



South Coast Educational Collaborative

ANNUAL REPORT
2024-2025



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

Contents

- Message from the Executive Director1
- SECTION 1: INTRODUCTION2
 - South Coast Educational Collaborative History2
 - Collaborative Agreement2
 - Mission Statement.....2
 - Purpose.....2
 - Objectives3
 - Core Values.....3
 - Governance and Leadership4
- SECTION 2: SCEC OBJECTIVE #15
 - Day School Programs Overview.....5
 - Program Leaders8
 - Special Education Day School Programs for Students with Disabilities.....9
 - Elementary9
 - Middle School 12
 - High School 14
 - Community Based 17
- SECTION 3: SCEC OBJECTIVE #2 18
 - Internal SCEC Staff Professional Development 18
 - External District Staff Professional Development 18
- SECTION 4: SCEC OBJECTIVE #3 20
 - Cost Effectiveness of Day School Programs 20
 - Cost Effectiveness of In-District Services..... 24
 - Cost Effectiveness of Transportation 25
 - Finance and Fiscal Sustainability 26

Message from the Executive Director

The FY2025 Annual Report for South Coast Educational Collaborative (SCEC) covers the period of time beginning on July 1, 2024, and ending on June 30, 2025 (FY25). Although it is submitted to fulfill all the legal requirements that apply to educational collaboratives in the Commonwealth of Massachusetts, it is also intended to recognize the accomplishments of the SCEC Board of Directors, students, families, and staff.

During 2025, the entire SCEC educational community continued implementing its 2023-2028 Strategic Plan in conjunction with our Collaborative Agreement. A major throughline in the Strategic Plan is that the sustainability of SCEC is being driven by student enrollment and an ongoing organizational commitment to deeper learning that enables students and staff to become changemakers in their communities and in our world. This commitment led to the adoption of Collaborative Problem Solving, a trauma-informed framework based on the belief that students, including those with social, emotional, and behavioral challenges, struggle because they lack the skills to succeed, not the will. This trauma-informed approach provided staff with actionable strategies for trauma-sensitive education.

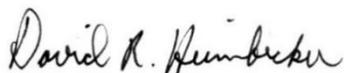
Preparing students to become changemakers also required updates to curriculum and instruction. These enhancements during the 2024-2025 school year included: the rollout of the HMH Into Math program for grades K-5, the introduction of a new high school biology curriculum, and the purchase of a new social studies curriculum to be implemented in the 2025-2026 school year.

Grant funding plays a vital role in supporting SCEC initiatives. SCEC was awarded the following grants during the 2024-2025 school year: Civics Teaching & Learning Grant, Northeast Food for Schools Grant, After School and Out of School Time Summer 2024 Grant, and MASSHire YouthWorks Grant.

During FY25, SCEC students continued to achieve at high levels due to the ongoing implementation of deeper learning pedagogy, curriculum and instruction enhancements, and an organizational commitment to Collaborative Problem Solving. SCEC continues to foster strong relationships with families and caregivers to provide support beyond the scope of the school day through the Family Partnership Network and collaborative partnership with the Dighton-Rehoboth SEPAC.

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

SECTION 1: INTRODUCTION

South Coast Educational Collaborative 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.
- Deeper learning is at the heart of everything we do.
- Wellness is essential for deeper 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

- ❖ Jeffrey Schoonover, Board Chairperson and Superintendent, Somerset Public Schools and Somerset Berkley Regional School District
- ❖ John Cabral, Board Vice Chair and Superintendent, Taunton Public Schools
- ❖ Melissa Ryan, Superintendent, Berkley Public Schools
- ❖ June Saba-Maguire, Superintendent, Dartmouth Public Schools
- ❖ Bill Runey, Superintendent, Dighton-Rehoboth Regional School District
- ❖ Tracy Curley, Superintendent, Fall River Public Schools
- ❖ Barbara Starkie, Interim Superintendent, Freetown Lakeville Regional School District
- ❖ Alan Strauss, Superintendent, Freetown Lakeville Regional School District (through December 2024)
- ❖ Andrew O’Leary, Superintendent, New Bedford Public Schools
- ❖ Rebecca Kidwell, Superintendent, Seekonk Public Schools
- ❖ Scott Holcomb, Superintendent, Swansea Public Schools
- ❖ Thomas Aubin, Superintendent, Westport Community Schools

Board Employees

- ❖ David R Heimbecker, EdD, Executive Director
- ❖ Joseph Delude, Treasurer
- ❖ Jennifer Bouchard, MEd, Director of Finance

Associate Executive Directors

- ❖ Jennifer Faria, EdD
- ❖ Lisa Martiesian, EdM, MEd

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

SECTION 2: SCEC OBJECTIVE #1

To improve the academic achievement of students with low incidence disabilities in the least restrictive environment.

Day School Programs Overview

All South Coast Educational Collaborative (SCEC) programs focus on high quality instruction with the goal of maximizing student outcomes. Classrooms employ evidence-based, culturally responsive practices that incorporate the deeper learning pedagogy. 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.

All SCEC 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. Best practices are supported through routine collaboration with a network of consultants, including a developmental pediatrician, behaviorists, and clinical psychologists who further augment the services provided to each student at no additional cost to districts.

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 general education peers, as well as join their peers during lunch, assemblies or after-school sports and activities.

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.

Day Program Enrollment Totals 2024-2025	
Total Students Enrolled (FTEs)	211
Enrollment – Member Districts (FTEs)	146
Enrollment – Participating Districts (FTEs)	65
Total Students Enrolled during 2024-2025	249

Curriculum and Cultural Responsiveness

All SCEC programs continue to use a variety of curriculum resources aligned with the Massachusetts Curriculum Frameworks. To ensure every student can participate in standards-based learning, all curricula are modified and adapted. SCEC implemented several curriculum enhancements during the 2024-2025 school year. In addition to our core English Language Arts curriculum, we have increased the use of the UFLI Foundations program to improve student reading outcomes through systematic phonics. Our elementary programs rolled out the HMH Into Math program for K-5 students, with teacher training ongoing through the upcoming school year. Grant

funds were used to purchase the TCI Social Studies Alive! curriculum, which will be introduced during the 2025-2026 school year to provide all elementary students with a foundational understanding of social studies and civics concepts. SCEC purchased and implemented the Miller and Levine High School Biology curriculum. This curriculum was implemented at Gallishaw HS and is an updated version of the curriculum students were previously using.

Deeper learning is at the heart of everything we do at SCEC and is one of the drivers for success in the 2023-2028 SCEC Strategic Plan. The deeper learning framework focuses on four elements: Pedagogical Practices, Learning Environments, Learning Partnerships, and Leveraging Digital and encourages mastery in six global competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. As an organization, SCEC believes that deeper learning allows students with special needs to contribute to the common good, address global challenges, and flourish in a complex world.

SCEC is committed to implementing culturally responsive educational programming that focuses on access, equity, inclusion and belonging for all students. Cultural responsiveness is an organizational priority and is a driver for success in the 2023-2028 SCEC Strategic Plan. 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.

Enrollment by Levels (FTEs) 2024-2025	
Elementary Level	62
Middle School Level	52
High School Level	71
Ages 18-22	26
TOTAL	211

Transition Services

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. SCEC has DESE endorsed Transition Specialists on staff to support educators, students, and their families. 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.

Related Services

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. 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) provide individual and group therapy, consultative support, evaluation services and integration opportunities customized to meet the individual needs of each student. RSPs ensure that therapy goals and objectives are addressed by all members of the team and integrated throughout the school day. RSPs also 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.

Clinical Services

Therapeutic counseling services are provided to SCEC students across all grade levels and at all SCEC locations. 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). 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 are available to provide crisis intervention as necessary to assist students and staff. 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.

Wellness

All SCEC programs have a School Nurse who interacts with three major systems affecting all of our students: education, health, and public health. SCEC recognizes 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.

The SCEC Food and Nutrition Services team operates across three SCEC locations and participates in the Community Eligibility Provision national school lunch program. This program provides free breakfast and lunch for all enrolled students. Older students have the opportunity to earn ServSafe® Certification and OSHA General Industry Certification, which helps them to become marketable in the working world.

The Aquatics Program is led by an Adaptive Swimming Instructor with water safety as a primary goal. Every SCEC program has the opportunity to swim weekly at one of two indoor heated pools within the local community. Students are transported to these fully-accessible community pools by our fleet of 7D vehicles and drivers. Every swim experience is supervised by SCEC staff members who are certified lifeguards.

Family Partnerships

SCEC believes that family-school collaboration is essential in supporting student learning and development. The Family Partnership Network provides 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. 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. SCEC partners with the Dighton-Rehoboth SEPAC to offer services and support to all SCEC students, regardless of the student's home district.

Special Education Day School Programs for Students with Disabilities Program Leaders

Elementary

- ❖ Frank Gallishaw Jr, MS Ed/Special Education Administrator (fgallishaw@scecoll.org)
- ❖ Lauren Horton EdS/Teacher Leader (lhorton@scecoll.org)
- ❖ Lisa Martiesian, EdM, MEd/SCEC Associate Executive Director (lmartiesian@scecoll.org)
- ❖ Kate Murphy, MA, CAGS/Special Education Administrator (kmurphy@scecoll.org)

Middle School

- ❖ Jason Dorrance, MEd/Principal (jdorrance@scecoll.org)
- ❖ Frank Gallishaw Jr, MS Ed/Special Education Administrator (fgallishaw@scecoll.org)
- ❖ Lauren Horton EdS/Teacher Leader (lhorton@scecoll.org)
- ❖ Kate Murphy, MA, CAGS/Special Education Administrator (kmurphy@scecoll.org)
- ❖ Evan Salvo, MS Ed/Teacher Leader (esalvo@scecoll.org)

High School

- ❖ Jason Dorrance, MEd/Principal (jdorrance@scecoll.org)
- ❖ David Marr, MEd/Teacher Leader (dmarr@scecoll.org)
- ❖ Matthew Ulmschneider, MS Ed/Teacher Leader (mulmschneider@scecoll.org)

Community Based

- ❖ Lisa Fournier, EdD/Special Education Administrator/Transition Specialist (lfournier@scecoll.org)

Support Services

- ❖ Kristen Aylward, LICSW/Clinical Services Facilitator (kaylward@scecoll.org)
- ❖ Catherine C Vieira-Baker, PhD/Licensed Psychologist-Provider (cvieira-baker@scecoll.org)
- ❖ Linda Cullen, MEd, MS/Related Services Teacher Leader (lcullen@scecoll.org)
- ❖ Bethany DeNardo, DPT, MPH/Related Services Administrator (bdenardo@scecoll.org)



Special Education Day School Programs for Students with Disabilities ELEMENTARY

BERKLEY ELEMENTARY at Berkley Community School in Berkley, MA

PALMER RIVER ELEMENTARY at Palmer River Elementary School in Rehoboth, MA

South Coast Educational Collaborative (SCEC) offers three structured classroom learning environments for students in preschool 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. Our Berkley Elementary classroom was successfully relocated to Palmer River Elementary School in March 2025, ensuring a seamless transition for all students. The SCEC program at Palmer River Elementary provided services to 12 students during the 2024-2025 school year.

FREETOWN ELEMENTARY at Freetown Elementary School in Freetown, MA

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

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.

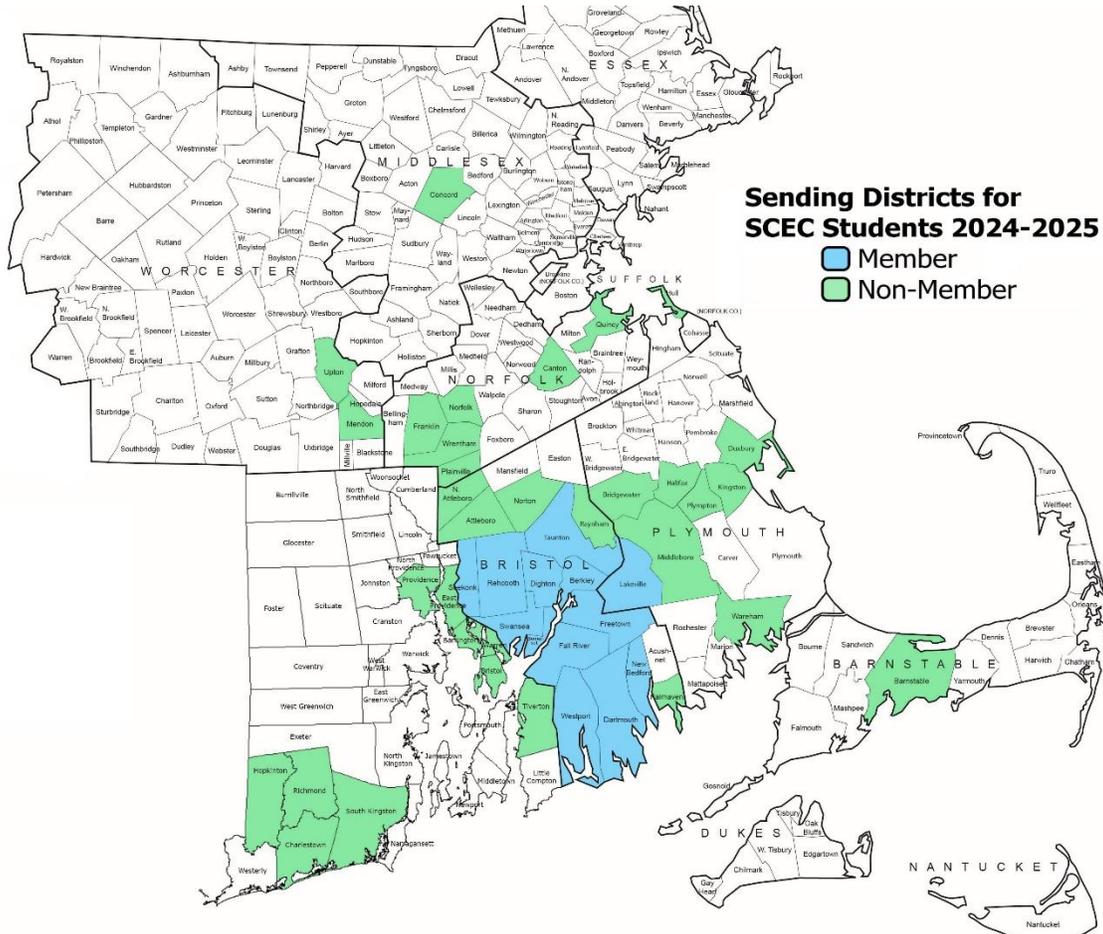
These programs provide the opportunity for students with moderate emotional disabilities to attend a highly specialized program within a district setting. Students with more significant emotional disabilities coming from a public or private day school setting have the opportunity to be in a less restrictive 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. The SCEC program at FES provided services to 9 students during the 2024-2025 school year. The SCEC program at GRAIS provided services to 6 students during the 2024-2025 school year.

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

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

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 deeper learning pedagogy.



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. The Seekonk North 205-day K-5 program provided services to 29 students during the 2024-2025 school year.

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. The Seekonk North 220-day K-5 program provided services to 10 students during the 2024-2025 school year.

This Year's Elementary Accomplishments towards SCEC Objective #1

- ✓ Elementary programs began implementation of Collaborative Problem Solving® (CPS), an approach that focuses on the belief that all students, including those with social, emotional, and behavioral challenges, lack the skills to succeed, not the will. This trauma-informed approach provided staff with actionable strategies for trauma-sensitive education.
- ✓ Elementary programs improved the academic achievement of students by implementing the new Into Math and Into Reading curricula. Student progress and achievement were tracked and measured using the online curricula tools. Classrooms with our most complex students continued to use News2You to supplement ELA instruction.
- ✓ At Palmer River Elementary, students engaged in "Community Helpers Research," a project that integrated reading, writing, and civics. They explored various professions such as firefighters and mail carriers through simple books and videos, then drew or wrote about their favorite community helper. All students were included and participated in school-wide activities with general education peers at Palmer River Elementary School. These included but were not limited to Field Day, holiday dance and community presentations.
- ✓ At Freetown Elementary, students enhanced their reading skills through the UFLI program. This program provided them with the foundational skills necessary to develop reading fluency, including mastering sight words and decoding. Students engaged in the interdisciplinary "Creature Project," integrating

reading, writing, and science. They selected a creature to research, wrote a descriptive paragraph, and created a slideshow. Students had the option to present their findings to their classmates.

- ✓ At George R Austin Intermediate, students' academic achievement was evident in their increased ability to ask insightful questions and delve deeper into topics. Students were encouraged to consider "how," "why," "why not," and "what if" questions during a science unit on ecosystems. This fostered a more profound level of thinking and reflecting.

- ✓ At Seekonk North, an initiative to integrate music into the curriculum offered students the opportunity to learn to play the keyboard and participate in the first-ever Talent Show.



Special Education Day School Programs for Students with Disabilities MIDDLE SCHOOL

BERKLEY MIDDLE SCHOOL at Berkley Middle School in Berkley, MA

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. The SCEC program at BMS provided services to 14 students during the 2024-2025 school year.

SEEKONK NORTH 6-8 (205 days) at North School in Seekonk, MA ***SEEKONK NORTH 6-8 (220 days) at North School in Seekonk, MA***

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 deeper learning pedagogy.

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. The Seekonk North 205-day 6-8 program provided services to 31 students during the 2024-2025 school year.

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. The Seekonk North 220-day 6-8 program provided services to 10 students during the 2024-2025 school year.

SOUTH COAST MIDDLE ALTERNATIVE SCHOOL at Beckwith Middle School in Rehoboth, MA

South Coast Educational Collaborative's (SCEC) South Coast Middle Alternative School (SCMAS) successfully relocated from Somerset Middle School to Beckwith Middle School in September 2024. 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 Beckwith Middle School welcomes and accommodates our students in general education classes and unified sports. 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. The SCMAS program provided services to 10 students during the 2024-2025 school year.

This Year's Middle School Accomplishments towards SCEC Objective #1

- ✓ Middle school programs began implementation of Collaborative Problem Solving® (CPS), an approach that focuses on the belief that all students, including those with social, emotional, and behavioral challenges, lack the skills to succeed, not the will. This trauma-informed approach provided staff with actionable strategies for trauma-sensitive education.
- ✓ Middle school programs improved the academic achievement of students by implementing the new Into Math and Into Reading curricula. Student progress and achievement were tracked and measured using the online curricula tools. Classrooms with our most complex students continued to use News2You to supplement ELA instruction.
- ✓ At Berkley Middle School, inclusion and reverse inclusion opportunities increased for all students. SCEC students engaged in a wide range of activities with their general education peers, including drama, music, art, unified sports, and book clubs. A general education student chose to participate in the end-of-year 8th grade celebration with his SCEC peers. These shared experiences helped students build friendships, strengthened their sense of community, and improved academic and communication skills.
- ✓ At Seekonk North, Students demonstrated a deeper learning competency in Citizenship by mentoring elementary students, assisting with Meals On Wheels, establishing a recycling program, and organizing a food and gift drive for the Seekonk Food Pantry. Students also organized and participated in several school-wide events, including a pumpkin decorating contest, an Art Show, a Talent Show, and a Middle School Dance.
- ✓ At South Coast Middle Alternative School, students participated in a mystery adventure to solve "Who Killed Edgar Allen Poe" as a deeper learning project. Over the course of several weeks, students gathered evidence and interrogated each other to find out who was responsible for the murder of the beloved author and poet. Students demonstrated collaboration and communication by working together as well as critical thinking skills to help solve the mystery. Seven students, 70% of the SCMAS student body, joined their general education peers on the Unified basketball and/or bowling teams. This marks the highest level of unified sports participation in the program's history.

Special Education Day School Programs for Students with Disabilities HIGH SCHOOL

GALLISHAW HIGH SCHOOL at the Gallishaw Building in Seekonk, MA

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, certificate programs, and partnerships with technical training institutes and colleges. GHS students participate in career development groups to discuss and learn about job-related skills that will apply to a variety of settings. The curriculum is aligned with the Massachusetts Curriculum Frameworks and infused with deeper 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. Gallishaw High School (GHS) provided services to 60 students during the 2024-2025 school year.

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

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 classes with their general education 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 the academic achievement of students within the least restrictive environment. SCEC students also participate in school-wide activities together with their general education peers, such as 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. The Gallishaw High School program at Seekonk High School provided services to 7 students during the 2024-2025 school year.

SHINE ACADEMY HIGH SCHOOL at Dighton-Rehoboth High School in North Dighton, MA

South Coast Educational Collaborative's (SCEC) Shine Academy successfully relocated from Bishop Connolly High School to Dighton-Rehoboth Regional High School in September 2024. Shine Academy 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 participate in a variety of community trips, including shopping, meals on wheels, and swimming. 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. The Shine classrooms are an integral part of their host high school and students participate in many school-sponsored activities. Shine Academy has two classrooms and students are supported with a 1:3 staff to student ratio. Shine Academy provided services to 12 students during the 2024-2025 school year.

This Year's High School Accomplishments towards SCEC Objective #1

- ✓ Fifteen students met the graduation requirements of their local districts and graduated with a high school diploma.
- ✓ High school programs partnered with the Southeast Center for Independent Living (SCIL) to bring the Pre-Employment Transition Services program to our students.
- ✓ Through a MassHire YouthWorks grant, 25 SCEC students from Gallishaw High School and the Seekonk High School program participated in paid internships during the summer of 2024. These experiences provided valuable, real-life job skills and financial compensation. During the school year, 10 students obtained their ServSafe Certification and 2 students received their OSHA General Industry Certification.
- ✓ High school programs began implementation of Collaborative Problem Solving® (CPS), an approach that focuses on the belief that all students, including those with social, emotional, and behavioral challenges, lack the skills to succeed, not the will. This trauma-informed approach provided staff with actionable strategies for trauma-sensitive education.
- ✓ Gallishaw High School implemented a new biology curriculum to increase academic achievement with an emphasis on skill development, project-based learning, and the integration of technology which made learning more accessible for all students. Members of the clinical team partnered with SCEC nurses and students to host a Health Fair to promote learning about physical and mental well-being. Students worked with community partners to create exhibits and promoted the fair using engaging incentives such as a raffle.
- ✓ At Gallishaw at Seekonk High School, a student was accepted to Bridgewater State University, where he planned to play football in the fall of 2025. Six of the seven students (85%) attended academic inclusion classes with their general education peers, either with staff support or independently. These opportunities allowed students to grow their academic skills across a range of subjects.
- ✓ At Shine Academy, students collaborated with their general education peers to support a local farm that rescues abused animals. Through food donations and volunteering, students applied classroom knowledge in a real world setting. By organizing and participating in this project, students developed a deeper understanding of good citizenship and empathy for animals while building meaningful relationships with their general education peers and community. Students also joined their general education peers as members of the Dighton-Rehoboth High School Unified basketball and track teams.

Special Education Day School Programs for Students with Disabilities COMMUNITY BASED

LIFE ACADEMY in Swansea, MA

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 in Swansea and 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 Stoico/First Fed 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. LIFE Academy provided services to 37 students during the 2024-2025 school year.

This Year's Community Based Accomplishments towards Collaborative Objective #1

- ✓ Seven students graduated, moving on to either adult day programs or self-directed service models.
- ✓ SCEC successfully established new business partnerships with Ronda's Cleaning Company, the Dighton Counseling on Aging, and Apache Way Farm Rescue, which provided students with valuable work experiences.
- ✓ Students at LIFE Academy engaged in a unique learning project by adopting a dairy cow named Bonfire from Doana Farm in Vermont. They followed Bonfire's growth through photos and weekly updates, participated in lessons about farming, and even spoke directly with Farmer Courtney during two live Zoom meetings to ask questions.
- ✓ One student launched a coffee cart business, "Best Friends Coffee," to benefit local animal shelters. The student made coffee and pastries to staff and students and used the tips to donate to the Swansea animal shelter as well as organize a donation drive for Forever Paws in Fall River.



SECTION 3: SCEC OBJECTIVE #2

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

Internal SCEC Staff 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.

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 routine consultation and technical assistance from a network of consultants with different areas of expertise. 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.

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 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.

Internal Professional Development Accomplishments towards Collaborative Objective #2

- ✓ All SCEC employees participated in frequent and robust professional development throughout the 2024-2025 school year. Topics covered included: all DESE mandated training topics, MCAS, Crisis Prevention Institute, Collaborative Problem Solving, curriculum updates, and deeper learning.
- ✓ Staff in three SCEC programs completed initial training in Collaborative Problem Solving® (CPS) with Think:Kids at Massachusetts General Hospital in July 2024. A fourth program received training in March 2025. CPS is grounded in the belief that all students, including those with social, emotional, and behavioral challenges, struggle not from a lack of will, but from lack of skills. Participating programs implemented CPS throughout the 2024–2025 school year. Select SCEC staff continued training in Advanced Concepts of CPS with the goal of becoming certified trainers. Once certification is complete, SCEC will launch a train-the-trainer model to expand CPS training to all remaining SCEC programs.
- ✓ In conjunction with the launch of the new Massachusetts Individualized Education Program (IEP), the SCEC IEP Implementation Team provided staff with ongoing professional development, including customized coaching and feedback, to ensure high quality IEPs were developed for every student throughout the 2024-2025 school year.
- ✓ SCEC educators were trained on the newly revised SCEC Elementary Report Card. The new digital format streamlined student performance data and provided detailed, valuable information to families and sending school districts.

External District Staff Professional Development

SCEC provides general education supports to both member and participating school districts. SCEC offers professional development, program consultation, and student-specific consultation to school districts. Student-

specific consultations typically focus on environmental and individual supports to maintain a student's placement within the least restrictive general education setting.

SCEC continues to provide a robust menu of professional development opportunities to district staff throughout southeastern Massachusetts. Professional development through SCEC is highly cost effective for member and participating districts. By utilizing SCEC consultants for embedded professional learning, 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.

SCEC seeks to establish partnerships with area universities and colleges to support higher education opportunities for staff from SCEC, member districts, and surrounding communities. These joint agreements provide a cost effective method for area educators to further their education and achieve professional goals. SCEC is also 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 working with students with various disabilities, and add value to SCEC as an organization.

External Professional Development Accomplishments towards Collaborative Objective #2

- ✓ SCEC partnered with the Massachusetts Organization of Educational Collaboratives (MOEC) and Bridgewater State University (BSU) to create a new cohort for educators pursuing licensure and/or a master's degree in special education, with an anticipated start date of fall 2025.
- ✓ Four educators from both SCEC and member districts successfully completed the SCEC/BSU master's in special education cohort, graduating in December 2024.
- ✓ SCEC hosted a doctoral student from the Clinical Psychology program at William James College.
- ✓ SCEC hosted a graduate level intern studying School Counseling from Liberty University.
- ✓ SCEC staff consulted with over 50 educators in four area districts to provide support strategies for students with behavioral and social-emotional challenges in an effort to keep these students in the least restrictive environment.
- ✓ SCEC staff provided professional development training on *Creating Therapeutic Environments for all Students* to well over 200 educators in six area districts.
- ✓ The SCEC Nonviolent Crisis Intervention (CPI) training team delivered initial and refresher CPI training to 155 staff in four member districts.
- ✓ Speech language and assistive technology providers presented nine trainings on topics in augmentative and alternative communication (AAC) to over 200 educators in three member districts.
- ✓ A Reading Specialist delivered a presentation on *The Science of Reading for Students with Low Incidence Disabilities* to 200 attendees at a national conference.
- ✓ A local SEPAC invited a team of SCEC Related Service Providers to present a training on Dyslexia for families.

SECTION 4: SCEC OBJECTIVE #3

To provide all programs and services in a cost effective, value-added and sustainable manner

Cost Effectiveness of Day School Programs

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 2024-2025 school year, students enrolled in SCEC classrooms came from 37 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 FY2025. The average daily rate for each SCEC program and/or private day school program was multiplied by 180 days to establish an equivalent tuition across programs and sites regardless of the number of days of operation. The total cost savings to all districts combined using this model is over \$8 million dollars per year, as illustrated in the following table:

School District Savings on Tuition FY2025					
<i>District Type</i>	<i>Number of Students Enrolled</i>	<i>Average SCEC Student Tuition¹</i>	<i>Comparison Private School Tuition²</i>	<i>Annual District Savings per Student</i>	<i>Total District Savings FY2024</i>
Member Districts	146	\$67,346	\$110,127	\$42,781	\$6,246,026
Participant Districts	65	\$74,764	\$110,127	\$35,363	\$2,298,595
Total district savings FY2025					\$8,544,621

^{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 FY2025			
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>	\$73,620	\$82,980	\$114,988
Freetown Elementary <i>Inclusionary Site</i>	\$68,040	\$77,400	\$97,988
Palmer River Elementary <i>Inclusionary Site</i>	\$68,760	\$77,940	\$114,988
Seekonk North K-5 205 days <i>Public Day Site</i>	\$64,080	\$75,420	\$97,988
Seekonk North K-5 220 days <i>Public Day Site</i>	\$66,420	\$72,360	\$103,256
George R Austin Intermediate School <i>Inclusionary Site</i>	\$68,040	\$77,400	\$120,298
Berkley Middle School <i>Inclusionary Site</i>	\$70,740	\$76,500	\$106,340
South Coast Middle Alternative School <i>Inclusionary Site</i>	\$65,880	\$71,640	\$104,493
Seekonk North 6-8 205 days <i>Public Day Site</i>	\$65,700	\$71,280	\$93,936
Seekonk North 6-8 220 days <i>Public Day Site</i>	\$67,320	\$73,080	\$114,535
Shine Academy High School <i>Inclusionary Site</i>	\$64,620	\$70,380	\$144,899
Gallishaw High School <i>Public Day Site</i>	\$64,980	\$72,180	\$105,305
Seekonk High School <i>Inclusionary Site</i>	\$63,360	\$70,200	\$86,078
LIFE Academy <i>Community Site</i>	\$71,280	\$77,940	\$136,687

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 2025, data accessed from Commonwealth of Massachusetts Operational Services Division website on 09/16/25.

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. Services included in tuition at SCEC during FY2025 include the following:

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

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. SCEC provides psychological assessments for SCEC students at a competitive rate that is cost effective for local school districts.

Related Services are highly cost effective for sending districts because most are included in the tuition local school districts pay 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.

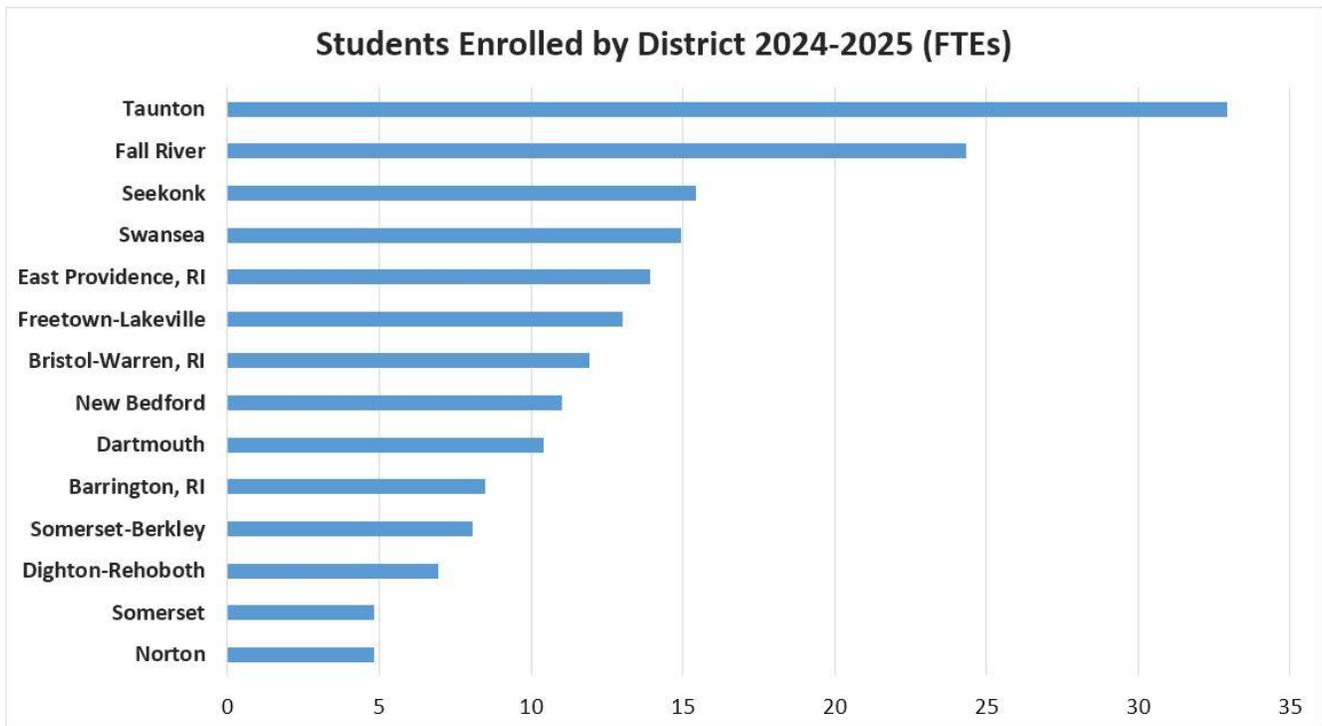
Evaluations Completed for SCEC Students 2024-2025	
Psychological	72
Related Services	183
Transition	8
TOTAL	263

Students ages 14-22 typically represent roughly half of SCEC’s 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. 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. Transportation for transition services is included in the tuition of SCEC. This is possible because SCEC Job Coaches have 7D licenses, and they have access to the Collaborative’s fleet of vehicles for the purpose of community based transition activities.

45-Day Placement Program

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. Including evaluations as part of the daily rate results in a tremendous cost savings to districts as compared to other options such as specialty care centers.

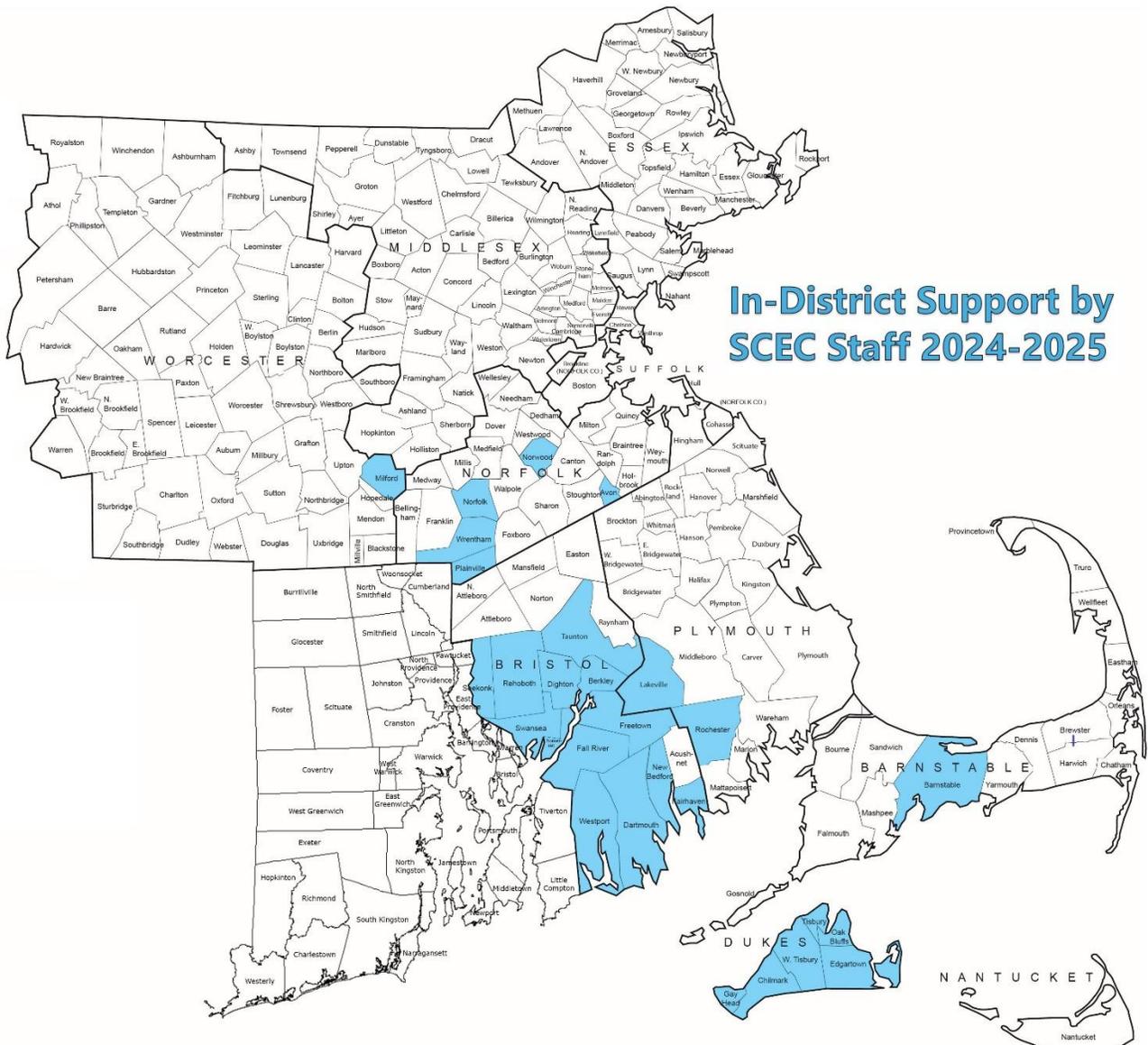


Districts with fewer than five students each are not included

Cost Effectiveness of In-District Services

SCEC contracts with member and participating districts to provide a variety of in-district support services. The competitive rates offered by SCEC are a cost effective option for districts in comparison to rates charged by large for-profit companies, independent contractors, and private entities.

Related Services address the mission and purpose of the South Coast Educational Collaborative (SCEC) by providing comprehensive therapeutic services to students in local school districts. The Related Services division contracts with member and participating districts to provide 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. 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. 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.

Clinical Services address the mission and purpose of the South Coast Educational Collaborative (SCEC) by providing psychological assessments for students in local school districts. 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 SCEC fee for psychological assessments is approximately one fifth the cost of fees charged by private practice settings in our geographic area.

Evaluations Completed for District Students 2024-2025	
Psychological	121
Related Services	350
Transition	16
TOTAL	487

Transition Services address the mission and purpose of the South Coast Educational Collaborative (SCEC) by providing transition assessments and support for students in local school districts. DESE endorsed Transition Specialists on staff at SCEC serve as valuable resources to students and families in member and participating districts. When a district requests a Transition Assessment, the Transition Specialist works closely with the student, educational team, families, and adult services agencies to develop an individualized profile of student strengths and interests in order to establish realistic goals to support future planning. SCEC provides in-district Transition Assessments at a substantially reduced rate in comparison to private organizations that may charge up to \$3,000 for a comprehensive transition assessment.

This Year’s In-District Data towards SCEC Objective #3

- ✓ SCEC providers conducted a total of 487 evaluations for district students during the 2024-2025 school year.
- ✓ Related services were provided to 562 district students in 28 school districts across southern Massachusetts during the 2024-2025 school year.
- ✓ Related services and student evaluations were provided in member and participating school districts, regional high schools, charter schools, private schools, and residential schools.

Cost Effectiveness of Transportation

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. 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.

This Year's Transportation Data towards SCEC Objective #3

- ✓ SCEC maintained a fleet of 17 vehicles for student transportation during the 2024-2025 school year.
- ✓ Thirty-five employees held 7D licenses throughout the 2024-2025 school year.
- ✓ SCEC provided round-trip transportation to students in three districts: North Dartmouth, Assonet, and Freetown.

Grants

SCEC received the following grants during the 2024-2025 school year:

- Civics Teaching & Learning Grant
- Northeast Food for Schools Grant
- After School and Out of School Time Summer 2024 Grant
- MASSHire YouthWorks Grant

Finance and Fiscal Sustainability

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 the *Independent Auditor's Report for the Year Ended June 30, 2025* for additional details.

