

2024-2025

ANNUAL REPORT



Northshore Education Consortium
112 Sohier Road, Beverly, MA 01915
Tel: 978-232-9755 | www.nsedu.org



"Thank you for your love and patience with my son. You make each day better for every child. When the world feels unsure, NEC is a safe place that shows what's right and good." — NEC Parent



NORTHSORE
EDUCATION
CONSORTIUM

Member School Districts: Beverly, Danvers, Gloucester, Hamilton-Wenham Regional, Ipswich, Lynn, Lynnfield, Manchester-Essex Regional, Marblehead, Masconomet Regional, Nahant, North Reading, Peabody, Pentucket Regional, Reading, Rockport, Salem, Swampscott, Triton Regional, Tri-Town School Union (Boxford, Middleton, Topsfield)

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Message from the Executive Director

November 2025

Dear Northshore Education Consortium Members and Friends;

I am pleased to share this report highlighting the activities and accomplishments of the 2024-2025 school year.

As we celebrate our 50th year, our core mission remains unchanged. While each year brings new challenges and opportunities, we continue to focus on providing high quality, cost-effective public programs, services, supports and resources to assist our member districts in meeting the needs of students who require highly specialized educational and clinical services.

Over the past year, we continued to spend a great deal of time and money to address critical infrastructure issues, most notably a major capital project at our 112 Sohier Road building. This has resulted in a new roof and the functional HVAC systems that are especially critical in a school for medically fragile students, but has had a significant impact on our budget and financial stability.

Another significant achievement this year was the completion of a new collective bargaining agreement. Our Employee Federation, Board, and Administration put in many hours to come to an agreement that provides our employees with increased compensation and updated benefits. I am very proud that we were able to do this in a positive, professional, and collaborative manner, even though difficult decisions had to be made. Although this was an extremely positive process, and will help us with recruiting and retaining the most talented employees, the new contract is expensive, and will add to a challenging financial picture as we plan for the future.

On the program side, I continue to be so proud of the work that happens in our 6 schools every day. NEC students made gains in their academic and vocational skills. They made friends and participated in positive social experiences. They became more independent and better able to regulate their behaviors. And this year we expanded the number of parent-education and parent-engagement programs that took place in all of our schools.

In addition to the over 400 students educated in our schools, we provided services for students in our member districts through our Vision Services and Connections Wrap-Around programs. And, we helped districts build capacity by providing training and consultation and by providing job-alike groups for special education administrators and school psychologists.

I am incredibly proud of the work we have done as a team over the past year. It is a privilege to work with colleagues who care so deeply about our students and with children, young adults and families who demonstrate such perseverance each and every day.

With thanks for your ongoing support,


Francine H. Rosenberg M.Ed.

Executive Director

Northshore Education Consortium

Collaborative Information

HISTORY

Founded in 1974, the Northshore Education Consortium was one of the first regional collaboratives in Massachusetts and is one of the largest providers of intensive special education services to children and youth with emotional, behavioral, and developmental disabilities on the North Shore.

GOVERNANCE AND LEADERSHIP

Northshore Education Consortium is governed by a 20-member Board of Directors, representing the 22 districts served, (Tri-Town School Union is represented by their shared Superintendent.) All districts are represented by their Superintendent. The full board meets six or seven times per year. Each board member also serves on one of four subcommittees: Finance, Facilities, Policy, and Personnel. Each subcommittee meets as needed throughout the year.

The Administrative Leadership Team meets two or three times each month, to oversee the daily operations of the Consortium and its programs.

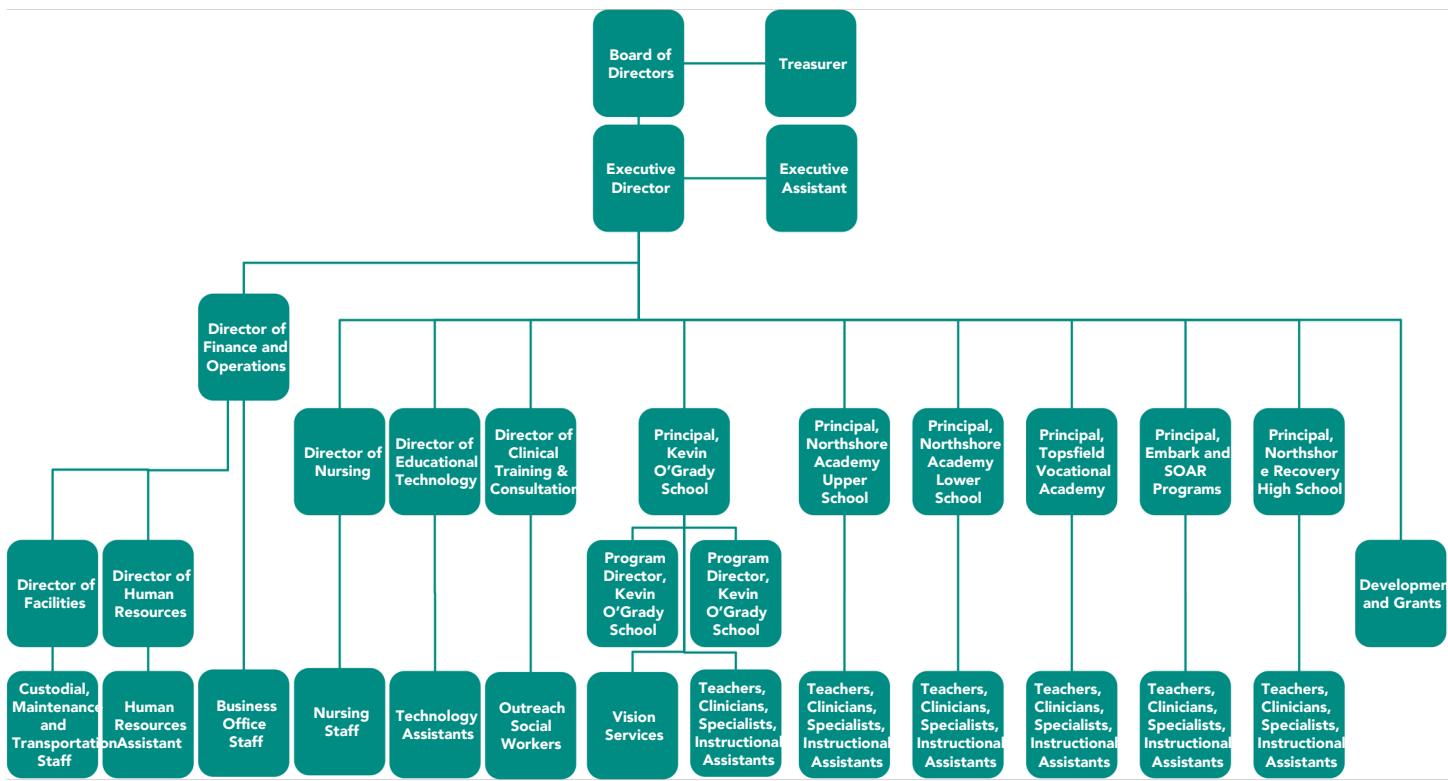
MEMBER DISTRICTS / BOARD OF DIRECTORS , 2024-2025

- Beverly Public Schools - **Dr. Suzanne Charochak**
- Danvers Public Schools - **Mr. Dan Bauer**
- Gloucester Public Schools - **Mr. Ben Lummis**
- Hamilton-Wenham Regional School District - **Mr. Eric Tracy**
- Ipswich Public Schools - **Dr. Brian Blake**
- Lynn Public Schools - **Dr. Evonne Alvarez**
- Lynnfield Public Schools - **Mr. Tom Geary**
- Manchester-Essex Regional School District - **Ms. Pamela Beaudoin**
- Marblehead Public Schools - **Mr. John Robidoux**
- Masconomet Regional School District - **Dr. Michael Harvey**
- Nahant Public Schools - **Mr. Robert Liebow**
- North Reading Public Schools - **Dr. Patrick Daly**
- Peabody Public Schools - **Dr. Joshua Vadala**
- Pentucket Regional School District - **Dr. Justin Bartholomew**
- Reading Public Schools - **Dr. Thomas Milaschewski**
- Rockport Public Schools - **Dr. Mark Branco**
- Salem Public Schools - **Dr. Stephen Zrike**
- Swampscott Public Schools - **Ms. Pamela Angelakis**
- Triton Regional School District - **Mr. Brian Forget**
- Tri-Town School Union - **Dr. Scott Morrison**



Collaborative Information

Organization Chart



Administrative Leadership Team, 2024-2025

Francine Rosenberg , Executive Director

Larry Fleming, Director of Finance and Operations

Kevin Mahoney , Treasurer , Northshore Education Consortium

Rebecca Rein, Director of Nursing

Eric Aldrich, Director of Educational Technology

Windi Bowditch, Director of Clinical Training and Consultation

Martha Krol , Principal/Director , Kevin O'Grady School

David Mercier, Principal/Director, Northshore Academy Upper School

Tracy Farraher, Principal/Director, Northshore Academy Lower School

Lynsey Page, Principal/Director, Topsfield Vocational Academy

Ellen Heald, Principal/Director, Embark & SOAR Programs

Michelle Lipinski , Principal/Director , Northshore Recovery High School

Monique Bourgault, Director of Facilities

Nancy Celli , Director of Human Resources



Mission / Core Values & Beliefs / Vision

Mission

The mission of the Northshore Education Consortium is to support member districts by offering high quality, cost-effective school programs, consultation, professional development, support services and resources to ensure that districts can provide successful learning experiences for all students, including those with complex or low-incidence special needs.

Core Values

1. Individualized, Strength-Based Education
2. Compassion and Respect
3. Teamwork and Collaboration
4. Excellence and Lifelong Learning

Guiding Beliefs

1. Communities need a broad continuum of options for children with disabilities and other risk factors.
2. All children deserve an education that allows them to achieve their full human potential, whether that means preparation for college or career, or maximum independent functioning and quality of life.
3. All children deserve an education that is individualized, strength-based, and has high expectations for achievement.
4. People with disabilities and their families deserve to be treated with compassion and respect.
5. Best outcomes are achieved through multi-disciplinary teamwork and collaboration between families, educators, and community partners.
6. Every member of the community, regardless of age, role, or ability should be engaged in a continuous learning process with a commitment to the highest level of excellence.
7. All of our work must be rooted in a commitment to diversity, equity, inclusion, and belonging.

Longe-Range Vison

Our vision is to provide a continuum of services for our region, to ensure the best possible outcomes for all students, particularly those with risk factors or disabilities. We will strive to do this by providing outstanding educational programs, but also by becoming the "go to" resource in the region for individuals looking for consultation, training, information or guidance around helping children with special needs.

We will achieve this vision by continuously developing the following:

1. High quality, specialized programs for children with complex special needs, addictions, or other unique challenges. This includes, but is not limited to:
 - a. Assuring that our programs utilize the latest evidence-based and culturally proficient practices.
 - b. Assuring that high standards are set for all students, regardless of disability, and that we are continuously measuring our success in meeting those standards.
 - c. Assuring that we have access to current technology, adaptive equipment, and other resources necessary for preparing our students for college, career, citizenship, and maximum independent functioning.
 - d. Providing opportunities for students to experience a rich array of opportunities beyond the core curriculum, including arts, fitness and wellness, community trips and activities, service learning, internships and supported work opportunities.
 - e. Maintaining strong connections to community organizations that provide medical and mental health services.
 - f. Providing supports and services for the families of our students
2. State-of-the-art professional development opportunities for our own staff and those from our districts, enabling them to stay up-to-date on best practices for complex youngsters.
3. Consultation, home, and school-based services that respond to the needs of our districts.
4. Partnerships with other schools and collaboratives, colleges, state and community agencies to advocate for and promote the interests of children and young adults with complex needs and their families.



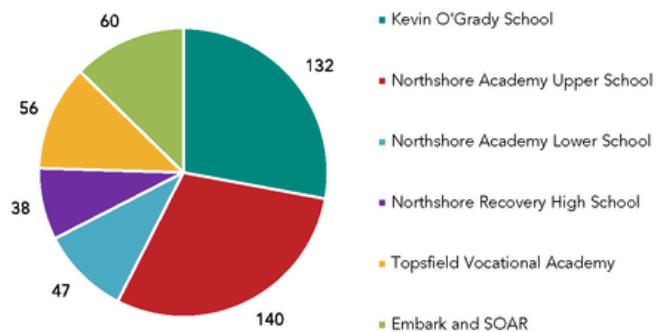
School Programs 2024-2025

During the 2024-2025 school, Northshore Education Consortium's approved day schools served 473 students from 20 member and 43 non-member districts

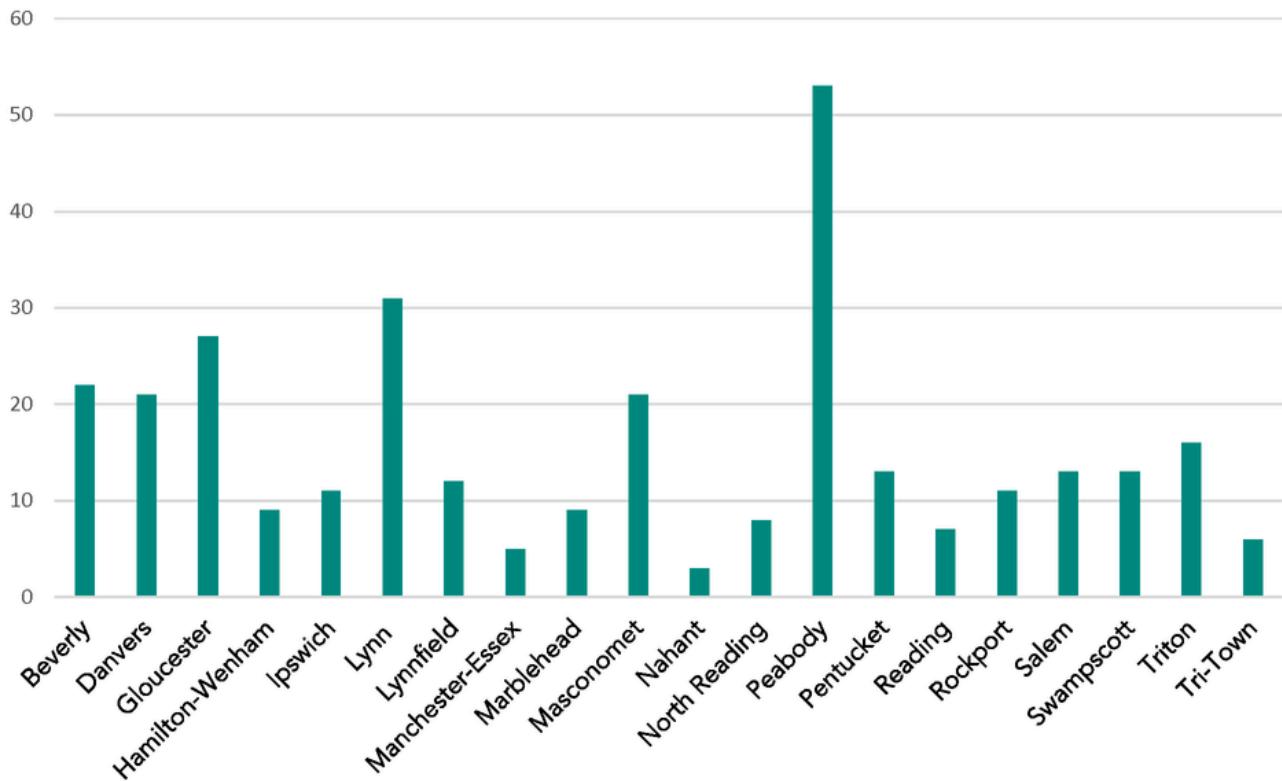
STUDENTS FROM MEMBER & NON-MEMBER DISTRICTS



STUDENTS BY PROGRAM



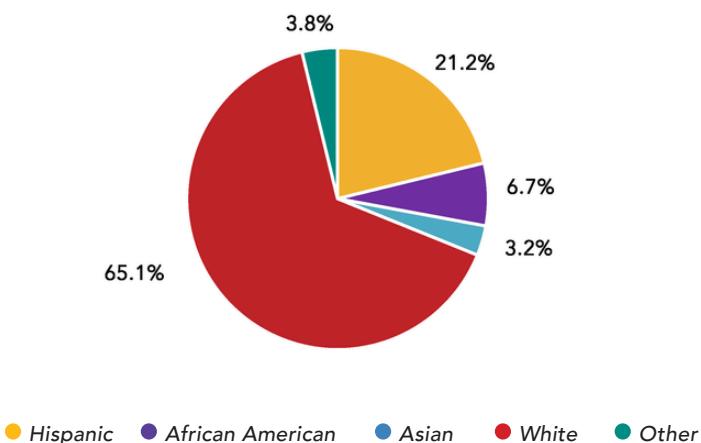
STUDENTS SERVED BY MEMBER DISTRICTS



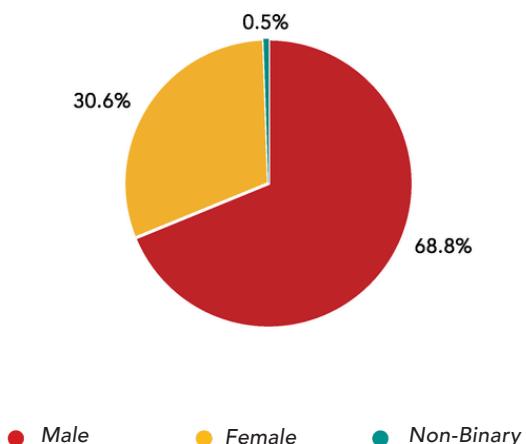
Demographics 2024-2025

The following information is based on the Department of Elementary and Secondary Education School and District Profile Data.

RACE & ETHNICITY



GENDER



"It is the best feeling to send my child to a place that celebrates his every little victory as much as I do. They make me feel like my child is seen and important."

- NEC Parent

ADDITIONAL DATA

High Needs	99.2 %
First Language not English	9.4%
English Learner	2.7%
Low Income	61.8%



Kevin O'Grady School

112 SOHIER ROAD | BEVERLY, MA

The Kevin O'Grady School (KOG) serves students ages 3-22 with significant developmental disabilities including:

- Intellectual impairments
- Autism
- Multiple disabilities
- Physical disabilities
- Complex medical needs
- Sensory impairments
- Visual impairments

The staff of the Kevin O'Grady School believes that team collaboration is essential to maximize each student's level of independence, development of functional life skills, and academic achievement. Various services and therapies are integrated within the classroom setting, offering a more intensive model of support and intervention. The school focuses on developing academic and life skills to maximize students' educational potential and increase opportunities for meaningful participation in home and community activities.

During the 2024-2025 school year, KOG served 132 students from 36 districts.

MCAS-Alt portfolios were submitted for all eligible students in grades 3-10.

Approach

At the Kevin O'Grady School, each student's program focuses on developing these core skills:

- Communication (including augmentative and assistive technology)
- Functional academics
- Activities of daily living
- Social and leisure skills
- Pre-vocational and vocational skills
- Movement and functional mobility
- Adaptive behavioral skills



Specialized Services

- Vision, orientation and mobility and deafblind services
- Support groups and workshops for families
- Augmentative and assistive technology assessments
- Adaptive equipment and wheelchair clinic

PROGRAMS

Foundations Program

The Foundations Preschool/Kindergarten classroom provides intensive services for children ages 3-6 with special needs. The program follows the Massachusetts Department of Education Guidelines for Preschool Learning Experiences. Within an integrated classroom with peer models, students acquire the communication, social/emotional, and self-help skills they need to successfully transition back to schools within their community or other specialized programs. All services are provided within the classroom to assure comprehensive integration and carryover of learning objectives. In addition to their bright, cheerful classroom, children enjoy playing on the school's beautiful, accessible playground for young students. A glider, swings, climbing structure and sensory stations provide outside fun for children of all abilities.

Access Program

The Access Program provides intensive services for students ages 6-22 with multiple impairments, including students with complex medical needs. Students actively engage in daily routines, activities, and experiences that provide optimal levels of stimulation required to explore their environment and increase quality of life. For some students, complex medical issues require frequent care from qualified personnel. Nursing services and therapies are integrated into the classroom with the emphasis on teaming with classroom staff to meet the objectives of each student's Individualized Education Plan (IEP). Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.

Kevin O'Grady School

Reach Program

Reach provides intensive services for children ages 6-13 on the Autism Spectrum or who have developmental or intellectual impairments. Students acquire the academic, communication, social/emotional and self-help skills they need to reach their full potential. Teachers use research-based teaching methodologies. The emphasis is on learning through systematic instruction, including structured teaching and applied behavior analysis. Adaptations, including sensory diets, augmentative communication systems, adaptive equipment, and environmental supports, enable students to engage actively in learning. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior analysts.



Strive Program

Strive classrooms provide intensive services for students with intellectual and multiple impairments, including students with autism and complex medical needs, 7-22 years of age. Students acquire the ability to access the curriculum through varied targeted developmental communication and/or motor skills. Adaptations include: sensory diets, augmentative communication systems, adaptive equipment, and environmental supports that enable students to actively engage in learning. Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.



Target Program

Target provides intensive services for adolescents and young adults ages 11-22 who are on the Autism Spectrum or have intellectual impairments. Students focus on the academic, communication, social/emotional, self-help, pre-vocational, vocational, and life skills needed for them to become active members of the community. Students begin by practicing skills within our structured, in-house vocational centers including: Training Center, Recycle, Supply & Delivery, Clerical, and Prime Products. Job skills include: recycling paper, cans and bottles, stocking shelves, making items to sell, and preparing mailings. They also work on developing independence and responsibility by participating in community outings and vocational internships. Students undergo a comprehensive vocational assessment to identify their skills, strengths, and vocational interests. Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.



Northshore Academy Upper School

126 SOHIER ROAD | BEVERLY, MA

Located in Beverly, **Northshore Academy Upper School (NSAU)** serves students in grades 7-12 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders or be dealing with several of these challenges simultaneously. NSAU served 140 students from 42 districts during the 2024-2025 school year. 26 students graduated in June 2025. 6 went on to college. 5 entered the workforce. 6 continued their education in a Transition program such as SOAR, and 8 went on to receive adult services and career training through MassAbility.

At NSAU, social/emotional learning is fully integrated into the students' day with a multi-tiered system of support enabling them to focus on academic progress while also enhancing the core social/emotional competencies of self-awareness, self-management, social-awareness, relationship skills, and responsible decision making.

NSAU's programs and services have been designed to help students enhance their academic and social skills to prepare them for return to their school district, college, and/or job placement. This is accomplished through assigning each student to a multi-disciplinary team of professionals which includes an academic advisor, clinician, and behavior specialists. This team and the students' parents/guardians work together to meet the individual student's needs using innovative educational programming. Core academics take place during the first half of the day along with skill focus strands and vocational opportunities through its Media, Art, Cosmetology, and Culinary programs. Various social/emotional enrichment opportunities are provided in the afternoon in the form of Outdoor Adventure classes, Health and Wellness classes, Leadership groups, and student-interest clubs. All students have an Individual Educational Plan and are referred through the Special Education Department of the student's sending school district.

ACADEMICS

- An integrated curriculum, which includes multi-sensory learning, art, drama, and music education, project-based learning, and opportunities for physical and recreational development, including a dynamic outdoor adventure program
- Small classroom size, which provides a more intensive and focused learning environment for students
- Enhanced computer and technology programming exposing students to a broader educational experience
- Academic testing to accurately assess the educational strengths and needs of each student
- Vocational programming and work study opportunities presenting college and/or employment options to students



CLINICAL SERVICES

- Psychosocial assessment to accurately determine social, emotional, and behavioral interventions needed to support student success in the classroom
- Case management coordinating school-based services and/or facilitating referrals to outside agencies for substance abuse treatment, psychiatric assessment, and individual and/or family therapy
- Family supports and communication
- School-based counseling
- Psycho-Social Educational Groups (i.e., life skills, anger management, transition to young adulthood, teen health, social skills, college and career preparation, social thinking curriculum-based groups, etc.)
- Art/expressive therapy
- Speech and language, occupational therapy, or physical therapy if needed
- Positive Behavior Interventions Systems



Northshore Academy Upper School

STUDENT SUPPORT SERVICES

- Social skill development specific to classroom and community interaction (anger management, decision making, critical thinking)
- Crisis management
- Positive Behavior Intervention plans and emotional support targeted at keeping the student in their classroom Restorative practices to create a positive culture, develop personal insight, improve social dynamics

TRANSITION PLANNING AND COLLEGE PREPARATION SERVICES

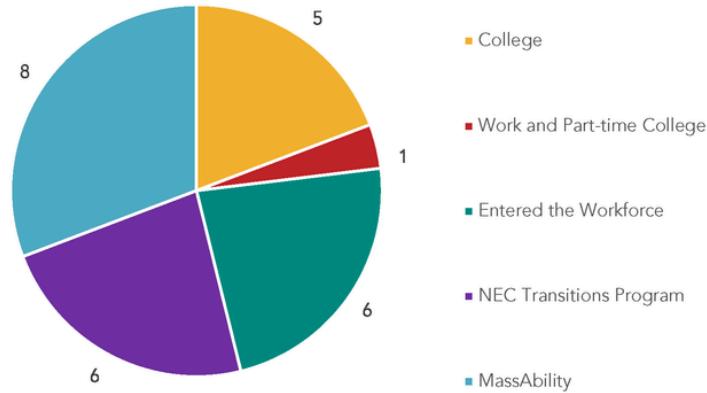
- Career awareness and exploration activities (job shadows, class sessions, and workshops)
- Career center workshop
- College planning and preparation throughout the year
- Internships
- Classes on employment and career development skills
- Numerous college and trade school tours and information sessions
- Transition Planning Night for parents to provide information about college exploration, career preparation, digital portfolio use, the IEP process and transition planning, and how to use community resources and supports to prepare students for life after high school
- Close collaboration with the Massachusetts Rehabilitation Commission
- Onsite PSAT and SAT
- Dual enrollment

ENRICHMENT ACTIVITIES

- Intramural basketball and soccer teams
- Saturday and school vacation hiking trips
- Drivers Education provided on site in collaboration with Triad Driving Academy
- After-school "LAN" parties (Local Area Network) which give students an opportunity to come together and develop social skills while engaging in a variety of gaming activities
- Electives, including digital media and technology, culinary arts, fine arts, cosmetology, music, drama, and rock climbing



POST-GRADUATION PLANS



NSAU served 140 students from 42 districts during the 2024-2025 school year. Twenty- six students graduated. Of the graduating students, eight are entering the MassAbility program, six are joining a transition program, six are beginning full-time work, three are attending community college, two are enrolling in a four-year college, and one is working while attending college part time.

Northshore Academy Lower School

83 PINE STREET | PEABODY, MA

The Northshore Academy Lower School (NSAL) is located in West Peabody and serves students in grades K-6 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. NSAL served 47 students from 28 districts during the 2024-2025 school year.

NSAL delivers tailored instruction that meets students where they are, recognizing that each child has unique learning needs and strengths. Through small group instruction, NSAL creates an inclusive environment that fosters personalized learning and encourages student engagement. Dedicated educators focus on academic skills but also prioritize the development of social skills and sensory and emotional regulation within our daily program. By embedding pragmatic language development into our curriculum, we ensure that students are equipped not only for academic success but also for meaningful social interactions, allowing them to thrive both in and out of the classroom. This whole-child approach nurtures each child's growth, helping them gain confidence and independence as they develop skills as young learners.

In the therapeutic milieu designed for elementary-aged students, a team of trauma-sensitive staff creates a warm and nurturing environment tailored specifically to the needs of young learners. Understanding that children may have experienced various forms of trauma, our dedicated educators and support staff focus on building trusting relationships with each child, ensuring they feel safe and valued. Educators implement more focused and intensive strategies, often through small group instruction or specialized programs that address specific needs, such as reading comprehension, social skills, or emotional regulation.

NSAL uses cooperative problem-solving strategies that encourage students to express their feelings, share their thoughts, and collaborate in finding solutions to everyday challenges they may face. Staff help students develop emotional regulation, social skills, and resilience. This child-centered approach fosters a sense of community and belonging, empowering young learners to navigate their emotions and build healthy relationships with peers and adults while fostering personal growth and healing within a supportive framework.

12 students completed the program throughout the 2024-2025 school year; four students were placed in less restrictive settings, and six were placed in lateral settings, including 4 rising 7th graders at Northshore Academy Upper School. Two students moved to a more restrictive and specialized setting in order to meet their unique needs.



Topsfield Vocational Academy

248 BOSTON STREET | TOPSFIELD , MA

Topsfield Vocational Academy (TVA) is located in Topsfield and serves students in grades 9-12 with a range of learning, social-emotional, and behavioral health challenges.

During the 2024-2025 school year Topsfield Vocational Academy educated 56 students from 28 districts. TVA had six students graduate with a diploma in 2025. One is attending community college. Two are attending trade school, One is attending the SOAR program to continue his HS education, and two are working. Two students did not complete graduation requirements but are employed.

In addition to academic and clinical programming, TVA features onsite vocational shops in the areas of culinary arts, print design, and carpentry. Students also participate in independent offsite jobs, as well as supervised, small group offsite vocational opportunities.

TVA offers a wide variety of community-based vocational internships. TVA maintains a partnership with the Essex Shipbuilding Museum, giving students the opportunity to participate

in building boats and learning about the maritime history of the region.

TVA supports diverse learners. We educate the whole child and teach them, not only the academic content they need to graduate from high school, but also the life skills, training, and global perspective they need to be successful in a changing world.

Last year we integrated community-based trips into our curriculum to expose our students to a variety of environments and to build capacity with social expectations. In addition to fun community-based trips, students also give back to the community through a variety of community service opportunities and service learning projects.

TVA embraces connections and we have started planning events with our families and local community members. We started a Spring Festival last year that celebrates the diverse cultures of our community and brings people together for food and celebration. We are hoping to continue this tradition and more.

TVA provides a unique learning environment with supportive staff where students are able to build confidence and capacity.



Northshore Recovery High School

112 SOHIER ROAD | BEVERLY, MA

Northshore Recovery High School (NRHS), located in Beverly, is designed to meet the complex needs of high school students who struggle with substance use and co-occurring mental health/academic needs. NRHS uses a research-based, government-supported definition of the term “recovery”: a process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential. The school fosters a culture rooted in integrity, mutual respect, and personal accountability, empowering students to take ownership of their growth and contributions to the broader community.

NRHS co-designs plans and pathways that are personalized to each student’s needs and goals. The school’s commitment is to provide a high-quality academic experience while supporting the development of students’ recovery capital — assets such as knowledge, dispositions, abilities, and relationships within each of the broad domains of health, purpose, and community. The goal of NRHS is to stabilize students, build their recovery capital, and help transition them to their next steps with a healthy accumulation of internal and external resources that will fortify them along their path to meaning and purpose, including higher education, military service, and employment.

Funded by the State Department of Education and local school districts, NRHS provides students a trauma-informed high school environment with specialized clinical and intervention support needed by students who are struggling with issues related to substance use, trauma, mental health, and learning challenges.

Unlike other NEC programs, students can be referred to NRHS by schools, parents, courts/state agencies, mental health providers, and other youth-serving agencies.

During the 2024-2025 school year, NRHS served 38 students from 10 member districts and 9 non-member districts. Eight students graduated in June 2025. Three are enrolled in community college and are doing well. Four are employed full time. The other two continue to explore options for continuing education.

NRHS provides an after-school program for students funded by the Department of Public Health as well as private funders. Students participate in daily and weekly opportunities to enjoy a safe and substance-free environment while building community and exploring personal growth opportunities.

This year, NRHS staff piloted a short-term stabilization program for eight students from three local districts. The participating students responded overwhelmingly positively. NEC is exploring funding opportunities to keep this program running throughout the year for students who need a “fresh start” in a smaller environment with a structured group-centered curriculum. This is a program where students can explore strength-based approaches to improving overall well-being while focusing on the development of a growth mindset.

“Our son is taking a statistics class at MassBay Community College. He is developing a plan and sees a future for himself. Without your staff’s commitment, patience and love this would not have happened.”

Please let all the faculty and staff know how eternally grateful we are. Our love and respect goes out to you all.”

—Recovery High School Parent



Transition Programs

SALEM STATE UNIVERSITY | 121 LORING AVENUE, SALEM, MA

NEC's **Transition Programs (SOAR & Embark)** prepare young adults ages 18-22 with moderate learning, psychiatric or intellectual disabilities for successful independence and employment, and in some cases, continuing education. Twenty-six students graduated from Embark and SOAR in 2025. Fourteen received diplomas, and all twenty-six received certificates of completion. Five of these students went on to paid employment. Three are taking college classes. Three students went on to supported employment. Ten went on to adult day programs. All students completed travel training and learned to use public transportation, and seven received their driver's license. Sixteen of the students completed certificates in CPR, First Aid, Serve Safe, or OSHA. At the time of graduation, twenty-five students were receiving ongoing support from DDS and MRC.

Embark Program

The **Embark Program** is located at the Enterprise Center at Salem State University and is geared toward students with learning delays and intellectual disabilities. Students use the college campus resources (such as the library, bookstore, wellness center, and food court) to enhance their academic, vocational, and physical education. In 2024-2025, Embark served 32 students.

PROGRAM COMPONENTS

The Embark experience has two major components: independent life and occupational development. The components are integrated and together contribute to the successful transition of each student from home and school to independent life.

Independent Life

The Independent Life component focuses on foundation skills:

- Using resources within the community
- Public transportation training
- Consumer skills
- Social skill training and application
- Leisure options
- Oral and written communication; computer literacy
- Current events and issues
- Health issues and other issues pertaining to adult sexuality
- Occupational Development



Occupational Development

The Occupational Development component includes foundation skills, vocational/career preparation and placement, occupational assessment and advisement; internship opportunities. Students must attend Embark for a minimum of two years, up to a maximum of four years. The program sequence is individualized and includes the following:

- Vocational assessment
- Internship and/or job placement
- Residential living preparation
- Transition-related issues
- Maintaining employment



Transition Programs

SOAR Program

SOAR is a specially designed transition program for students ages 18-22 with Autism Spectrum disorders, anxiety disorders and related diagnoses. The goal of the program is to assist students in transitioning to college and the world of work and to support students in becoming confident contributing members of society.

The SOAR program is located at the Enterprise Center at Salem State University. Students will experience the benefits of campus life while learning life and career skills such as travel training, organization, study skills, and social functioning. The program is geared toward students motivated to prepare for the next level of independence on a college campus or in the work force. During the 2024-2025 school year, 28 students attended the program.

PROGRAM COMPONENTS

- Self advocacy curriculum (self-awareness, self-disclosure)
- Time management
- Physical education (self-calming, self-regulation, yoga, wellness activities)
- Study skills (test preparation)
- Class etiquette
- Executive functioning supports/skills training
- Negotiating
- Weekly community trips
- Transportation options (travel training, rideshare options)
- Leisure activities
- Social skills
- Vocational training through paid and unpaid community based internships
- Use of a variety of technology options



Consultation, Contract Services & Regional Collaboration

During the 2024-2025 school year, Northshore Education Consortium provided vision, orientation, and mobility services to 86 students from 18 districts, and mental health consultation or wraparound services to 10 districts.

Connections Wraparound Program

The Connections Wraparound Program has three full time licensed clinicians providing outreach and support to high risk students in our member districts. This year, the Connections Program contracted with 7 member districts, worked with four additional districts on a fee for service basis, and worked with 7 students enrolled in NEC day schools. In total, there were 74 referrals to the Connections Program.

District and Community Training and Consultation

NEC clinicians provided ongoing clinical consultation to social work staff in three member districts. Our team provided Youth Mental Health Training in three communities, and provided workshops to member districts on topics such as Helping Students Transition Back to School after Treatment and Positive Parenting.

Regional Job-Alike Groups

Northshore Education Consortium continues to host the expanded job-alike groups for Special Education Administrators, team chairpeople, and school psychologists, providing much-needed collegial support.

We have over 100 people in the email groups for Team Chairs and Out of District Coordinators, and an average of 30 attendees at each meeting, representing 12 districts.

Our School Psychologist Group has 70 members, with an average of 25 attending each meeting. We provide these groups free of cost to our members.

Regional Collaboration

We are pleased to collaborate with the YMCA of the North Shore and Children's Friend and Family Services/JRI to run the successful Positive Alternatives to Student Support Program. This program offers options to long-term suspension for youth facing behavioral health challenges. We're also proud that several members of our leadership team have presented at the Youth at Risk Conference and provided training for peers through Massachusetts Partnerships for Youth.

Northshore Education Consortium Family Center

The Northshore Education Consortium Family Center runs several parent support groups and maintains a comprehensive resource library filled with books, pamphlets, and other materials on a wide range of disabilities and special education, mental health, and substance abuse issues.

These resources are available for parents and professionals throughout the region.

During the 2024-2025 school year, Northshore Education Consortium's Parent/Guardian Series offered workshops for parents, guardians, and staff on key topics including psychiatric medication, adult autism services and transition planning, autism and family relationships, digital safety and wellbeing, and resources for young adults. These sessions provided practical information, expert guidance, and community connections to support children's growth and successful transition to adulthood.

"The Connections Program is a valuable resource for bridging the home to school gap.....The clinicians were extremely supportive to families, helping them to get outside community supports. And they provided the in-home lens we don't always see as school providers."



Cost Effectiveness of Programs & Services

Northshore Education Consortium's approved day programs are both cost effective based on a clear financial analysis of rates, but also enable districts to save on transportation costs by keeping students closer to home, and they are able to provide a higher quality service to students by pooling specialized expertise within one central location.

The simplest way to discuss the cost effectiveness of NEC-approved public day programs is to compare them to private special education placements that serve similar populations. (See chart on page 21.)

Based on an analysis of private schools serving similar populations, member districts can save over \$100-\$500 per day (18,000-90,000 per 180 day school year), not including transportation costs by sending a student to an NEC program. NEC tuition rates generally include all therapy and nursing services.

Cost Effectiveness of Northshore Recovery High School

It is difficult to articulate the cost-effectiveness of Northshore Recovery High School based on financial analysis. There are only five Recovery High Schools in Massachusetts, and there are not a lot of similar programs or schools to compare them to. By providing a regionalized Recovery High School, we are able to offer highly specialized services to a targeted group of high risk teenagers and enable these students to receive the needed supports to earn their diplomas. Most districts would be unable to provide these services within districts, as the cohort of students who need the services would be too small.

Districts were charged tuition of approximately \$100 per day depending on special education needs and member status.

The full cost of providing clinical and recovery services is subsidized by a Massachusetts Department of Public Health grant for after school, summer, and vacation programming. Many of the students, prior to enrollment at Northshore Recovery High School, were utilizing extensive mental health services within their public schools or were enrolled in public or private day or residential schools with tuitions ranging from \$285 (Northshore Academy Upper School) to over \$700 per day.

Cost Effectiveness of Professional Development

We continue to provide a range of job-alike groups for special education and clinical staff from our member districts at no cost. Over 150 professionals participate in these groups. We have been successful in seeking philanthropic grants to offset the cost of most of our training and consultation services. In FY25 we charged member districts \$150 per hour for professional consultation whereas, when we have needed to hire consultants to work with our staff, we have paid upwards of \$250 per hour.

Subsidizing Through Philanthropy and Grants

Given our desire to keep tuition rates affordable and to provide the highest quality programs and services for our students, we have expanded our capacity to seek private philanthropic dollars to supplement and enhance what we are able to provide without increasing tuition rates. During the 2024-2025 school year, Friends of Northshore Education Consortium raised over \$500,000 through grants and private donations. This enabled us to provide low-cost training, purchase new technology and communication devices, as well as to support a wide range of extracurricular and enrichment activities. The Friends of Northshore Education Consortium is an established 501(c)(3) non-profit that exists for the sole purpose of supporting NEC programs through fundraising efforts including events, grant proposals and major gift donations (EIN# 61-1479553). In addition to philanthropic grants, several DESE and DPH grants have helped us to expand what we are able to offer to students in terms of academic and SEL programming.



Festivus 5K for Autism 2024 was a HUGE success with over \$33,000 going directly to fund essential educational programming for our students with autism



"Thanks to a Tower Foundation grant, we began the year with inspiration and connection. Together, we're ready to find the 'Super Powers' in every student!"

Cost Effectiveness of Programs & Services

Severe Disabilities

School	Daily Rate FY 25
<u>NEC -Kevin O'Grady School : Member</u>	<u>\$543</u>
<u>NEC -Kevin O'Grady School : Non-Member</u>	<u>\$670</u>
<u>BC Campus School</u>	<u>\$577</u>
Beverly School for the Deaf: Children's Communication Center	\$604
<u>Melmark</u>	<u>\$610</u>
<u>Nashoba Learning Group</u>	<u>\$634</u>
<u>Kennedy Day School</u>	<u>\$645</u>
<u>NE Center for Children</u>	<u>\$694</u>
<u>Hopeful Journeys</u>	<u>\$716</u>
<u>Perkins School for the Blind: Intermediate</u>	<u>\$1,081</u>

Emotional Disability (Grades K-12)

School	Daily Rate FY 25
<u>NEC - Northshore Academy: Topsfield Vocational: Member</u>	<u>\$285</u>
<u>NEC - Northshore Academy: Topsfield Vocational: Non-Member</u>	<u>\$351</u>
St. Ann's	\$391
New England Academy	\$421
Arlington School (McLean)	\$473
Walker	\$545
Community Therapeutic Day School	\$568
Dearborn Academy / School for Children	\$620
Lighthouse School	\$732
Manville / Judge Baker	\$765

Intellectual Disability / Autism (Ages 18-22)

School	Daily Rate FY 25
<u>NEC - Embark/SOAR: Member</u>	<u>\$245</u>
<u>NEC - Embark/SOAR: Non-Member</u>	<u>\$285</u>
Riverview School	\$352

Progress Toward Achieving Purpose & Objectives

The purpose and objectives of Northshore Education Consortium are stated in the Collaborative Agreement as:

Purpose

The Consortium exists to provide education and related services as requested by its member districts, including, but not limited to programs and services for children with low-incidence disabilities and professional development for teachers and other related service professionals. These programs and services will also be available for non-member districts. The collaborative Board of Directors (herein, "the Board") has the authority to decide that the Consortium should provide services, programs, and/or assistance for its member districts in addition to those outlined in the first paragraph, consistent with applicable laws and regulations related to educational collaboratives.

Focus

The focus of the Consortium is to provide innovative, high quality, cost-effective educational services for students with complex or low-incidence disabilities, to provide resources for member districts, and to serve as a regional center for planning and problem solving for member districts.

Objectives

The overall objectives of the Consortium are:

1. To play a leading role in defining the future role of collaboratives in the Commonwealth.
2. To strengthen and expand the Consortium programs and services in a cost-effective manner that meets the needs of students and faculty in member districts and the region
3. To develop new programs for students, particularly those with special needs, allowing them to meet the highest academic, social , and life-skill objectives in accordance with emerging evidence-based practices
4. To provide high quality, highly relevant professional development for the employees of the Consortium & member districts.

In terms of Objective 1, the Executive Director continues to be a regular participant in Massachusetts Organization of Educational Collaborative (MOEC) state-wide and regional meetings, and is currently serving as President of the Board. In addition, she convenes regular meetings of regional SPED administrators and maintains connections to the region's universities and child-serving state agencies.

Progress toward meeting Objectives 2-4 is generally assessed in an ongoing way by looking at utilization of programs and services, gathering both formal and informal data about student outcomes, and gathering both formal and informal feedback from consumers including school district personnel and parents. Information about utilization, outcomes, and cost effectiveness is contained in each of the program descriptions in earlier sections of this report.

Strategic Goals

We have continued to be guided by our three strategic goals:

Goal 1 : Continue to Strengthen Quality of Programs and Services

Throughout this school year, educators worked on increasing their skill in differentiating academic instruction and positive behavioral supports to meet the needs of our diverse learners. Many educators participated in advanced training on Trauma Informed Learning and Collaborative Problem Solving. We offered a range of family engagement activities as well as parent-education programs.

Goal 2: Maintain Financial and leadership Stability for Long-Range Sustainability

A major capital project was completed at 112 Sohier Road with minimal impact on students, and a new Collective Bargaining Agreement was implemented. NEC implemented a new Approved Driver Training program, enabling a more cost-effective to get students into the community on a regular basis to practice their social skills and participate in vocational activities. We have continued to successfully raise philanthropic dollars to offset operational costs and provide enrichment experiences for our students.

Goal 3: Expand capacity to meet Regional Needs around Special Education and Youth at Risk and participate in larger scale efforts

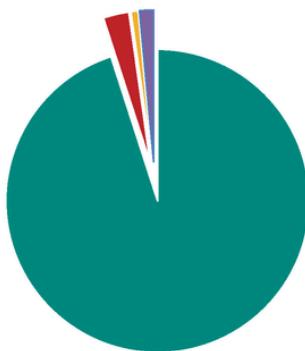
NEC continues to support our region by offering job-alike groups, professional development and consultation to our districts. Senior staff continue to be actively involved in state-wide coalitions and committees. Executive Director Rosenberg served as President of MOEC, helping to coordinate statewide advocacy efforts on behalf of educational collaboratives. In addition, she participated in several work groups through the Northshore Superintendent Roundtable looking at ways to find efficiencies in special education costs. As a result of these discussions, NEC developed a regional transportation initiative for special education transportation.

Financial Summary FY 2025

A snapshot of Northshore Education Consortium's financial performance is included below. For more detailed information, please see the Audited Financial Statements and Uniform Financial Report.

FY 2025 REVENUE SOURCES

Source	Dollars	Percentages
Tuition and Fee for Service	\$30,715,732	95.02%
Commonwealth of MA - Recovery High School	\$883,368	2.73%
Membership Fees and Interest	\$243,688	0.75%
Philanthropy	\$481,206	1.49%
Total Revenue	\$32,323,994	100.00%



- Tuition and Fee for Service
- Commonwealth of MA - Recovery High School
- Membership Fees and Interest
- Philanthropy

FY 2025 EXPENSE CATEGORIES

Program Payroll, Tax, and Benefits	\$28,247,005	81.54%
Occupancy	\$2,195,705	6.34%
Administrative Services	\$2,712,398	7.83%
Program Expense	\$1,486,427	4.29%
Total Expenses	\$34,641,535	100.00%



- Program Payroll, Tax, and Benefits
- Occupancy
- Administrative Services
- Program Expense



NORTHSORE
EDUCATION
CONSORTIUM

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