



Shore
Educational Collaborative

ANNUAL REPORT 2024-2025



LETTER FROM THE EXECUTIVE DIRECTOR

Kristin Shaver

It is my pleasure to present Shore Educational Collaborative's 2024–2025 Annual Report. This past year was one of meaningful growth, innovation, and renewed connection across our programs and community.

In September 2024, student enrollment surpassed 200, our highest in 15 years—a significant milestone that reflects the trust families and districts place in Shore to provide exceptional, individualized education. We strengthened our leadership team to support this growth, appointing Cathy MacNeil as Director of Educational Services and adding a new IEP Liaison to enhance coordination, communication, and compliance. In addition, we welcomed Charles Membrino as Director of Technology, bringing IT leadership back in-house to improve responsiveness, system efficiency, and data security.

In January 2025, Shore launched a new Bachelor's Degree program, allowing up to ten Paraprofessionals and Instructional Aides to earn their degrees at no cost. Not only is this an excellent opportunity for their professional growth, but this initiative will also help us address the ongoing Special Education teacher shortage. This program, unanimously approved by the Board of Directors, reflects Shore's commitment to building a sustainable pipeline of highly skilled educators from within our own workforce. Additionally, as part of our workforce development initiatives, Shore launched an innovative employment and training program at our Chelsea Adult Services location for Haitian immigrants with Temporary Protected Status (TPS). This model combined paid training, ESL instruction, and mentorship to tackle the workforce issues prevalent in our sector.

We advanced Shore's commitment to inclusion through a partnership with Activating Language Access, which certified 17 multilingual staff members as professional interpreters. This effort, partially funded by a DESE grant, strengthens our communication with families and deepens our capacity to serve our diverse community.

Our school programs expanded authentic, experience-based learning through a new partnership with Citizen Schools, bringing project-based instruction to ten classrooms. We also hosted our first Family Open House and a series of City Connects coffee hours, building stronger bridges between home and school.

In Adult Services, Shore served 375 individuals across our three locations and enriched the lives of the individuals we serve through outings, events, celebrations, and volunteer opportunities in our communities. Our adult programs earned 3-year accreditation from CARF during the August 2024 survey. The highest rating that CARF International can give an organization is a three-year accreditation. This is considered the "Gold Seal of approval" and reflects Shore's ongoing commitment to providing the highest quality day programs for adults with intellectual and developmental disabilities.

These accomplishments reflect Shore's continued commitment to excellence, inclusion, and collaboration. Together, with our dedicated staff, families, and community partners, we remain steadfast in our mission to educate, enrich, and inspire every individual to reach their fullest potential.

Thank you for your continued partnership and support.

Kristin Shaver
Executive Director
Shore Educational Collaborative



MISSION, VISION AND VALUES

MISSION

Shore's mission is to educate, enrich, and inspire children and adults with disabilities to reach their full potential. We accomplish this in supportive learning environments where our dedicated staff value and respect everyone's unique gifts.

VISION

We believe that every person at Shore can grow, learn, and achieve goals that are meaningful for them.

VALUES

Individuals First

We place the interests and needs of our students and adult individuals first.

Excellence

We strive to be exceptional in our programs and in our professions.

Respect

We value our community of diverse backgrounds, experiences, beliefs, and perspectives and strive to deepen our understanding of one another.

Compassion

We are kind and empathetic to the extraordinary people we serve and their families.

Integrity

We make our decisions based on honesty and strong moral principles.

Accountability

We accept ownership for our decisions and commitments.

Shore Board of Directors

Paul Ruseau, Chairperson - Medford Public Schools
Emily Ackman, Vice Chairperson - Somerville Public Schools
Samantha Hurley - Everett Public Schools
Mayra Balderas - Chelsea Public Schools
Elizabeth Hortie - Malden Public Schools
Anthony Caggiano - Revere Public Schools
Zachary Purinton - Winthrop Public Schools

David Ela, Treasurer
Attorney Howard Greenspan, Board Counsel

Shore Leadership Team

Administration

Kristin Shaver - Executive Director
Amaber De Los Santos - Director of Human Resources
Barbara Galatis - Executive Assistant
Charles Membrino - Director of Technology
Judy Lynch - Director of Therapeutic Services
Liz Polay-Wettengel - Director of PR, Communications and Engagement
Nancy Kaysen - Software and Data Specialist
Natalie Peña - Director of Finance
Randy Mondestin - Director of Operations

Student Services

Cathy MacNeil - Director of Educational Services
Jen Murphy - Program Coordinator
Lisa Hunt - Program Director
Neal Klayman - Program Director, SOAR and Inspire Academy
Traci Beane - Director of Transition Services
Jake Kessler - Assistant Director Middle and High School Therapeutic Programs

Adult Services

Kate Dufort - Director of Adult Services
Donna Carrington - Program Director of Chelsea Adult Services
Lorraine Rebidue - Program Director of Woburn Adult Services
Michelle Amero - Program Director of Peabody Adult Services

All staff can be reached via email using their first initial and last name followed by @shorecollaborative.org (for example, Kristin Shaver can be reached at kshaver@shorecollaborative.org).

Shore Locations

Administrative Office & Chelsea Adult Services Program - 201 Crescent Ave, Chelsea
The Henry Owen School - 100 Revere Beach Parkway, Chelsea
Peabody Adult Services Program - 10 Technology Drive, Peabody
Woburn Adult Services Program - 10 Forbes Road, Woburn

Website

www.shorecollaborative.org

STUDENT SERVICES

Shore's Student Services programs at the Henry Owen School in Chelsea includes all ages, from preschool to age 22, in classrooms that support children with varied disabilities, strengths, and academic goals. Students are supported by a strong interdisciplinary team, including teachers, social workers, paraprofessionals, occupational, speech, and physical therapists, school adjustment counselors, Board Certified Behavior Analysts (BCBAs), and nurses. Our innovative programming includes full-time staff that allow our students to explore music, art, health, and adaptive PE.



Grades PreK - Post Secondary

Students in the Discovery program present with complex health needs and/or multiple disabilities and are supported in their learning by strong teams of teachers, paraprofessionals, nurses, and occupational, physical, and speech therapists.

The goals for students in Discovery are to acquire and strengthen developmental, motor, language, and self-efficacy skills to increase access to academics and life skills.

Instructional strategies and teaching materials, including assistive technology, are highly individualized for each student. Communication devices and pictures, standers and walkers, switches, and "reachers" are among the many items students access when learning and interacting.

Most students in the Discovery program receive direct, one-to-one services provided by speech and language, occupational, and physical therapists, in addition to health services and monitoring by nurses. Teachers, therapists, and paraprofessionals work side-by-side to integrate mobility, positioning, communication, focusing, and grasping into all aspects of students' activities.

Disabilities

Complex Health, Physical Disabilities, Intellectual Impairment, Developmental Disabilities

Programs

All Discovery Classrooms are located at the Henry Owen School in Chelsea

Pre-K to Elementary FY25 Hours were 8:00 am to 2:00 pm

Middle, High School, and Post-Secondary Hours are 8:00 am to 2:30 pm



EXPLORERS

Grades PreK - Post Secondary

The Explorers Program supports students with autism and significant global delays to develop foundational language, sensorimotor, and self-regulation skills essential to learning. Daily schedules and routines are structured and consistent, with age and developmentally appropriate play or break opportunities provided.

Speech and language therapists work directly with students 1:1 and then integrate effective strategies for expressing their needs and preferences into all academic and daily functional routines. Similarly, occupational therapists assess and teach students sensory integration strategies to enhance brain development, regulate senses, and replace anxiety with feelings of security and calmness. Many students benefit from increasing their focus and attention through discrete trial training in their classrooms, with oversight and training provided by a Board Certified Behavior Analyst (BCBA).

Therapists work closely with teachers and paraprofessionals to integrate goals and strategies, enabling students to acquire and strengthen academic and functional skills across all activities.

Disabilities

Autism, Intellectual Impairment, Developmental Disabilities

Programs

All Explorers' Classrooms are located at the Henry Owen School in Chelsea

Pre-K to Elementary FY25 Hours were 8:00 am to 2:00 pm

Middle, High School, and Post-Secondary Hours are 8:00 am to 2:30 pm



PATHFINDERS

Grades PreK - Post Secondary

The Pathfinders program supports students who present with varied disabilities such as autism, developmental delays, and intellectual or emotional impairments.

Pathfinders students benefit from smaller class sizes and instruction that progresses at their own pace, with many varied opportunities to learn, practice, and demonstrate concepts. Materials such as visual cues, manipulatives, and audio and video supplements are used to enhance instruction.

In both the classroom and therapeutic areas, students work on communication, social, and self-regulation skills through collaborative activities and projects with their peers. All groups have classroom-wide Positive Behavior Support goals and incentives. Some students may have individual or group therapeutic or social skills services as part of their IEPs.

Functional life skills are a focus in all grades but are particularly emphasized in middle, high, and post-secondary classrooms. Pathfinder students operate "Pop-Up" shops where hand-made crafts and food items may be purchased, and coffee delivery service. In all activities, students are supported to develop self-determination skills so they can pursue the paths that interest them most.

Disabilities

Intellectual Impairment, Developmental Disabilities

Programs

All Pathfinders' Classrooms are located at the Henry Owen School in Chelsea

Pre-K to Elementary FY25 Hours were 8:00 am to 2:00 pm

Middle, High School, and Post-Secondary Hours were 8:00 am to 2:30 pm



SAIL (Social/Emotional and Academic Individualized Learning): Grades K-6

The Shore's SAIL Program (Social/Emotional and Academic Individualized Learning) is a therapeutic elementary program for students in pre-kindergarten through grade 6. While students in SAIL are typically performing at or above grade level academically, they require behavioral and emotional support that Shore provides. This support is delivered through a highly structured environment, including small, well-structured classrooms and dedicated break-time play spaces.

The program is specifically designed to support elementary students who have emotional and behavioral challenges that may be related to conditions like ADHD, learning disabilities, trauma, or other factors. Students thrive in the SAIL program due to the combination of small class sizes and clearly defined academic and behavioral expectations.

Teachers emphasize essential foundational skills, particularly in math and literacy, in the critical early years of school. Strategies are highly individualized based on students' learning styles. Academic lessons are supplemented with technology, manipulatives, and motivating hands-on projects that demonstrate real-life applications of the concepts that students are learning.

School adjustment counselors and other interdisciplinary team members are often in and out of the classrooms and are scheduled to assist with lunch and recess periods to ensure the continuity of therapeutic and educational goals. A reading specialist works 1:1 with students who are evaluated as needing this extra intervention.

Disabilities

Emotional Disabilities, Health (ADHD, ADD), Learning Disabilities

Programs

SAIL Classrooms are located at the Henry Owen School in Chelsea
FY25 hours were 8:00 am to 2:00 pm



Grades 6-8

The Shore's Bridges/SOAR Program is designed for middle school students in grades 6 through 8.

This program supports students who face emotional and/or behavioral challenges, which may be related to conditions like ADHD, specific learning disabilities, trauma, or other factors.

Students in Bridges/SOAR succeed due to the highly structured therapeutic environment, which includes small, well-structured classrooms with clearly defined academic and behavioral expectations.

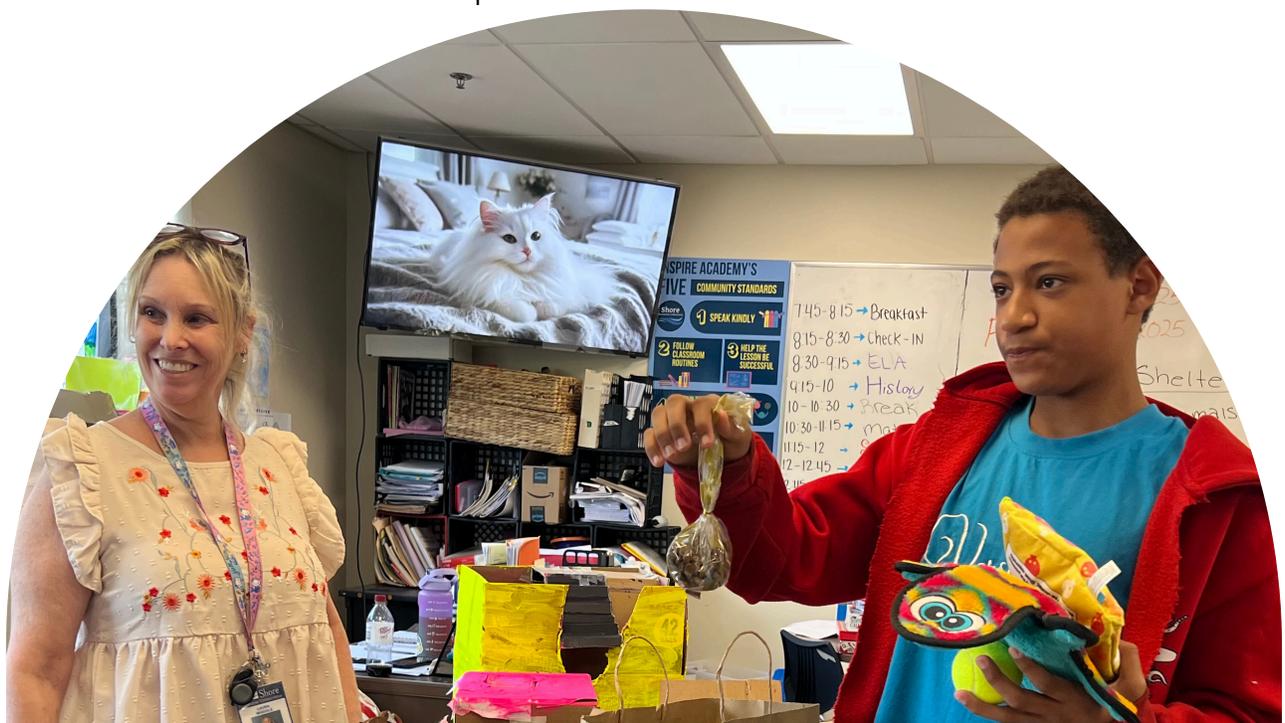
Teachers employ highly individualized strategies based on students' learning styles. Academic lessons are supplemented with technology and hands-on projects to engage students. School adjustment counselors and other interdisciplinary team members are often in and out of the classrooms to ensure the continuity of therapeutic and educational goals. A reading specialist works 1:1 with students who need extra intervention.

Disabilities

Emotional Disabilities, Health (ADHD, ADD), Learning Disabilities

Programs

Bridges/SOAR Classrooms are located at the Henry Owen School in Chelsea
FY25 hours were 8:00 am to 2:30 pm



INSPIRE ACADEMY

Grades 9-12

Inspire Academy supports high school students with emotional and behavioral challenges related to ADHD, learning disabilities, trauma, or other factors.

Inspire High School offers flexible and creative workspaces for students, featuring a kitchen, meeting spaces, and a science lab. An ample, open community space enables students to collaborate on projects or work one-on-one with teachers on courses necessary to meet their school district's graduation requirements.

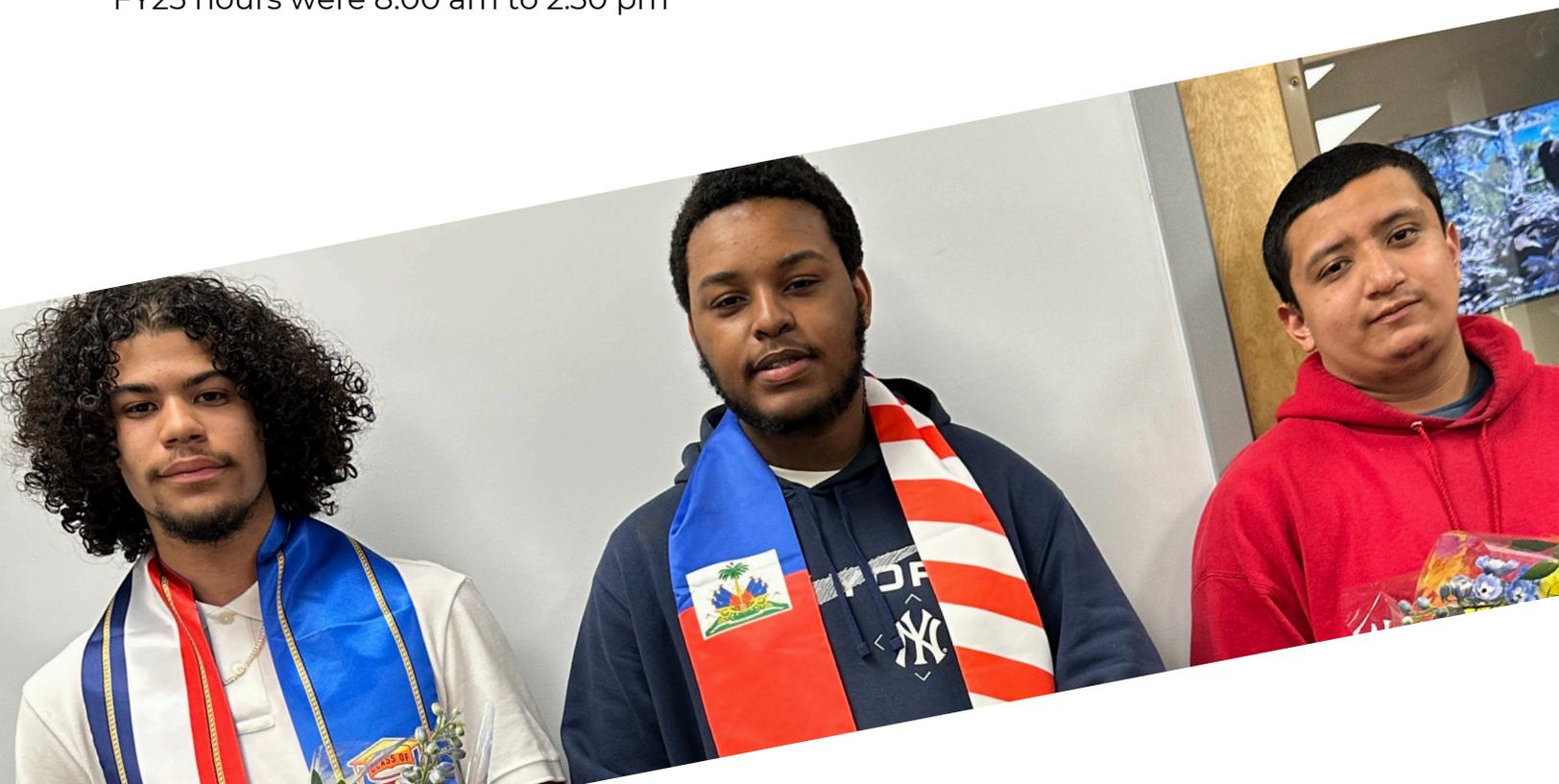
In addition to traditional classes, Inspire Academy uses "Imagine Edgenuity." This online and blended learning coursework is used for credit acquisition and to supplement classroom instruction. The curriculum includes all core content subjects as well as numerous electives. Smaller class sizes and specialized staff allow us to have the flexibility to give students the individual attention they need to make student-centered choices to take courses that align with their interests and future goals.

Disabilities

Emotional Disabilities, Health (ADHD, ADD), Learning Disabilities

Programs

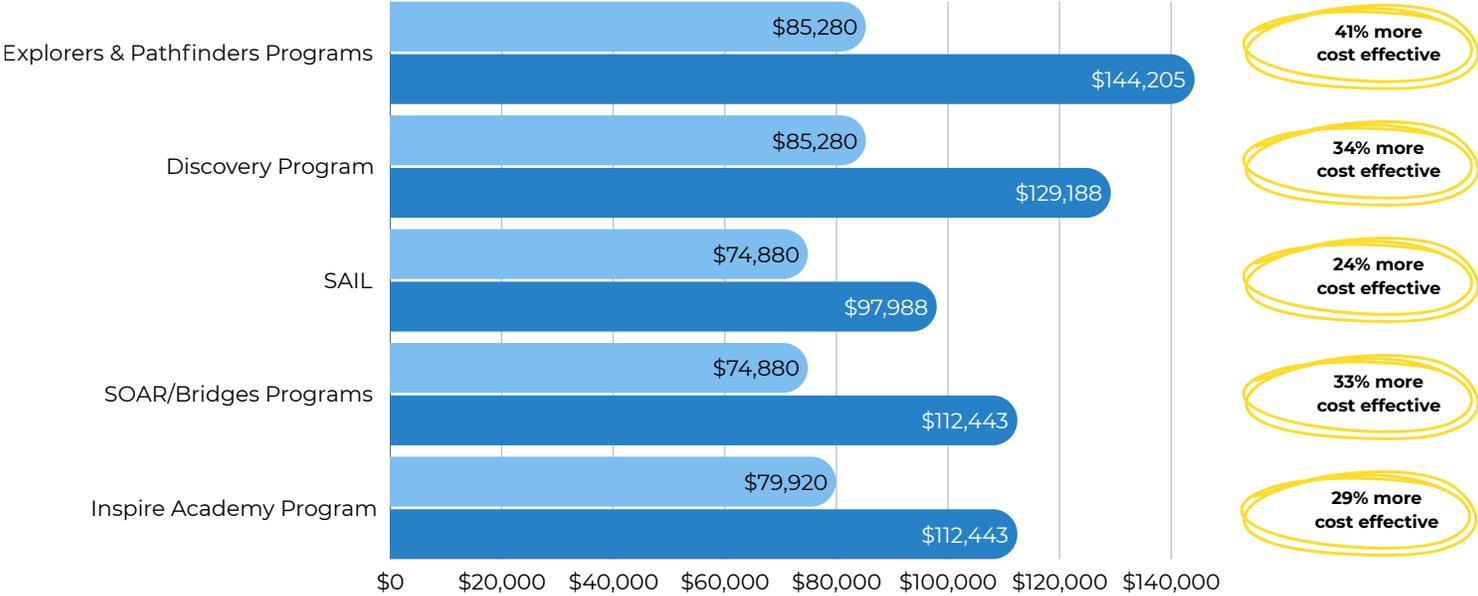
Inspire Academy Classrooms are located at the Henry Owen School in Chelsea
FY25 hours were 8:00 am to 2:30 pm



COST SAVINGS

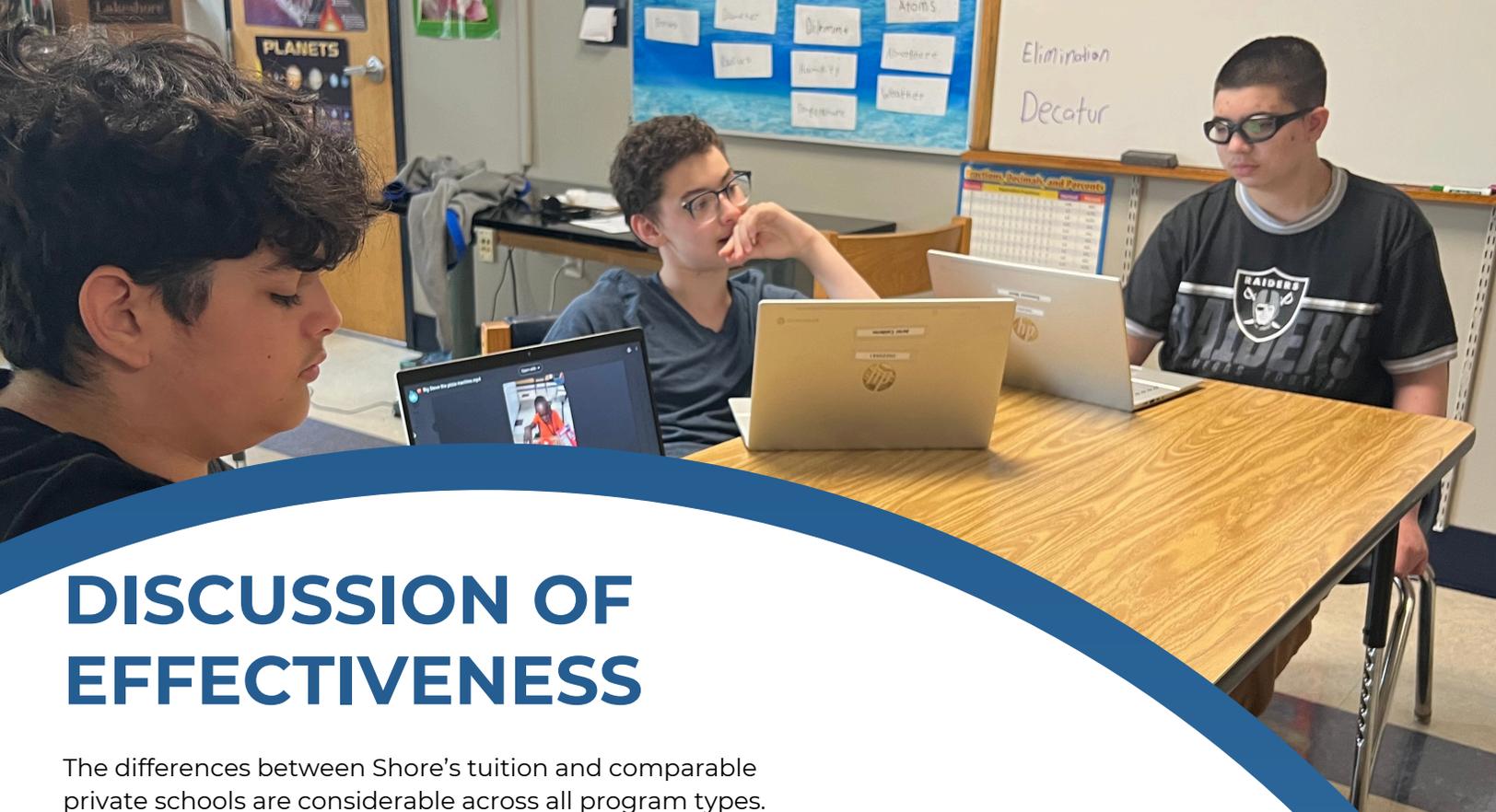
Cost Savings by Program

● Shore Tuition ● Avg Private Rate



TUITION COMPARISON DATA

Medically Fragile, Multiple Disabilities			}	Avg Private School Rates	% of Cost Effectiveness
Daily Rate	Annual Extended Year (205 days)				
Cotting School	\$640.40	\$131,282.00			
BC Campus School	\$604.90	\$124,004.50		\$129,188.27	
Franciscan	\$645.26	\$132,278.30		\$630.19	34%
Shore Discovery Program	\$416.00	\$85,280.00			
Global Delays, Autism, Life & Language Skills			}	Avg Private School Rates	% of Cost Effectiveness
Daily Rate	Annual Extended Year (205 days)				
May Center	\$651.30	\$133,516.50			
NECC	\$694.49	\$142,370.45		\$144,204.52	
Guild for Human Services	\$764.52	\$156,726.60		\$703.44	41%
Shore Explorers and Pathfinders	\$416.00	\$85,280.00			
Therapeutic Elementary			}	Avg Private School Rates	% of Cost Effectiveness
Daily Rate	Annual Typical School Year (180 days)				
Italian Home	\$498.44	\$89,719.20			
Walker	\$545.57	\$98,202.60		\$97,987.80	
Home for Little Wanderers	\$589.12	\$106,041.60		\$544.38	24%
Shore SAIL Program	\$416.00	\$74,880.00			
Therapeutic Middle School			}	Avg Private School Rates	% of Cost Effectiveness
Daily Rate	Annual Typical School Year (180 days)				
Dearborne	\$620.91	\$111,763.80			
Lighthouse	\$732.19	\$131,794.20		\$112,443.00	
Compass	\$520.95	\$93,771.00		\$624.68	33%
Shore Bridges & SOAR	\$416.00	\$74,880.00			
Therapeutic/Alternative High School			}	Avg Private School Rates	% of Cost Effectiveness
Daily Rate	Annual Typical School Year (180 days)				
Dearborne	\$620.91	\$111,763.80			
Lighthouse	\$732.19	\$131,794.20		\$112,443.00	
Compass	\$520.95	\$93,771.00		\$624.68	29%
Shore Inspire Academy	\$444.00	\$79,920.00			



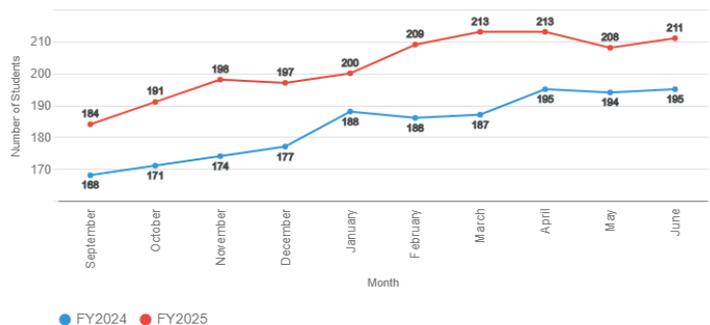
DISCUSSION OF EFFECTIVENESS

The differences between Shore's tuition and comparable private schools are considerable across all program types. Annual savings (Shore relative to private schools) range from \$23,108 to \$58,925 per student per year. Transportation costs are considerably reduced when students attend Shore rather than schools in communities further from their homes, which increases the cost-effectiveness for districts to choose Shore over other options.

Shore saw growth in student enrollment numbers from FY24 to FY25. The enrollment data in FY25 reflects an increase in enrollment from September to June of twenty-seven students, which brought Shore's enrollment numbers over 200 students for the first time in at least 15 years.

Student services also grew through our programming. We hired an art teacher and hosted an incredible art show featuring the artwork of our students. We introduced a new partnership with Citizen Schools, an organization founded in Boston in 1995 with a mission to "empower schools, districts, and communities to work together to create and sustain authentic experience-based learning opportunities." Twelve teachers, spanning ten classrooms, are participating in this new initiative and have introduced new project-based and community-grounded projects into their curricula. We also hosted our first Open House event for families at our school. Families were invited to visit Shore, meet their teachers, and also receive backpacks, school supplies, access to community resources, haircuts, and more. It was a fantastic success, increasing community engagement among our families. Our City Connects team also hosted pre-break parent/guardian coffee hours, inviting families to join us for a cup of coffee and receive resources and materials to engage their kids at home during school breaks.

Student Enrollment by Month: FY2025 vs. FY2024



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As a former student, I can confidently say that the support and guidance I received at Shore Educational Collaborative laid the foundation for everything that followed.

After graduating from your program, I was able to successfully transition back into public school, where I completed my high school education. I then went on to earn degrees from both Boston University and ITT Tech.

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ADULT SERVICES

Shore serves adults ages 22 and over through our Adult Services Day Programs in Chelsea, Peabody, and Woburn. Participants may have complex health needs, multiple disabilities, autism, and/or emotional and behavioral challenges. Services and activities are personalized to ensure that all individuals are actively engaged in activities and relationships that are meaningful to them.

All of Shore's adult day programs offer day habilitation (Day Hab), which is funded through MassHealth, and Community Based Day Supports (CBDS), which is funded through the Department of Developmental Disabilities (DDS). Most of our participants receive full-day hab support or a combination of Day Hab and CBDS services.



ADULT SERVICES

Programming

Our adult program activities vary and are driven by individual and family input. The types of scheduled group activities may include:

- Exercise and movement
- Art/craft projects
- Cooking
- Music therapy
- Money management skills
- Social skills
- Horticultural activities
- Human Rights and Self Advocacy
- Book clubs, sports talk, and other social circles
- Positive Behavior Support activities

Participants are also provided the opportunity to participate in outings, excursions, and volunteer opportunities in the community.

At Shore, Individuals:

- Feel accepted, respected, and understood
- Make new friends
- Are supported by friendly and compassionate staff
- Discover new interests
- Get the encouragement they need to be their best
- Improve skills
- Explore their communities
- Experience fulfilling days with a wide variety of meaningful activities
- Benefit from strong advocates who truly care about each person's well-being
- Let natural abilities and unique gifts shine



Community-Based Day Services: include opportunities for true community integration in areas that interest the individuals involved. These may include employment preparation, volunteering, joining a club or organization, shopping or banking, and becoming a “regular” at a coffee shop or health club. The goals are for individuals with disabilities to explore their interests, direct their own lives to the greatest extent possible, and be fully accepted members of the community. These services are funded by the Department of Developmental Services (DDS).

Day Habilitation Services: include skill acquisition and therapeutic services so that people are more self-reliant and independent at Shore and in their homes and communities. Nurses, occupational, speech/language, and physical therapists, and mobility and behavior specialists, evaluate participants using a service needs assessment tool. These professionals, along with program case managers, comprise the interdisciplinary teams that develop and monitor the progress of goals in each participant’s individualized Day Habilitation Support Plans. These services are funded by MassHealth.

Behavior Services and Nursing Plans of Care are incorporated into either or both of the program models to support participants’ needs. Many people have behavior support plans to assist in successfully treating challenging behaviors that interfere with meaningful areas in their lives. Behavior support plans are reviewed and approved by individuals and their guardians. They are intended to reduce behavior dysregulation and teach effective replacement strategies, such as communication/self-expression, problem-solving, and ways to seek and feel comfort and support.

Shore’s nurses and therapists work alongside staff to support individuals who are medically complex. Many Shore participants have multiple disabilities and/or health conditions that require specialized supports, frequent monitoring, and/or nursing interventions. In addition to direct services, special evaluations for adaptive equipment, swallowing disorders, and assistive technology, are often arranged and conducted at the program sites. Our Augmentative and Alternative Communication (AAC) support services provide recommendations for specific methods, aids, techniques, and/or devices to optimize communication for those who are non-verbal and Nurses and Program Managers maintain frequent communication with individuals’ families and residential service providers to ensure continuity of care and supports for optimal health and safety.

Funding, certification, and regulatory authority of the Adult Services programs are the responsibilities of the Department of Developmental Services (DDS) and the Mass Health Office of Long-Term Supports and Services. Shore maintains accreditation from the Commission on Accreditation of Rehabilitation Facilities (CARF).

Adult Services Division Highlights

July 2024 – June 2025

Fiscal Year 2025 was a dynamic and forward-moving year for Shore's Adult Services Division.

We welcomed 27 new participants: 14 in Chelsea, 10 in Woburn, and 3 in Peabody. Bringing total enrollment to 375 individuals. This marks five years of steady post-pandemic recovery and a return to vibrant, fully engaged program rooms. Notably, Chelsea, once our smallest site, closed the year as the largest, serving 134 participants.

A standout achievement was Chelsea's partnership with the Massachusetts Department of Workforce Development to launch an employment and training initiative for Haitian immigrants with Temporary Protected Status (TPS). Twelve new Direct Support Assistants (DSAs) joined Shore through paid training, ESL coursework, and mentorship from four Haitian-heritage staff who completed interpreter training. Nine remain employed, and two have advanced to DSS1 roles—an inspiring example of inclusive workforce development.

Quality and compliance remained central to our mission. The rollout of the MassHealth Prior Authorization process expanded therapeutic services, increased hours for physical and speech therapy, and added a part-time BCBA to support assessments. Shore earned an 89% "standards met" rating from the DDS Office of Quality Enhancement and a three-year CARF accreditation—the highest level of recognition for compliance and quality.

Staff development continued as a hallmark of Adult Services. In September 2024, the division gathered for a professional development day at Dave & Buster's featuring sessions on Positive Behavior Support (with the May Institute) and Wellness and Resiliency, along with time to reconnect and celebrate shared purpose.

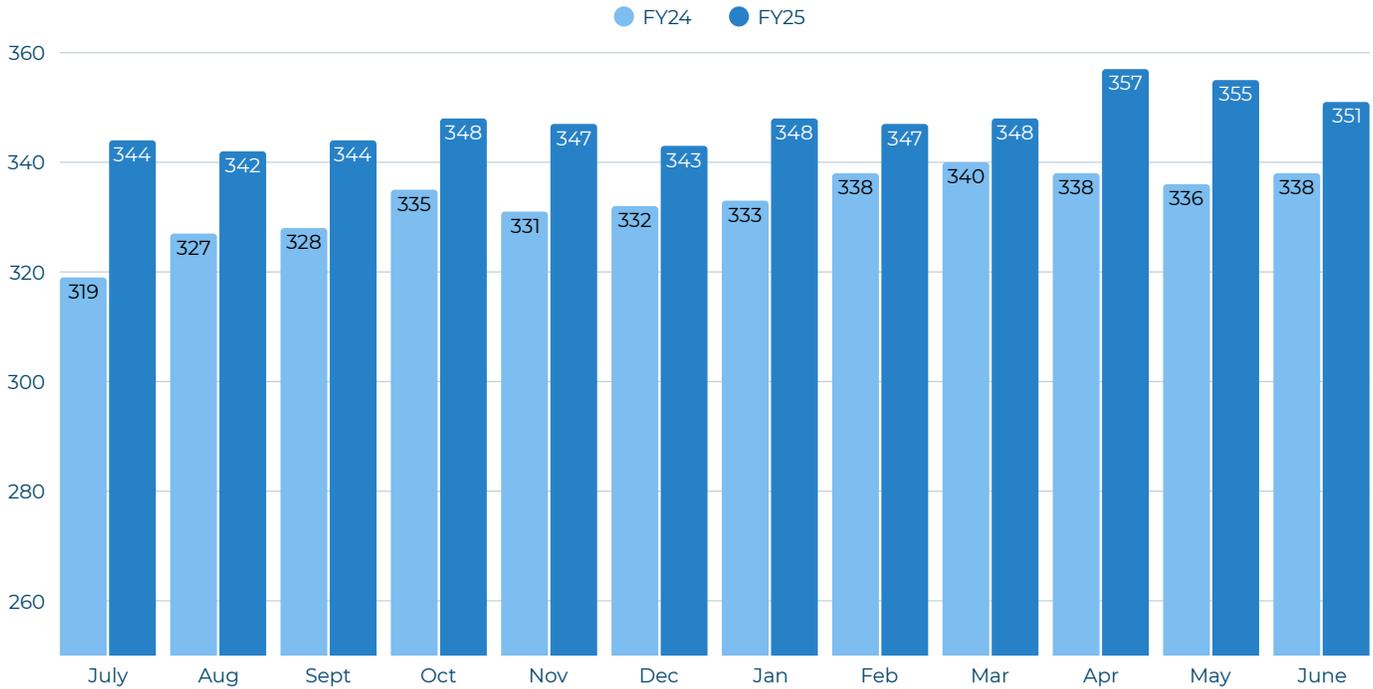
Community integration thrived through partnerships with Connor's Kindness Project, Golf For All, DCR's Universal Adaptive Ice Skating Program, and Forestdale Park Senior Living. Peabody's CBDS team was named "Volunteer of the Year" by Citizens Inn for their service at Haven From Hunger.

Each site found its own way to socialize and have fun: Peabody's Winter Dance, Woburn's Field Day, and Chelsea's visit from Lucky the Leprechaun of the Boston Celtics, while weekly music and pet therapy sessions continued to bring comfort and joy.

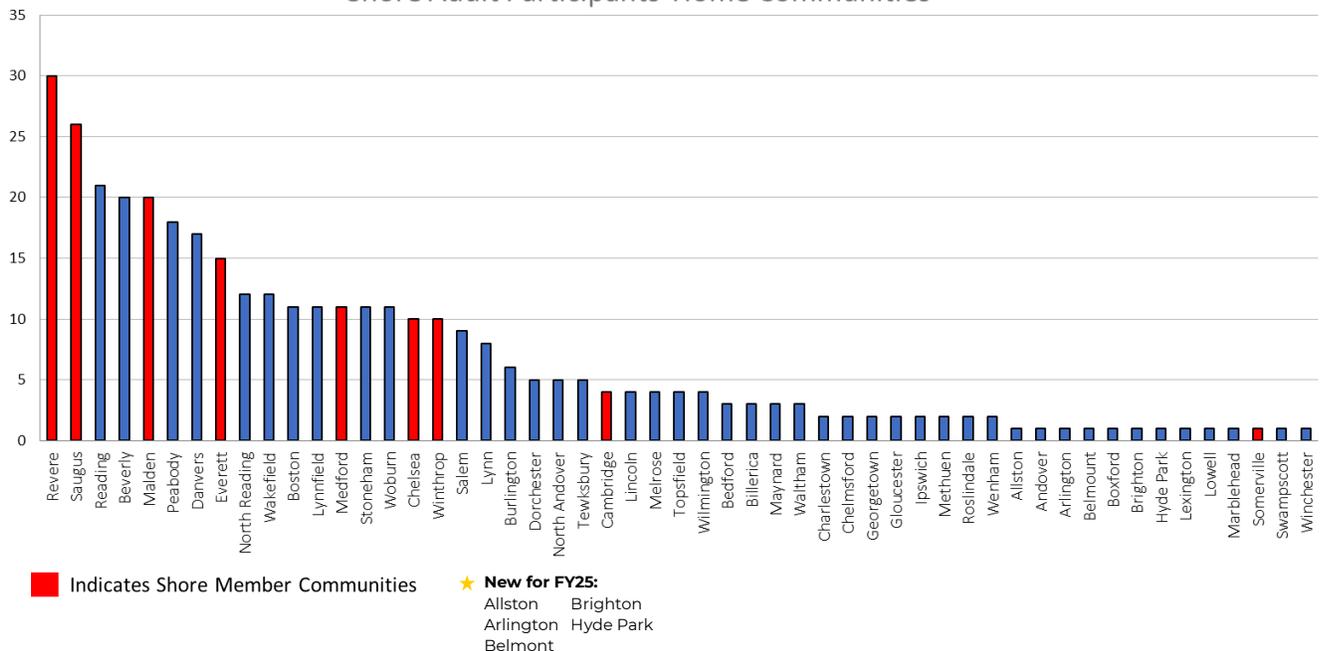
FY25 reflected Shore's heart and mission: empowering individuals, strengthening communities, and creating opportunities for all to thrive.



Shore Adult Services In-person Participants



Shore Adult Participants' Home Communities



DISTRICT SERVICES

Shore's District Support Services are offered to students, their families and school districts to enhance services or effectively address specific needs. Students referred for these services often attend school in their districts, and receive supportive or "related services" from Shore as part of their IEPs. Similarly, districts contract with us to provide administrative and professional services on an ongoing or short-term basis.



HOME TRAINING

Shore offers home training services to families of students with disabilities and have these services outlined in their IEPs. At the start of services, we conduct an initial assessment to identify each student's strengths and areas for growth, as well as to understand the family's support systems and needs. These assessments help shape and guide the delivery of our services.

Families are taught practical strategies through role-modeling in key areas, including communication, social skills, play, and self-help. Community-based skills are further developed through role-modeling and practice in real-life settings.

TRANSITION SERVICES

The Transition Services Department at Shore Educational Collaborative supports students aged 14–22 as they prepare to move from school to adult life. Through individualized instruction, coaching, and community-based experiences, students develop essential life, communication, and self-advocacy skills that empower them to define and pursue meaningful, self-determined futures. Shore is dedicated to providing each student with the guidance, support, and resources needed to achieve their unique goals and reach their fullest potential.

In Fiscal Year 2025, Shore's Transition team supported nine students in the Harbors Program in Saugus, helping them reengage with school and plan for future success. The team also partnered with the Proud Program at Saugus High School to assist 10 students as they worked toward graduation and post-secondary transitions.

Services expanded in Revere, where staff provided one-to-one coaching and collaborated with the district's life skills program, and in Everett, supporting 15 students in individualized transition planning.

Shore provided professional development to educators in Everett, Revere, and Saugus, and co-hosted the Metro North Transition Task Force professional learning community for Shore and SEEM member districts. In addition, Transition Assessments were conducted for students across seven districts, helping each student and their team better understand future goals and the pathways to achieve them.

Public Relations, Communications, and Engagement Services

The PR, Communications, and Engagement Services department at Shore Educational Collaborative plays a pivotal role in fostering strong relationships between families, communities, and each of our Shore locations. This past year, the department has amplified key programs and events, celebrated the achievements of staff and students, ensured transparent communications, enhanced translation and interpretation services, collaborated with both student and adult services to expand community engagement efforts, and supported staff recruitment efforts.

Shore makes our PR, Communications, and Engagement Services available as a trusted partner. We offer services to build and enhance communication systems, craft engaging narratives through multimedia solutions, and improve the quality and management of website content.

Harbors

Harbors was designed in partnership with Saugus Public Schools for students who, due to their disabilities, have struggled with school avoidance and have had difficulty engaging with school.

The program's goal is to help support students with reconnecting with school in positive ways that allow them to engage in all facets of their education (academic, community, social/emotional). With a focus on self-determination and self-awareness, Harbors students explore their passions, hopes, and dreams for their future through a future-readiness lens. This allows students to participate more actively in their education and plans for their future.

Harbors allows students to have school schedules that work for them, with the goal of increasing their time on learning in school as they are able. Harbors is staffed with two teachers, an instructional aid, a school adjustment counselor, and a community coach, and is primarily located in the Saugus Middle High School Complex.

CONSULTATION SERVICES

Other Shore District Services included in this category in FY 2025 are:

ETL Forums – Monthly networking and professional development sessions facilitated by an experienced Special Education Director and offered to all of our member districts's Special Education Team Liaisons (ETL). In FY25, an additional series was created specifically for ETLs in their first years in the role.

Out-of-District Monitoring – Districts contract with Shore to provide out-of-district monitoring, required for all students who receive special education services at out-of-district placements.

Augmentative and Assistive Communication – Shore provides Augmentative and Assistive Communication assessments to students who are referred by their district’s Special Education staff. Assistive technology assessments consider students’ skills, interests, disabilities, and barriers in their environments and recommend tools that can support students to more actively perform tasks and engage with others. Subsequent or in addition to assessments, our AAC specialists can provide consultation or professional development to district staff on effectively using technology tools.

Orientation and Mobility – Orientation and Mobility describes an individual’s ability to understand their current location, their chosen destination, and how they will get to that destination. For the student with a visual impairment or blindness who cannot acquire these skills incidentally through observation of peers and adults, these skills must be learned through direct, purposeful and sequential instruction. For school aged children the Certified Orientation and Mobility Specialist (COMS) provides this consistent instruction in the school, home and community settings as appropriate to the student’s age, development and need.

FY25 District Services Financial Summary							
FY25	Consultation	Home Training	Transition Services	O&M	AAC	Harbors	All District Services
Cambridge	\$26,032.00			\$945.00			\$26,977.00
Chelsea	\$800.00	\$1,294.06		\$22,894.20	\$2,870.00		\$27,858.26
Everett	\$250.00	\$9,574.24	\$9,820.00	\$17,071.60	\$2,030.00		\$38,745.84
Malden	\$650.00	\$1,632.99	\$1,400.00	\$7,245.00	\$0.00		\$10,927.99
Medford	\$450.00		\$0.00	\$2,135.00	\$0.00		\$2,585.00
Revere	\$900.00	\$12,205.00	\$31,186.00	\$19,390.00	\$3,500.00		\$67,181.00
Saugus	\$200.00	\$3,080.00	\$6,640.00	\$1,400.00	\$7,140.00	\$602,612.00	\$621,072.00
Somerville	\$600.00	\$6,265.00					\$6,865.00
Stoneham			\$1,505.00		\$1,290.00		\$2,795.00
Swampscott					\$160.00		\$160.00
Wakefield			\$1,505.00				\$1,505.00
Woburn				\$1,600.00			\$1,600.00
Winthrop	\$150.00	\$6,534.38					\$6,684.38
TOTAL	\$30,032.00	\$40,585.67	\$52,056.00	\$72,680.80	\$16,990.00	\$602,612.00	\$814,956.47

MUNICIPAL MEDICAID BILLING

Shore Educational Collaborative provides Medicaid billing services to School Districts as part of the state’s school-based claiming program. All Medicaid-eligible special education students who have eligible health/clinical-related services identified on their IEPs and have parent authorization are billed for these services. Some years ago, Shore developed and continues to support the web-based software that practitioners use to electronically enter and submit data to Shore (ShoreDoc). This software is also used by the North River Collaborative to support their districts’ Medicaid billing.

Shore provides contracting member and non-member school districts with three different types of billing for Medicaid reimbursement:

- Direct Service Claiming
- Administrative Activity Claims
- Annual Cost Reports

Shore fees are based on a 3.9% rate of reimbursable funds returned to municipalities by Medicaid through school-based claiming. The chart below indicates the revenue received by communities who contract with Shore for this service.

Medicaid Revenue Comparison FY24-FY25			
DISTRICT	FY24	FY25	▲ FY24 --> FY25
Amesbury	\$131,529.08	\$192,955.38	\$61,426.30
Everett	\$1,176,354.49	\$1,093,134.64	\$ (83,219.85)
Georgetown	\$40,126.69	\$68,623.31	\$28,496.62
Medford	\$214,842.18	\$271,474.99	\$56,632.81
Northeast	\$39,028.70	\$57,512.78	\$18,484.08
Revere	\$936,173.14	\$958,945.89	\$22,772.75
Rockport	\$25,258.91	\$21,202.13	\$ (4,056.78)
Saugus	\$365,889.83	\$421,985.87	\$56,096.04
Shawsheen	\$20,696.71	\$19,405.55	\$ (1,291.16)
Winthrop	\$285,914.64	\$278,688.93	\$ (7,225.71)
TOTAL	\$3,235,814.37	\$3,383,929.47	\$148,115.10

FY25 GRANTS

Technology
Advancement Grant
\$118,640

Technology Advancement for Adult Services

Summer Appleseeds
Materials & PD Grant
\$27,858

Support LEAs to fully implement the full suite of Appleseeds materials for reading foundational skills through professional development and support for educators, leaders, and literacy coaches from a DESE-approved Appleseeds PD provider.

Fall Interpreter in
Education Training Grant
\$13,000

Support districts in developing their capacity to provide high-quality interpretation services by training bilingual individuals in their school system to become trained as interpreters in the education setting.

Healthy Start Award
Grant
\$1,000

Awarded for achieving school breakfast excellence by ensuring that at least 80% of your students start their day off with a healthy breakfast.

Appleseeds Materials &
PD Grant
\$100,000

Evidence-Based Foundational Skills for Massachusetts, a complete package of instructional materials for reading skills in Kindergarten through Grade 2. This competitive grant helps implement Appleseeds materials for reading foundational skills.

DESE Equipment HVAC
Grant
\$100,000

Grant money spent in FY25 for HVAC upgrades and boiler pump replacement for 100 Revere Beach Pwky

IEP Improvement Grant
\$10,000

Support schools and districts to implement IEP Improvement Project, with a strong emphasis on transitioning to utilization of the newly revised forms and processes.

WORK ALIGNED WITH OUR PURPOSE - OUR ACCOMPLISHMENTS

Shore Educational Collaborative's mission is to educate, enrich, and inspire children and adults with disabilities to reach their full potential. We accomplish this in supportive learning environments where our dedicated staff value and respect everyone's unique gifts.

The purpose of Shore is to create and provide high-quality, outcomes-driven, and cost effective services for students, adults with disabilities, school districts, state agencies, families, and other community stakeholders. The focus of Shore is to provide programs and services that are specialized, unique, and economical based on our expertise and experience. Program development and delivery will be responsive to the needs of our stakeholders, i.e., recipients of service, purchasers of service, and other community and family partners.

The overall objectives of Shore as outlined in our Collaborative agreement are:

- To maximize access to and engagement in curricula as well as other aspects of school life for students with disabilities or other unique learning challenges so that they realize their fullest potential in academic, social, emotional, physical, and health related areas;
- To offer high quality programs and services to a diverse range of adults with disabilities that broaden and strengthen their skills, interests, health, social and emotional well-being; and
- To provide or facilitate access to shared resources, training, and services that strengthen, supplement, or economize school districts ' offerings. These may include: home training, drop-out prevention, credit recovery, social/emotional health and wellness, Medicaid billing services, technology management and professional development; vocational exploration and educational opportunities for students in member districts.



FY25 Achievements by Strategic Objective

1. Maximizing Access and Engagement for Students

Shore continued to expand opportunities that help students reach their fullest potential academically, socially, and emotionally.

- **Leadership & Support:** Appointed Cathy MacNeil as Director of Educational Services and added an IEP Liaison to strengthen coordination, communication, and compliance.
- **Program Growth:** Grew Harbors, a program created in response to district needs, growing enrollment by 20% in FY25 and added a teacher to respond to the growing needs..
- **Innovative Learning:** Introduced a new partnership with Citizen Schools, engaging 12 teachers across 10 classrooms in authentic, project-based learning supported by trained community volunteers.
- **New Student Showcases:** Students participated in the Citizen Schools showcase, the first winter concert, and a school-wide art show, celebrating creativity and collaboration.
- **Inspire Academy Remodel:** Fully redesigned the learning space to create a brighter, more welcoming environment with improved classroom layouts and a new reception area.
- **Family Engagement:** Hosted the first Student Services Open House on September 5th, welcoming 53 families and 15 community partners to meet teachers and explore resources.
- **Enhanced Family Resources:** City Connects Coordinators expanded activity guides and distributed materials at Parent Coffee Hours before school breaks to connect families with supports and enrichment opportunities.
- **Professional Growth for Staff:** Launched Shore's first cohort of nine Bachelor's Degree candidates pursuing bachelor degrees through Lake Erie College in partnership with BloomBoard to address the teacher shortage.
- **Teacher Diversification:** Participated in DESE's Teacher Diversification Professional Learning Community to advance equity and representation in the educator workforce.
- **Celebrating Success:** Student Services launched the Shore Shoutout newsletter, a teacher-led initiative highlighting student accomplishments and classroom projects.

2. Expanding Opportunities for Adults with Disabilities

Adult Services experienced another year of growth, innovation, and strong community engagement.

- **Program Growth:** Enrollment reached 375 participants across Chelsea, Woburn, and Peabody, with fully reactivated programming after five years of post-pandemic recovery.
- **Workforce Development:** Partnered with the MA Department of Workforce Development to train and employ 12 Haitian immigrants as Direct Support Assistants (DSA), provided ESL instruction and mentorship; nine remain employed as DSAs and two were promoted.
- **Excellence in Quality:** Achieved a three-year accreditation from CARF International in August 2024, the organization's highest level of recognition, often referred to as the "Gold Seal of Approval."
- **Technology Advancement:** Secured a grant to support the rollout of a new Electronic Health Record (EHR) and fund new iPads, laptops, and Chromebooks, improving access to records, curriculum planning, and individual learning.
- **Quality and Compliance:** Achieved an 89% "standards met" rating on the DDS Office of Quality Enhancement survey.
- **Clinical Expansion:** Implemented the MassHealth Prior Authorization process, expanded therapy hours, and added a part-time BCBA to enhance assessments and support.
- **Community Integration:** Strengthened partnerships with Connor's Kindness Project, Golf For All, DCR's Adaptive Ice Skating Program, and Forestdale Park Senior Living.
- **Recognition:** The Peabody CBDS team received the "Volunteer of the Year" award from Citizens Inn for service at Haven From Hunger.
- **Skill Development:** Participants learned new abilities through adaptive skating and swimming opportunities.
- **Transportation & Access:** Purchased new vehicles to maintain safe and reliable community access.
- **Staff Development:** Held an all-staff training day focused on Positive Behavior Support and Wellness and Resiliency, reinforcing teamwork and professional growth.

3. Strengthening Shared Resources, Training, and Services

Shore advanced its commitment to collaboration, professional development, and cost-effective service delivery across districts.

- **IT Leadership In-House:** Hired Charles Membrino as Director of Technology, bringing IT leadership back in-house to improve responsiveness, system efficiency, and data security.
- **Staff Advancement and Education:** In January 2025, Shore launched a new Bachelor's Degree program for up to 10 Paraprofessionals and Instructional Aides to earn their degrees at no cost, supporting professional growth and addressing the ongoing Special Education teacher shortage.
- **Interpretation Training:** Partnered with Activating Language Access to certify 17 multilingual staff members as professional interpreters, enhancing communication across Shore.
- **Professional Learning and Collaboration:** Participated in DESE's Teacher Diversification PLC to promote inclusive hiring practices and equitable access to educator pathways.
- **Technology Modernization:** Implemented the use of technology in Adult Services.

THANK YOU



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