educational services to students 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 goal 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 students' skills in 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. 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 2022-2023

- ✓ Gallishaw High School served 57 students during the 2022-2023 school year.
- ✓ Four students met the graduation requirements of their local school districts and graduated with a high school diploma.
- ✓ Eleven students received their ServSafe Food Safety certification, 2 students received their OSHA General Industry certification, and 5 students earned a Music and Performing Arts credential.
- ✓ Students developed and practiced their Deep Learning competencies by working with the Audubon Society to build Turtle Habitats. Students also learned about the importance of watershed areas and ecosystems by participating in the Audubon Society's Meaningful Watershed Educational Experience Program.
- ✓ Students participated in career development groups to discuss and learn about interviewing skills, appropriate work attire, the job search process, and how to apply for a job in person and/or online.

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

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South Coast Educational Collaborative (SCEC) offers a structured, specialized learning environment for students in grades 9 through 12 within the inclusionary setting of Seekonk High School (SHS). The goal of this 205-day program is to transition students with social-emotional and learning challenges from an alternative program back to their home school district. The curriculum is aligned with the Massachusetts Curriculum Frameworks, and instruction is provided in small groups with a low student to teacher ratio or within the general education setting with support from SCEC staff.



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

Accomplishments 2022-2023

- ✓ The Gallishaw High School program at Seekonk High School provided services to 9 students during the 2022-2023 school year.
- ✓ Seven students participated in inclusion classes through SHS, including both core academic subjects and elective classes. All 7 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 3 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 2022. 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

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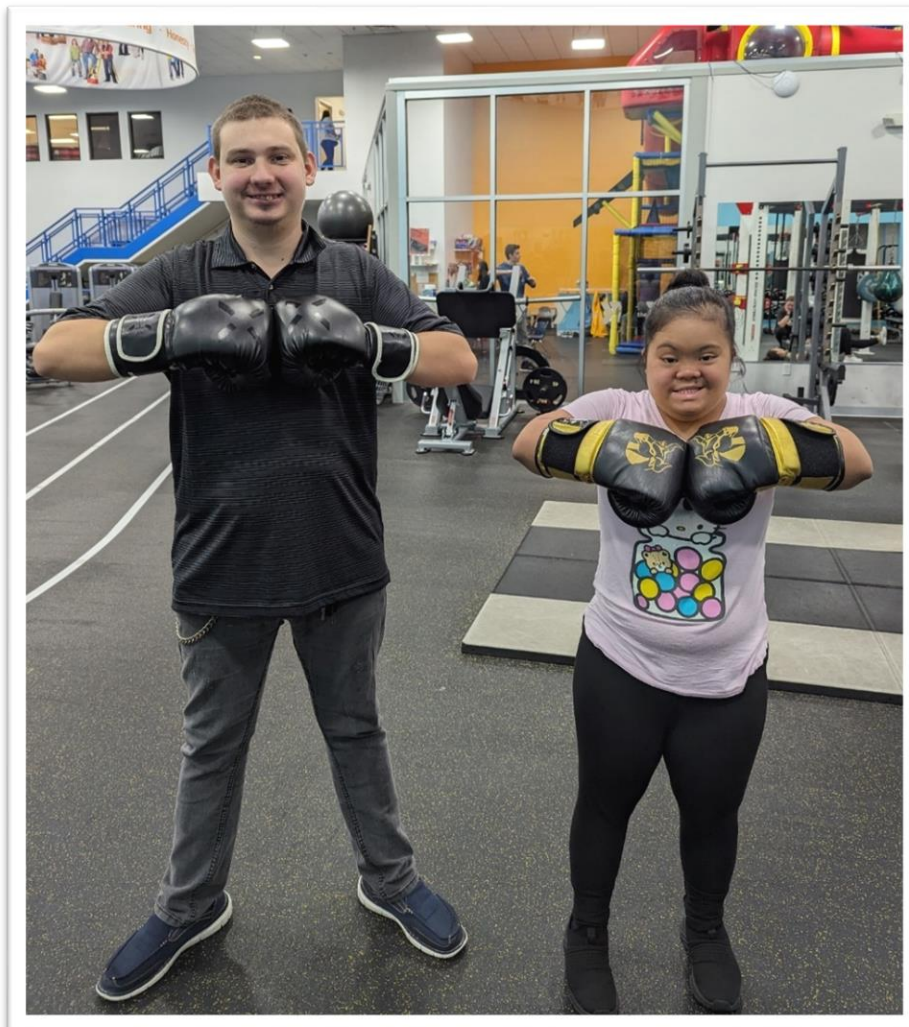
South Coast Educational Collaborative's (SCEC) Learning in Functional Environments (LIFE) Academy provides individualized educational and community-based programming aligned with the Massachusetts Curriculum Frameworks and national transition standards that include the following areas: vocational, post-secondary planning, independent living, self-determination, recreation and leisure, health and wellness and self-regulation. This 220-day program provides services to students ages 18 through 22 who have fulfilled their MCAS Alternate Assessment requirements and who require continued specialized services that will assist them in achieving maximum independence and success as adults. The LIFE program is largely community-based and aims to prepare students with moderate to severe disabilities to become independent, happy and productive citizens in their local communities.



The LIFE campus is located on the Stoico/First Fed YMCA property in Swansea, and it is uniquely designed to meet the needs of our students. Students participate in a variety of transition activities within our learning centers, technology room, therapy space and furnished apartment. LIFE Academy has 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 2022-2023

- ✓ LIFE Academy served 42 students during the 2022-2023 school year.
- ✓ Twelve students graduated and moved on to adult services. Some graduating students went on to Community Connections and/or Cooperative Productions while other families selected a self-directed services model.
- ✓ LIFE Academy students completed a Deep Learning project about endangered animals which focused on snow leopards. Two stuffed snow leopards, Anu and Una, traveled to each SCEC program location to share information about snow leopards and participate in fun activities with students at each site. Students at each site deepened their knowledge about these endangered animals and shared pictures of their students interacting with and learning about the snow leopards. The project culminated with an SCEC-wide Zoom presentation sharing Anu and Una's travels and adventures.
- ✓ LIFE Academy expanded its Learning Partners Program by hosting events for other members of the SCEC community throughout the year. LIFE Academy students planned the activities and menus for each event. They hosted a Harvest Festival for LIFE Academy families, Friendsgiving for Bishop Connolly High School students and staff, a Winter Festival for Administration and the Business Office Team, a Spring Fling for Gallishaw High School students, and a Family Appreciation Day for families.



Services and Supports

CLINICAL SERVICES

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Clinical Services address the mission and purpose of the South Coast Educational Collaborative (SCEC) by providing comprehensive social, emotional, and mental health services to students in SCEC programs and/or local school districts. 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).

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 support as determined by the team at each SCEC site. 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 students and staff 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 are a main source of communication between home and school, and they provide case management services to families to assist them in accessing community services such as outpatient mental health, psychiatry, home supports, and recreational services. Therapeutic counseling services are cost effective to the districts SCEC serves because all services provided are included in the tuition at no additional cost.

Family Partnership Network

SCEC believes that family-school collaboration is essential in supporting student learning and development. The goal of the Family Partnership Network is to provide continuity of services between the classroom, home, and community settings to develop a network of caregiver support that ultimately functions independently and beyond the scope of the school day. The Family Partnership Network offers services to students and their families at all SCEC program locations. Caregivers meet periodically with members of the student's classroom-based team and other identified support personnel, which may include the SCEC clinical psychologist consultant, the SCEC developmental pediatrician, and any outpatient professionals and/or family support service agencies working with the student. These meetings address the global needs of the student and their family by establishing specific goals and individualized action plans. Ongoing meetings offer opportunities for reflection, feedback, and revision of action plans as needed. By supporting family stability, regulation, and social connectedness, the Family Partnership Network strives to provide the student with a solid foundation for achievement and success.

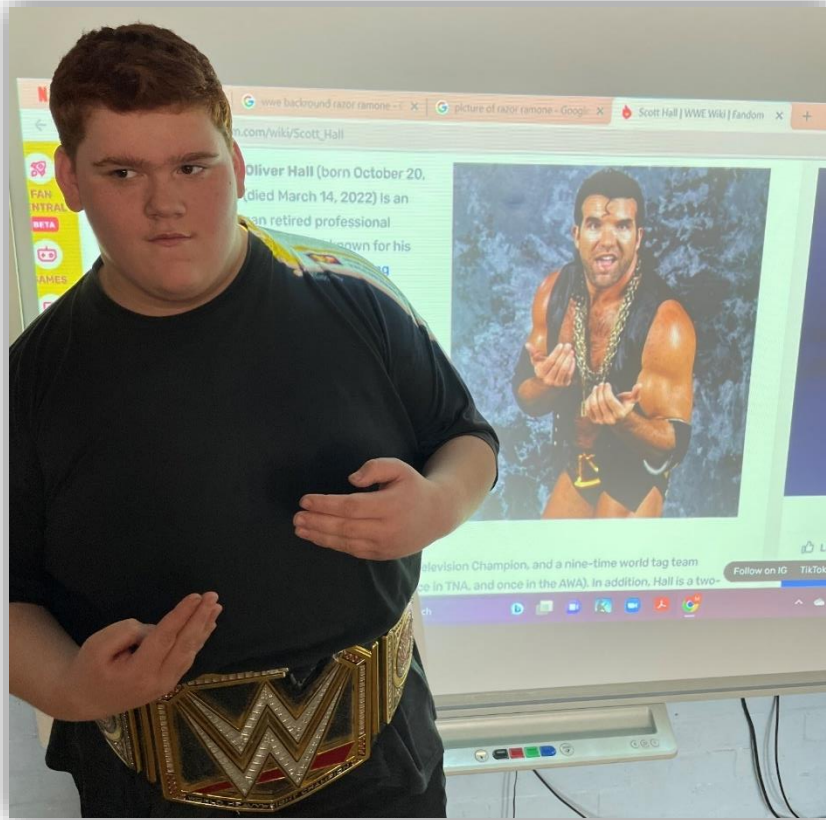
Psychological Assessment

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 common 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 to provide relevant background information on 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 team meetings.

Neuropsychological evaluations are traditionally a high fee service for school districts, and SCEC offers a cost effective solution.

Neuropsychological evaluations are included in the tuition for SCEC students enrolled in 45-day placements, resulting in a tremendous cost savings to the sending district. The SCEC fee for psychological assessment of students enrolled in other settings is approximately one fifth the cost of fees charged by private practice settings in our geographic area.



Accomplishments 2022-2023

- ✓ The Center for Psychological Assessment completed 128 comprehensive psychological evaluations, with 45% being SCEC students and 55% being students in general education or residential settings.
- ✓ SCEC hosted a doctoral student from the Clinical Psychology program at William James College.
- ✓ The clinical services team revised the risk assessment procedures at SCEC to ensure they are informed by current research-based practices. The entire clinical team participated in a training with Dr. Sharmila Mehta on the Dewey-Cornell model of school threat assessment.
- ✓ The Family Partnership Network was expanded to offer services to students and their families at all SCEC program locations. Clinicians participated in training on engaging families, began taking data on family outreach and connections, and considered optimal ways to support as many families as possible.

RELATED SERVICES

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Related Services address the mission and purpose of the South Coast Educational Collaborative (SCEC) by providing comprehensive therapeutic services to students in SCEC programs and/or local school districts. All related services are provided as outlined in the students' 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: Adapted Physical Education, Applied Behavior Analysis, Assistive Technology, English Language Learner supports, Occupational Therapy, Orientation and Mobility, Physical Therapy, Reading, Speech Language Therapy, and Teacher of the Visually Impaired 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, applied behavioral analysis, 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 FY2023. 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 2022-2023

- ✓ Related services were provided to 933 students across southern Massachusetts, including all students enrolled in SCEC programs.
- ✓ Related services were provided to 654 district students in 35 school districts across southern Massachusetts.
- ✓ SCEC RSPs conducted a total of 400 student evaluations.
- ✓ Two RSPs participated in the NPD L Global Deep Learning Lab 2023 conference "Bring back the Joy of Learning" held in Anaheim, California in April 2023.
- ✓ The Related Services team expanded the Aquatics program by supporting weekly swim opportunities for all SCEC Programs and increasing overall student and staff participation in the program.

TRANSITION SERVICES

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

Transition services at SCEC include providing professional development to our staff members, as well as to local school districts. Having 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 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 2022-2023

- ✓ Community-based vocational experiences for students included partnerships with Gifts to Give, Meals on Wheels, Sacred Heart Food Pantry, Share the Harvest, and Silk Tree Farm. Two new business partnerships were established with Big Lots and Eric's Automotive. Students continued to participate in vocational experiences across all SCEC locations, including the school lunch program and the business office.
- ✓ Thirty-five SCEC students were employed through a grant from MassHire YouthWorks during the summer of 2022. These paid internships provided structured work experiences for students and allowed them to develop job skills and gain real life work experience while being financially compensated for the work they performed. Students from Bishop Connolly High School, Gallishaw High School, Gallishaw High School at Seekonk High School and LIFE Academy all benefited from paid internships.
- ✓ The SCEC Transition Team was restructured to include new members representing all SCEC secondary level sites.
- ✓ The SCEC Transition Team partnered with the Southeast Center for Independent Living to bring back the Pre-Employment Transition Services program in person for students at Gallishaw High School, Gallishaw High School at Seekonk High School and LIFE Academy.
- ✓ A total of 17 Transition Assessments were completed, with 41% being SCEC students and 59% being students in general education settings.

SCHOOL HEALTH SERVICES

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

SCEC's nursing team manages students with chronic conditions such as asthma, diabetes and seizure disorders, which allows these students to stay in class and be available to learn. School nurses are also accountable for identifying and treating accidents and injuries, and utilizing tools that assist them in screening SCEC students in the areas of vision, hearing and posture. Additionally, school nurses offer the *Screening, Brief Intervention and Referral to Treatment (SBIRT)* tool in grades 7 and 9 as a substance use risk assessment. School nurses also counsel and educate students on a variety of social, emotional and behavioral health issues.



Accomplishments 2022-2023

- ✓ SCEC nurses logged 20,142 office visits during the 2022-2023 school year, which in turn resulted in a 98.9% return to class rate. In 89% 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, water safety, mindfulness, and self-care.
- ✓ Health Services partnered with the SCEC Wellness Committee and DESE to establish a professional learning network through the Learn Launch initiative, building a sense of belonging in schools. The network participants conducted wellness check-ins four times during the school year which engaged SCEC staff in conversations that helped us define what a sense of belonging looks like, sounds like, and feels like at SCEC. A staff survey was created using the information provided at the check-ins and staff were asked to identify areas of strength and areas for improvement.

SCHOOL FOOD AND NUTRITION SERVICES

Jason Prozzo, MEd
Director of Food and Nutrition
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South Coast Educational Collaborative's (SCEC) Food and Nutrition Services team works diligently each day to meet the demands of serving nutritious, healthy, and appealing meals that provide our students with the energy they need to be available for learning. SCEC participates in the Community Eligibility Provision (CEP) national school lunch program. This program provides free breakfast and lunch for all enrolled students without requiring students to submit individual applications.

The SCEC Food and Nutrition Services team operates across three SCEC locations: Seekonk North School, Gallishaw High School, and LIFE Academy. Breakfast each day consists of the following offerings: two grains or one grain and one protein, fruits, juice, and 1% low fat plain milk. Each student is 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 utilize the *Breakfast in the Classroom* model where they can choose breakfast items to be eaten in the classroom while daily instruction begins. Students at the high school and post-secondary levels have the option to go to the cafeteria and choose which breakfast items they want. For lunch, classroom teachers provide students with the daily lunch menu, record student requests, and use a mobile application to electronically report student lunch orders to the Food and Nutrition Services team. This allows for accurate and efficient meal counts, preparation and delivery. SCEC serves lunches that meet federal nutrition requirements, including 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 2022-2023

- ✓ A total of 165 students at SCEC participated in the School Lunch Program during the 2022-2023 school year.
- ✓ The Food and Nutrition Services team promoted Massachusetts' Farm to School and Harvest of the Month programs to introduce and encourage healthy food choices by increasing students' exposure to seasonal foods offered on menus.

- ✓ Students participated in Deep Learning initiatives through lessons introducing recipes from different cultures, involvement in the planning and implementation of menu choices, and creating a garden to cafeteria connection to promote healthy lifestyles.
- ✓ The Food and Nutrition Services team hosted 10 SCEC students employed through the MassHire YouthWorks grant. Participating students worked in SCEC kitchens, which allowed them to use their Servsafe Certification, develop job skills, and obtain real life work experience while being compensated for the work they performed.
- ✓ The Food and Nutrition Services team supported all students and families with access to the P-EBT Program by updating and submitting the list of students who met the eligibility criteria to the Department of Elementary and Secondary Education (DESE) and the Department of Transitional Assistance (DTA) each month.
- ✓ SCEC increased its breakfast and lunch participation to over 90% across programs while meeting Federal Nutritional Requirements.
- ✓ The Food and Nutrition Services team continued to partner with Health Services as part of the SCEC Wellness Committee to promote nutrition education and USDA Smart Snacks nutritional standards.



PROFESSIONAL DEVELOPMENT

*Frank Gallishaw Jr, MS Ed
Special Education Administrator
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*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.

SCEC is committed to providing quality training for young professionals. SCEC has formed partnerships with several universities and colleges, allowing SCEC faculty 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.

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.
- 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.
- 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.

SCEC continues to provide a robust menu of professional development opportunities to district staff throughout southeastern Massachusetts and Rhode Island. 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 2022-2023 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 in five public school districts.
- ✓ Provided ongoing consultation to special education and general education teams of educators in multiple public school districts.
- ✓ Provided consultation and joined the Fall River Public Schools Special Education Task Force.
- ✓ Provided consultation to the Transition program for the Dighton-Rehoboth Regional School District.
- ✓ The SCEC Nonviolent Crisis Intervention (CPI) training team provided both initial and refresher CPI training to staff in five member districts.
- ✓ Members of the Speech and Language department provided several trainings on Augmentative and Alternative Communication supports and strategies for educators and parents in local districts.

Accomplishments 2022-2023

- ✓ Nine educators from four local districts participated in the joint SCEC/Bridgewater State University Master's degree in Special Education cohort that began in September 2022.
- ✓ Fifteen educators from six local districts continued their participation in the joint SCEC/Bridgewater State University Master's/EdS cohort in Educational Leadership that began in January 2021. All fifteen participants completed the program and obtained administrative licenses and/or advanced degrees by the end of the 2022-2023 school year.
- ✓ SCEC hosted a "Threat Assessment" training in November 2022 with Dr. Sharmila Mehta from Cambridge Health Alliance. This full day conference was attended by administrators, educators and clinicians from a wide range of districts.
- ✓ SCEC hosted a training with Kelvin Oliver on "Alternatives to Suspension" in January 2023. This event was sponsored by the SCEC Board of Directors.
- ✓ A member of the SCEC Senior Leadership Team presented at the Massachusetts Organization of Educational Collaboratives (MOEC) Leadership Academy for Social Emotional Learning Program Leaders in the Fall of 2022.

TRANSPORTATION

*Michael Novick, MS, MEd, EdS
Procurement Officer, MCPPO
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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.

Accomplishments 2022-2023

- ✓ SCEC maintained a fleet of 17 vehicles for student transportation during the 2022-2023 school year.
- ✓ Thirty-five SCEC employees maintained 7D licenses during the 2022-2023 school year.
- ✓ Three districts were served with SCEC round trip transportation: Fall River, Freetown-Lakeville and New Bedford. Students were transported to three SCEC sites over three different transportation routes.

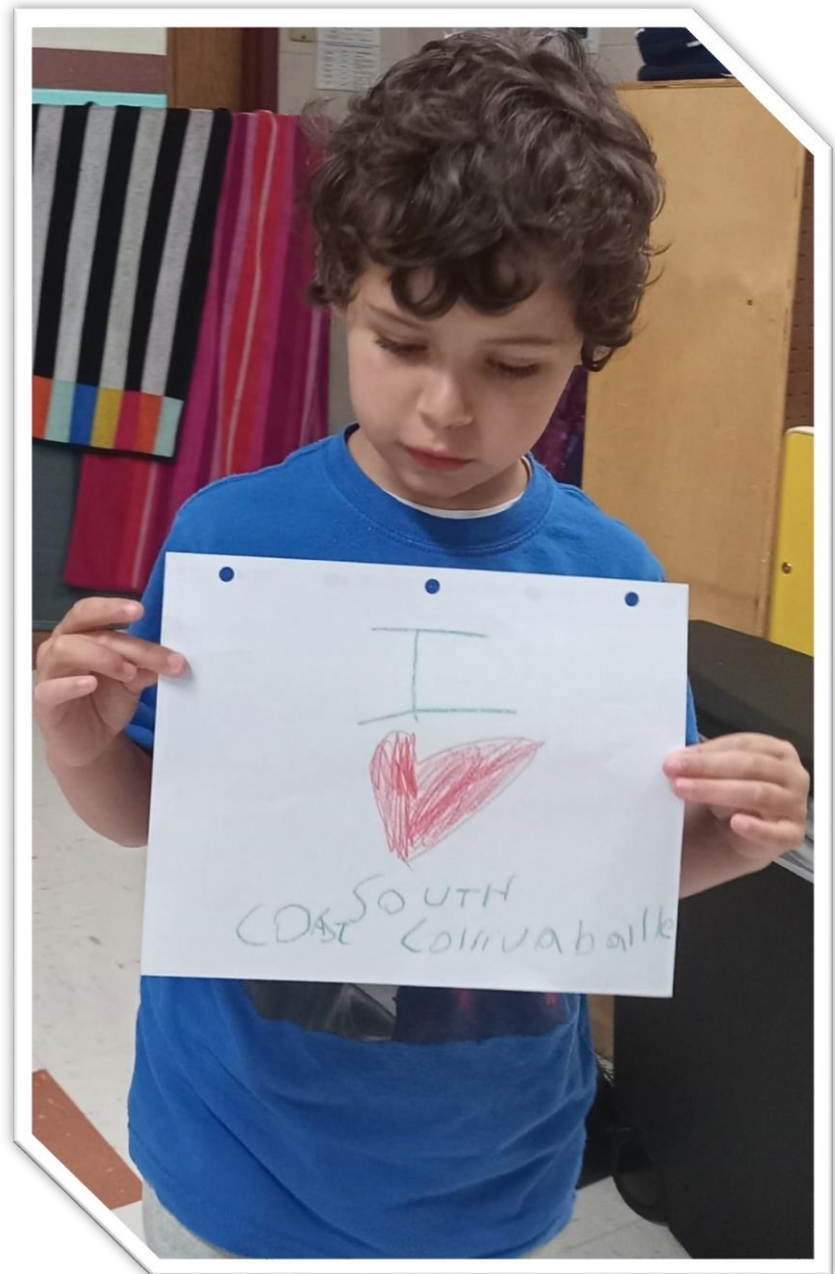
Finance and Fiscal Sustainability

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 staff to student 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, 2023* for additional details.





South Coast Educational Collaborative

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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 14, 2023 the Board of Directors of South Coast Educational Collaborative voted unanimously to:

“Approve the 2022-2023 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

12-14-2023
Date



David R. Helmbecker, Executive Director

12-14-2023
Date