

**Dover–Sherborn Regional School Committee  
Dover School Committee  
Sherborn School Committee  
Dover Sherborn Union #50 Superintendency Committee**

**June 13, 2023 @ 6:30PM  
DSMS Library**

**AGENDA**

1. Call to Order
2. Union #50 Reorganization
3. Community Comments  
Join Zoom Meeting (community comments only)  
<https://us02web.zoom.us/j/86082110896?pwd=YIRROWhXcHlNa3pzdU5L2ZOZU5tZz09> Meeting ID: 860 8211 0896  
Passcode: 120779
4. Superintendent Update
5. 2023-24 Pine Hill Family Handbook (SSC only) Second Read **A.R.**
6. 2023-24 DSMS Student Handbook (RSC only) Second Read **A.R.**
7. 2023-24 DSHS Student Handbook (RSC only) Second Read **A.R.**
8. DSEA Memorandum of Agreement (FY24-26) **A.R**
9. Association Memorandums of Agreement **A.R**
  - Administrative Assistants (FY24-26)
  - Custodians (FY24-26)
  - Food Service (FY24-26)
  - Educational Assistants (FY24)
10. Consent Agenda **A.R.**
  - Minutes April 4 and 26, 2023
  - Appoint Elizabeth McCoy to TEC and ACCEPT Board of Directors
11. Communications (For Members Information)
  - Draft School Committee 2023-2024 Meeting Schedule
  - Matriculation Report
  - TEC and ACCEPT Annual Reports and FY24 Budgets
12. Adjourn

*Note: The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may, in fact, be discussed and other items not listed may also be raised for discussion to the extent permitted by law.*  
The Dover Sherborn Public Schools do not discriminate on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness

Proposed Revisions to the Pine Hill School Family Handbook  
June 2023

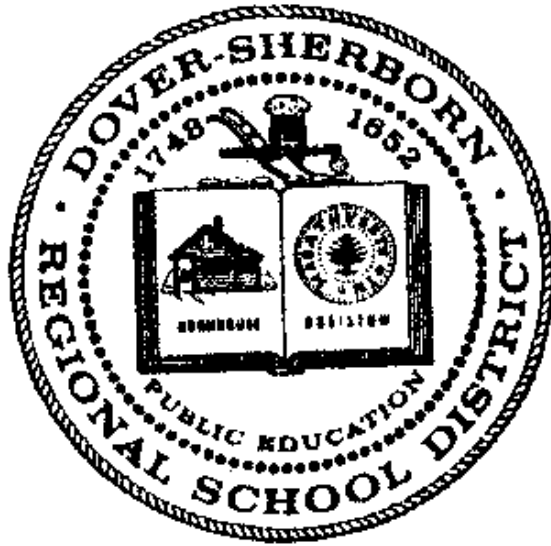
The current version of the Pine Hill Family Handbook can be found on the school website.

DS administration, with the advice of our legal council, will be collaborating over the summer to align our handbook language about the policies and procedures that apply to all DS schools. We look forward to presenting common sections in all four DS school handbooks to the Joint School Committees in the fall.

Procedural information updates that are specific to Pine Hill School are as follows:

Page	Topic	Type of revision
5	Faculty Roster	Revise for 2023-2024





# STUDENT HANDBOOK

## 2023-2024

Dover-Sherborn Middle School

Middle School Main Number: 508-785-0635

Guidance – Ext. 7126

Health Office – Ext. 7102

<http://www.doversherborn.org>

### NOTICE

The electronic version of the *Student Handbook* as available on the website is the most current version and will contain any updates and amendments.

## **REQUEST FOR TRANSLATION**

A parent/guardian of a student in the Dover Sherborn Public Schools may receive a copy of this and other pertinent school documents translated into their native language by contacting the office of the assistant superintendent of schools, 157 Farm Street, Dover, MA 02030.

The Dover Sherborn Public Schools do not discriminate on the basis of race, color, sex,/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

Si un padre/acudiente de un(a) estudiante de las escuelas de Dover, Sherborn, y Dover-Sherborn quisiera recibir una copia de este documento u otros documentos de la escuela traducido a su idioma nativo, puede contactar la oficina de la Asistente del Superintendente de Escuelas: 157 Farm Street, Dover, MA 02030.

Qualquer pais ou responsáveis de un estudante das cidades de Dover ou Sherborn que estudam nas escolas Dover-Sherborn podem solicitar uma cópia desse documento na sua lingua native entrando em contato com a secretaria da Direção no endereço abaixo: 157 Farm Street, Dover, MA 02030.

<b>REQUEST FOR TRANSLATION</b>	<b>2</b>
<b>LETTER FROM PRINCIPAL</b>	<b>6</b>
<b>MISSION &amp; EQUITY STATEMENTS</b>	<b>7</b>
<b>SCHOOL-WIDE EXPECTATIONS FOR STUDENT LEARNING</b>	<b>8</b>
Expectations.....Academic and Social	8
<b>NONDISCRIMINATION STATEMENT AND PROCEDURES</b>	<b>9</b>
Corporal Punishment	9
English Language Learner Education	9
Grievance Procedures for Discrimination Violations	10
McKinney-Vento Homeless Education	11
Pregnant Students	11
Process for Filing a Complaint	12
School Prayer	12
<b>ACADEMIC INFORMATION</b>	<b>13</b>
Being Excused From Physical Education	13
Conferences	13
Digital Citizenship and Internet Acceptable Use Policy	13
Eligibility for Extracurricular Activities	16
Extra-Help Sessions	16
Grade Reports	17
Grading System	17
Homework Guidelines	18
Homework Policy for School Vacations	18
Interim Reports	21
Library/Media Center	21
Long-Term Assignments	21
Make-up Policy: Homework and Quizzes/Tests*	21
Overnight Trips	22
Personal Electronic Devices (PEDs), Cell Phones, Laser Pointers and	
Other Electronic or Communication Devices	22
Tests & Quizzes	21
Promotional Policy	24
Random Review of Student Emails	24
Summer School for Making up a Failed Course	24
Textbooks	24
<b>STUDENT SERVICES</b>	<b>24</b>
Emergency Care	25
Guidance	25
Health Information	25
Medication Policies	25
Physical Examinations	26
Protocol for Students Requiring Temporary Home or Hospital Education	27
Re-Entry Protocol	27
Special Education	28
Student Immunizations	28
Students with Disabilities	29
<b>ATTENDANCE REGULATIONS AND PROCEDURES</b>	<b>29</b>
Attendance	29
Non-Resident Policy	31
Religious Day Observances	31
<b>SCHOOL POLICIES AND PRACTICES</b>	<b>31</b>
After School Activities and Behavior	31
After School Procedures	32

Back-Packs	32
Behavior for Substitute Teacher	32
Bus Regulations	32
Cafeteria / Food in Classrooms	31
Cheating/Plagiarism Policy	34
Communication	35
Dress Code	35
Exchanging Gifts/Invitations/ Locker Decoration in School	36
Field Trips	36
Fire Drills/Lockdowns	36
Forging Parent/Guardian Signature	36
Late Buses	36
Lockers	37
Longboards/Skateboards and Scooters	37
Lost and Found	37
Parent/Guardian Messages to Students	37
Passes	37
Valuable/Personal Items	37
Procedures for H Block	38
Visitors	38
<b><i>STUDENT RECORDS</i></b>	<b>39</b>
Access to Vocational Technical Education	39
Amendment of Records	40
Confidentiality of Records	40
Destruction of Records	40
Inspection of Records	40
Non-Custodial Parents, Access Procedures	41
Release of Directory/Vocational Information	41
Right to file a complaint	42
Transfer of Records	42
<b><i>DISCIPLINE CODE</i></b>	<b>43</b>
Alcohol and Other Drug Policy	43
Bullying/ Cyber Bullying	44
Definitions essential to the Dover Sherborn Bullying Prevention and Intervention Plan	44
Class Cutting	45
Climbing	45
Conduct Outside of School	45
Disciplinary Behaviors/Offenses and Sanctions-Partial Listing	46
Fighting	47
Inappropriate Physical Contact	48
Physical Assault	48
Provoking a Fight	48
Conduct Outside of School	48
Vandalism	48
Harassment Policy	49
Sexual Harassment	49
Hazing	52
Violation of Another's Civil Rights	54
Photographs	54
Selling and Distributing	54
Smoking Policy/Tobacco Use (including the use of chewing tobacco)	54
Snowball Throwing	54
Theft	54
Trespassing	54
Disciplinary Sanctions / Due Process	55
<b><i>STATE REGULATIONS</i></b>	<b>63</b>
Disturbance of Schools or Assemblies	63
<b><i>EXTRACURRICULAR PARTICIPATION</i></b>	<b>63</b>

Behavior for School-Sponsored Social Activities	63
Student Council	63
Working Certificates	63
<b><i>WEATHER AND OTHER EMERGENCIES</i></b>	<b>64</b>
No-School Announcements	64
<b><i>WHAT IF... QUESTIONS</i></b>	<b>65</b>
<b>CHROMEBOOK USE PROCEDURES AND GUIDELINES.....</b>	<b>67</b>



## Dover-Sherborn Middle School

155 Farm Street

Dover, MA 02030

Phone: 508-785-0635 Fax: 508-785-0796

[www.doversherborn.org](http://www.doversherborn.org)

~~Ann Dever-Keegan~~ ~~David Lawrence~~, Interim Principal  
Tracy Sockalosky, Assistant Principal

Ellen Chagnon, Director of Guidance  
Mimi Feerick, Interim Special Education Coordinator

June 1, 2023

Dear Parent, Guardian and Student:

This Handbook contains school guidelines, rules, and information. Kindly note that the electronic version of the *Student Handbook* as available on the website is the most current version and will contain any updates and amendments. Please read it carefully because many changes have been made. If you have any questions, contact an administrator or guidance counselor.

~~Please be certain to affix signatures in all appropriate places on any forms that you receive and return these to your A-Block teacher by September 10<sup>th</sup>.~~ ¶

¶

~~Kindly note the fee schedule and return the Student Activity Fee Form with the appropriate amount by September 24<sup>th</sup> and all other fees and forms by the dates listed on those forms. If any fee poses a financial hardship for your family please contact your child's guidance counselor or me directly. This information will be held in strict confidence.~~ ¶

I wish you a successful school year.

Sincerely yours,

~~Ann Dever-Keegan~~ ~~David Lawrence~~  
Interim Principal

<b>Vision</b>
We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.
<b>Mission</b>
The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.
<b>Theory of Action</b>
<i>If</i> we are able to successfully inspire, challenge, and provide the necessary supports for all of our students, <i>then</i> they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.
<b>Core Values</b>
<p>The Dover Sherborn Schools commit to the following Core Values:</p> <p><b>Commitment to Community</b></p> <p><b>Equity and Excellence</b></p> <p><b>Respect and Dignity</b></p> <p><b>Climate of Care</b></p>

## **EQUITY STATEMENT**

The Dover-Sherborn Public Schools are committed to producing graduates who are ready for college, career, and life in a diverse world. We are committed to ensuring that every student has the greatest opportunity to learn through equitable access to the resources and supports that they need to meet our district's standard of excellence. We recognize that equity is essential to achieving equality and as such, we are committed to closing the racial opportunity gap through measures including:

- Creating learning communities rooted in culturally responsive pedagogy;
- Empowering all learners with the understanding of how -- whether it be through action or inaction --- systemic and institutional inequities are created and/or perpetuated and the role and responsibility of every citizen to identify and dismantle such inequities;
- Fostering a school climate and culture in which all students feel a sense of belonging and safety; and
- Providing learners with the resources and academic support necessary to eliminate barriers to equitable participation in courses and programs.

It is, therefore, the expectation of the School Committees that District educators are committed to working daily to dismantle systems that perpetuate historical inequities. Toward this end, the School Committees commit to supporting and partnering with our educators in the examination of systemic, institutional, and individual biases that serve to reinforce these inequities.

# **SCHOOL-WIDE EXPECTATIONS FOR STUDENT LEARNING**

## **Expectations.....Academic and Social**

The expectations of students at Dover-Sherborn Middle School are high. The faculty will let you know how well you are doing in living up to the expectations listed below. You will hear positive comments about your behavior, your work in class, and about how you treat others. Those students who have difficulty meeting the expectations of the school will also hear from the faculty and staff. The teachers will help you with making improvements. If you do make a mistake, try to make it only once and learn from it.

Students at DSMS are expected to:

- Arrive to school on time each day
- Come prepared with pens, pencils, paper, homework, etc.
- Be on time (8:35 A.M.); listen to morning announcements
- Always do your own work
- Participate in all your classes
- Complete your homework each night
- Have all projects and reading done on time

...and to:

- Be respectful to all other persons in the school
- Seek adult assistance when a problem occurs
- Take responsibility for your behavior and your work
- Set goals for yourself in behavior and studies
- Seek the best results in attaining all those goals
- Follow all DSMS rules from this handbook



## NONDISCRIMINATION STATEMENT AND PROCEDURES

The Dover Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or denied the benefits of its services, programs, activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act); or on the basis of homelessness in accordance with The McKinney-Vento Homeless Assistance Act of 1987. Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

### Corporal Punishment

Corporal punishment in public school is illegal in Massachusetts. School staff may not hit, spank or physically punish students. School staff members may, however, use reasonable force if necessary to protect students, other persons or themselves from a physical assault by a student.

### English Language Learner Education

Parents/Guardians of students whose primary language is not English may request that Dover Sherborn Public Schools translate school documents into their child's native language. Such documents may include, but are not limited to the following: Home Language Survey, Parental Waiver Application, Chickering Elementary School, Pine Hill Elementary School, Dover Sherborn Middle School and Dover Sherborn High School Student and or Parent/Family Handbooks, Dover-Sherborn Middle and Dover-Sherborn High Schools' Program of Studies.

Parents/guardians should contact ~~the middle school their building principal and/or~~ Principal to request translated documents. Requests will be forwarded to the Assistant Superintendent of Schools. Translated documents will be forwarded to the student's school in a timely manner. Additional requests after the first may be directed to the Assistant Superintendent of Schools at 508-785-0036.

- English Language Learner (ELL) students are assigned to classes in which the classroom teacher has some category training.
- ELL students receive services from an ESL teacher for as many periods as possible, depending on one's proficiency level.
- ELL students participate fully with their English-speaking peers and are provided support in non-academic courses.
- ELL students have the opportunity to receive support services in a language that the students understands.
- ELL students are taught the same curriculum as the general population and are held to the same academic, civic, and social expectations.
- The district uses grade appropriate content objectives for ELL students based on district curricula in English language arts, history and social studies, mathematics, and science and technology/engineering, taught by qualified teachers. Both the middle and high school are reported as 100% highly qualified as per ESSA credentialing guidelines.
- Translators and translation services are readily available to all ELL students and their families.

## **Grievance Procedures for Discrimination Violations**

Any student who feels that they have been discriminated against because of race, color, national origin, sex, religion, disability, sexual orientation, gender identity or homelessness with regard to admission to, access to, treatment in, or employment in its services, programs and activities should utilize the following procedure to register a grievance with the Dover Sherborn Public Schools:

1. Students should submit any allegation of discrimination in writing to their building Principal/Principal for consideration. The nature of the complaint should be specified in detail.
2. The Principal/~~Principal~~ or their designee will investigate the allegations and respond to the complaint in writing within fifteen (15) school days of the receipt of the written complaint.
3. If the matter is not resolved, the complainant may appeal in writing to the Grievance Coordinator, (the Assistant Superintendent of Schools). The Coordinator will meet with the complainant and respond within fifteen (15) days of receipt of the written complaint.
4. If at the end of ten (10) school days following the written response from the Grievance Coordinator the matter remains unresolved, the complainant has the right to appeal to the Superintendent of Schools in writing.
5. The Superintendent will investigate the complaint and respond in writing to the complainant within fifteen (15) school days after having received the complaint.
6. If the matter remains unresolved, the complainant may appeal in writing to the appropriate school committee within ten (10) school days of the receipt of the Superintendent's response. The school committee will meet within fifteen (15) days to review and consider the matter. The committee will respond to the complainant in writing within fifteen (15) school days following the meeting.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered a maximum, and every effort should be made to expedite the process.

**The Grievance Coordinator for the Dover Sherborn Public Schools is:  
Assistant Superintendent of Schools  
157 Farm Street, Dover  
The phone number is 508.785.0036**

**There is an Equity Coordinator at the middle school to whom any grievance concerns can be directed:**

**Mark Thompson  
Dover Sherborn Middle School  
155 Farm Street, Dover  
Telephone: 508.785.0635**

## **McKinney-Vento Homeless Education**

### **NOTICE: MCKINNEY-VENTO HOMELESS EDUCATION**

If you, your family, or someone you know...

- Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

- has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- is living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- is a migratory ~~child~~children



~~There are some things you should know about.~~

Students without a permanent place to live have the right to:

- Go to school, including public preschool
- Obtain free lunch
- Receive transportation, if requested
- Participate in all school programs (like athletics and other student activities)
- Receive the same support and services provided to all students, as needed.

For more information or questions, please contact the homeless liaison for the Dover Sherborn Public Schools 508-785-0036.

## **Pregnant Students**

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school during the pregnancy.

## **Process for Filing a Complaint**

Inquiries concerning the application of Title VI, Title IX/Chapter 622 and Section 504 in the Dover Sherborn Public Schools may be referred to an Equity Coordinator or the building's Principal/Principal. All inquiries concerning the protection and rights afforded to persons in the other protected categories (color, religion, gender identity, sexual orientation, homelessness) may be referred to an equity coordinator or to the Assistant Superintendent of Schools at 157 Farm Street, Dover, MA 02030. The telephone number is 508.785.0036.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to the Dover Sherborn Public Schools may also be referred to the U. S. Department of Education, Office of Civil Rights (OCR), J.W. McCormack POCH, Boston, MA 02109-4557, 617-223-9662, TTY 617-223-9695. Concerns relating to the implementation of the Massachusetts equal educational opportunity law (M. G. L. c. 76 s.5) may be directed to the Massachusetts Department of Elementary and Secondary Education, Program Quality Assurance, 75 Pleasant Street, Malden, MA 02148, 781-338-3700.

In lieu of filing a complaint with the Dover Sherborn Public Schools, a complaint may be filed directly with the OCR within 180 days of the alleged discrimination or harassment. In addition, a complaint may be filed with OCR within 60 days of receiving notice of final disposition of the complaint by the Dover Sherborn Public Schools, or in certain instances, within 60 days of receiving a final decision from the Bureau of Special Appeal (BSEA). Please note that a complaint filed with OCR is limited to issues of discrimination and harassment. OCR has no jurisdiction over compliance with state and federal special education laws.

## School Prayer

Dover-Sherborn Middle School has no policy that denies student or teacher participation in constitutionally protected prayer in public schools. Upon notification of such prayer being exercised, the Principal will suggest helpful locations.

## ACADEMIC INFORMATION

### Being Excused From Physical Education

If you have a medical excuse from participation in class you should bring a note to your physical education teacher at the beginning of class. The note should state the reason and be signed by your parent/guardian. If you are not able to participate for three or more classes in a row, a doctor's note must be presented to your PE teacher and the school nurse. Students will still participate in class but be excused from the activity portion related to their injury.

### Conferences

Parent teacher conferences will be scheduled electronically for all grades in the late fall at the end of October and the beginning of November. Additional conferences may be scheduled at any mutually agreed upon time by a team of teachers, an individual teacher, parents/guardian or the Main Office with the expressed purpose of taking a cooperative approach to solve a behavior or academic problem. Teachers are best contacted via may be contacted through voice mail, virtually, or email.

### Digital Citizenship and Internet Acceptable Use Policy

- **Introduction and Purpose:** The Dover Sherborn Public Schools believe in providing all students, staff and teachers with access to electronic resources that promote educational excellence, sharing of information, innovative instruction and online communication. It is our belief that the importance of technology accessibility and access to the abundance of resources on the Internet is critical for delivery of all educational content.
- Online access and responsible communication is critical for all learners to apply 21<sup>st</sup>-century skills. To keep students safe and comply with the Children's Internet Protection Act (CIPA), the Acceptable Use Policy is put in place, reviewed and approved by the School Committee annually to comply with existing law and balance the desire to use technology with the need to protect the Schools from unnecessary liability.
- This Acceptable Use Policy is written for all those who use school provided network connections. These connections may be used for educational purposes employing tools such as interactive websites, blogs, podcasts, video conferencing, wikis, and access to E-Learning platforms as well as performing research. The use of these tools must be consistent with the educational objectives of the Schools.
- All students, faculty and staff in the Dover Sherborn Public Schools will be provided access to the Internet via a network login using school owned devices. It is understood that all users will have reviewed and adhere to our guidelines for network, Internet and electronic device access.

### Schools' Responsibilities

- In compliance with the Child Internet Protection Act of 2000, which places a duty on the Schools to protect students from inappropriate material on the Internet, the Schools take precautionary measures to protect children from exposure to inappropriate materials, including filtering access to the Internet. The Schools ensure that all school owned computer systems are protected and secure.
- All files and messages created, retrieved and/or stored on school equipment using the Schools' network or Internet are the property of the Dover Sherborn Public Schools and should not be considered confidential, consistent with the Electronic Communication Privacy Act. All network and email accounts are provided to all students (grades 6-12), staff, administrators, and faculty and are supported by the IT Department. All email messages created with the school-provided email system are archived for a minimum of seven years. Where appropriate, communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.
- ~~**User Responsibilities:** All network resources require a network password to access. It is the sole responsibility of the user to keep their password secure and to change their password often. If you feel that your password has been compromised, it is your responsibility to notify the IT Department and request a password change. It is a violation of this agreement for any user to share/use their password.~~

### Digital Responsibility

- **Network Passwords:** All network resources require a network password to access. It is the sole responsibility of the user to keep their password secure and to change their password often. If you feel that your password has been compromised, it is your responsibility to notify the IT Department and request a password change. It is a violation of this agreement for any user to share/use their password.
- **Online/Network Etiquette:** Users are expected to learn and to abide by generally accepted rules of online network etiquette, as well as rules of ~~this school's~~ handbooks. These include respect and responsibility as well as avoidance of vulgar language. Try to avoid sarcasm and humor; without face-to-face communication, your *comments* may be misinterpreted or viewed as criticism. Harassing, bullying, swearing, vulgarities, suggestive, obscene, threatening or abusive language of any kind is not acceptable. Online access is not allowed to make or distribute jokes or stories, cyberbully, ~~post~~ obscene material or material that is based on inappropriate remarks or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientations.
- **Websites, Social Networking, blogs, podcasts, video or other Google Apps for Educators** are considered an extension of classroom collaboration and communication. Whether at school or home, any speech that is considered inappropriate in the classroom is also inappropriate in all use of blogs, wikis, podcasts and other Web 2.0 tools. Students using these communication tools are expected to act safely by keeping all personal information out of their posts. Comments made on school related blogs should follow the rules of online etiquette described above and will be monitored by school personnel. If comments or posts are inappropriate, they will be deleted.
- **Messaging/Email:** Teachers may incorporate: email, blogs, podcasts, video conferencing, online collaborations, instant messaging, texting, ~~v~~Virtual Learning ~~e~~Environments and other forms of direct electronic communications (i.e. cell phones, PDAs, cameras) or ~~other Web 2.0~~ applications for educational purposes. Although teachers monitor student online activity, it is the direct responsibility of the user to comply with this Acceptable Use Policy.

- **Plagiarism:** Plagiarism is the act of using someone else's words or ideas as your own. This includes the use of online translators and paraphrasing tools. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as, but not limited to, graphics, movies, music, and text. Plagiarism of Internet resources will be dealt with ~~in accordance to~~ consistent with existing disciplinary guidelines relating to plagiarism.
- **Copyright/Licensing:** The Schools strongly condemn the illegal distribution (otherwise known as pirating) of software; making available copyrighted software or other content that has had the copyright protection removed; making available serial numbers for software that can be used to illegally validate or register software; making available tools that can be used for no purpose other than for "cracking" software or other copyrighted content. Abuse in this area may result in suspension or termination of network access privileges and may also result in other disciplinary action consistent with the disciplinary policies of the Schools. In addition, if such conduct constitutes a violation of law, criminal prosecution may result. All users should be aware that software piracy is a federal offense and is punishable by a fine or imprisonment.
- **Proxies:** The use of anonymous proxies to circumvent the content filter is strictly prohibited and is a direct violation of this agreement. If you have a legitimate reason to believe that a site being blocked should be unblocked, please submit the URL of the blocked site to the IT Department for review.

#### **Additional Illegal Activities**

- Use of the network for any illegal activities is prohibited. Illegal activities include, but are not limited to: (a) tampering with computer hardware or software, (b) unauthorized entry into computers and files (hacking), (d) knowledgeable vandalism or destruction of equipment, (e) deletion of computer files belonging to someone other than oneself, (f) gambling, (g) posting inappropriate content (including but not limited to images, video, audio and comments) can result in disciplinary consequences as well as potential legal charges. Users must be aware that any illegal action carried out over the Internet will be reported to law enforcement officials for possible prosecution. Please be advised, it is a federal offense (felony) to break into any security system. Financial and legal consequences of such actions are the responsibility of the user and student's parent or guardian.
- **Bullying & Cyberbullying:** Please see the *Dover Sherborn Public Schools Bullying Prevention-Intervention Plan* found at [www.doversherborn.org](http://www.doversherborn.org) or available in hard copy at any school.
  - Bullying, as defined in M.G.L. c. 71, § 37O is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
    - causes physical or emotional harm to the target or damage to the target's property;
    - places the target in reasonable fear of harm to them self or of damage to their property;
    - creates a hostile environment at school for the target;
    - infringes on the rights of the target at school; or
    - materially and substantially disrupts the education process or the orderly operation of a school.
  - Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to,



email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

- Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

## 12. Terms and Conditions

The Schools reserve the right to deny, revoke or suspend specific user privileges and or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of these Guidelines. The District will advise appropriate law enforcement agencies of illegal activities conducted through the Dover Sherborn Network Connection. The Schools also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

School administration reserves the right to amend this policy at any time without prior notice.

## Eligibility for Extracurricular Activities

Students must be in good academic standing in all of their classes to attend extra-curricular activities. Receiving extra-help or making-up work takes precedence over an extra-curricular activity.

## Extra-Help Sessions

~~Teachers offer extra help on an as-needed basis after school. If a student would like extra help, they should contact their teacher. Extra help sessions run from 3:15 to 3:50 p.m. Monday – Thursday. Teachers generally schedule 35 minute sessions two afternoons per week.~~

## Grade Reports

~~Report Cards are issued at the end of each semester, with an Interim Report issued in the middle of each semester. Interim Reports and Report cards are issued quarterly.~~ Scholarship, the degree of academic achievement attained, is marked with letters. The comment section may indicate a phrase about your child's effort, conduct, attitude, etc. for the particular class. These reports will be accessible via the parent portal. To access the login page of the portal, please go to the DSMS home page and click on "Aspen Family Portal Login" located under "Quick Links".

## Grading System

Students are graded using the following values per letter grade:

Grade	Numeric Equivalent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

Some Specialty Subjects are graded on a "P" (Pass) and "F" (Fail) marking system. Students who miss significant school due to illness may be graded "M" (medical).

In addition, several of our Specialty Subjects and World Languages ~~utilize a~~ ~~will continue to pilot a~~ Standards Based Grading System. ~~The World Language department is in the process of developing their standards.~~

**Dover-Sherborn Middle School**  
**Mastery Based Reporting Rubric for Subjects**  
**Art, Engineering, Technology Literacy, Music**

	<b>M</b>	<b>P</b>	<b>B</b>	<b>N</b>
<b><u>Ideas and Concepts:</u></b> Understanding and implementation of big picture ideas and concepts related to the area of study. <b><i>Creativity/Innovation</i></b> <b><i>Critical Thinking/Problem Solving</i></b>	<b>Mastery</b> of overarching ideas and concepts presented.	<b>Progressing</b> toward the complete understanding of overarching ideas and concepts presented.	<b>Beginning</b> to understand overarching ideas and concepts presented.	<b>No Evidence</b> of understanding overarching ideas and concepts presented.
<b><u>Skill Development:</u></b> Level of mastery of the skills explored related to the area of study.	<b>Mastery</b> of skills explored in the area of study. Students can create something new (their "own") with learned skills	<b>Progressing</b> toward mastery of skills explored.	<b>Beginning</b> understanding of skills explored.	<b>No Evidence</b> of understanding skills explored.
<b><u>Classroom Practice:</u></b> Use of classroom materials and proper management of classroom time. <b><i>Perseverance</i></b>	<b>Mastery</b> in the appropriate use of classroom materials, and proper management of classroom time.	<b>Progressing</b> toward mastery of the use of classroom materials and management of classroom time.	<b>Beginning</b> to use classroom materials appropriately and proper management of classroom time.	<b>No Evidence</b> of using classroom materials appropriately and proper management of classroom time.
<b><u>Collaboration:</u></b> Communication with others, responsibility within group work, Inclusion of others <b><i>Collaboration</i></b> <b><i>Communication</i></b> <b><i>Engaged Citizenship</i></b>	<b>Mastery</b> of collaboration with others	<b>Progressing</b> toward mastery of collaboration with others	<b>Beginning</b> to effectively collaborate with others	<b>No Evidence</b> of effective collaboration with others



All incompletes must be resolved within one week after issuance of grades at the end of the first three terms. A fourth term or final exam incomplete must be resolved within two weeks of the opening of the following school year. Any exceptions must be approved by the Principal.

## Homework Guidelines

What is homework? Homework is a meaningful and valuable tool that reinforces learning by providing practice outside of school. This helps students, teachers, and families understand what is being taught at school and what students need to work on. Homework can be differentiated to provide either enrichment or reinforcement for learners. It is designed to inform instruction and should be developmentally appropriate for students in terms of time, scope, and expectations. In accordance with the Dover Sherborn Public Schools Homework Policy, these guidelines represent a needed balance between homework and time for students to engage in family, social, and other activities. Additionally, study time for assessments or long term project work will be balanced with daily work assigned by teachers.

The Dover Sherborn Public Schools seeks to value family time by declaring no homework for all students during the Thanksgiving and December vacations. All students in grades K-8 will also have homework-free February and April breaks. It should be noted that homework free vacations are not reading free vacations. Reading is always a worthwhile pursuit and is strongly encouraged as a daily habit for all students. Vacations may also be an opportunity for students to complete missing work and catch up on assignments or studying.

Additionally, the middle school piloted a practice in the spring of 2023 to make the first Friday of every month a “homework-free Friday”. The middle school administration will decide in September 2023 whether to extend this practice into the 2023-2024 school year, and whether to adopt the practice as part of our ongoing student handbook for future years.

### Purpose:

Effective homework is purposeful and supports or extends learning. It may be categorized in one or more of the following ways: **Preparation** ensures that all students have the same entry point for new learning. This may involve previewing material and building background knowledge. **Practice** supports new learning and provides students opportunities to gain confidence with skills and concepts taught in class. **Checking for Understanding** allows students to showcase their knowledge and informs next steps for instruction. **Study Skills** and **Independence** helps students to learn responsibility and time management. As students develop their ability to persevere at a developmentally appropriate level of independence, some intellectual struggle is to be expected. **Extension and Enrichment** allow students an avenue for engaging in problem-solving and higher level thinking skills and give students the opportunity to transfer skills and concepts to new situations, such as investigating real-world problems.

### Roles:

#### *Student*

- It is expected that all assigned homework will be attempted with an honest effort for completion and submitted on time
- Be sure to understand the assignment prior to leaving class/school in order to meet the homework completion date
- Thoughtfully complete homework independently and in a distraction-free environment
- Ask for help if needed or if required by the assignment
- Plan and complete short and long term assignments using calendars and agendas
- Advocate for yourself during and after class, in person, or via email to clarify questions about the assignment
- Use available resources appropriately including teachers, peers, families, and other materials
- Strive to find a balance between daily life and homework responsibilities

### *Teacher*

- Communicate the daily homework assignments and expectations with students
- Indicate the purpose of each homework assignment
- Assign developmentally appropriate and varied assignments that are meaningful to the learning
- Adjust homework to accommodate specific student needs and/or situations
- Keep students accountable for completion and provide meaningful feedback
- Be mindful of the needed balance between daily life and homework responsibilities

### *Families*

- Provide a suitable, distraction-free environment in which to complete homework
- Help develop effective routines, budgeting time for homework, studying, and long-term projects in order for students to meet homework completion dates
- Ensure the assignment is worked on independently by the student, helping only if needed or if required by the assignment
- Encourage and/or help students to advocate for themselves when there are questions or to make up homework
- Contact teacher if concerns regarding homework arise
- Ensure a balance of activities including time for homework

### *Administrator*

- Review the established homework policy and guidelines with the teaching staff
- Ensure that teaching staff is adhering to the homework guidelines
- Communicate the policy and guidelines to families and the community
- Support teaching staff with parent communication pertaining to the homework guidelines

### The Role of Reading for Middle School Students

Research shows that the volume of reading a student completes will correlate to greater academic achievement. Developing the habit of reading at home will improve a child's vocabulary and communication skills, creating lifelong learners. Toward that end, teachers routinely assign nightly reading homework. Spending 20 minutes reading every night is an important part of your child's literacy and overall academic development. This reading can take a variety of forms, including assigned reading in textbooks or other academic materials. Reading aloud to a child and discussing books is an important family routine that can begin before formal schooling and continue throughout the school years. Children at both the elementary and middle school levels need time for independent reading in books of their choice and at their reading level. Family discussion about a student's independent reading supports literacy growth.

### ~~The Role of Fact Fluency for Students~~

~~One of the most powerful things that can be done to influence a child's math aptitude is to help them achieve math fact fluency. Children are fluent with math facts when recall is accurate and efficient. Studies have found that students who are fluent with math facts participate more in math class discussions and perform better on problem-solving tasks because they do not have to devote as much "brain power" to figuring out the math facts. Students with effective fact fluency have a greater likelihood of performing better with higher-order math concepts in older grades and are more confident in their academic abilities. Typically, these students also have less anxiety and fears about math. Just like sports, music, reading, or any other skill, a child's fact fluency will not improve without consistent practice.~~

### Average Middle School Homework Times-if homework is assigned:

Please note: Average homework times are not hard minimums or maximums. Some assignments and some students may require more or less than the amount of time indicated above. Study time for assessments or long term project work will be balanced with daily work.

Approximately 10 minutes per grade total per night:

***Sixth grade 60 minutes***

***Seventh grade 70 minutes***

***Eighth grade 80 minutes***

### Homework/Religious Holidays

In our multi-cultural district, we understand that there will be religious and cultural days when homework completion will be limited for some students. Teachers will give appropriate consideration to students unable to complete homework assignments and to those who are unable to participate in other activities that interfere with religious holidays and observances.

Note:

- Please refer to your child's teacher for their policies with regard to missed homework due to absence.

We borrowed resources and ideas from many Massachusetts communities including Franklin, Weston, Brookline, Foxboro, Wilmington, Millis, Lexington, as well as from Palo Alto, CA. Many thanks to each of them for their insights.

Reference:

Vatterot, C. Rethinking Homework: Best Practices That Support Diverse Needs, ASCD, Alexandria, VA, 2009.

### Interim Reports

Interim reports for each student enrolled at the middle school can be accessed through the family portal approximately halfway through each ~~semester~~<sup>term</sup>. These reports inform students and their parents/guardians of current standing in classes. An email will be sent informing parents/guardians when the portal will be open. Interim reports will be accessible via the parent portal. To access the login page of the portal, please go to the DSMS home page and click on "Aspen Family Portal Login" located under "Quick Links". Please contact our IT department or main office if you have difficulty accessing the portal or need help with translation. Copies of these reports can be sent either in hardcopy or electronically upon request.

### Library/Media Center

~~The Dover-Sherborn Middle School Library provides students, teachers and staff with resources and space to read, study, gather and grow. The Library/Media Center is designed to meet the information needs of the entire Middle School community.~~ It has a wide variety of materials that will help you: complete assignments, find current information, develop a love of reading. You may use the library:

- **Before School:** You may use the library before school from 8:20 until the warning bell.
- **During the School Day:** Your teacher may send you to the library with a pass.
- **H block:** If you have to do research, use a computer, or check out a book, get a pass to the library from your H block teacher.
- **After School:** The Library is open two days/week after school. Many students sign in to work on homework, read or meet with a tutor. Please check the website and school calendar for specific details, as after school days may change from year to year.~~You may use the library after school by speaking with the librarian on the day you wish to come.~~
- **From Home, Library Website:** Set your browser homepage to:  
<https://sites.google.com/doversherborn.org/dsms-library-website/library-home>  
~~<http://www.doversherborn.org/library>~~. You will have instant access to the library catalog, digital books, project resources, research databases and bibliography support.~~most of our online library information. Some databases may require passwords from home. See the librarian for specific passwords.~~

Parents and staff are welcome to use the Library/Media Center at any time.

### **Long-Term Assignments**

Learning to systematically complete a long-term assignment over a period of weeks or months is an essential learning task. Teachers may not accept late assignments, except in the most urgent and unforeseen circumstances. Parents/guardians are urged to encourage their student to plan ahead and complete these assignments on time. Parents/guardians may provide direction, but should be sure to allow student independence.

### **Make-up Policy: Homework and Quizzes/Tests\***

If you are out of school, you must make up any work you missed as soon as possible. While we want students to focus on getting well when they are sick, they will be able to see, in real time, what their assignments are if they are up to doing so. Students also have the ability to contact their teachers through email for clarification on their lessons.

\*IEPs and 504 Plans will be followed.

### ~~**Overnight Trips**~~

~~Parents and students are advised to be mindful of the rigors and obligations of all courses, and are reminded to carefully weigh the impact on school work of their decisions to participate in overnight or extended field trips.~~

### **Personal Electronic Devices (PEDs) - Cell Phones, Laser Pointers and Other Electronic/Communication Devices**

The use of cell phones, smart devices, and other personal technology is not permitted in the school between the hours of 8:20 a.m. and 3:10 p.m. or during school sponsored activities unless permission is specifically granted by school administration or the classroom teacher. School sponsored activities may include off-campus activities such as field trips. Such devices should remain out of sight, locked in lockers, and powered off during these hours. **Students are urged not to bring these items to school because of the risk of theft, loss, or damage.** Phones found on students will be confiscated and brought to the main office. The student may pick their phone at the end of the day. After the third offense, the phone may only be picked up by a parent or guardian. Additionally, laser pointers are not allowed in school. Furthermore, use of audio/video recording devices without the express consent of the teacher or administration is not allowed.

Students should be aware that a secret recording (recording of an individual without their knowledge) or photography may be illegal under Massachusetts General Laws ch. 272, §99. Failure to follow these expectations may result in disciplinary action.

Penalty: Commensurate with the offense; to be determined by the administration.

PED Definition: Personal Electronic Devices whose main purpose are for personal entertainment and/or communication, such as, but not limited to: cell phones (such as, but not limited to, smart phones/watches, feature phones, dumb phones), iPods, iPads, digital cameras, video cameras, MP3 players, laptops, netbooks, and e-Readers (such as, but not limited to, Kindles and Nooks) that are student-owned.

**PED Overview:** Increased student use of school and personal electronic devices (PEDs) has the potential for both positive and negative consequences. PEDs can help to enhance the learning environment, and many schools have incorporated them in teaching and learning with much success. However, student use of PEDs can be abused in such a way that it negatively affects students, teachers, and the overall school environment. This policy is intended to support the benefits of PEDs use while curtailing possible abuses.

**PED Unacceptable Use:** The following behaviors related to the use of PEDs are unacceptable at all times: making threats, cyber-bullying, taking photos without first obtaining the written consent from the individuals involved before taking photos, taking videos without first obtaining the written consent from the individuals involved before the recording of sound or video, sexting, plagiarism, cheating, copyright violation. Engaging in these types of behaviors can result in disciplinary consequences as well as potential legal charges.

**PED Classroom Standards:** Teachers will select a classroom standard regarding the use of PEDs in their classroom. Each teacher (and other staff such as, but not limited to the librarian and nurse) will select a PED Usage Level for their classroom (or specific section of the school campus - the auditorium, cafeteria, library or nurses room for example) and communicate expectations clearly to the students as well as consequences should there be a violation from the designated standard.

The PED Usage Levels are as follows:

- **PED Usage Level 1:** Personal Electronic Devices (PEDs) are not allowed in this classroom.
- **PED Usage Level 2:** Personal Electronic Devices (PEDs) are sometimes allowed in this classroom based on the curriculum for that course. In addition, certain features of various PEDs may be allowed while other features may not be allowed. For example, the iPod feature of a cell phone may be allowed but the texting feature of a cell phone may not be allowed.
- **PED Usage Level 3:** Personal Electronic Devices (PEDs) are always allowed in this classroom based on the curriculum for that course.

**Responsibility:** Students who bring PEDs to school do so at their own risk. It is the responsibility of the students to treat their PEDs with respect and to protect them to prevent theft or damage.

**Off Campus:** The Acceptable Use Policy for PEDs also applies to students during off-campus school events. These events include but are not limited to, athletic events, field trips, camps and other extra-curricular activities.

**Emergency Situations:** During fire drills, emergency situations when being spoken to by an adult, the student should remove both “ear buds” and address the adult or situation at hand.

**Tests and Exams:** All PEDs must be switched off during tests and other exams. Failure to do so may be regarded as cheating.

**Assemblies:** All PEDs must be switched off during assemblies and other events such as, but not limited to, listening to a guest speaker in a classroom.

### **Tests & Quizzes**

Students can expect that advanced notice will be given for the date of a major test. Usually you can expect to have only one major test on any particular day as the teachers coordinate around test dates. Quizzes or short tests are at the discretion of the teacher. If you, as a student, are feeling overwhelmed about the number of assessments on a particular day, please speak to your teacher directly before the day of the assessment to see if other arrangements can be made. As a middle school student you are encouraged to self advocate. BE PREPARED. STUDY REGULARLY. SELF ADVOCATE.

### **Promotional Policy**

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents, but the final decision will rest with the Principal.

Parents/guardians of students who are in danger of non-promotion shall be notified in writing after the first semester/second report card has been issued. An intervention plan will be developed by the team teachers,

guidance counselor, Principal and parents(s)/guardian(s). Monthly written reports will be mailed to the parents until the issuing of the final report card. Any student who fails two subjects **may not** be promoted.

### **Random Review of Student Emails**

The Dover-Sherborn Middle School provides students with email accounts in order to facilitate collaboration and enhance the student educational experience.

Students and their parents/guardians are required to sign an Internet Acceptable Use Policy at the beginning of each year that sets forth the policies related to the proper use of email.

To ensure students use email for appropriate purposes, the Middle School randomly reviews several student email accounts each month. The student email accounts are summarized by the Technology Manager into a text file for review by Administrators.

The review of emails is primarily to determine student use patterns and educate students when that use seems to be straying from appropriate purposes. However, on occasion, the summaries may reveal activity that is in violation of school policies and demand disciplinary action.

### **Summer School for Making up a Failed Course**

Students may attend a summer school approved by the Principal for the purpose of making up a failed course.

### **Textbooks**

All school textbooks must be covered to protect them. Students are held responsible for all books issued and may be given detention if textbooks are not covered and taken care of properly. A new textbook will not be issued until the lost or damaged book is paid for or replaced.

## **STUDENT SERVICES**

### **Emergency Care**

Students and parents/guardians are required to complete the *Emergency Contacts* located on the front of the *Student Registration/Verification Information Form*. Additional names are requested of adults who may be called to take a sick student home if both parents/guardians are unavailable. In emergency situations, parents/guardians are notified; if they cannot be reached, attempts will be made to reach the student's family doctor. The student may be transported by ambulance to the most appropriate hospital.

### **Guidance**

The Guidance Office is open daily during school hours and students are free to schedule appointments with guidance counselors at their convenience to address questions, discuss concerns, or seek support. In addition, counselors meet with students individually or in small groups to discuss such topics as transitioning to middle or high school, **making friends, navigating social situations, and other aspects of the middle school experience.** ~~standardized testing, and post-secondary planning.~~

The school district also employs a school adjustment counselor whose services are accessible through a referral process as part of the array of educational services available to each student in the school district. As with all members of the school counseling team, individualized parent/guardian consent is not necessary to provide



services to students. Parents/guardians who do not wish their child to participate in this service must send a letter to the Director of Guidance so stating.

As counseling services and publications within the Dover Sherborn Public Schools are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills.

### **Health Information**

Students and parents/guardians are required to complete the *Medical Information for the School Nurse*, located on the back of the *Student Registration/Verification Information Form*. Students and parents/guardians should discuss with the nurse any health or other problems which could affect overall school adjustment. Individual Student Health Plans will be agreed upon for emergency or long-term care of any health problems.

The Middle School Health Office is open daily during school hours. A pass, signed by the teacher, is required from any student visiting the Health Office from a class. After a reasonable amount of time for a health assessment, the student will return to class or be dismissed. Students are responsible for any work that may be missed during a visit to the Health Office. If medication is required every day in school, the student is expected to go to the Health Office each day at the appropriate time.

### **Medication Policies**

In order to standardize our procedures relative to the dispensing of medication to students in our schools, the following general guidelines represent a brief summary of the Medication Administration Policy of the Dover-Sherborn Public Schools.

- Only the Registered Nurse may dispense medications in the school setting.
- The Medication Order Form must be completed by the Physician and Parent before any medication is administered.
- All medication must be delivered to the school by the parent/guardian or designated adult.
- The medication must be in a pharmacy or manufacturer labeled container.
- No more than a thirty (30) school day supply of the medication for a student shall be stored at the school.
- Self medication may be allowed under *certain circumstances* after the consultation with the school nurse, i.e. Asthma Inhalers and Epinephrine Auto Injectors.
- For "over-the-counter" medications, i.e., nonprescription medications, the school nurse shall follow the Board of Registration in nursing protocols.
- For short-term medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order.
- Medication orders must be renewed at the beginning of each school year.

**The Dover-Sherborn Middle School will *not* delegate or authorize unlicensed personnel to administer any medication, *except in the following circumstances:***

1. For the purpose of administering emergency medication to an individual child, the school nurse may identify individual school personnel or additional categories, who shall be listed on the medication plan and receive training in the administration of emergency medication to a specific child.
2. In the case of field trips and other short-term special school events, the nurse may delegate medication administration to another responsible adult. Written consent from the parent or guardian for the named responsible adult to administer the medication shall be obtained. The school nurse shall instruct the responsible adult on how to administer the medication to the child; however, every effort shall be made to obtain a nurse to accompany students at special events.

**Parents/Guardians who are going to be out of town** must complete the *Parent Authorization for Emergency Care* form. This form is available from the school web-site and can be found on the Health Office Home Page. This form must be completed when a parent/guardian leaves their child in the care of another adult overnight or for an extended period of time. We need all of the contact information including daytime telephone and cell phone numbers of the temporary caregiver. These forms are also available at the Main Office or in the Health Office.

### **Physical Examinations**

Each child needs to present to the school nurse documentation of a physical examination prior to first school entry and at intervals of every three to four years thereafter. At the Dover-Sherborn Middle School, a written report of a physical examination within the past year is required for each student entering **7<sup>th</sup> grade**.

### **Protocol for Students Requiring Temporary Home or Hospital Education**

The student's physician must complete the Department of Education's "Physician's Statement for Temporary Home or Hospital Education" form and return the form to the school nurse. Upon receipt of the medical order, the school nurse will review the form to determine eligibility pursuant to 603 CMR 28.08(3). If eligible, the school nurse will work with the guidance counselor regarding the educational implications of the student's medical needs. Tutoring will not begin without the appropriate documentation and administrative consent.

If the student receives special education services at school, the Administrator of Special Education is to be notified and involved with **any** decisions pertaining to the student's educational arrangements. The student's Special Education Liaison will coordinate delivery of services.

### **Re-Entry Protocol**

The partnership between home and school is never more important than at the time of a student's re-entry after an extended absence from school or hospitalization. It is the practice of the Dover Sherborn Public Schools to conduct a re-entry conference any time a student is not present at school for one of the following reasons:

- Hospitalization or evaluation for emotional/psychiatric reasons
- Prolonged absence for medical reasons
- A temporary alternate placement (TAP), i.e. ski school, Olympic training, DYS placement/return
- An out-of-school suspension when a meeting requested by the building Principal

The re-entry conference is conducted in an effort to assist the student to make a smooth transition back into school and to share all pertinent information about the student.

The re-entry conference will generally occur 24 hours in advance of the student's anticipated return to their classes. Present at the conference will be the student's parent(s)/guardian(s), the student (as appropriate), a member of the administration, the student's school counselor, the school adjustment counselor or school nurse (as appropriate), and the assistant principal (in the event of suspension).

The goals for the re-entry conference:

- Provide a smooth transition back to school
- Provide an opportunity for parents/guardians and/or consultants to supply the school with updated information about the student
- Where necessary, permission forms will be completed for sharing of information
- Short term (2 weeks) expectations will be defined for the student both academically and behaviorally
- A re-entry plan will be established
- Other professionals to be collaborated with will be identified



- A liaison at the school will be designated as the contact for the parents/guardians and outside collaborators
- A date will be set for follow-up with the student and/or parents/guardians, as appropriate either by telephone, email or conference

Please call your child's school counselor to arrange a re-entry meeting as soon as you know the date of your child's return to school. Please understand that a minimum of 24 hours notice is generally needed in order for a meeting date and time to be confirmed.

### **Special Education**

Under the Massachusetts law, special education services are available to eligible students aged three through twenty-two. Students may be referred by school staff or parents/guardians if a disability is suspected. An evaluation will not be conducted without written consent from a parent/guardian. Once the evaluation is completed, the parent/guardian will be invited to attend a TEAM meeting to discuss the results of the evaluation and the TEAM will determine whether the child is eligible for special education. No services will be provided without a parent's/guardian's acceptance of the Individual Education Program (I.E.P.).

If you would like further information regarding special education services, please contact the [Director of Student Services](mailto:mccarthyk@doversherborn.org) ~~Special Education Director Pre-K-12~~ at 508-785-0036 ([mccarthyk@doversherborn.org](mailto:mccarthyk@doversherborn.org)).

Copies of procedural safeguards can be obtained on the Department of Elementary and Secondary Education at [www.doe.mass.edu](http://www.doe.mass.edu).

### **Student Immunizations**

Massachusetts Immunization Law (M.G.L. c. 76:15, §76-9) states that any student who cannot show documented proof of up-to-date immunizations may be barred from school attendance after fourteen days of entering school. Medical or religious exemption requests should be discussed with the school nurse.

State regulations require that in order to attend school in Massachusetts, all students **entering the 7<sup>th</sup> grade** must submit proof that they are up to date on their immunizations and **physical examinations**.

#### **The following immunizations are required for all students entering the 7<sup>th</sup> grade**

- 2 doses on MMR vaccine (or 2 doses of a measles-containing vaccine and 1 dose each of mumps and rubella vaccines);
- 3 doses of hepatitis B vaccine (or 2 doses if adolescent has received the Recombivax HB 2- dose adolescent schedule option)
- 1 or 2 doses of varicella vaccine (1 dose if less than 13 years of age; 2 doses if 13 or older);
- 1 booster dose of Td or Tdap (if it has been more than 5 years since the last dose of DTaP, DTP, or DT was given)

#### **The following immunizations are recommended for all students entering the 7<sup>th</sup> grade:**

- While not required, a 2<sup>nd</sup> dose varicella vaccine is now recommended for all children less than 13 years.
- While not required, annual influenza vaccination is recommended for all school age children.
- Meningococcal vaccine is recommended for all 11-12 year olds and required for all students in grades 9-12 who are living at a school.
- While not required, the HPV vaccination is recommended by the American Academy of Pediatrics.

## Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of their disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment or teasing.

## ATTENDANCE REGULATIONS AND PROCEDURES

### Attendance

Daily attendance is essential to the school's success. As prescribed by law, students should not miss school except for reasons of illness. Parents are responsible for this legal obligation. Vacations during school time should be avoided, regardless of the rationalization for such absence. A parent does not have the legal right to substitute family vacations for school attendance. For those students who miss 10 or more days, a letter will be sent home documenting the absences.

For absences due to non-school related events (including family vacations) the student possesses the sole responsibility to obtain the information needed to maintain appropriate performance in school. Teachers have no obligation to prepare material that the student will miss during their absence prior to the student's departure. Students are encouraged to follow teacher websites or contact a peer to keep abreast of what is happening in each class.

Students attending events or enrolling in programs (i.e. ski school, theater, equestrian event) that take them from school for two weeks or more will be required to withdraw from the Dover-Sherborn Middle School. Students who are returning to the Dover-Sherborn Middle School within the same school year are advised to follow the curriculum to the best of their ability by following curriculum roadmaps and teachers' websites.

### Late Arrival to School~~Being Tardy~~

A student is marked tardy if they arrive late for the start of the first block (8:35 a.m.). The only excused tardy is one that has been authorized by the administration, for example: illness (accompanied by a doctor's note), religious holiday, doctor's visit or death in the family. **ALL TARDIES SHOULD BE REPORTED BY PARENTS/GUARDIANS TO THE HEALTH OFFICE PRIOR TO 8:30 A.M. After a student has accumulated three (3) unexcused tardies per quarter any unexcused tardy thereafter may result in an office detention. A parent/team conference may be held to collaborate on addressing this issue.**

If you are already in the building and are late to the first period, you **will** be assigned an office detention that day.

### ~~Being Tardy/Absent~~



A student who arrives after 11:00 a.m. is considered "tardy-absent" under the state guidelines of attendance.

### ~~Absences~~~~Being Absent~~

When a student is absent or tardy, a parent must call the Health office at **785-8149, extension 7102** before 9:30 a.m. to report the REASON for the absence or tardy. If a student is absent for an extended period (more than 5 days), a doctor's note must be given to the school nurse before the student may return to class. **It is important to note that when a student is absent from school, they will not be allowed to practice or represent Dover-Sherborn in a school sponsored activity (i.e. sports events, drama/musical productions, dances, math meets, etc.) on that day. To be considered present, for participation purposes, a student must arrive by 12:00 p.m.**

If you know that you are going to be absent (for any reason) for more than three consecutive school days, please

notify the school guidance counselor, team leader and the nurse. The School may require a Doctor's note. Arrangements must be made with your teachers about the procedure to be followed to assure that you keep up with your academic studies. You should also expect to have to attend extra help sessions and stay after school upon returning.

### **Early Dismissal**~~Being Dismissed Early~~

If you are to be excused from school before the regular dismissal time, bring a note to ~~the main office~~~~your advisory teacher~~. Your dismissal time will then be noted on the attendance bulletin. At the time of dismissal, go to your locker if necessary, report to the main office before leaving the building, and, if you return to school, report again to the main office for an admit slip to class.

### **Truancy**

Truancy is unauthorized absence from school. Students are responsible for all work missed as a result of being truant ~~and will be subject to progressive discipline consequences.. Any students found guilty of the above offense will receive the following consequences: ¶~~

~~First offense: Up to a one-day suspension and/or parent-student conference ¶~~

~~Further offense: Up to a two-day suspension, parent-student conference, potential court referral.~~

### **Non-Resident Policy**

Attendance in Advance of Residing. Non-residents will be allowed to attend upon receipt, by the Superintendent of Schools, of a signed purchase and sale agreement (passing of papers to be scheduled no later than sixty days from the date of the purchase and sale agreement).

New Construction. Non-residents may attend upon receipt, by the Superintendent of Schools, of a certified building permit with occupancy to occur no later than at the end of the current school year.

Students Moving Out of the District. Students moving out of the district may attend school in the district until the conclusion of the current marking period. If a student moves out of the district after February 1 in the elementary schools or after the start of the third quarter in the regional school, they may complete the school year. Students who complete their junior year as residents may continue to attend the High School as non-resident seniors.

The Superintendent of Schools and the School Committee may approve individual exceptions and arrangements when an emergency situation exists.

*Voted by Dover, Sherborn and Regional School Committees at a Joint/Union School Committee meeting held on April 29, 1999.*

### **Religious Day Observances**

When students are absent from school for the purpose of religious observance during religious holidays, it is expected that:

- teachers will not conduct special or unique activities that will cause those students to miss out on an important curriculum event;
- teachers will not administer quizzes/tests on that day, teachers will keep homework expectations reasonable and the due date will be extended as needed to allow for religious observances;
- teachers will provide opportunity and time to make up any work missed on that day as defined in the Student Handbook;
- teachers will give extra help and additional support to those who require such attention, and
- teachers will not require projects or long-term assignments due on the day of or the day after a religious holiday.

Student Responsibilities: Students are expected to be responsible for getting extra-help, making individual arrangements with teachers, and making up work that may be missed because of an absence.

## SCHOOL POLICIES AND PRACTICES

### After School Activities and Behavior

There are many reasons to remain after school. A student might receive extra help from a teacher, or just help a teacher in their room. A student may be after school to participate in a club or rehearse for chorus, band, or a drama/musical production. There are other school sponsored events like sports or a variety of intramural activities that you may sign up for. **In each instance the student must be with the supervising teacher.**

If you are not planning to be involved in a teacher supervised activity from 3:15 p.m. until 3:50 p.m., it is expected that you will take the 3:15 p.m. bus home. **If you are found wandering in or outside the building, you will be immediately assigned to office detention.** If you have obtained permission from the librarian you may remain in the library until time for your lesson or parent pick-up.

*(Note: Each student pays a yearly activity fee of \$45 in order to participate in any club or after-school activity. Academic assistance by a teacher after school is not considered an activity)*

### After School Procedures

A variety of activities are conducted once the general school day concludes. Included are club meetings, athletic activities, rehearsals, and disciplinary sessions. Student<sup>s</sup> who wish to see more than one teacher after school, should have written permission from the second teacher before leaving the first teacher.

The following priorities will govern student's school-related responsibilities at the end of the regular school day:

- Student appointments (medical) A note will be required from the student.
- Teacher Discipline
- Office Detention
- Subject Matter Help Session
- Student Activities and Intramurals

The process of securing the main building will start at 3:50 p.m. All students must be out of the main building at this time. Students will be allowed to stay in the main building after 3:50 p.m. only if they are under the direct supervision of a staff member.



### ~~Back Packs~~

~~Back packs will not be allowed to be carried during the school day after the start of first block through the end of the day. Eighth grade students will be allowed to have their back packs for seventh period.~~

### Behavior for Substitute Teacher

When your regular teacher is absent from your class you are expected to be even more considerate and courteous than normal. Remember that a substitute teacher is giving a service to the school and should be treated as a guest in the school. Students will be expected to follow all school rules. If you know your teacher is absent and the substitute does not arrive to your class within the first few minutes please notify the office.

### Bus Regulations

While riding the school bus students must follow the 'Bus Rules and Regulations' listed below. If these or any other safety infractions occur, the following actions will result:

- 1st offense: Up to suspension from riding the bus for one week
- 2nd offense: Up to suspension from riding the bus for four weeks
- 3rd offense: Up to loss of privilege of riding the bus for the balance of the school year.

## Bus Rules and Regulations

- Students will be let off the bus at 8:20 AM to enter the middle school.
- Students shall remain well back from the roadway while awaiting the arrival of the bus and refrain from throwing things or playing at the bus stop. Students should not arrive at the bus stop more than five (5) minutes early.
- Students shall enter the bus in an orderly fashion, go directly to a seat, and remain seated until the destination is reached.
- Students shall not litter or deface the bus in any manner.
- Students shall not cause any distracting action(s) on the school bus.
- Students shall keep their hands, arms, and heads inside the bus.
- All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
- The Emergency Door must be used for emergencies only. Students shall not touch safety equipment on the bus.
- It is essential that each student cooperate with the bus driver for the safety of all concerned.
- Students shall be picked up and unloaded only at regularly scheduled stops. ~~(Any bus switches must be approved by the main office. Switches are not allowed on any Early Release Day.)~~
- Students will disembark from the bus by the front door, passing in front of the bus if it is necessary to cross the road. In this manner, the student will have the protection of the flashing lights and will at all times be observed by the driver.
- No person shall smoke or consume alcoholic beverages or use illegal substances on a school bus.
- Pets or small animals are not to be transported to or from school on the Dover-Sherborn school buses.

## **Cafeteria / Food in Classrooms**

At lunch time, students must proceed directly to the cafeteria. In order for lunch to run smoothly, there are required procedures. Students are to:

- Move in an orderly fashion through the lunch lines
- Remain seated at your table while eating
- Clean the table top and floor around it
- Do not leave the cafeteria to return to the Middle School during lunch unless you have permission from an adult on duty
- At the end of lunch, wait for an adult to dismiss your table before leaving the cafeteria. Please **DO NOT** bring any food or drinks back to the Middle School.

Students are not allowed to have food or beverages in the middle school with these possible exceptions:

- Water in clear containers may be consumed at any time unless the student is in a no food or beverage area (library, gymnasium, and computer lab).
- At the discretion of the classroom teacher, students may be allowed to consume their own food/beverages in the classroom. (There will be no sharing of food by students due to allergy concerns)
- Teachers will be allowed to have food in their classrooms for educational purposes if approved by the Principal.
- The Principal may allow students to have food/beverages on an individual basis.

## **Cheating/Plagiarism Policy**

All examinations and written assignments submitted by Dover-Sherborn students must be their own work, unless designated a collaborative assignment by their teacher. Cheating and plagiarism—the submission by a student of the words or ideas of another person as if they were their own—are serious academic offenses.

Electronic devices may not be brought into testing rooms. Teachers/proctors are authorized to collect devices during assessments unless the teacher, or a student's 504 or IEP allows the use of such a device.

Some faculty at the school regularly ~~useuses~~ the turnitin.com plagiarism detection service to ensure academic integrity. The service allows teachers to compare student work to a database of millions of documents (an authenticity report is generated for each submitted piece of work).

If a student is found to be cheating in more than one course during an academic year, the administration reserves the right to impose additional sanctions through our progressive discipline policy ~~including detention or suspension depending on the circumstances.~~

**Cheating or plagiarism occurs when a student:**

- submits another student's paper as their own
- copies sections of another student's paper or exam into their own page
- quotes another's words without properly citing the author's work
- does not quote an author's work which is subsequently passed off as one's own
- improperly downloads another person's paper, research or parts of a paper from the Internet and passes it off as one's own
- borrows or steals another student's work and submits it as their own
- copies source material without proper citation (examples: without reference to author and page)
- summarizes source material without specific reference to original source

**Other examples of cheating or plagiarism include:**

- using ideas or information written or non-written; including such things as conversations, musical compositions, computer programs, web pages, spreadsheets, drawings, photographs, digital images, lab reports and charts and homework of any kind and passing them off as one's own
- attempting to pass off a paper written for one course that was previously written for another
- paraphrasing of any kind, including changing or rewriting an author's words
- quoting portions of an author's work and then using more of that author's work as if it were one's own
- copying someone else's work, including homework, and passing it off as one's own
- making up sources or including sources in one's bibliography which were not used

**Homework:** A student is cheating when they attempt to copy or borrow inappropriately another student's homework or when they inappropriately give information to another student.

Penalty: teacher disposition; parent/guardian notification.

**Quizzes/Test/Midyear Exams/Final Exams:** A student is cheating when they attempt inappropriately to gain any information from another student or from any unauthorized materials, or when they knowingly give information to another student.

Penalty: Zero grade given for the work; parent/guardian notification.

Repeat offense: Zero grade given for the work; parent/guardian notification: possible suspension.

**Written Projects/Research Reports/Lab Reports:** A student is cheating when they use anyone else's words or ideas without documentation or when they inappropriately give/receive information.

Penalty: Zero grade given for the work; parent/guardian notification.

Repeat offense: Zero grade given for the work; parent/guardian notification: possible suspension.

## Communication

### Aspen

Aspen is the student information system used by the Dover-Sherborn Public School System. Families of students in grades 6 through 8 will have a unique login to access their children's information (i.e. attendance, grades, schedule, contact information, etc.). It is the parent's responsibility to maintain accurate contact information at all times.

Aspen is also used as our community outreach and Emergency Communication system. It allows us to contact you immediately, effectively, and efficiently by phone or email should we have the need. It is critical that you provide the school office with current contact information in September and to update the information should there be any change during the course of the school year.

### Contacting Teachers and Staff

Our staff wants to work together with parents in solving challenging issues that may arise. If your child experiences a challenging issue in the classroom, the first step is to contact your child's teacher by telephone or email to discuss the issue. If the issue cannot be resolved with the teacher, then the principal, assistant principal, or guidance counselors are additional resources.

If there is a situation at home that might affect your child, please let the teacher, school counselor, or administrator know. Adjustments and extra consideration can be given to your child if we understand what they are experiencing. Some common situations are the death or serious illness of a family member, the death of a pet, parent business travel, etc.

When emailing anyone in the school system, please put "From the Parents of [your child's name]" in the subject line to ensure your message gets through the district firewall. Teachers typically check email once a day. Please keep in mind that teachers usually return calls at the beginning or end of school when class is not in session. If you would like to contact your child's teacher, you may:

- **Voice-mail:** The Middle School has a telephone line designated specifically for Voice-Mail. The number to dial is (508) 785-8149. Teacher voice-mailbox numbers will be published periodically during the year for students and parents.
- **E-mail:** All faculty and students have email. A faculty member's email is their last name and first initial followed by [@doversherborn.org](mailto:@doversherborn.org). Example: [kellemts@doversherborn.org](mailto:kellemts@doversherborn.org). Students' assigned e-mail accounts are for school work and correspondence with teachers. Personal messages and inappropriate, harassing, vulgar or threatening comments will result in suspension of privileges. The school reserves the right to check student email periodically.
- **Telephones:** Students may use the telephone in the office. Students may **not** use either classroom phones, or personal cell phones. (Cell phones may be used after school hours)

## Dress Code

Responsibility for student dress resides with the student and the parent/guardians. Students are expected to dress for school in a manner that is appropriate to the general learning environment. Any dress that causes a disruption or disorder in the school is inappropriate. Student dress will also be restricted for purposes of health, safety, and cleanliness. Administration reserves the final judgment regarding the appropriateness of student clothing. If necessary, parents/guardians will be called to bring an appropriate change of clothes for their child. Hats or other



headwear is not allowed. Hoods on sweatshirts may not be placed on heads during the school day. Students may wear headwear for medical or religious reasons.

### **Exchanging Gifts/Invitations/ Locker Decoration in School**

Locker decorating, exchanging of gifts, and distributing invitations leads to as many hurt feelings as good feelings. Please leave these activities outside of school.

### **Field Trips**

#### **Guidelines for School-Sponsored Field Trips**

All Field Trips (usually of one day duration) are designed to enhance the academic study of the students. Each student participating must have a completed Field Trip Release Form signed by the parent. All details of each field trip will be given to students and parents well in advance of the trip. Teacher (and some parent) chaperones will provide supervision on the trip will provide supervision on the trip and at a ratio of adult-to-child that allows safe management.

### **Fire Drills/Lockdowns**

During a fire drill or lockdown, students must follow the directions of the classroom teacher and move as quietly and quickly as possible to the designated area via the prescribed route.

### **Forging Parent/Guardian Signature**

Forging a parent's or guardian's signature is against school policy.

Penalty: teacher or administrator disposition; notification of parent/guardian

### **Late Buses**

If you remain after school for activities, detention, or help sessions, you will take the late bus home at 4:15 p.m. You will find the late buses parked on the driveway between the middle school and Lindquist Commons. In order to find which bus to board, tell a bus driver where you live and you will be directed to the correct bus. There are no late buses on Fridays or on early release days. Transportation ~~arrangements~~[arrangement](#) for METCO students after 3:15 p.m. must be made with the METCO Coordinator or designee.

If you leave school grounds at 3:15 p.m., you may not return to take the late bus (unless prior arrangements have been made with the Principal). Your parents would be expected to provide transportation home from your friend's house.

### **Lockers**

All students have lockers at school. Your hallway locker and Physical Education locker have a combination that only you will know. Do not share that combination with anyone. Be sure to secure items in your lockers and keep them closed and locked.



The lockers at DSMS are school property. The administration has the right to check lockers for damage and for illegal or inappropriate items if they have reasonable suspicion. Keep your locker clean, neat and free of any non-essential items.

### **Longboards/Skateboards and Scooters**

Because of safety concerns, longboards/skateboards and scooters are not permitted on campus at any time. Failure to comply will result in disciplinary action.

### **Lost and Found**

There are three areas where lost items might be found. They are: the shelves in the main lobby under the main staircase, the shelves by the exit near the gymnasium, and in the Main Office. If you are unable to find your item in either your classrooms or these areas please check with the staff in the Main Office.

### **Parent/Guardian Messages to Students**

Classes will not be interrupted to give messages from home to students except in the case of a family emergency.

### **Passes**

In order for you to leave the classroom while classes are in session you must have a proper pass from the room you are leaving. If you have made arrangements to go to another teacher you must obtain a pass from that teacher during a study or period 7, before you can leave your assigned area.

### **Personal/Valuable Items**

When leaving the building to go to lunch, physical education classes, etc., students should leave their books on designated tables and shelves near exits to the cafeteria and the gymnasium. **Books and other belongings may not be left on the floor, as this is a fire hazard.** Any student's belongings which are left on the floor will be held in the main office until the end of the school day.

Students are asked not to bring valuable items such as jewelry, large amounts of money, radios, etc., to school. Each student should be sure that their regular locker and gym locker are ALWAYS LOCKED. The Main Office should be notified immediately if your locker is not operating properly. Please report any lost or stolen items to the Main Office and fill out a Personal Property Report.

### **Procedures for H Block**

All students will go to their H Block classes as per their schedule. Please report there before going to any other location. The H Block Help Session and Directed Research sessions are quiet, study centered times at DSMS. Students will work quietly and will bring sufficient material to stay focused and academically productive for 48 minutes. Students must have a pass that is signed by a teacher with a current time noted in order to be in the halls. The only exception should be bathroom, locker, water, office/nurse passes (available in all rooms).

Any student desiring to see any teacher during H Block must procure a pass prior to H Block. **In short, get a pass early in the day.** The exceptions to this rule are the library, art room, and computer lab. H Block teachers can give passes to students for those three areas, but no more than three students may receive passes at one time. All students need to return to their assigned H Block class by 3:05 p.m.. ***Any student found in the hallways without a pass will be spoken to or brought to the office. An administrator will be present in hallways during***

***H Block. Repeat offenders may be subject to further consequences (detention, parent contact, loss of H Block pass privileges).***

## **Visitors**

If a student wishes to have a guest for the day, a visitor's pass should be obtained the day before the visit. Students must get signed permission from each teacher before a visitor's pass may be obtained from an administrator. This pass should be shown to each class teacher for that day. The visit is limited to one day only. Permission for the visit will be granted at the Principal's discretion. During~~the~~ both the first and last month of the school year, or the day before a long vacation, requests for visitors' passes will not be honored.

## **STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR §99.00) and Student Record Regulations (603 CMR 23.00) are designed to protect parents'/guardians' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The student records laws and regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The state regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. State regulations require the school district to keep a student's transcript for sixty years after the student leaves the school system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as:

- Standardized test results
- School-sponsored extracurricular activities
- Evaluations and comments by teachers, counselors, and other persons
- Disciplinary records
- Other information

The temporary record is destroyed within seven years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents/guardians and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents/guardians may:

### **Access to Vocational Technical Education**

“Massachusetts Regulations on Access to Equal Educational Opportunity 603 CMR 26.00 was promulgated in part to ensure that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study at public schools in the Commonwealth. School districts should provide middle school students and their parents/guardians with information on vocational-technical education. Common methods of providing information include visits to high schools with vocational technical education programs, and recruitment activities in middle schools conducted by high schools with vocational technical education programs. Middle schools release student names and addresses to the vocational technical high school subject to the Massachusetts Student Records Regulations 603 CMR 23.07.” - Mitchell D. Chester, Commissioner of Elementary and Secondary Education, February 3, 2010.

### **Amendment of Records**

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. With certain exceptions relating to insertions by an Evaluation Team (see 603 CMR 23.08(2)), the parent/guardian and eligible student have a right to request, in writing, that information in the record be amended or deleted. They are entitled to meet with the Principal (or the Principal's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent/guardian or

eligible student who is not satisfied with the Principal's decision may appeal the decision to the Superintendent and request a hearing before the Superintendent. 603 CMR 28.09; 34 CFR §99.21.

### **Confidentiality of Records**

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student. School personnel that may have access include staff members who work directly with the student, as well as administrative and clerical staff who are employed by or under agreement with the Dover-Sherborn Regional School District and who need access to a record in order to fulfill their duties.

### **Destruction of Records**

The regulations require school authorities to destroy a student's temporary record within seven years after the student transfers, graduates or withdraws from the school system. Dover-Sherborn Middle School destroys a student's temporary record upon a student's graduation, transfer, or withdrawal from the middle school. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent/guardian and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents/guardians and eligible students. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) and the Questions and Answers Guide published by the Massachusetts Department of Education in 1995.

### **Inspection of Records**

As per federal and state regulations, a parent/guardian or an eligible student has the right to inspect all portions of the student record upon request. 34 CFR §99.10; 603 CMR 23.07(2). The record must be made available within ten days after the request, unless the parent/guardian or student consents to a delay. The parent/guardian or eligible student should submit their request to inspect a record to the school principal/Principal. The parent/guardian and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. 34 CFR §99.11.

### **Non-Custodial Parents, Access Procedures**

As required by M.G.L. c. 71 § 34H and 603 CMR 23.07(5), a non-custodial parent may have access to the student record in accordance with the following provisions.

Parents who do not have physical custody of their children are eligible to obtain access to the student record unless:

1. The parent's access to the student or the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
2. The parent has been denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation.
3. A court has issued an order prohibiting the distribution of the student's record to the non-custodial parent.

Upon receipt of a written request for records from a non-custodial parent, the school will notify the custodial parent. Access will be provided after 21 days unless the custodial parent provides documentation that the non-custodial parent is not eligible to obtain access to the record for any of the reasons set forth above. The parent/guardian and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

### **Release of Directory/Vocational Information**

Pursuant to 603 CMR 23.07 and 34 CFR §99.31(a)(1), Dover-Sherborn Middle School reserves the right to release a student's name, address, telephone listing, without the consent of the eligible student or parent/guardian. Parents/Guardians and students who object to the release of this information (without their prior written consent) must notify the administration no later than September 7, 2018.

Under sections 23.10(1) of the Massachusetts Student Records Regulations, Dover- Sherborn Middle School will release the names, addresses, and telephone listings of students to the appropriate vocational-technical high schools upon request, as required by federal law, unless the Vocational-Technical Schools' Request for Student Information form has been completed and returned to the main office of the middle school by September 7, 2022.

### **Right to file a complaint**

Parents/Guardians and eligible students have the right to file a complaint concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school district for at least sixty years after the student leaves the system.

### **Transfer of Records**

Under 603 CMR 23.07(4)(g) consent from a parent or eligible student is NOT required to forward a transferring student's records to a new school, in which the student seeks or intends to enroll, if the school that the student is leaving provides notice that it forwards student records to the new school when a student transfers. Please be advised that it is the policy of Dover-Sherborn High School to forward a transferring student's records to a new school without seeking the prior consent of the parent or eligible student.

## DISCIPLINE CODE

The Discipline Code is administered within the guidelines set forth by the state and federal laws and regulations with regard to due process for students. The Handbook is distributed at the beginning of every year to every student. It is the expectation of the administration and the school system that parent(s)/guardian(s) and student will read the Handbook. Students and parents/guardians are responsible for raising any questions that they may have regarding this Handbook and its provisions with the school administration. Even if the student does *not* sign the acknowledgement form included with the distribution of this Handbook, such presumption is made. Please note that the consequences suggested below are for extreme or repeated offenses, the administration looks to make every incident a teachable moment and tries to apply restorative justice practices whenever possible.

### **Alcohol and Other Drug Policy**

The Dover Sherborn Public Schools strive to provide a healthy, safe and supportive school environment for all students, staff and visitors. Since under Massachusetts's law it is illegal for any individual under the age of 21 to use or possess alcoholic beverages and, regardless of age, to use or possess an illicit drug, acceptance of illegal and unhealthy activity is prohibited.

A student violates this policy if they possess, use, deliver, buy or sell alcohol, alcohol/drug paraphernalia or any controlled substance in any place or vehicle under school jurisdiction and/or at any school sponsored activity regardless of location.

The Dover and Sherborn Police Departments will be notified in all cases of actual possession, sale and distribution of alcohol or other drugs. The Principal will turn over all drugs or contraband to the police before the close of the school day.

The Dover Sherborn Public Schools will continue to provide, without penalties, assistance to students who are voluntarily seeking alcohol and other drug treatment or advice and will continue to protect the due process rights of all students.

### **Sanctions for Violations of the Alcohol and Other Drug Policy**

1. Pursuant to Section 37H of chapter 71 of the Massachusetts General Laws, any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in M.G.L. c.94C including, but not limited to, marijuana, cocaine and heroin, may be subject to expulsion from the school by the middle school Principal.

The following sanctions will apply to any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of alcohol, or under the influence of alcohol or controlled substances, or who knowingly aids or abets the delinquency of anyone who possesses or is under the influence of alcohol or controlled substances:

1st offense:

- a. Up to one week suspension from school.
- b. The parents or guardian of the student will be required to attend a meeting with the Principal to discuss the offense and consequences. They will also receive written notification of the school's policy for second offenses of the Alcohol and Drug Policy.

2nd and subsequent offense(s):

Suspension for up to two weeks and the administration may recommend a long term suspension.

The student will be given referral sources for an alcohol and other drug screening/assessment with appropriate follow-up. As with all medical treatment, the school is not responsible for providing or paying for such assessments or treatment.

## **Bullying/ Cyber Bullying**

### **Statement of Purpose**

The Dover Sherborn Public Schools Bullying Prevention and Intervention Plan meets the requirements of M.G.L. c. 71, S370 and is modeled after the Massachusetts Department of Elementary and Secondary Education's Model Plan for dealing with bullying behaviors in our schools. The Plan includes strategies for identifying, reporting and responding to bullying behaviors. This Plan is a key part of our schools' mission "to inspire, challenge and support all students as they discover and pursue their full potential" and it complements our schools' student wellness and discipline policies. Please note the use of the words "target" instead of "victim" and "aggressor" instead of "perpetrator" are used throughout this document to be consistent with language used by the Massachusetts Department of Elementary and Secondary Education.

The Bullying Prevention and Intervention Plan can be found at

[https://www.doversherborn.org/uploaded/Publications\\_Downloads/Bullying\\_Prevention\\_Plan\\_10.1.19\\_\(1\).pdf](https://www.doversherborn.org/uploaded/Publications_Downloads/Bullying_Prevention_Plan_10.1.19_(1).pdf)

### **Definitions essential to the Dover Sherborn Bullying Prevention and Intervention Plan**

**Aggressor** is a student or a member of the school staff who engages in bullying, cyber bullying, or retaliation.

**Bullying**, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of the school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to them self or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school

**Cyber bullying** is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyber bullying.

**Hostile environment**, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.



**Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

**Target** is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

### **Class Cutting**

Unexcused absence from a class, the library, or the computer center may result in you serving a minimum of one detention and your parents will be notified. In addition, zeros may be given for any work due or completed on the day of the cut. Repeat offenses may result in suspension or other appropriate consequences as determined by Administration.

### **Climbing**

For safety reasons, students are prohibited from climbing the face of a building, onto the roof of a building, on trees without school-employed adult supervision, or on any other such object. Penalty assessed may range from a warning to suspension and possible expulsion depending upon the severity or the pattern of behavior.

### **Conduct Outside of School**

A student's behavior off campus or in cyberspace, for example, emails, postings on social networking websites, instant messages and text messages can have a serious negative impact on other students or members of the school community during the school day and at extracurricular activities. As such, if a student engages in conduct outside of school that causes a substantial disruption to the school environment, such conduct may be considered a basis for discipline, up to and including expulsion from school.

### **Disciplinary Behaviors/Offenses and Sanctions-Partial Listing**

Consequences are not automatic and administrators use their discretion in determining what consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parents/guardians a clear understanding of administration's expectations for conduct and consequences that will be considered in making discipline decisions.

*1. indicates first offense 2. indicates repeat offense*

<b>BEHAVIOR/ACTION</b>	<b>SCHOOL RESPONSE/CONSEQUENCE</b>
Students may not sell items during school hours. (This shall include but not be limited to candy, food, jewelry, school supplies and clothing.)	1. All items will be confiscated and the appropriate detention or suspension will be determined. 2. Same as #1

<p>Cafeteria Misbehavior</p> <p>Such as but not limited to the following:</p> <p>Food fights</p> <p>Failure to clean up after oneself</p>	<p>1. Cafeteria cleanup duty (time determined by the severity of the case)</p> <p>2. Cafeteria cleanup duty and up to one detention</p>
<p>Cursing, foul language</p> <p>Comments directed towards another student and/or a staff member</p>	<p>Up to two office detentions; possible suspension; parent/guardian notification</p> <p>Up to one-day suspension; parent/guardian conference. If action results in disruption to the educational process, up to a five-day suspension</p>
<p>Cursing overheard/not directed toward a person</p>	<p>1. Warning; parent/guardian notification, consequences dependent upon severity</p> <p>2. Up to two office detentions; parent/guardian notification</p>
<p>Cutting class</p> <p>Unexcused absence from a class, the library, the computer lab, or directed research</p>	<p>One office detention, parent/guardian notification, and/or zeros may be given for any work due or completed on the day of the cut</p> <p>Up to two office detentions, parent/guardian notification, and/or zeros may be given for any work due or completed on the day of the cut</p>
<p>Cutting detention</p> <p>Applies to both teacher-assigned and office detentions</p>	<p>1. Two office detentions assigned for every failure to report and parent/guardian notification.</p>
<p>Disruptive Behavior</p> <p>Applies to situations when a student is sent to the office from a class, the library, the computer lab or a directed research for disruptive behavior</p>	<p>Up to two office detentions; parent/guardian notification</p> <p>Up to one-day suspension; parent/guardian conference</p>
<p>Insubordination or insolence</p> <p>Such as but not limited to the following:</p> <p>Failure to follow a reasonable request by a staff member</p> <p>Boldly disrespectful in speech or behavior</p> <p>Verbal assault</p> <p>An act of insubordination that places others at serious risk</p>	<p>Consequence is dependent upon severity and may vary from an office detention and parent/guardian notification up to a five-day suspension and possible recommendation for long-term suspension depending on the circumstances.</p>
<p>Physical intimidation</p> <p>The act of physically intimidating another by invading personal space and/or backing someone against a wall</p>	<p>Up to a five-day suspension or possible recommendation for long term suspension depending upon the severity of the case or repetitive nature of the case; parent/guardian conference</p>
<p>Verbal threat of violence against the life of another</p>	<p>Possible suspension or recommendation for long term suspension depending upon the circumstances</p>

An appeal may be made to the Principal if there are extenuating circumstances.

These rules have been carefully devised for the safety and benefit of all students and are subject to discussion and possible revision at the end of each year. All rules, regulations and policies of the Dover-Sherborn Middle School apply to all students regardless of age. These rules are in effect on campus and at all school sponsored activities, trips and tours.

Students are expected to be courteous, reasonable and responsible. Students will respect all staff, other students, and school property. Inappropriate attitudes and behavior will be dealt with in a manner that will encourage change. A system of warnings and procedures is built into the overall approach to changing behavior in middle school. The following will be considered when determining a consequence for undesirable behavior:

1. Age and grade level of the student.
2. Prior disciplinary record.
3. Seriousness of the misconduct.
4. Cooperation and honesty of the student.

### **Fighting**

First offense: a possible three (3) to five (5) day suspension (administrative decision). Police may be notified.

Subsequent offenses: a possible five (5) to ten (10) day suspension (administrative decision). Police may be notified of all occasions of fighting, and charges may be brought for disturbance of a public assembly and disorderly conduct. The School Committee will be notified.

Any student involved in a fight who fails to cease or desist at the request or intervention by a staff member may be suspended for up to ten (10) days (administrative decision).

Any student who strikes or causes bodily harm or injury to a staff member who is attempting to intervene will be considered to have physically assaulted the staff member and will be subject to expulsion by the Principal under c.71, sec. 37H.

### **Inappropriate Physical Contact**

School grounds are not an appropriate environment for certain types of physical contact even when consensual. Such behavior will result in referral for appropriate discipline up to and including long term suspension depending upon the circumstances.

### **Physical Assault**

One-sided attack: five (5) to ten (10) days suspension with the possible recommendation for long term suspension. Assault with a weapon: possible five (5) to ten (10) days suspension and possible recommendation for long term suspension for the assault. Additionally, the student will be subject to possible long-term suspension or expulsion by the Principal for possession of a “dangerous weapon” pursuant to M.G.L. c. 71, sec. 37H. In the case of a physical assault, the Dover Police Department may be contacted, and if the case involves possession or use of a dangerous weapon, a weapons report will be filed pursuant to M.G.L. c. 71, sec. 37L.

A physical assault on school personnel will result in a suspension with the possibility of long term suspension or expulsion by the Principal pursuant to M.G.L. c. 71, sec. 37H.

## **Provoking a Fight**

Any student who, by word or action, is determined to have provoked or instigated a fight will receive up to a 1-5 day suspension.

## **Conduct Outside of School**

A student's behavior off campus or in cyberspace, for example, emails, postings on social networking websites, instant messages and text messages can have a serious negative impact on other students or members of the school community during the school day and at extracurricular activities. As such, if a student engages in conduct outside of school that causes a substantial disruption to the school environment, such conduct may be considered a basis for discipline, up to and including long-term suspension from school.

## **Vandalism**

Vandalism, including the destruction of, damage to, or defacement of school property or the property of another is expressly prohibited. (This includes vandalism of the property of another school system.) Disciplinary penalties may include possible short-term or long-term suspension depending upon the severity of the offense. Under Massachusetts law (M.G.L. c. 266, Section 126B) a student convicted of defacing or vandalizing property will have their driver's license suspended for a year or, if the student is under sixteen, one year will be added to the minimum age eligibility for driving.

## **Harassment Policy**

The Dover Sherborn Public Schools are committed to providing students with a learning environment that is free from harassment (verbal and/or physical) based on gender, race, religion, national origin, ethnic background, color, age, sexual orientation, gender identity, or disability. The goal is to maintain a school climate that is supportive, respectful of all school community members, and conducive to learning.

### **Definition of Harassment Forbidden by This Policy**

For the purposes of this policy, the term "harassment" shall be defined as conduct (verbal or physical) based on gender, race, religion, national origin, age, sexual orientation or disability, that creates an intimidating, hostile or offensive educational and/ or that unreasonably interferes with another individual/s education.

### **Complaint Procedures**

Any student of the Dover Sherborn Public Schools who believes that they have been the victim of harassment (as defined above) by a teacher, pupil, visitor, administrator, or other personnel of the Dover Sherborn Public Schools, or who has knowledge of any of the above should report the alleged acts as soon as possible.

A harassment complaint may be made to the Principal or to the Superintendent 508-785-0036. If the report is to someone other than the Principal, it becomes the responsibility of that person to report the complaint to the Principal in writing using the forms that are available in every Principal's office or in the office of the Superintendent of Schools.

So that all members of the school community will be made secure in bringing forth complaints, a volunteer member of the faculty from each building will be designated as an equity coordinator. Ideally, the equity coordinator will not be of the same gender as the Principal.

Upon receiving a complaint, the equity coordinator, or other member of the school community shall immediately notify the building Principal who shall serve as the complaint-hearing officer. The building Principal or designee will immediately address the concern. Depending on the circumstances and seriousness of the incident, interventions can range from informal to formal. Informal interventions include immediately and effectively addressing the situation, for example, by encouraging people to identify the difficulty, talk it out, and agree on how to deal with it. If that does not work or if the situation warrants further action, a formal harassment complaint will be processed. Within five (5) working days, the Principal shall forward all formal complaints to the Superintendent of Schools and the Title IX/Chapter 622 coordinator.

The hearing officer shall respect, as much as possible, the privacy of the complainant, the person against whom the complaint is filed, and all witnesses. **ALTHOUGH EFFORTS WILL BE TAKEN TO PROTECT CONFIDENTIALITY, THIS IS NOT ALWAYS POSSIBLE IN HARASSMENT INVESTIGATIONS.**

All complaints will be taken seriously. While rights of all individuals will be protected, a program for monitoring an alleged situation of harassment will be developed immediately to prevent the possibility of any recurrence of the behavior. It is unlawful to retaliate against a person for filing a complaint of harassment or for cooperating in an investigation of a complaint for harassment. Retaliation against a complainant or witness will not be tolerated. Appropriate disciplinary action will be taken against any party involved in the retaliation.

#### Reporting Locations:

- Dover Sherborn Public Schools, Office of the Superintendent, 157 Farm Street, Dover, MA 02030
- Dover-Sherborn High School, Office of the Principal, 9 Junction Street, Dover, MA 02030
- Dover-Sherborn Middle School, Office of the Principal, 155 Farm Street, Dover, MA 02030
- Chickering School, Office of the Principal, 29 Cross Street, Dover, MA 02030
- Pine Hill School, Office of the Principal, Pine Hill Drive, Sherborn, MA 01770

#### Investigative Procedures

The Principal or designee shall consider every report of harassment seriously and shall investigate all reports immediately. The Title IX/1622 coordinator and other staff (e.g. school psychologist) shall assist the school hearing officer, as needed, in the investigative procedures and the identification and delivery of all necessary services to concerned individuals.

In the event that students are involved in allegations as victim, perpetrator, or witnesses, the Principal will notify the parents and/or guardians of the allegations. The Administration reserves the right to question such students as part of its investigation.

The person issuing the complaint as well as the individual against whom the complaint is filed shall be separately interviewed, with the goal of resolving the complaint at this level. If resolved, parties will be notified and documentation describing the incident and subsequent resolution shall be kept by the

Principal for one year. If the complaint is not successfully resolved, the Principal shall continue with the investigation by interviewing other knowledgeable parties. Documentation supporting or discounting the allegation shall become part of the investigation process.

Whenever possible, the Principal shall complete the investigation and report within twenty (20) school days after the complaint has been filed indicating whether the allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. If the allegations are substantiated, the Principal or, in a case against an employee, the Superintendent or Principal must take immediate corrective and/or disciplinary action to resolve the situation. Such action may include, but is not limited to, requiring an apology, direction to stop offensive behavior, counseling or education, suspension, or expulsion. Follow up will be conducted to ~~ensure~~insure that neither continued harassment nor retaliation occurs.

As soon as the report is completed, all formal records of harassment shall be forwarded to the Superintendent and Title IX/622 coordinator and shall be kept in a separate file; only the Superintendent and the Title IX/622 coordinator shall have access to these files. Written findings will be provided to the concerned parties upon request to the extent legally permissible. Concerned parties will have the right of appeal to the Superintendent of schools within ten (10) working days of receipt of the concluding report.

Adopted by the Dover-Sherborn Regional School Committee, Dover School Committee, and Sherborn School Committee on June 16, 1998

## **Sexual Harassment**

As special laws deal with the subject of sexual harassment, it is appropriate to review those provisions and their scope.

Sexual harassment in public schools is sex discrimination, and therefore is prohibited by federal and state laws. Title IX of the federal Education Amendments of 1972 (20 U.S.C. 1681) states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The Massachusetts law on fair educational practices (Chapter 151C of the Massachusetts General Laws) also forbids sexual harassment in the schools. It defines sexual harassment as follows:

The term “sexual harassment” means any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly, a term or condition of the provision of the benefits, privileges or placement services, or as a basis for the evaluation of academic achievement, or
- Such advances, request or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work place and/or educational environment that is hostile, offensive, intimidating, or humiliating to students may also constitute sexual harassment.

It is not possible to list all those additional circumstances that may constitute sexual harassment. Nevertheless, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment depending on the totality of the circumstances including the severity of the conduct and its pervasiveness:

- unwelcome sexual advances – whether they involve physical touching or not
- sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment on an individual's sexual activity, deficiencies, or prowess
- displaying sexually suggestive objects, pictures, cartoons
- unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments
- inquiries into one's sexual experiences
- discussion of one's sexual activities

All students should take special note that retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint, is unlawful and will not be tolerated by the Dover Sherborn Public Schools.

Any conduct forbidden by the above state or federal statutes shall be considered violative conduct and shall be actionable under this policy.

## **Hazing**

The prohibitions upon the hazing of students are contained at CH. 269, S. 17, 18 and 19. Those sections provide as follows:

### **CH. 269, S.17. Crime of Hazing; Definition; Penalty**

Whoever is a principle organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such

student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985, c.536; amended by St. 1987, c.665.

#### **CH. 269, S.18 Duty to Report Hazing**

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to them self or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St. 1985, c.536; amended by St. 1987, c.665.

#### **CH. 269, S.19. Hazing Statutes to be Provided; Statement of Compliance and Discipline Policy Required**

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issues copies of this section and section seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education



and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Penalty: Up to three days out of school suspension; police notification.

### **Violation of Another's Civil Rights**

Students have the right to be free from discrimination including verbal or physical attacks based on race, national origin, religion, sex, disability, gender identity, sexual orientation or homelessness. Any student who violates another student's rights to be free from discrimination will be subject to disciplinary sanctions which will vary, depending upon the seriousness of the offense, from detention up to and including expulsion. Particularly serious violations will also be referred to the police.

### **Photographs**

Students and parents/guardians are not to photograph and/or post students' images from field trips, outdoor activities, or general classroom settings.

### **Selling and Distributing**

Any student who is found selling or distributing controlled substances on school premises or at school-sponsored or school related events will be subject to expulsion by the Principal under M.G.L. c. 71, s.37H. Any student who is found selling or distributing alcohol on school premises or at school-sponsored or school-related events will be suspended for two weeks and the Principal may recommend the student's expulsion.

### **Smoking Policy/Tobacco Use (including the use of chewing tobacco)**

Massachusetts' law prohibits all forms of tobacco use in all school buildings and facilities, on school grounds and in school buses by all individuals. Students are also not allowed to be in possession of tobacco products, tobacco related products including electronic cigarettes, vaporizers/juules, lighters or matches on school property. Potential consequences include but are not limited to: short term out of school suspension, confiscation of materials, parent/guardian notification and conference.

### **Snowball Throwing**

Snowball throwing on school grounds or at a school event is expressly prohibited. Penalty assessed may range from a detention to suspension and possible long term suspension depending upon the severity or pattern of behavior. Please refer to the prohibition on Physical Assault.

### **Theft**

Theft, the unauthorized taking of private property without permission from any member of the Dover-Sherborn school community or property of the school district is expressly prohibited. Disciplinary penalties may include possible short-term or long-term suspension depending upon the severity of the offense.

## **Trespassing**

Students are reminded that unauthorized presence on school property may be considered trespassing and violators may be prosecuted in accordance with the laws of the Commonwealth of Massachusetts and/or in accordance with any applicable town ordinances.

## **Disciplinary Sanctions / Due Process**

### **Teacher Detention**

Teacher detention takes priority over extracurricular activities and all other personal plans. Office detention and required extra-help session take priority over teacher detention. Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. Teacher detention will be held from 3:15 p.m. to 3:50 p.m. If a student fails to attend an assigned teacher detention, the teacher will send a referral to the Main Office and the student will be assigned two office detentions.

### **Office Detention**

Office detention is held from 3:15 p.m. - 4:15 p.m. Monday through Thursday. Students serving office detention need to report to the main office. This is a time for silent study or silent reading. Students are expected to comport themselves appropriately. Office detention takes priority over extracurricular activities and all other personal plans. However, extra-help requested in writing to the main office by a student's subject teacher(s) will satisfy a student's office detention obligation (subject teachers will hold the student until 4:10 p.m. or return with the student to office detention if extra-help is completed before 4:10 p.m.). Students will be given a 24-hour notice to serve detention so that proper arrangements may be made. However, students may elect to serve detention on the day it is given. If a student fails to attend an assigned office detention, they will be assigned two office detentions for each one missed. If a student is referred to the office for inappropriate behavior during office detention, that student will be subject to suspension at the discretion of the Principal.

## **Short Term Suspension / Long Term Suspension / Expulsion**

### **EXPULSION PURSUANT TO M.G.L. C. 71, §37H AND 37H ½**

Students are subject to expulsion (i.e. permanent exclusion) by the Principal for the conduct listed below.

- Possession of a dangerous weapon\*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects

would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

### **PROCEDURES APPLICABLE TO CONDUCT COVERED BY M.G.L. C. 71, §37H AND 37H ½**

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present their side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student’s parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:

- a) The reason for the suspension
- b) A statement of the effective date and duration of the suspension
- c) A statement regarding whether or not the Principal will schedule a formal

hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

### **Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½**

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### **SUSPENSIONS**

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, using their discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student is ineligible to participate in any school-related activities, including athletic activities. The student and their parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student may not be on school premises without the permission of school administration.

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

#### **I. IN-SCHOOL SUSPENSION**

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

- The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
- On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite

the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

- The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

## II. SHORT TERM OUT-OF-SCHOOL SUSPENSION

Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and their parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- the disciplinary offense;
- the basis for the charge;
- the potential consequences, including the potential length of the student's suspension;
- the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- the date, time, and location of the hearing;
- the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parents: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present,

an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of their determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

### III. LONG TERM SUSPENSION

Except in the case of an Emergency Removal provided below, prior to imposing a long-term suspension **(more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional** procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached;
- Identify the length and effective date of the suspension, as well as a date of

return to school;

4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);

5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:

a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

### **APPEAL TO THE SUPERINTENDENT**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.

- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

### **EXCEPTION FOR EMERGENCY REMOVAL**

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

### **Continuation of Educational Services**

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the classroom or school. Students who are suspended under §37H<sup>3</sup>/<sub>4</sub> for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under DSMS's Education Service Plan, which is described below. If the student withdraws from the District



and/or moves to another public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### **Services during Removals and School-Wide Education Service Plan**

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

DSMS has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

DSMS's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

## **STATE REGULATIONS**

### **Statutory Provisions**

#### **Disturbance of Schools or Assemblies**

M.G.L. c. 272 Sec. 40

Whoever willfully interrupts or disturbs a school or other assembly of people met for a lawful purpose shall be punished by imprisonment for not more than one month or by a fine of not more than fifty dollars; provided, however, that whoever, within one year after being twice convicted of a violation of this section, again violates the provisions of this section shall be punished by imprisonment for one month, and the sentence imposing such imprisonment shall not be suspended.

## **EXTRACURRICULAR PARTICIPATION**

Co-curricular and extracurricular activities are considered a vital part of student life. The high school sponsors a variety of teams, clubs, and organizations. Participation in extracurricular activities will enhance the quality and enjoyment of school life.

#### **Behavior for School-Sponsored Social Activities**

All school sponsored functions are well supervised by the Principal, Assistant Principal, staff and parents. Parents are urged to make certain the student enters the building when they are brought to the school for a school function. Parents are invited to come back early and observe the activity.

Parents are responsible for having their children picked up within fifteen minutes of the scheduled ending of an event. Please remember that the adults chaperoning these events have other obligations after these events and this can cause a disruption of personal and family plans for these individuals.

### **Student Council**

The Student Council is the elected government of the entire student body. As such, it seeks to recommend changes in school policy and regulations that will keep up with the changing needs of all students. It provides a forum for the expression of student views and seeks to represent responsibly these views to the School Committee and administration. Meetings are open to every interested student. In addition, the Council is a service organization that sponsors special activities for the school and community.

### **Working Certificates**

Working Certificates may be obtained only after a job has been confirmed at the Superintendent's office in the Fassnacht Administration Building from 8:00 a.m.-3:00 p.m. Students must apply in person. Parent/Guardian must sign a form for the applicant under sixteen years of age; no certificate can be issued to anyone under fourteen years of age. Verification of a recent physical exam must be provided for a job that is food related.

## **WEATHER AND OTHER EMERGENCIES**

When it is safe and reasonable to do so, every effort will be made to transport students home safely. When it is not possible to do so, students will be kept at school until such time as the school administration can arrange safe transportation home or to a central location in each town. When possible, every effort will be made to bring students to a central location in the town of their residence where they will be near fire, police and emergency services. In most instances, there is a better chance that there would be power, light, heat and food available in the central location.

In Sherborn, the Pine Hill School and in Dover, the Chickering School will be the buildings used for these purposes. Students will be allowed to use whatever telephones are available to call home from Pine Hill and Chickering Schools. Attendance will be taken at the central locations so parents/guardians may call to check on where their children are.

Parents/Guardians may pick up students from their regular school or from the central location, or arrange to have a neighbor do so, or the school staff will make the arrangements.

### **No-School Announcements**

Schools will be closed when extreme weather conditions exist in our towns. The school system depends on the weather forecast that is available in the early morning hours as well as the condition of roads and the ability of the bus contractors to pick up and deliver the children safely to the schools.

The safety of the children is of prime importance. While the Superintendent must make a decision in the early morning hours, parents/guardians can help by exercising their own best judgment about conditions at the time when their children must leave home to board the buses for school.

The option of starting school one hour later than usual will continue to be used. If the Superintendent of Schools decides to start school one hour later, students may expect to be picked up at their regular bus stops one hour later than the usual pick-up time.

Occasionally, unpredicted changes in the weather necessitate that schools be closed earlier than the regular closing time. Parents/Guardians can prepare children for this rare eventuality by making sure that they have an alternate place to go should they arrive home and find that no one is home.

The Dover Sherborn Public Schools utilize the Connect-Ed notification system to inform all parents/guardians of school cancellation, delay, and early dismissal, when applicable. Parents/Guardians receive both phone and email notification based on the most current contact information provided to the schools.

Radio/TV stations which will carry Dover-Sherborn's announcements:

WBZ/Channel 4, WCVB TV/Channel 5, WRKO/Channel 7, WFXT/FOX, WBUR (website only)

The "No School" whistle will be blown locally in Dover at 6:30 a.m., 7:00 a.m., and 7:30 a.m. Please do not call the Dover or Sherborn Police Station for "no school" information.

## **WHAT IF... QUESTIONS**

### **....You forgot your lunch or lunch money?**

The cafeteria will provide a lunch for you. You can pay them back the next day.

### **....You are wondering if classes go outside?**

If the weather is cooperative, classes, particularly PE, may be held outside.

Students should keep bug repellent and sun protection in their backpacks for personal use

Students should dress appropriately for being out on grass and paved surfaces.

### **.....You miss your bus?**

If it is in the morning, discuss with your parents ahead of time what you should do. Have your parents drive you to school. If your parent is not available, call a relative or a family friend. If it is the 3:15 bus, wait for the 4:15 bus in the library or call home for a ride. If it is the 4:15 bus, call home for a ride and notify someone in the office.

### **....You lose a book?**

Search the classrooms you have been in that day, look at home, and check the lost-and-found. Make arrangements with your teacher for you to pay for it. You will then get a new one from the teacher.

### **.....You want to see a Counselor?**

Go to the Guidance Office and make an appointment with the secretary.

### **.....You want more extra help than just help sessions?**

Make arrangements with the teacher. Teachers are available after school two days a week. Check websites for possible extra practice sheets. See if the teacher is available before school.

**.....You are late for class?**

If you do it too often, you could be assigned a detention. Maybe you need better organization. Meet with your counselor to strategize timing of locker visits, and to organize binders.

**.....You have ANY issue with your locker?**

Go to the office.

**.....You have two things to do after school and one of these is detention?**

First, talk to the teacher or office about it. If you have not spoken to anyone or are unsure, always report to detention.. Forget the other thing and go to detention.

**.....Other kids are bothering you?**

First, try talking to the other kid. Then, tell your counselor, **or any trusted adult including your parents**, and they will help you determine the next best plan of action.

**.....You do not know which late bus to take home?**

There is a map on the window next to the exit to Lindquist. You can also ask the bus drivers.

**.....You lose money in any of the machines?**

Report that the machine is out of order to the cafeteria staff.

**.....You think that you did not deserve the punishment you were given for an offense?**

Talk it over with the person handing out the punishment then talk to your counselor if the issue is not resolved.

**.....You want a friend to visit the school?**

Visitors to our classes are not allowed. The only visitors allowed are students contemplating attending school here. In such instances, the parents of the visiting student should contact guidance two weeks in advance to make arrangements.

**.....You forget something at home (homework, gym clothes, band instrument...etc)?**

Go to the office to call home to see if it can be dropped off.

**...There is a fire drill, bus evacuation drill, or lockdown drill?**

Be quiet and follow the direction of the supervising adult/teacher. Remember these are only drills to prepare us in case of a true emergency.

**.....You are sick and the nurse is not here?**

Go to the Main Office and ask the secretary to contact the nurse.

**...You left your books in the hallway?**

Your books will be brought to the office. All books should be left in your locker or in a classroom with teacher permission.

**....You do not know where an activity is taking place?**

Go to the office or check the monitor in the main lobby.

**....You have questions about Technology and Chromebooks?**

Go to the Headend IT Room on second floor adjacent to the elevator.

Here is some helpful IT info that might help answer some of these questions:

<b><u>One:One Chromebook Initiative</u></b>	
<p><u>If you are interested in purchasing insurance for your chromebook should it become lost or stolen, click <a href="#">here</a>. There are a few other options available, just be certain that they cover up to \$250. Also, there will be a \$25.00 charge for a lost or damaged charger.</u></p> <p><u>We highly recommend purchasing a chromebook cover for protection and personalization. Many retailers offer several selections please make sure it is compatible with an HP 14A G5 with a 14 inch screen to ensure a proper fit.</u></p>	<p><u><a href="#">Our Technology Department is rolling out a cloud-based IT support and ticketing system to help students and staff while in-person or remotely. Please put in service tickets for school owned devices here: <a href="https://helpdesk.doversherborn.org">https://helpdesk.doversherborn.org</a> (bookmarking this is suggested)</a></u></p> <p><u>Students should be using the CHROME browser to access their Google Apps and related sites.</u></p>
<b><u>Technology Support</u></b>	
<p><u><a href="#">If a student is having difficulty accessing DSMS wifi or trouble with their school issued device, please contact our IT Helpdesk Ticketing system: <a href="https://helpdesk.doversherborn.org">https://helpdesk.doversherborn.org</a></a></u></p>	<p><u><a href="#">If you are a parent or guardian and trying to support your child, please review this technology tutorial guide to help you and your child make the most of the Google Suite of Apps for Education.</a></u></p>
<b><u>Connectivity Tips</u></b>	
<p><u><a href="#">Where are you using your computer in relation to your wifi router?</a></u></p> <p><u><a href="#">Moving closer might help!</a></u></p> <p><u><a href="#">Maybe you need a wifi extender?</a></u></p> <p><u><a href="#">How is your internet connection?</a></u></p> <p><u><a href="#">You could run a Speed Test to see if you have a fast internet connection.</a></u></p>	<p><u><a href="#">Are you getting a warning about CPU usage?</a></u></p> <p><u><a href="#">Close all of the programs and browser/Chrome tabs you don't need open right now. Sometimes, you can end up with 20-30 tabs open. I like to use a tab manager to help me with this, like <a href="#">One Tab</a>.</a></u></p>

**.....You do not find your WHAT IF here?**  
Ask any staff member and they will be glad to assist you.

## Chromebook Use Procedures and Guidelines

### Chromebook Distribution

In the summer of 2020 through the fall of the 2020-2021 school year, all students in grades 6 through 8 will receive a Chromebook and charger for educational purposes after student/parent/teacher informational meetings. The Chromebooks are the sole property of the Dover Sherborn Public Schools and will be loaned to students for use both in school and at home throughout the school year. In order to receive a Chromebook, the following conditions must be met:

1. The student must be actively enrolled in the Dover Sherborn Public Schools.
2. The student must submit a Chromebook loan agreement that has been signed by both the student and their parent/guardian.
3. New students who enroll in the Dover Sherborn Public Schools during the school year must schedule a time with the technology department to receive their Chromebook.
4. All new students will need to submit their signed Chromebook paperwork before receiving their Chromebook.

### **Chromebook Return**

1. Students will return their Chromebook and charger in good working condition at the end of each school year. The district may set a return date prior to the end of school, in order to have time to check devices for serviceability and to be stored for the summer. During the summer, devices may be serviced, updated, cleaned, and/or power washed. They will be collected by the IT department and stored in a secure location during this time.
2. Students who transfer, are withdrawn, or graduate early from the Dover Sherborn Public Schools must return their Chromebook and charger to the IT department on or before the effective date of separation. If the Chromebook and charger is damaged or the charger is not returned, a fee will be assessed to the student. If the Chromebook is not returned, the Chromebook will be reported as lost or stolen and the student will be responsible for the full cost of a replacement Chromebook.

### **Chromebook Care and Maintenance**

1. Students are responsible for the safety, maintenance, and activity of their own Chromebook.
2. Students must never loan the device to another student for any reason.
3. Students will not deface the Chromebook in any way (i.e. scoring, carving, painting, permanently marking). Allowable modifications include removable skins, removable stickers, camera privacy cover which can be slid in front of the camera when not in use (the district will provide one privacy cover to each student during device deployment). Students may not remove any district applied asset tags, and should make every effort not to cover district applied asset tags. Please note that if a device requires service, the district may not be able to remove skins/stickers, and if the device needs replacement students will likely lose any skin or stickers that were applied to the old device unless they remove them prior to service.
4. Care should be taken to protect the device from the elements. This includes accidental food and beverage spills, excess humidity and precipitation, extreme cold weather, and leaving in direct sunlight. All of these things will harm the device and are not covered under the typical warranty.
5. Students will not place heavy objects on top of the Chromebook as pressure can damage the screen.
6. Students will make sure nothing is on the keyboard before closing the Chromebook in order to prevent damage to the screen.
7. While the Chromebook is off, the keyboard, trackpad, and screen may be cleaned with an approved electronics cleaner, or a cloth dampened with water.
8. Do not spray the Chromebook directly with cleaners. Only use cleaners that are designed to clean LCD computer screens.

9. Cords and cables must be inserted and removed carefully to prevent undue wear and damage.
10. Chromebooks must never be left in an unlocked locker, unlocked car, or any unsupervised area.
11. All Dover Sherborn Public School Chromebooks are outfitted with an asset tag for inventory purposes. Asset tags may not be removed or altered in any way.

### **Chromebook Usage Expectations at School**

1. I will only use the Chromebook that is assigned to me.
2. I will only access the account and/or files assigned or shared to me.
3. I will not share files and folders that I did not create without the permission of the creator/owner.
4. I will not steal someone's password and/or identity. I will not log into any device with someone's username or password, and I will not share my username or password with anyone.
5. Chromebooks must be brought to school each day fully charged. Options to charge at school will be limited. To ensure they are charged, students should charge the devices at home each night.
6. Not having a Chromebook or not having your Chromebook in working order will not be an excuse for not participating in class or not completing assignments. Students should check with their teacher about alternate methods of completing assignments until their Chromebook is accessible again.
7. Sound will be muted unless directed by the teacher.
8. School supplied headphones will be available for use in class and students may bring their own headphones/earbuds for use with the Chromebook.
9. Printing is allowed with permission of the teacher.
10. Personal games and music are not allowed without permission of the school.
11. If a student repeatedly (three or more times as determined by any staff member) leaves their Chromebook at home, they may be required to "check out" their Chromebook. "Checking out" identifies that the student will only be able to utilize the Chromebook during school hours. The Chromebook will be checked out in the morning from a central location and returned at the end of the school day to the same central location.
12. Any attempt to alter the Chromebook or change the configuration of the device will result in immediate disciplinary action.
13. Students will be allowed to download apps and extensions approved by DS only. Students will have no access to the Google App store because the devices will be managed by DS. The only apps or extensions students will have access to will be made available through the management system. Other apps and extensions may be added for a particular course but any additional apps and extensions must be approved by the district.

### **Chromebook Usage Expectations Outside of School**

1. Students are allowed to set up access to home wireless networks on their Chromebooks to do their schoolwork from home.
2. Students may also set up home printing capabilities for their Chromebook. This will require a wireless printer and proper settings on the Chromebook using Google Cloud Print.
3. **It is the sole responsibility of the parents/guardians to monitor device use outside of school. DS will filter the chromebook assigned to the student regardless of where the device connects to the Internet through the use of the [Family Zone](#) filtering product. If parents/guardians are interested in providing content filtering at home, it is suggested that parents/guardians contact their Internet provider for details and support. THIS article has recommendations for parents who wish to enable parental filtering/controls on their home network. The [Family Zone](#)**

filter may also become available to parents if they wish to use it on other devices at home. More information about this possibility will be forthcoming.

4. It is highly recommended that students completely turn off their Chromebooks at night. This will allow the device to update on its own when powered on the following day.

### **Audio/Video Recording and Photos**

1. Common courtesy dictates asking permission to take a person's photo or make an audio or video recording of them.
2. Students may record audio or use the camera to record still or video photos in a classroom or at a school outing or event only with the prior consent of the teacher, coach or responsible faculty member.
3. At all times, students are responsible for ensuring that all individuals or groups are aware and agree to the recording or photo.
4. Students must not share any audio, video or photographic likenesses without express consent from all parties involved.
5. No recording in private areas such as bathrooms and locker rooms. Recording or photo equipment is not to be used in these areas at any time.
6. **Use of recording and photo equipment is governed by both school policy and by state and federal law. Students are advised that any infractions of this policy may be dealt with as a criminal offense.**

### **Saving to the Chromebook**

1. Students should save work to their school Google Drive accounts when using their Chromebook.
2. Since the Chromebook has storage limitations, it is vital that the storage space be privileged for educational use only. It is also important to note that Chromebooks will NOT be backed up by the district in cases of resetting or re-imaging. Student Google Accounts are in the cloud and saved automatically so resetting or re-imaging does not affect content saved there.
3. It is the student's responsibility to ensure that their work is backed up for any items not saved to Google Drive. Items not saved to Google Drive can be lost due to mechanical failure or accidental deletion.
4. Chromebook malfunctions are not an acceptable excuse for not submitting work.

### **Network Connectivity**

1. The Dover Sherborn Public School District makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the District will not be responsible for lost or missing data.
2. Students will not be penalized if the network is down and a completed assignment cannot be accessed for class projects, presentations, etc. as this type of network outage will affect all students and staff in the school building.

### **Student Safety Expectations**

1. I will follow the Dover Sherborn Public Schools' Acceptable Use Policy.
2. I will obey all school rules concerning behavior and communication that apply to technology use.
3. I will only use my Chromebook with my school accounts.



4. I will not participate in bullying, harassing, stalking or teasing other people or publicly defaming people by spreading gossip, insults or other unkindness, and/or accessing any social network, website, blog, Wiki, etc. with the purpose of creating, viewing or participating in the humiliation of others.
5. If I see a message, comment, image or anything else online that makes me concerned for my safety or the safety of another student (for example something that could be considered harassment, bullying, or a threat), I will bring it to the attention of a teacher or administrator immediately.
6. I will visit websites as directed by my teacher as appropriate to complete any assignments. If I am unsure if a site is appropriate, I will check with a teacher, administrator, or parent/guardian before opening the website.
7. If I'm uncertain whether an activity is permitted or appropriate, I will ask a teacher or administrator before engaging in that activity.
8. I will not request, make, or forward sexually suggestive photographs.
9. I will not retrieve material that is obscene, profane, violent, discriminatory, or depicts/describes illegal activities.
10. I will comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
11. I will give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text. Plagiarism is a violation of the Dover Sherborn Public Schools student rules.

### **Parent/Guardian Responsibilities**

1. Talk to your children about values and the standards that your children should follow on the use of the Internet, just as you do on the use of all media information sources such as television, telephones, movies, and radio.
2. Become increasingly active participants by asking your child/children to show you what sites they are navigating to and/or what apps are being used and how they work.
3. Ensure that siblings and other family members are not using the device for personal use.
4. The following resources will assist in promoting positive conversations between you and your children regarding digital citizenship as it relates to Internet Safety, conduct, and Netiquette.
  1. NetSmartz: <https://www.netsmartz.org/Home>
  2. CommonSense Media: <http://www.commonsensemedia.org/blog/digital-citizenship>

### **Loss, Theft or Damage**

1. In the event that a Chromebook is lost or stolen, students should notify their teacher and the District's Technology Department immediately. The Chromebook will have absolutely no value to anyone but the student it is assigned to. The device will not allow any other user to log in.
2. In the event of damage to a Chromebook that is outside the typical manufacturer warranty, parents/students will be responsible for the repair. The first time this happens, the student will pay for 50% of the repair/replacement cost, on the second and subsequent incidents the student will pay the full cost of the repair/replacement.
3. If there are any problems with a Chromebook, students should notify their teacher and the District's Technology Department immediately so that they may take prompt action to repair the Chromebook if possible. While a student Chromebook is being serviced a loaner device will be issued. All rules and policies apply to the loaner Chromebook.
4. Chromebooks are subject to inspection by the District at any time without notice.

## Dover Sherborn Public Schools

### Student and Parent Chromebook Loan Agreement Form

1. We understand that Chromebook use is a privilege not a right.
2. We understand that Dover Sherborn Public Schools is loaning the student a **Chromebook** that is only to be used for academic and educational purposes pertaining to coursework at Dover Sherborn Public Schools (DS).
3. We understand that in the event of damage to the Chromebook that is outside the typical manufacturer warranty, we will be responsible for the repair. This first time this happens we will pay for 50% of the repair/replacement cost, on the second and subsequent incidents we will pay the full cost of the repair/replacement.
4. We understand and agree that the **Chromebook** is subject to inspection by the District at any time without notice.
5. If there are any problems with the **Chromebook**, we will notify the teacher and the District's Technology Department immediately so that they may take prompt action to repair the **Chromebook** if possible.
6. In the event that the **Chromebook** is lost or stolen, we will notify the teacher and the District's Technology Department immediately. Lost/stolen Chromebooks are not covered under warranty, and we understand that we are responsible to replace the device.
7. We understand that the device will be filtered with a CIPA (Children's Internet Protection Act) compliant filtering system that will remain active at all times. Any attempt to bypass this filtering will result in disciplinary action. **We understand that it is our responsibility to use the device and the Internet appropriately for school related work only.**
8. The Chromebook and charger will be returned in good condition to the Dover Sherborn Public Schools upon withdrawal or transfer.
9. We agree to follow all applicable DS policies, rules and procedures governing the use of technology (including but not limited to the *DS Technology Acceptable Use Policy and all those listed above*), during and outside of school hours as well as on and off school property.
10. We agree to allow various technology and educationally appropriate user accounts to be created by the school district. These include but are not limited to curriculum enhancing tools, programs, websites, and products. In some cases these tools may have an age restriction in order to set up an account, but the district may use these resources with students who have not yet reached the product age restriction for setting up their own account. This age restriction is generally 13 years old. Products/Websites such as CODE.org, Clever, and CSFirst are examples of websites/tools that require student accounts to be populated. We give our permission for DS to set up accounts and share basic demographic information with programs which require it for educational purposes.

## **SIGN OFF SHEET**

A copy of this signed agreement will be kept on file. A copy will be emailed to parent/guardian when the form is digitally signed.

---

**Parent/Guardian's name**

I have read, understand, discussed with my child, and agree to abide by the stipulations set forth in the Chromebook Use Procedures and Guidelines, the Dover Sherborn Public Schools' Technology Acceptable Use Policy, and all District policies, rules and procedures governing the use of technology.

\_\_\_\_\_ By checking this box I affirm that I have discussed the acceptable use and care of the device with my child.

---

**Student's name**

---

**Parent/Guardian Signature**

---

**Date**

## **Proposed Changes DS High School Student Handbook '23-'24**

Proposed Verbiage Gender Specific Language.

Replace gender specific language of she/her/he/him with they/them.

Remove old Bullying Policy/Prevention & Intervention Plan and insert updated Bullying Policy/Prevention & Intervention Plan

[Bullying Policy](#)

[Bullying Prevention & Intervention Plan](#)

Add language on page 84

Current Verbiage:

The following chart lists various common disciplinary offenses and the sanctions that may be imposed in response to those offenses. This is not meant to be an all-inclusive listing of those offenses for which disciplinary sanctions are appropriate. The Administration reserves the right to impose disciplinary sanctions for other offenses/behaviors that are not listed in this handbook but that are disruptive of the school environment and/or that infringe upon the rights of others. The Administration shall impose such penalties for such offenses/behaviors as it deems appropriate. Consequences are not automatic and administrators use their discretion in determining what consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parents/guardians a clear understanding of administration's expectations for conduct and consequences that will be considered in making discipline decisions

Proposed Additional Verbiage:

Additional language is highlighted in yellow.

The following chart lists various common disciplinary offenses and the sanctions that may be imposed in response to those offenses. This is not meant to be an all-inclusive listing of those offenses for which disciplinary sanctions are appropriate. The Administration reserves the right to impose disciplinary sanctions for other offenses/behaviors that are not listed in this

handbook but that are disruptive of the school environment and/or that infringe upon the rights of others. The Administration shall impose such penalties for such offenses/behaviors as it deems appropriate. In addition whenever possible and appropriate a restorative approach will also be applied. Consequences are not automatic and administrators use their discretion in determining what consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parents/guardians a clear understanding of administration's expectations for conduct and consequences that will be considered in making discipline decisions

# The Public Schools of Dover and Sherborn

157 Farm Street  
Dover, MA 02030  
Phone: 508-785-0036 Fax: 508-785-2239  
[www.doversherborn.org](http://www.doversherborn.org)



Elizabeth M. McCoy, Superintendent  
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator  
Kate McCarthy, Director of Student Services

---

TO: Dover, Sherborn and Dover-Sherborn Regional School Committee Members

FROM: Members of the School Committee Negotiation Team (SCNT)

RE: DSEA Memorandum of Agreement for the period September 1, 2023 – August 31, 2026

DATE: June 9, 2023

We are pleased to present the tentative agreement between the three school committees and the Dover-Sherborn Education Association (DSEA) for the three-year period of FY24-FY26. The signed agreement is attached for your review. As a reminder, the Memorandum of Agreement only includes proposed contract language changes to the existing contract. Upon ratification, these changes will be incorporated into the existing contract and signed by all parties.

We will provide additional background information and a formal presentation to the Committees at Tuesday's meeting.

**MEMORANDUM OF AGREEMENT BETWEEN**  
**DOVER, SHERBORN, DOVER-SHERBORN REGIONAL SCHOOL COMMITTEES**  
**AND**  
**THE DOVER-SHERBORN EDUCATION ASSOCIATION (DSEA)**

This **MEMORANDUM OF AGREEMENT** is entered into by and between the Dover, Sherborn, Dover-Sherborn Regional School Committees (hereinafter, the "Committees") and the Dover-Sherborn Education Association, (hereinafter, the "Association").

**WHEREAS** the Committee and the Association entered into a collective bargaining agreement (hereinafter, the "CBA") for the period September 1, 2020, through and including August 31, 2023; and

**WHEREAS** the duly authorized representatives of the Committee and the duly authorized representatives of the Association have met, pursuant to Massachusetts General Laws, Chapter 150E, to negotiate a successor agreement; and

**WHEREAS**, said representatives of the Committee and the Association have, subject to ratification by the membership of the Committee and the Association, agreed to a successor agreement for the period of September 1, 2023, through and including August 31, 2026.

**NOW, THEREFORE**, in consideration of mutual promises and covenants, the parties hereto agree as follows:

1. The CBA in effect for the period September 1, 2020, through and including August 31, 2023, shall be in full force and effect for the period September 1, 2023, through and including August 31, 2026, except as modified by this **MEMORANDUM OF AGREEMENT**. All changes are to become effective September 1, 2023, unless otherwise noted.
2. Housekeeping, change "Principal/Headmaster" to "Principal" in the following four (4) locations:  
Article 17, D  
Article 23, A. 1.  
Article 29, 2, a.  
Article 29, 3, a.
3. Housekeeping, change "President" to "President(s)" in the following four (4) locations:  
Article 6, 2  
Article 29, 2. a.  
Article 31, A  
Article 31, F
4. Preamble, for housekeeping purposes, modify the language as follows:  
Recognizing that our prime purpose is to provide education of the highest possible quality for the children students of the Dover and Sherborn Public Schools, and that good morale within the



teaching and educational staffs of Dover and Sherborn is essential to achievement of that purpose, we, the undersigned parties to this Agreement, declare that:

5. Article 1, Recognition, for housekeeping purposes, modify the language as follows:
  - A. **The following positions are recognized within the Association and are** hereto collectively referred to as Educators unless otherwise specifically identified:
    - 1.** all **PreK-12** Teachers
    - 2.** all Department Heads
    - 3.** all Special Teachers, i.e., Reading, Speech-Language, Guidance, and any other special teaching position that shall develop within the school systems
    - 4.** all Certified Librarians
    - 5.** all Certified School Nurses
    - 6.** Occupational/Physical Therapists applies to those employed by Dover, Sherborn and/or the Dover-Sherborn Regional School system. Those working as independent contractors are excluded.
    - 7.** Special Education Out-of-District coordinator subject to review of change in current setting
    - 8.** all positions listed under Appendix C
  - B. **Excluded from recognition:** All Administrative Personnel, including the Information Technology Director, the METCO Director, the Guidance Director; Administrator of Special Education; the Athletic Director; and the Community Education Director **are excluded**.
6. Article 3, Terms of Agreement - Renegotiation of Agreement, for housekeeping purposes, modify the language as follows:
  - C. In the event that either party wishes to change or terminate this Agreement, it shall give the other party notice in writing of such desire on or before **July 1, 2022 September 15, 2025**. Otherwise, this Agreement shall remain in full force and effect without change. In the event that notice is given as required in this Article and agreement is not reached by September 1, **2023-2026**, to which such notice was directed, then the existing Agreement will remain in full force and effect during negotiations until either party gives written notice of termination to the other party by registered mail.
7. Article 10, Teaching Hours and Teaching Load
  - H. **Normally**, Middle and **Senior** High School educators will not be assigned more than five (5) teaching periods per day. **and, in** addition, each educator will have at least one preparation period per day. Consistent with the provisions of this contract, other assignments may be made to educators during the school day.
  - I. Educators in the elementary schools will be duty-free during the morning recess period and will have one preparation period of at least 40 minutes, **insofar as it is possible per day**. The practice of a split preparation period shall be discouraged, insofar as it is possible.
8. Article 11, Educator Assignment, for housekeeping purposes, modify the language as follows:
  - D. In arranging the schedule for educators who are assigned to more than one school, an effort will be made to limit the amount of inter-school travel. Any educator so assigned will be notified of any changes in his/her schedule as soon as practicable. Educators who are assigned to more than one school in any one school day will receive payment at the current **IRS** rate per mile for Dover/Sherborn employees for all inter-school driving.



9. Article 13 – Summer Curriculum Work, modify the language as follows:

Article 13 – Summer ~~Curriculum~~ Work

A. ~~Effective 2015, e~~CCompensation for all positions covered by this contract (including school nurses, department heads, and MS/Elementary curriculum leaders) for summer curriculum work will be at the per diem rate of two hundred and twenty-five dollars (\$225).

B. Approval of summer day requests shall be equitably distributed within each building and requests shall not be unreasonably denied.

C. Compensation for required change of classrooms at the elementary level will be set at two hundred dollars (\$200) per day for a maximum of two days. Documentation will be prepared in advance by the Principal for each educator requested to move and serve as the agreement for payment of the day(s) by no later than September 30th of that school year. These days will not be charged against the budgeted summer workshop days of the building. When practicable, educators shall be informed of a need to move prior to the end of the school year.

10. Article 14, Cafeteria Duty, modify the language as follows:

Article 14 - ~~Cafeteria Duty~~ Duties

A. The Committee and the Association agree that an educator's primary responsibility is to teach and that ~~his/her~~ their energy should be utilized to this end. The Committee and the Association recognize that the teacher aides and part-time clerical employees are essential in order to implement this principle. Therefore, the Committee agrees to seek volunteer or paid teacher aides and part-time clerical employees (within the limits permitted in its judgment by budgetary considerations) in sufficient number to relieve educators in order that more of the educator's time may be devoted to instructional activities and preparation.

B. The term "duties" refers to non-instructional tasks that are supervisory in nature and that do not require advance preparation. To the extent practicable, these non-instructional duties shall be equitably distributed in time and frequency with respect to educators' roles, workloads, and additional responsibilities within the school.

C. Cafeteria duty will be supervised by educators on a volunteer basis. ~~There will be at least twelve (12) volunteers at the High School, twelve (12) at the Middle School, twelve (12) at the Sherborn Elementary and twelve (12) at the Dover Elementary School.~~ At the High School and at the Middle School, the cafeteria duty for one student lunch period shall be considered a full duty. At the elementary schools, those doing cafeteria duty in a particular week will not do lunch recess duty. ~~Any educator assigned more than one (1) cafeteria duty per week will be deleted from the bus duty roster. In no case will any educator be assigned more than three (3) duties in any two (2) week period.~~

11. Article 16, modify the language as follows:

Article 16 – ~~Textbooks~~ Instructional Materials

A. The Committee will provide, whenever practicable, instructional materials sufficient to ensure sufficient textbooks to insure that each pupil in a classroom has access to said materials textbooks for his/her own use. Instructional materials include, but are not limited to, textbooks, content licenses, and subscriptions.

B. Before the administration changes a textbook, selects a new textbook or reorders an old



textbook, in more than minor replacement quantities, all educators who are concerned or affected by this textbook choice will be consulted by the administration. The above shall apply to other instructional materials. These educators may ask for advice from a competent subject matter specialist from within or without the system, provided there will be no obligation placed on the Committee.

12. New Article – Health and Safety – This article shall be a new Article 17 and the subsequent articles shall be renumbered. For the purposes of this MOA, the current article numbers shall be utilized but they shall be re-numbered during the contract merger process.

Article 17 – Health and Safety

The Committee will maintain a healthy and safe workplace. Safety related supplies will be provided to support educators in reacting to emergency situations. Educators will report any/all safety concerns directly to their principal and/or to their building representative, who will relay their concern to their principal. Principals will address concern(s) and update educator(s) on progress.

At least annually, principals will review emergency plans with educators and run scheduled drills as dictated by state law and District protocol. Following each drill, principals will meet with their building-based emergency team to debrief and troubleshoot issues. The building-based team will consist of school administrators and at least two (2) educators appointed by the Association.

Updates regarding building-based issues will be shared with the District's Emergency Preparedness Team to enhance problem-solving and ensure consistency of response across buildings.

13. Article 17, Salaries, modify the language as follows:

I. Loss of ~~Preparation Planning/Non-Teaching~~ Time

~~In those grade K-12 classes where regular substitutes are not available and a regular educator voluntarily agrees to serve as a substitute during his/her non-teaching time, that educator will be paid \$25 for each period he/she covers. This does not apply to an emergency coverage situation that develops after the opening of a school day. The Administrators of the school or program will make such arrangements. The provision for payment will also be applicable to K-5 educators who cover for specialists who are not replaced with a substitute.~~

The Committee will make every reasonable effort to provide qualified substitutes to fill temporary absences for general and specialist educators. When a substitute is not available to cover a class, and an educator voluntarily agrees to cover during any planning/non-teaching time, that educator will be paid \$25 for each period covered. In emergency coverage, which shall be defined as a situation that develops after the opening of a school day, the employer shall have the right to mandate coverage. Such emergency coverage shall be paid at the same rate. This section applies regardless of how much planning/non-teaching time is available to the educator on any given day. The Administrators of the school or program will make such arrangements.

14. Article 17, Salaries, to reflect an agreement reached during the term of the 2020-2023 contract, modify the language as follows:

M. An educator serving without professional status shall be notified in writing on or before May 15<sup>th</sup> ~~June 15<sup>th</sup>~~ whenever ~~he/she is they are~~ not to be employed for the following school year; otherwise ~~he/she they~~ shall be deemed to be appointed for the following school year.



15. Article 19, Salary Deductions, for housekeeping purposes, modify the language as follows:
  - A. Dues deduction - Educators who belong to the Dover-Sherborn Education Association, and who wish to do so, may have their annual professional association dues/~~agency service fee~~ deducted from their salary over a nine-month period commencing September 30 from October to May.
16. Article 20, Insurance and Annuity Plan, modify the language as follows:
  - B. Annuities and Retirement Savings Plans – Educators may participate in tax-sheltered annuities or other tax deferred retirement savings plans in accordance with the Internal Revenue Code and the General Laws of Massachusetts. The Committee shall maintain access to 403(b) Plans including a Roth (post-tax) option for at least one (1) 403(b) Plan, provided that the vendor allows for a Roth option. The Committee shall provide access to the 457 SMART Plan including the Roth option.
17. Article 21, Sick Leave, for housekeeping purposes, modify the language as follows:
  4. Sick leave of up to seven (7) days in any school year may be used to care for an ill ~~son or daughter~~ dependent child. Sick leave of up to five (5) days in any school year may be used to care for all other ill members of the immediate family (~~mother, father~~ parent, spouse, or anyone of whom the educator is legal guardian), or any person residing in said educator's household. Additional use of sick leave may be granted at the discretion of the Superintendent.
18. Article 22, Sick Leave Bank, for housekeeping purposes, modify the language as follows:
  - A.3. ~~A first-year educator becomes eligible~~ Eligibility to apply to the sick leave bank starts after ~~he/she an educator~~ has completed thirty (30) school days of employment under this Educator Agreement.
19. Article 25, Maternity and Parental Leave, change the title of the article to "Parental and Child Rearing Leave" and replace all of the current language with the following language:

Article 25 - Parental and Child Rearing Leave

  - A. Birth mothers, partners of birth mothers and adoptive or foster parents, shall be granted parental leave for the purpose of giving birth, adoption and/or foster care placement of a child under the age of 18 in accordance with applicable Federal and State Statutes including but not limited to the Massachusetts Parental Leave Act and the Family Medical Leave Act (FMLA). The Committee will maintain and make available to educators an informational reference that outlines applicable federal and state statutes.
  1. Such leaves shall be taken concurrently, subject to the following: the eight (8) weeks of leave pursuant to the Massachusetts Parental Leave Act starts from the day of the birth. The twelve (12) weeks of FMLA leave commences at birth but is only counted during scheduled working time. A request for such leave shall be made at least two (2) months before the anticipated birth, adoption or foster placement except in situations where that is not possible.
  2. Educators may use accrued sick time and personal time for up to eight (8) weeks of parental leave. The days taken shall be deducted from an educator's available sick leave days and/or personal days. The balance of days taken shall be unpaid.
  3. Birth mothers may further use sick time to the extent that they remain disabled, as documented by a medical professional. Birth mothers who run out of sick time while recovering from birth and are still disabled after eight (8) weeks as previously described are entitled to use the sick bank in accordance with Article 22.



- B. Parental leave is also available to partners of birth mothers, adoptive or foster parents and birth mothers who have not exhausted twelve (12) weeks parental leave taken pursuant to A. above. Such leave provided in A. above excludes all non-school days. This leave may be taken for a total of twelve weeks (12) combined with any leave taken under A. above. Said leave is available during the first year of a newborn's life and during the first year after adoption or foster care placement. Said leave may be taken in up to two (2) separate blocks of time.
1. Educators may use accrued sick time for up to a total of eight (8) weeks combined with any paid leave taken pursuant to A. above. The days taken shall be deducted from an educator's available sick leave days and/or personal days. Any remaining time taken shall be unpaid.
  2. A request for such leave shall be made at least two (2) months before the anticipated starting date, except in situations where that is not possible.
- C. A leave of absence without pay of up to one (1) school year shall be granted to an educator for the purpose of child rearing subsequent to leave taken pursuant to A. and or B. above. An educator on child rearing leave must notify the Superintendent of Schools of their intent to return to school for the next school year by February 1. If an educator notifies the Superintendent of Schools of their intent to return to school on February 1, they do not have the right to request a second year of leave. The Committee may require that the educator remain on leave until September following the year of expiration of the one (1) year period. If no position for which the educator is qualified is available at the end of the leave period, the educator shall be offered the first such available position irrespective of the one (1) year period.
20. Article 27, Evaluation Procedure, for housekeeping purposes, modify the beginning of the Article as follows:  
The current evaluation agreement and associated protocols, forms, and rubrics are included in Appendix D. Every educator who is formally evaluated is ultimately provided two (2) summative ratings, one based on the educator's performance, as quantified by the evaluation rubric, and the second based on the educator's impact on student learning.
21. Article 29, Professional Development and Educational Improvement, for housekeeping purposes, modify the language as follows:  
Section B, Part 3, ~~Subsection c. The Professional Development committee will allow the payment for reasonable expenses (including fees, meals, lodging, and/or transportation) incurred by teachers who attend workshops, seminars, conferences, or other professional improvement sessions with the advanced approval of the administration.~~  
Section C. Administration will pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by educators who attend workshops, seminars, conferences, or other professional improvement sessions at the request and/or with the advance approval of the administration.
22. Article 29, Professional Development and Educational Improvement, add a new Section E, which reads as follows:  
E. All educators hired after June 30, 2023 will be required to complete the approved

course on diversity, equity and/or culturally responsive teaching outside of school hours within the first three (3) full school years of employment. The approved course will be provided by the Committee at no cost to the educator. Educators will not receive additional monetary compensation for completing the course; however, the Committee shall provide three (3) credits which shall count toward lane movement within the salary scale to educators who successfully complete this requirement.

If a newly hired educator has previously taken the same or a substantially similar class, the Superintendent shall have the discretion to grant an exemption or require the educator to take an alternative course.

Any educator hired before July 1, 2023 shall have the option of taking the approved course at no cost to the educator. Similarly, the Committee shall provide three (3) credits which shall count towards lane movement within the salary scale to educators who complete the requirement.

23. Article 31, Reduction in Staff for Educators with Professional Status, for housekeeping purposes, change the language in Section C from "~~History~~" to "History/Social Studies."
24. New Article, Create a New Article to follow the Article on Reduction in Staff for Educators with Professional Status. The article shall be titled "New Hires" and shall read as follows:

Article 32 (will be Article 33) - New Hires

A. Mentoring / Induction Program

1. Administration will continue their mentoring program for all new hires under DESE's requirements. A second year of mentoring will be available to educators new to teaching. Further information regarding this program is available in the District's Mentoring and Induction Handbook.

2. Mentors will be paid the full mentoring stipend for each individual who they work with, regardless of whether the mentee is a long-term substitute or a new hire.

3. Educators will be eligible to serve as mentors once they have earned Professional Teacher Status.

B. Training and Materials

1. Prior to the start of the school year, Administration shall provide:

- a) a comprehensive orientation that includes education and enrollment details for all employee benefits
- b) comprehensive training on all District software, including but not limited to Aspen
- c) training on all District policies and procedures such as emergency evacuation and other safety protocols
- d) laptops/technology devices and other necessary operational items such as key fobs, etc.



**2. For staff hired after the New Employee Orientation, the Administration shall provide all the same information and materials to new staff as soon as reasonably practicable.**

25. Appendix A, modify the first paragraph as follows:

Year 1 - 2.75% increase plus \$300 per step

Year 2 - 2.75% increase plus \$300 per step

Year 3 - 2.75% increase plus \$300 per step

For reference, the matrices appear in this MOA after the signatures.

26. Appendix C, modify the listed positions as follows:

- FY21 for FY22:

- Increase Cross Country Coaches from 4.0 to 5.5

- FY22 for FY23:

- Change name of CAPAY to Asian Student Union (ASU)

- Add: Knitting Club, HS 1.0

- Approved additional positions for Elementary School Curriculum Leader – no change to Appendix C – budget impact only

- Add: 10 Assistant Coaching Positions 2.0 (3 Fall, 2 Winter, 5 Spring)

- FY23 for FY24:

- Add: GSA, MS 2.25

- Add: Science Olympiad, HS 2.0

- Increase: Band Director from 1.5 to 4.0

- Increase: Swim Coach from 4.0 to 5.5

27. Appendix C, modify the language as follows:

1. The base, or 1.0 multiplier, is: **based upon \$1,511.33.**

\$1,550 as of September 1, 2023

\$1,575 as of September 1, 2024

\$1,600 as of September 1, 2025

**2. The Committee shall maintain and publish a list of job descriptions for all positions. Changes to any of these descriptions, responsibilities, or required time commitments shall be shared with the Association and the Association shall have the right to bargain over such changes.**

**3.** The Advisory Council on Extra Compensatory Duties (**ACED**) concept is a regular part of our administrative design to allow for the review of existing positions and the analysis of new positions. The membership of **ACED this Advisory Council** consists of three **(3)** Administrators, three **(3) teachers educators** representing various grade levels, one being a Dover Sherborn Education Association Executive Board Member, and the Superintendent, or **his/her their** delegate representative, serving as chairperson ex-officio. **The Administrators and educators on the ACED shall have equal voice in making recommendations to the Superintendent.** The Athletic Director may be consulted by the ACED when considering Athletic roles. Elementary (Dover or Sherborn) representation will be required when addressing issues affecting either or both districts.

The following procedures will be held annually to allow for additions and deletions to the current list of Extra Compensatory Assignments, along with ratio changes as recommended by the ACED to the Superintendent and will be brought before the Committee.

- a. In May of each year, the Building Administrators and/or Superintendent will post all Appendix C positions to be filled for the upcoming school year and assign roles by the end of the school year in June.
- b. By September 30th, Administration will prepare and present an athletic enrollment report to the Regional School Committee. Athletic positions to be added or deleted will first be reviewed and approved by the Athletic Advisory Committee (AAC) and their findings shall be made as a recommendation to the ACED. The AAC shall not consider the salaries/ratios for added positions or changes to the salaries/ratios for existing positions.
- c. Requests for changes (additions, deletions, ratios, and other salary arrangements) must be made by staff and administrators to the ACED in writing by ~~October~~ November 1st.
- d. The ACED will meet by ~~November~~ December 1st to review requests and make recommendations to the Superintendent in writing who will bring these recommendations to the appropriate school committee at their ~~November~~ December meeting.
- e. The school committees will consider changes to the current year's budget and grant final approval as needed.
- f. All requests submitted by ~~October~~ November 1st to the ACED will be notified of the outcome in writing.
- g. If the ACED makes any changes to the list of extra compensatory positions, including the addition of or removal of positions and/or changes to ratios that are subsequently approved by the Committee, an updated list will be provided to the Association and all bargaining members.

28. Appendix D, strike all the current language from Appendix D, re-title Appendix D as "Evaluation Agreement", and insert the entire evaluation document, including all protocols, forms, and rubrics.

29. Appendix E, create a new Appendix E with the following language:

**Joint Advisory Committee on Special Education**

- A. A joint committee consisting of members of the DSEA and Administrators shall be established to review the current workloads and schedules of all special educators, including related service providers and specialized program liaisons for the purpose of assessing whether these roles are in accordance with items found in Working Conditions.**

**This work would include, but not be limited to:**

- **Review past special education program audits.**
- **Collect, review and present data for all special educators, including related service providers and program liaisons' workload to monitor compliance with the contract Working Conditions, including but not limited to caseload sizes, mandated service hours, consultation time, standing meetings, evaluations, other mandated special education tasks and general professional duties.**
- **Propose solutions and recommendations to the Administration to be considered and implemented if approved.**

- B. The Joint Advisory Committee will hold its first meeting within 30 days after the ratification of the 2023- 2026 successor Collective Bargaining Agreement or at a time mutually agreed upon by parties. The joint committee will meet at least two times per month during the school year and complete the work by no later than February 29, 2024.

Dover, Sherborn, Dover-Sherborn  
Regional School Committees

  
Chair of the Subcommittee for Negotiations

Dated: 5/3/23

Dover Sherborn Education Association  
(DSEA)

  
Chair of the DSEA Bargaining Team

Dated: 5/26/23



Year 3 of Previous Contract							
FY23	[BA]	[BA+15]	[MA]	[MA+15]	M+30	M+45	M+60
1	\$53,542	\$54,964	\$57,861	\$59,402	\$60,981	\$62,569	\$64,155
2	\$55,985	\$57,321	\$60,654	\$62,225	\$63,828	\$65,484	\$67,051
3	\$58,341	\$59,735	\$63,556	\$65,119	\$66,719	\$68,278	\$69,797
4	\$60,654	\$62,153	\$66,324	\$67,982	\$69,559	\$71,113	\$72,669
5	\$63,054	\$64,614	\$68,952	\$70,850	\$72,546	\$74,133	\$75,713
6	\$65,560	\$67,175	\$72,394	\$73,929	\$75,529	\$77,072	\$78,717
7	\$68,158	\$69,837	\$75,374	\$76,995	\$78,572	\$80,152	\$81,839
8	\$73,301	\$74,794	\$78,366	\$80,051	\$81,690	\$83,338	\$85,089
9	\$76,207	\$77,759	\$84,443	\$85,574	\$86,285	\$86,997	\$88,468
10	\$79,232	\$80,846	\$87,798	\$89,195	\$90,129	\$90,645	\$91,984
11	\$82,618	\$84,301	\$91,286	\$92,738	\$94,332	\$95,301	\$95,830
12	\$86,618	\$88,383	\$95,192	\$96,422	\$98,080	\$101,479	\$105,229
13	\$90,513	\$92,358	\$99,806	\$100,549	\$102,279	\$105,825	\$109,735
14	\$0	\$0	\$104,298	\$105,423	\$107,238	\$110,956	\$115,057
15	\$0	\$0	\$0	\$110,171	\$112,068	\$115,954	\$120,241

2.75% +300		2023-2024					
FY24	[BA]	[BA+15]	[MA]	[MA+15]	M+30	M+45	M+60
1	\$55,314	\$56,776	\$59,752	\$61,336	\$62,958	\$64,590	\$66,219
2	\$57,825	\$59,197	\$62,622	\$64,236	\$65,883	\$67,585	\$69,195
3	\$60,245	\$61,678	\$65,604	\$67,210	\$68,854	\$70,456	\$72,016
4	\$62,622	\$64,162	\$68,448	\$70,152	\$71,772	\$73,369	\$74,967
5	\$65,088	\$66,691	\$71,148	\$73,098	\$74,841	\$76,472	\$78,095
6	\$67,663	\$69,322	\$74,685	\$76,262	\$77,906	\$79,491	\$81,182
7	\$70,332	\$72,058	\$77,747	\$79,412	\$81,033	\$82,656	\$84,390
8	\$75,617	\$77,151	\$80,821	\$82,552	\$84,236	\$85,930	\$87,729
9	\$78,603	\$80,197	\$87,065	\$88,227	\$88,958	\$89,689	\$91,201
10	\$81,711	\$83,369	\$90,512	\$91,948	\$92,908	\$93,438	\$94,814
11	\$85,190	\$86,919	\$94,096	\$95,588	\$97,226	\$98,222	\$98,765
12	\$89,300	\$91,114	\$98,110	\$99,374	\$101,077	\$104,570	\$108,423
13	\$93,302	\$95,198	\$102,851	\$103,614	\$105,392	\$109,035	\$113,053
14	\$0.00	\$0.00	\$107,466	\$108,622	\$110,487	\$114,307	\$118,521
15	\$0.00	\$0.00	\$0	\$113,501	\$115,450	\$119,443	\$123,848

2.75% +300		2024-2025					
FY25	[BA]	[BA+15]	[MA]	[MA+15]	M+30	M+45	M+60
1	\$57,136	\$58,637	\$61,695	\$63,322	\$64,989	\$66,666	\$68,340
2	\$59,715	\$61,125	\$64,644	\$66,303	\$67,995	\$69,743	\$71,398
3	\$62,202	\$63,674	\$67,708	\$69,358	\$71,047	\$72,693	\$74,297
4	\$64,644	\$66,227	\$70,630	\$72,381	\$74,046	\$75,686	\$77,329
5	\$67,178	\$68,825	\$73,405	\$75,409	\$77,199	\$78,875	\$80,543
6	\$69,824	\$71,529	\$77,039	\$78,659	\$80,348	\$81,977	\$83,714
7	\$72,566	\$74,339	\$80,185	\$81,896	\$83,561	\$85,229	\$87,010
8	\$77,996	\$79,572	\$83,344	\$85,123	\$86,853	\$88,593	\$90,441
9	\$81,064	\$82,703	\$89,759	\$90,954	\$91,704	\$92,456	\$94,009
10	\$84,258	\$85,962	\$93,302	\$94,776	\$95,763	\$96,307	\$97,721
11	\$87,833	\$89,610	\$96,984	\$98,517	\$100,200	\$101,223	\$101,781
12	\$92,056	\$93,919	\$101,108	\$102,406	\$104,157	\$107,745	\$111,704
13	\$96,168	\$98,116	\$105,979	\$106,763	\$108,590	\$112,334	\$116,462
14	\$0	\$0	\$110,722	\$111,909	\$113,825	\$117,751	\$122,080
15	\$0	\$0	\$0	\$116,922	\$118,925	\$123,027	\$127,553

2.75% +300		2025-2026					
FY26	[BA]	[BA+15]	[MA]	[MA+15]	M+30	M+45	M+60
1	\$59,007	\$60,549	\$63,692	\$65,364	\$67,077	\$68,799	\$70,520
2	\$61,657	\$63,106	\$66,722	\$68,426	\$70,165	\$71,961	\$73,661
3	\$64,213	\$65,725	\$69,870	\$71,565	\$73,301	\$74,992	\$76,640
4	\$66,722	\$68,348	\$72,873	\$74,671	\$76,382	\$78,068	\$79,756
5	\$69,325	\$71,018	\$75,723	\$77,782	\$79,622	\$81,344	\$83,058
6	\$72,044	\$73,796	\$79,457	\$81,122	\$82,858	\$84,532	\$86,316
7	\$74,862	\$76,683	\$82,690	\$84,448	\$86,159	\$87,873	\$89,703
8	\$80,441	\$82,061	\$85,936	\$87,763	\$89,541	\$91,329	\$93,229
9	\$83,594	\$85,277	\$92,528	\$93,755	\$94,526	\$95,298	\$96,894
10	\$86,875	\$88,626	\$96,167	\$97,683	\$98,696	\$99,256	\$100,708
11	\$90,548	\$92,374	\$99,951	\$101,526	\$103,255	\$104,307	\$104,880
12	\$94,887	\$96,802	\$104,188	\$105,523	\$107,321	\$111,008	\$115,076
13	\$99,113	\$101,114	\$109,193	\$109,999	\$111,876	\$115,723	\$119,964
14			\$114,066	\$115,287	\$117,256	\$121,289	\$125,738
15				\$120,437	\$122,495	\$126,711	\$131,361

## The Public Schools of Dover and Sherborn

157 Farm Street  
Dover, MA 02030  
Phone: 508-785-0036 Fax: 508-785-2239  
[www.doversherborn.org](http://www.doversherborn.org)



Elizabeth M. McCoy, Superintendent  
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator  
Kate McCarthy, Director of Student Services

TO: Dover, Sherborn and Dover-Sherborn Regional School Committee Members  
FROM: Elizabeth McCoy, Superintendent and Dawn Fattore, Business Administrator  
RE: Tentative Agreements for Administrative Assistants, Custodial and Food Service Associations  
DATE: June 9, 2023

As we have discussed throughout the year, all of our bargaining associations have been engaged in negotiations for the next contract period. We are pleased to present three tentative agreements for the three-year period of FY24-FY26 for the Administrative Assistants, Custodians and Food Service Associations. All are attached for your review. As a reminder, the Memorandum of Tentative Agreements only includes proposed contract language changes to the existing contract. We will provide additional background information to the Committees at Tuesday's meeting.

### Administrative Assistants

This bargaining unit is comprised of both 12-month and 10-month school employees with a total of 13 positions across all three districts. Agreed upon changes include increases to starting rates based on the current employment market and enhancements to bereavement leave and longevity.

### Custodial

This bargaining unit is comprised of approximately 20 12-month employees across all three districts serving in the various custodial positions. Agreed upon changes include increases to starting rates in order to remain competitive in the current market, enhancements to longevity, additional opportunities for professional development as well as a new retirement incentive based on unused sick days.

### Food Service

This bargaining unit is comprised of approximately 15 10-month employees across all three districts serving in the various food service positions. As noted above, starting ranges were increased to remain competitive with area food service programs as well as the general employment market. Other agreed upon changes include addition of paid-time off (corresponding with years of service), enhancements to longevity and an increase in the clothing allowance.

### Remaining Contract

We have one remaining contract which covers the Educational Assistants. It is close to completion and we hope to have this ready to present on Tuesday evening.

**Memorandum of Tentative Agreement  
between the  
Dover, Sherborn and Dover-Sherborn Regional  
School Committees  
and the  
Dover-Sherborn Public Schools  
Administrative Assistants Association  
for a Three-Year Contract, July 1, 2023 to June 30, 2026**

The above named parties agree to the following changes to the agreement effective July 1, 2023.

**Note:** Deletions are noted by ~~strikethroughs~~; changes or additions are noted in **red**.

**Housekeeping Changes**

**Update Language where appropriate:**

- Replace ~~he/she~~ pronouns with **their**
- Remove ~~Headmaster~~
- Edit ~~Superintendent of Schools~~ to **Superintendent** for consistency throughout contract

**ARTICLE XII -Absence and Leave Benefits**

- Add **Juneteenth** as a paid holiday for **Classification I and Classification II** (when included in the school year calendar) – School Committee vote June 2, 2022
- Rename **Columbus Day** to **Indigenous People Day** – School Committee vote September 20, 2022

---

**ARTICLE I – Recognition**

The School Committees recognizes the Association as the sole and exclusive bargaining agent for the purpose of establishing wages, hours, and other conditions of employment on behalf of all administrative assistants of the Dover-Sherborn Public Schools, excluding all confidential administrative assistants as noted: the administrative assistants to the Superintendent of Schools, the administrative assistant to the Assistant Superintendent of Schools, and the Business Manager **Administrator and the Director of Student Services** and all other Dover-Sherborn Public School employees, as well as temporary, substitute Secretarial Employees.



## ARTICLE XIV -Fringe Benefits

### 14.1 Longevity Benefits

Administrative assistants covered by this Agreement, after completion of five (5) consecutive years of service in **FY24 (three (3) consecutive years of service beginning in FY25)** in any district shall be entitled to the following longevity, payable in the year in which the longevity is earned. Benefits will be prorated accordingly for any administrative assistant who is employed as less than a 1.0 FTE.

After # of years of service from date of employment	Classification I	Classification II
<b>Three (3) (as of FY25)</b>	<b>\$300</b>	<b>\$200</b>
Five (5)	\$600	\$500
Ten (10)	\$800	\$650
Fifteen (15)	\$1,000	\$800
Twenty (20)	\$1,200	\$1,000
<b>Twenty-five (25) (as of FY25)</b>	<b>\$1,500</b>	<b>\$1,200</b>

### Attachment 1 Wage Schedule

The salary range for all administrative assistants hired during the term of this contract, namely fiscal years ~~2021-2023~~**2024-2026**, shall be ~~\$21.00-\$23.00~~**\$22.00-\$24.50**.

#### **Fiscal Year ~~2021~~ 2024; School Year ~~2020-2021~~2023-2024**

Currently employed administrative assistants shall receive an increase of ~~2.25%~~ **\$1.00** from ~~his/her~~ **their** Fiscal Year ~~2020~~ **2023** hourly wage. **In addition, any administrative assistant employed in FY23 and continuing service in FY24 will receive a one-time payment of \$400 for Classification I and \$300 for Classification II payable no later than October 31, 2023.**

#### **Fiscal Year ~~2022~~ 2025; School Year ~~2021-2022~~2024-2025**

Currently employed administrative assistants shall receive an increase of ~~2.0%~~ **3%** from ~~his/her~~ **their** Fiscal Year ~~2021~~ **2024** hourly wage.

#### **Fiscal Year ~~2023~~ 2026; School Year ~~2022-2023~~2025-2026**

Currently employed administrative assistants shall receive an increase of ~~2.0%~~ **3%** from ~~his/her~~ **their** Fiscal Year ~~2023~~ **2025** hourly wage.

## Signatures

### DOVER SCHOOL COMMITTEE

---

Elizabeth Grossman, Chairperson

---

Date

### SHERBORN SCHOOL COMMITTEE

---

Dennis Quandt, Chairperson

---

Date

### DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

---

Judith Miller, Chairperson

---

Date

### DOVER-SHERBORN ADMINISTRATIVE ASSISTANT ASSOCIATION

---

*Elizabeth Benatti*

Elizabeth Benatti - Region

---

*5/31/2023*

Date

---

*Diane Morales*

Diane Morales- Region

---

*5/31/2023*

Date



**Memorandum of Tentative Agreement  
between the  
Dover, Sherborn and Dover-Sherborn Regional  
School Committees  
and the  
Dover-Sherborn Public Schools  
Custodial Association  
for a Three-Year Contract, July 1, 2023 to June 30, 2026**

**Attachment 1  
Wage Schedule**

<u>Positions – Starting Rates</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>
<b>BUILDING:</b>			
<b>Day Shift Supervisor</b> Range \$24.50— <del>\$26.00</del> <b>25.00-26.50</b>	FY23+3% + \$0.50	FY24+3%	FY25+3%
<b>Evening Shift Supervisor</b> <del>\$23.50</del> <b>24.00</b>	FY23+3% + \$0.50	FY24+3%	FY25+3%
<b>Custodian</b> <del>\$19.50</del> <b>21.00-22.50</b>	FY23+\$2.00	FY24+3%	FY25+3%
Shift Differential	<del>\$25</del> <b>\$1/hr</b>	<del>\$25</del> <b>\$1/hr</b>	<del>\$25</del> <b>\$1/hr</b>
<b>GROUPS:</b>			
<b>Supervisor</b> Range \$26.00-\$27.50	FY23 +3%	FY24+3%	FY25+3%
<b>Assistant Groundskeeper</b> Range \$21.50- \$22.50	FY23 +3%	FY24+3%	FY25+3%

Note: Employees under this Agreement shall receive negotiated increases provided he/she has **they have** completed at least four (4) months of service in any given fiscal year. Should a custodian not meet the four (4) month requirement, no step increase shall be provisioned until the following July.



## ARTICLE XI Work Schedule

### 11.3 Shift Differential

Whenever an employee under this Agreement is regularly assigned to and works on a shift which operates between the hours of 1:00 p.m. and 7:00 a.m. they shall be paid a ~~sum weekly~~ **\$1 per hour**, in addition to their regular salary, as set forth in Appendix A as follows: Second Shift Differential = ~~\$25~~**\$1/hour**.

## ARTICLE XII Absence and Leave Benefits

*(Housekeeping change – voted by School Committees, June 2022)*

Add Juneteenth as a paid holiday

## ARTICLE XIII Longevity

Full time employees covered by this Agreement, after completion of **three (3)** ~~five (5)~~ consecutive years of service in any district shall be entitled to the following longevity. ~~payable in June of the year in which the longevity is earned.~~ **Payments will be made twice a year, on the second payroll in December and the second payroll in June; each payment will consist of one-half (1/2) of the applicable longevity amount.** Employees must be employed by the Schools at the time of payment in order to collect a longevity payment. To qualify for the additional payments under this Article, the employee must have completed the required years of service before payment date.

<b>Three (3) years of service from date of employment</b>	<b>\$275</b>
Five (5) years for service from date of employment	<del>\$275</del> <b>\$550</b>
Ten (10) years of service from date of employment	<del>\$425</del> <b>\$850</b>
Fifteen (15) years of service from date of employment	<del>\$575</del> <b>\$1,150</b>
Twenty (20) years of service from date of employment	<del>\$750</del> <b>\$1,500</b>
Twenty-five (25) years of service from date of employment	<del>\$925</del> <b>\$1,850</b>

~~Association members with at least fifteen (15) completed years of service in the Schools may elect an alternative longevity payment of \$800 per year for three (3) consecutive years. Once an employee opts for the above, they will no longer be eligible for the longevity payment(s) in paragraph 1.~~

~~The Dover Sherborn Regional School Committee will fund up to two (2) alternative longevity payments in a budget year. The Dover School Committee will fund one (1) alternative longevity payment in a budget year. The Sherborn School Committee will fund one (1) alternative longevity payment in a budget year.~~

~~Application for the alternative longevity payment is required by December 1<sup>st</sup> of the year prior to the start of the payment, and immediate placement on the list for alternative longevity is subject to the funding limits in paragraph 3.~~

~~In the event that the number of employees electing this option in a specified year exceeds the amount of funded alternative longevity payments, the following sequence of events will take place:~~

- ~~1. A request will go to all members who have elected this option seeking members willing to delay the start of this option. Members will have five (5) days to respond to this request~~
- ~~2. After voluntary delays are sought, members electing this option will start in order of seniority, with the most senior being placed first.~~

## **ARTICLE XVII**

### **Miscellaneous Provisions**

#### **17.2 Professional Development**

Association members may attend, with the prior approval of their immediate supervisor, appropriate conferences and will be reimbursed for reasonable mileage, food expenses, and registration fees. Association members may also request reimbursement for the costs of work-related continuing education courses up to \$500 per year if pre-approved by the Business Administrator.

#### **17.3 Retirement Incentive**

Custodians with ten (10) years of service in the Dover, Sherborn and Dover-Sherborn Regional School Districts or any combination thereof, will be entitled to a lump sum amount of up to a maximum of \$2,700, payable within 30 days of retirement date. The amount to be determined shall be computed at the rate of \$15 per day times unused cumulative sick leave. In order to receive the lump sum retirement payment, the employee must notify the Superintendent in writing of their intention to retire prior to January 1<sup>st</sup> of the fiscal year in which the employee intends to retire and remain employed with the Districts through the end of the said fiscal year. In the case of forced disability retirement, the notification can be waived.

Renumber current 17.3 Copy of Agreement to 17.4

Renumber current 17.4 Just Cause to 17.5

## Signatures

### DOVER SCHOOL COMMITTEE

\_\_\_\_\_  
Elizabeth Grossman, Chairperson

\_\_\_\_\_  
Date

### SHERBORN SCHOOL COMMITTEE

\_\_\_\_\_  
Dennis Quandt, Chairperson

\_\_\_\_\_  
Date

### DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

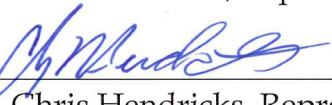
\_\_\_\_\_  
Judith Miller, Chairperson

\_\_\_\_\_  
Date

### DOVER-SHERBORN PUBLIC SCHOOLS CUSTODIAL ASSOCIATION

\_\_\_\_\_  
  
Peter Gimblett, Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
  
Chris Hendricks, Representative

\_\_\_\_\_  
Date



**Memorandum of Tentative Agreement  
between the  
Dover, Sherborn and Dover-Sherborn Regional  
School Committees  
and the  
Dover-Sherborn Public Schools Food Service Association  
for a Three-Year Contract, July 1, 2023 to June 30, 2026**

**Note:** Deletions are noted by strikethroughs: changes or additions are noted in **red**.

**ARTICLE XIV**

**Absence and Leave Benefits**

Food Service employees covered by this agreement may be allowed the absence and leave benefits as set both below. **However, absence and leave benefits under this article shall not be paid to part-time food service employees whose work week is less than twenty (20) hours.**

**14.1 Holiday Leave**

*Housekeeping:*

1. **Move: However, absence and leave benefits under this article shall not be paid to part-time food service employees whose work week is less than twenty (20) hours to first paragraph of this article.**
2. **Rename Columbus Day to Indigenous People Day (voted by School Committee on September 20, 2022)**
3. **Add "Juneteenth, if school is in session" (voted by School Committee on June 14, 2022)**

**14.2 Sick Leave**

**Any food service member who does not use any sick time during a fiscal year shall receive a bonus of \$150**250**, payable in September ~~preceeding~~ **following** the year in which it is earned.**

**14.6 Additional Paid Time Off**

**Food Service employees will receive up to five paid days after completing 5 years of service; calculated based on their regular scheduled hours per day payable during the February school break period. Food Service members will receive up to 10 paid days after completing 7 years of service; calculated based on their regular scheduled hours per day payable during the February and April school break periods.**

*Housekeeping:* **Renumber existing 14.6 to 14.7 continuing through 14.8 which will be renumbered to 14.9.**

## **ARTICLE XVI**

### **Fringe Benefits**

#### **16.1 Longevity Benefits**

Full-time food service employees covered by this Agreement, after completion of three (3) consecutive years of full-time service in any district shall be entitled to the following longevity schedule:

Three (3) years of service	<del>\$200</del>	<b>\$400</b>
Five (5) years of service	<del>\$400</del>	<b>\$800</b>
Ten (10) years of service from date of employment	<del>\$525</del>	<b>\$1,050</b>
Fifteen (15) years of service from date of employment	<del>\$575</del>	<b>\$1,150</b>
Twenty (20) years of service from date of employment	<del>\$650</del>	<b>\$1,300</b>
Twenty-five (25) years of service from date of employment	<del>\$725</del>	<b>\$1,450</b>

#### **16.6 Clothing Allowance**

Full-time employees covered under this Agreement will receive a clothing allowance of ~~\$225~~ **\$250** annually in December to purchase pants and shoes which meet the dress code. In addition, the District will provide full-time employees with five (5) shirts and two (2) visors/hats to be worn on all work days. Part-time employees will be provided with two (2) shirts and one (1) visor/hat to be worn on all work days.

**ARTICLE XVIII**  
**Wage Classifications and Wage Schedule**

**Attachment 3**  
**Wage Schedule**

<b><u>Positions- Starting Rates</u></b>	<b><u>FY24-FY26</u></b>
Manager (Region)	
Manager-Cook (Elem.)	\$21.89-\$23.89
Cook (Region)	
Asst.Manager-Cook (Elem.)	\$18.54-\$19.54
Asst. Cook (Region)	\$18.40-\$19.40
Café Worker (full and part-time)	\$17.50-\$18.50
Substitute	\$16.25

**Fiscal Year 2024; School Year 2023-24**

Current food service employees shall receive an increase of 2% from their FY23 hourly wage plus \$1.00.

**Fiscal Year 2025; School Year 2024-25**

Current food service employees shall receive an increase of 3% from their FY24 hourly wage.

**Fiscal Year 2026; School Year 2025-26**

Current food service employees shall receive an increase of 3% from their FY25 hourly wage.

**Note:**

Food service employees shall receive successive step increases provided they completed at least four (4) months of service in any given fiscal year. Should a food service employee not meet the four (4) month requirement, no step increase shall be provisioned until the following fiscal year.

## Signatures

### DOVER SCHOOL COMMITTEE

Elizabeth Grossman, Chairperson

Date

### SHERBORN SCHOOL COMMITTEE

Dennis Quandt, Chairperson


Date

### DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

Judith Miller, Chairperson

Date

### DOVER-SHERBORN FOOD SERVICE ASSOCIATION

  
Judy Jacobson - Dover

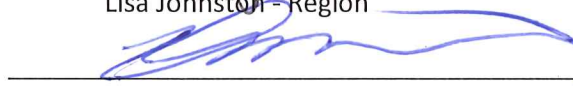
Date

  
Kim Engel - Region

Date

  
Lisa Johnston - Region

Date

  
Dave Wilson - Sherborn

Date

5-30-2023

6-1-2023

5-30-2023

6-6-2023

# DRAFT

Dover-Sherborn Regional School Committee  
Dover School Committee  
Sherborn School Committee  
Union #50 Superintendency Committee  
Meeting Minutes April 4, 2023

Present:

Dover School Committee

Sara Gutierrez-Dunn  
Colleen Burt  
Jeff Cassidy  
Goli Sepehr

Sherborn School Committee

Amanda Brown  
Christine Walsh  
Kristen Aberle

Dover-Sherborn Regional School  
Committee

Maggie Charron  
Kate Potter  
Lynn Collins  
Mark Healey  
Angie Johnson

1. **Call to order** – The meeting was called to order at 6:38 PM at METCO Headquarters in Boston.
2. **Community Comments** - Gayle Murphy, Sherborn, spoke about her concern with the direction of the District including academic excellence decline as evidence by rankings and an environment where those with opposing views fear retribution.
3. **Superintendent's Report** - Beth McCoy presented an update from her office including: events at schools; curriculum webinar with parents/guardians/community; the recent MIAA workshop; and recent/upcoming job fairs. Denny Conklin spoke about the ongoing Curriculum Audit including the proposed timeline as well as the professional development program covering "Stop It, Name It, Claim It" which addresses observed bullying, bias, and hate.
4. **Superintendent Evaluation** - Maggie Charron reviewed the process as required by DESE. At the meeting laster this month the results from aggregated responses will be presented. This meeting is an opportunity for school committee mentors to make comments if they wish:

*Space for comments from Kate, Judi, and Amanda*

## 5. Consent Agenda

- Approval of January 17, 2023 meeting minutes - correct spelling of Goli's first name and typos.
- Approval of March 8, 2023 workshop minutes

There were motions to approve the Consent Agenda as amended.

DSRSC: motion by Mark Healey, second by Lynn Collins

Vote in favor: Maggie Charron, Kate Potter, Lynn Collins, Angie Johnson, and Mark Healey

DSC: motion by Colleen Burt, second by Goli Sepehr

Vote in favor: Sara Gutierrez-Dunn, Jeff Cassidy, Colleen Burt, and Goli Sepehr

SSC: motion by Kristen Aberle, second by Christine Walsh

Vote in favor: Amanda Brown, Christine Walsh, and Kristen Aberle



**DRAFT**

**6. Adjourn at 7:42 pm.**

Respectfully submitted, Amy Davis

# DRAFT

Dover-Sherborn Regional School Committee  
Dover School Committee  
Sherborn School Committee  
Union #50 Superintendency Committee  
Meeting Minutes April 26, 2023

Present:

Dover School Committee

Sara Gutierrez-Dunn  
Colleen Burt  
Jeff Cassidy  
Goli Sepehr

Sherborn School Committee

Amanda Brown  
Christine Walsh  
Kristen Aberle

Dover-Sherborn Regional School  
Committee

Maggie Charron  
Kate Potter  
Lynn Collins  
Mark Healey  
Angie Johnson

1. **Call to order** – The meeting was called to order at 6:34 PM in the DSMS Library.
2. **Community Comments** - Multiple parents/community members made comments about their concern with the direction of the school system with respect to academic excellence and DEI/gender identity in the curriculum. There was also a parent who spoke in support of the addition of DEI in the schools.
3. **Human Resource Study** - Thomas Campbell reported his finding from the recently conducted Human Resource study which strongly supports and recommends the addition of a Director of Human Resources for the District. This Director should have expertise to guide all matters related to human resources and report to the Superintendent. A job description has been drafted and is ready to post. The position is covered in the FY24 Budget.
4. **Security Update** - Based on the Security Audit performed at all campuses in 2018, safety-related enhancements have been implemented at all the schools. To date, \$250,000 has been invested in building access and emergency notification systems at all buildings, as well as implementing enhancements at the Region (cameras, protective film, etc) that had already been in place at the elementary schools. All classrooms and instructional areas have been equipped with recommended safety blinds, locking mechanisms, and supplies needed in the event of an emergency situation.  
In addition staff has been trained by Synergy 911 and there are student trainings at the Region being planned. Lockdown drills tailored to the age of the students are also performed annually in coordination of both the Dover and Sherborn Police Departments.
5. **Report of Superintendent Entry Findings** - Beth McCoy presented the emerging priorities from the entry report:
  - Excellence & Innovation in Learning - maintain academic excellence and rigor while adapting practices to prepare graduates for success in a rapidly changing world;
  - Challenging & Supporting all students - enhance programming to ensure all students are able to achieve their full potential within a supportive learning environment;
  - Professional Learning & Growth - expand opportunities for professional growth and collaboration among educators in support of the District's vision for teaching and learning;
  - Community Engagement - engage families and community members in the strategic pursuit of a shared vision and mission;
  - Safe & Sustainable spaces - evaluate and update facilities to ensure safe, sufficient, and sustainable spaces amidst a changing educational and environmental landscape.

## DRAFT

Now that the presentation has been made to the School Committees, this report will be shared with the larger community for review. Feedback will be solicited and considered during the next phase of the entry process. The final District Strategy will be presented in August/September followed by a detailed action plan.

6. **Superintendent Evaluation** - The Superintendent Evaluation Subcommittee presented the results of the compilation of data from all three school committees.
7. **Adjourn at 8:42 pm to Executive Session to discuss strategy with respect to collective bargaining, not to return to Open Session.**

Respectfully submitted, Amy Davis

## **The Public Schools of Dover and Sherborn**

157 Farm Street

Dover, MA 02030

Phone: 508-785-0036 Fax: 508-785-2239

[www.doversherborn.org](http://www.doversherborn.org)



Elizabeth M. McCoy, Superintendent  
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator  
Kate McCarthy, Director of Student Services

---

To: Joint School Committee  
From: Elizabeth McCoy, Superintendent  
RE: Appointment to ACCEPT and TEC Board of Directors  
Date: June 13, 2023

---

In accordance with Chapter 43 of the Acts of 2012 I request that the Joint School Committee vote to appoint Elizabeth McCoy to the ACCEPT and TEC Collaborative Board of Directors for the 2023-24 fiscal year.

# 2023-2024 SCHOOL COMMITTEES MEETING SCHEDULE

Dates are subject to change

REGIONAL SCHOOL COMMITTEE MEETINGS	SHERBORN SCHOOL COMMITTEE MEETINGS	DOVER SCHOOL COMMITTEE MEETINGS	JOINT SCHOOL COMMITTEE & UNION #50 MEETINGS
Tuesday, September 12, 2023 <b>5:30 pm start ***</b>	Tuesday, September 19, 2023 <b>5:30 pm start ***</b>	Tuesday, September 26, 2023	Tuesday, September 12, 2023 ( <b>Retreat</b> )
Tuesday, October 10, 2023	Tuesday, October 17, 2023	Tuesday, October 24, 2023	Tuesday, September 19, 2023
Tuesday, November 7, 2023	Tuesday, November 14, 2023*	Tuesday, November 21, 2023*	
Tuesday, December 5, 2023*			
Tuesday, January 16, 2024		Tuesday, January 16, 2024 <b>5:30 pm start***</b>	Tuesday, January 30, 2024
Tuesday, February 6, 2024	Tuesday, February 6, 2024 <b>5:30 pm start ***</b>		
<b>Wednesday, February 14, 2024***</b>			
Tuesday, March 5, 2024**	Tuesday, March 12, 2024**	Thursday, March 14, 2024**	
Tuesday, May 7, 2024	Tuesday, May 7, 2024 <b>5:30 pm start ***</b>	Monday, May 13, 2024	Tuesday April 2, 2024
			Tuesday, April 23, 2024
Tuesday, June 11, 2024 <b>5:30 pm start</b>	Tuesday, June 4, 2024 <b>****</b>	Tuesday, June 4, 2024-- <b>5:30 pm start****</b>	Tuesday, June 11, 2024
<i>Regional School Committee meetings begin at 6:30 p.m. in the library at DS Middle School, <b>unless otherwise noted.</b></i>	<i>Sherborn School Committee meetings begin at 6:30 p.m. in Room 204B at the Sherborn Town Hall, <b>unless otherwise noted.</b></i>	<i>Dover School Committee meetings begin at 6:30 p.m. in the library at Chickering School, <b>unless otherwise noted.</b></i>	<i>Joint School Committee meetings begin at 6:30 p.m. in the DS Middle School Library, <b>unless otherwise noted.</b></i>
* Meeting to include first pass of the FY25 Budget	* Meeting to include first pass of the FY25 Budget	* Meeting to include first pass of the FY25 Budget	
** Meeting to include final action on FY25 Budget	** Meeting to include final action on FY25 Budget	** Meeting to include final action on FY25 Budget	
*** Budget Meeting with Dover Warrant and Sherborn Advisory Committees - tentative	<b>*** Meeting to be held at DSMS Library</b>	<b>*** Meeting held at DSMS Library</b>	
	**** Location TBD	**** Location TBD	

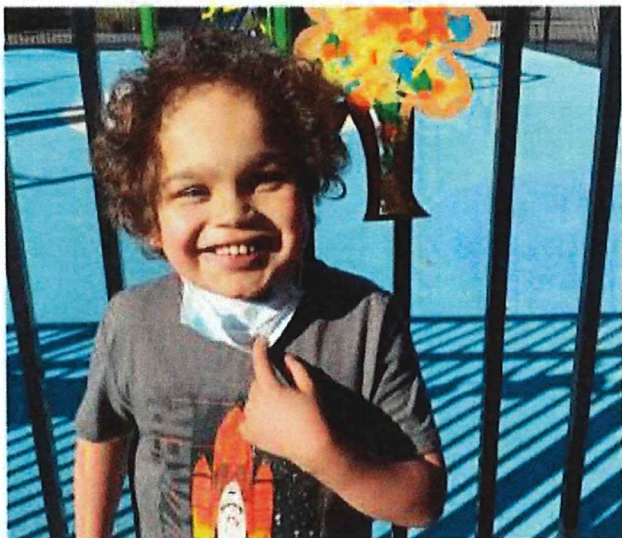
Alaska Pacific University	1	<b>As of 6/1/2023</b>
Auburn University	1	
Babson College	3	
Bentley University	1	
Binghamton University	1	
Boston College	1	
Boston University	6	
Brown University	1	
Bryant University	2	
Bucknell University	1	
University of California~Irvine	2	
Carnegie Mellon University	1	
Champlain College	1	
College of Charleston	1	
University of Chicago	1	
Claremont McKenna College	1	
Clark University	2	
Colby College	3	
Colgate University	1	
University of Colorado Boulder	6	
Colorado College	1	
Connecticut College	1	
Cornell University	1	
Dartmouth College	2	
University of Delaware	2	
DePaul University	1	
DePauw University	1	
Elon University	1	
Endicott College	3	
Fairfield University	3	
Fisher College	1	
Fordham University	1	
Framingham State University	1	
Georgetown University	1	
College of the Holy Cross	3	
Hood College	1	
IE University~Madrid	1	
Indiana University~Bloomington	3	
Ithaca College	1	
Lafayette College	2	
Loyola University Maryland	1	
University of Maine-Orono	1	
Marist College	1	
University of Massachusetts, Amherst	5	
University of Massachusetts, Dartmouth	1	
Massachusetts Bay Community College	1	

McGill University	1
Miami University, Oxford	3
University of Miami	1
Michigan State University	1
University of Michigan~Ann Arbor	3
Mount Holyoke College	1
New York University	1
University of North Carolina at Charlotte	1
Northeastern University	6
Northwestern University	1
Oberlin College	1
University of Pennsylvania	1
Princeton University	1
Providence College	2
Purdue University~Main Campus	1
Rensselaer Polytechnic Institute	1
University of Rhode Island	3
Sacred Heart University	1
Salve Regina University	1
Simmons University	1
Skidmore College	1
Southern New Hampshire University	1
Springfield College	1
Stonehill College	1
Syracuse University	1
The George Washington University	1
Trinity College	2
Tufts University	5
Tulane University of Louisiana	2
United States Coast Guard Academy	1
University at Buffalo	1
The University of Edinburgh	1
University of Oregon	1
University of St Andrews	1
University of Sydney	1
Vanderbilt University	1
University of Vermont	4
Villanova University	1
Virginia Tech	1
University of Virginia~Main Campus	1
University of Wisconsin-Madison	1
Worcester Polytechnic Institute	2
Gap Year	
Military	
Post Secondary	1
Work	3

Trade  
Plans Unknown



# *the* education COOPERATIVE



*Together we create more possibilities!*

FY 2022 Annual Report



## TEC Dedication

*We proudly dedicate this Annual Report to two outstanding members of the TEC Leadership Team who retired this year after contributing so much to the success of so many TEC students!*

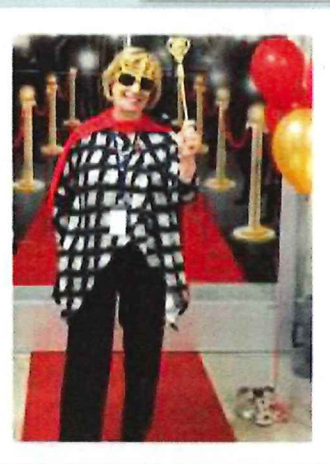
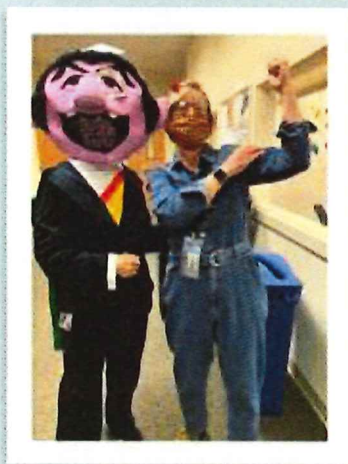
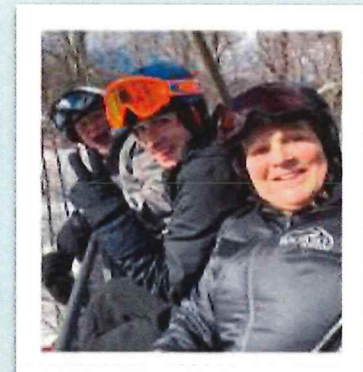
***Director of Student Services, Susan Donelan and Phoenix Academy Principal, Sheila Thomas***  
*Thank you for your many years of service and for the joy you brought to TEC! On behalf of the entire TEC learning community, we say thank you for dedicated service and wish you both a very healthy, happy retirement! Congratulations! You will be missed!*



Susan Donelan  
Director of Student Services



Sheila Thomas  
Principal, Phoenix Academy





# Table of Contents

Board of Directors and TEC Leadership	1
Letter from the Executive Director	2
About The Education Cooperative	3
Progress Towards Reaching Our Goals	4-5
Strategic Planning	6
Vision, Mission and Guiding Beliefs	7
Enrollments Budget to Actual	8
Source and Use of Funds	9
Revenues and Expenditures Trend Analysis	10
Grant Funding	11
TEC Special Education Services	12--25
<ul style="list-style-type: none"> <li>• Summary of Focus Areas</li> <li>• Special Education Services Overview</li> <li>• TEC Campus School Intensive Continuum 3-11</li> <li>• TEC Campus School Intensive Continuum 12-21</li> <li>• Academic Behavioral Learning Environment (ABLE)</li> <li>• Transitional Services</li> <li>• Testimonials</li> <li>• TEC Phoenix Academy</li> <li>• TEC Shining Stars</li> <li>• TEC High School</li> </ul>	
TEC Self-Care for Staff	26-28
TEC Legislative Breakfast	29
TEC Student Data Privacy Alliance	30
TEC Professional Development	31-33
TEC Online Learning	34-35
TEC Student Career Exploration & Internships & College Fairs	36-38
Cooperative Purchasing & AEPA	39-41
Cost Effectiveness:	42-48
<ul style="list-style-type: none"> <li>• Special Education Services</li> <li>• Cooperative Purchasing</li> <li>• Professional Development</li> </ul>	

# TEC Board of Directors and District Leadership

## Board of Directors:

Derek Folan, Canton  
Ian Kelly, Dedham  
Kathleen Smith, Dover-Sherborn  
Beverly Hugo, Framingham  
Susan Kustka, Holliston

Carol Cavanaugh, Hopkinton  
Jeffrey Marsden, Medfield  
Armand Pires, Medway  
Robert Mullaney, Millis  
Henry Haugland, Natick

Matt Spengler, Needham  
David Thomson, Norwood  
Nancy Gallivan, Walpole (Chair)  
Jeanne Downs, Wayland  
Emily Parks, Westwood

## Superintendents:

Derek Folan, Canton  
Michael Welch, Dedham  
Kathleen Smith, Dover-Sherborn  
Robert Tremblay, Framingham  
Susan Kutska, Holliston

Carol Cavanaugh, Hopkinton  
Jeffrey Marsden, Medfield  
Armand Pires, Medway  
Robert Mullaney, Millis  
Anna Nolin, Natick  
Daniel Gutekanst, Needham

David Thomson, Norwood  
Bridget Gough, Walpole  
Omar Easy, Wayland  
Emily Parks, Westwood

## SPED Steering Committee:

Dianna Mullen, Canton  
Elizabeth O'Connell, Dedham  
Kate McCarthy, Dover/Sherborn  
Laura Spear, Framingham  
Kelly Camp, Holliston

Karen Zaleski, Hopkinton  
Mary Bruhl, Medfield  
Kathleen Bernklow, Medway  
Nealy Urquhart, Millis  
Timothy Luff, Natick

Mary Lammi, Needham  
Lori Cimen, Norwood  
John Queally, Walpole  
Richard Whitehead, Wayland  
Abby Hanscom, Westwood

## Assistant Superintendents for Curriculum and Instruction:

Derek Folan, Canton  
Ian Kelly, Dedham  
Elizabeth McCoy, Dover-Sherborn  
Amy Bright, Framingham  
Joanne Menard, Holliston

Jennifer Parson, Hopkinton  
Christine Power, Medfield  
Gabrielle Abrams, Medway  
Maureen Knowlton, Millis  
Susan Balboni, Natick

Terry Duggan, Needham  
Alexander Wyeth, Norwood  
William Hahn, Walpole  
Parry Graham, Wayland  
Allison Borchers, Westwood

## TEC Administrative Leadership:

Elizabeth McGonagle  
Executive Director

Dan Shovak  
Director of Finance & Operations

Susan Donelan  
Director of Student Services

Jean Kenney  
Director of Professional Learning & Leadership

Deborah Caligaris  
Principal, TEC High School

John Spears  
Director of Information Technology

Meredith Faletra  
Principal, TEC Campus School

Sheila Thomas  
Principal, TEC Phoenix Academy

Michelle Fusco  
Human Resources, Manager

## Letter from The Executive Director



Dear TEC Community Members,

It is my pleasure to present TEC's 2021-2022 Annual Report to you. We had hoped this would be a year of recovery and rediscovery as we longed to move past the fear and despair of the pandemic to regain a sense of normalcy and optimism for the future. Yet, the uncertainty lingered. The entire TEC staff showed courage, determination and dedication to our mission and their efforts resulted in a successful year for our student programs, district services, and ultimately TEC's fiscal performance.

I must thank the entire TEC staff for everything they did to keep our programs and services operational during an extended challenging period of time. Every member of our team---the facilities staff, instructional staff, central office and leadership team, went above and beyond their duties as we worked together to navigate the choppy waters of the pandemic. In the words of Maya Angelou, "Do the best you can until you know better, then when you know better, do better." Together we learned so much over the past few years and started this year even more prepared and knowledgeable about how to keep our community healthy and safe. We maintained our strict mitigation protocols and our student programs consistently remained open for in-person instruction. We also improved our efforts to support the social-emotional needs of both our students and staff with stress-reducing social events, celebrations, and outdoor gatherings needed to counter balance the many pressure filled days.

From the classroom to the conference room, our experiences operating virtually prompted us to establish new innovative approaches to teaching, learning, and meeting to achieve our mission. We introduced new online options to connect mentors and students in our career internship programs and expanded online access to our job-alike network meetings and professional development opportunities. We saw growth in participation from grateful educators and administrators across our regional learning community.

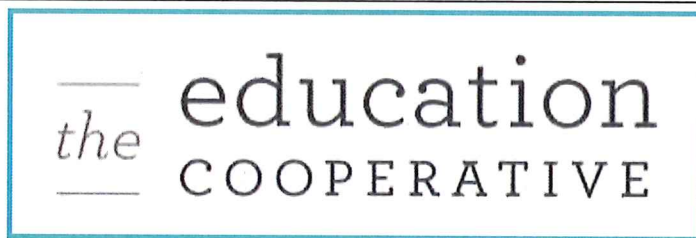
In this annual report you will find detailed cost saving information about TEC's student programs and professional services we provide to our regional learning community. Despite the unforeseen and disruptive challenges faced throughout the year, TEC remained financially secure during this turbulent period of time. *Together we created more possibilities* and found ways to move forward.

We are so appreciative of the support and encouragement of the many people who helped us through this unusual school year, particularly the TEC Board of Directors, our district Superintendents and school leaders, the resolute TEC Staff, and all of our devoted educators, school committee members, students and families across our resilient regional collaborative community. We thank you all!

A handwritten signature in black ink that reads "Elizabeth McFadden". The signature is written in a cursive, flowing style.

Executive Director





### **About The Education Cooperative**

The Education Cooperative (TEC) develops and coordinates educational and organizational programs to meet the needs of our member communities and their students in a way that complements and strengthens their school programs and expands opportunities for their students, educators and communities in the most cost-effective manner.

TEC was Massachusetts' first educational collaborative, established in 1968 by a group of visionary educational leaders. Today, TEC members include the following communities:

Canton, Dedham, Dover, Dover-Sherborn, Framingham, Holliston, Hopkinton, Medfield, Medway, Millis, Natick, Needham, Norwood, Sherborn, Walpole, Wayland, and Westwood.

### **Our Programs and Services**

TEC provides a continuum of outstanding public special education day programs for students ages 3-21. Each of TEC's programs provide a highly supportive, engaging and personalized environment specifically designed to meet each student's individual learning, physical, social-emotional and health care needs. We offer families a range of educational choices taught by caring, experienced and certified Massachusetts teachers, therapists and specialists. Our primary goal is to promote student growth and independence in order to reintegrate students into their home school and community whenever possible.

TEC also provides a range of services for our districts including:

- Educator professional development and job-alike networking groups
- TEC Online Academy - providing supplemental online courses to high school students
- The sponsoring organization of TECCA, the Commonwealth Virtual School
- Student Internship and Career Exploration Program and College Fairs
- A statewide cooperative purchasing program supporting over 100 school districts
- TEC Student Data Privacy Alliance—protecting students in MA, NH, RI, ME & VT

You can read more about the exciting work of TEC on our website [www.tec-coop.org](http://www.tec-coop.org).

# TEC Progress Toward Reaching Our Goals

The Education Cooperative actively develops and coordinates educational and organizational programs to meet the needs of our member communities and their students. Below is an overview of the objectives established in the TEC Collaborative Agreement that were accomplished during the 2021–2022 school year. These objectives are embedded in the TEC Annual Strategic Plan and progress is monitored throughout the year through updates provided by TEC Administrators at Board of Directors meetings.

## 1. Student Achievement Goal: To enhance and expand learning opportunities to meet the diverse needs of all students:

- All TEC programs continued to implement student Individualized Educational Programs (IEP) through in-person, remote and hybrid learning environments.
- TEC High School students participated in the pre-employment transition services program (Pre-ETS) where they focused on job exploration, work readiness training, work-based learning experiences, options in post-secondary education, and self-advocacy.
- TEC High School implemented a Community Service curriculum for students, engaging them in weekly, ongoing volunteer experiences including: [Cradles to Crayons](#) in Newton, [Wakefield Arboretum](#) in Milton, and [New Life Furniture](#) in Walpole.
- TEC High School teachers and counselors partnered with clinical psychologist Dr. Naami Turk for an on-going professional development.
- TEC Phoenix Academy Staff participated in multiple sessions with Jeffrey Benson, to develop and incorporate social and emotional learning (SEL) into K–12 lesson planning.
- A Floyd Family Foundation grant enabled TEC Phoenix Academy to purchase high interest student reading materials for each of their classrooms.
- TEC Phoenix Academy students continued with attending a series of outings at Hale Reservation's challenging ropes courses and other outdoor activities designed to promote the development of self confidence, life and communication skills.
- We celebrated as 17 seniors graduated from our programs: Phoenix Academy (7) and TEC High School (10) programs; 2 Campus School students aged out of our program.
- TEC Phoenix Academy provided weekly trips to Unity Farm Animal Sanctuary where the students performed chores for the resident animals. Student's developed new life skills as well as increased self-confidence through this experience.
- TEC Phoenix Academy has established a partnership with Bill Rehills' Driving School, providing students with the opportunity to partake in a driver's education program to develop safe driving skills.
- Transition II Students reopened the TEC Café in the expanded café at the Mansion Drive facility, offering snacks and coffee. The students were able to learn and apply vocational and communication skills.
- TEC Campus School promoted the ubiquitous use of assistive technology tools and augmentative and alternative communication by providing access to in-classroom coaching from an Assistive Technology Specialist and AAC consultant.
- The TPA Culinary Program continued to provide lunch to seniors through the Norwood Senior Center partnership.

## 2. Professional Development Goal: To create innovative learning opportunities and address, identify, and maintain operational and educational needs.

- Coordinated an ongoing series of regional SEI endorsement courses for teachers and administrators.
- Secured a partnership with Amy Lucenta and Grace Kelemanik, mathematics experts, consultants, renowned presenters, and co-authors of *Routines for Reasoning: Fostering Mathematical Practices in All Students* (Heinemann).



# TEC Progress Toward Reaching Our Goals

*(Continued from previous page)*

## **2. Professional Development Goal: To create innovative learning opportunities and address, identify, and maintain operational and educational needs continued:**

- Coordinated an ongoing series of regional SEI endorsement courses for teachers and administrators.
- TEC's PD website was improved to include color coded legend to enable efficient searches as well as by course name, a category, and a variety of filters to enable a better user experience.
- Aligned with the theme of ensuring equitable access to learning for all students, TEC continues to work with Jennifer Edge-Savage and Mike Marotta, experts in Assistive Technology and UDL.
- Career Exploration and Internship Program coordinated summer and school year experiences for rising high school juniors and beginning college students.
- TEC's Fall 2022 College Fair was announced it will return in-person at Waltham High School in October.
- Expanded the TEC Student Data Privacy Alliance to support school districts in MA, NH, RI, ME and now VT, promoting understanding and accelerating the protection of student data.
- Facilitated monthly virtual job alike meetings to support our regional learning community including: Food Service Directors, Guidance Counselors, Higher Education Committee, School Adjustment Counselors/Social Workers, Superintendents, Assistant Superintendents, Special Education Directors, Technology Directors, Technology Information Specialists
- Developed online self-directed workshops to support teachers working remotely due to the COVID-19 pandemic including: Building Your Basic Skills for Remote Learning series in: Google Classroom, Choice Boards, Padlet, Hyper-docs and Meet and Engaging all Students with Differentiated Instruction.
- Developed and administered a survey and conducted 4-8 Focus Groups with Cohort 1 & 2 of the Fuse Fellow alumni in order to reconnect and re-establish our regional network connect and invest in Fuse network for SY 2022-2023.

## **3. Operations Goal: To improve our ability to provide proactive support to TEC programs.**

- Bi-monthly staff meetings and budget meetings are conducted to enable more effective internal communication.
- Institutionalized health and safety protocols identified in the TEC COVID Strategic Plan which allowed TEC to successfully remain open for in-person instruction for all TEC student programs and offices.
- Continuously review and revise TEC's COVID-19 Manual, Guidelines for Employees and Families, and provide a comprehensive staff training program providing multiple resources to mitigate the spread of COVID-19.
- Collaborated with TECCA to support their offering of online student learning supplemental courses and bundles for students across TEC districts.
- Coordinated a regional TEC Virtual Legislative Breakfast. Keynote speakers included Senate President Karen Spilka, Education Chairs Senator Jason Lewis and Representative Alice Peisch with attendance of elected officials from all of the TEC communities.
- Continued to revise the TEC website through an organizational-wide strategic planning process, posting updated COVID-19 information for families and staff members.
- Continued to prepare and post cooperative purchasing bids to support the procurement needs of participating districts.
- Provided Zoom access to all TEC staff members, allowing remote interaction for instruction, professional development, administration, Board meetings and finance and operations.



# Strategic Planning

TEC's 2021—2026 Strategic Plan is the culmination of analysis and planning done by the Strategic Planning Committee consisting of the Administrative Leadership Team, TEC staff members representing all of our programs and services, and educators and leaders from our regional learning community. This plan establishes a long-range direction for TEC and provides a clear focus for future pursuits by identifying priorities for improvement. Each May, all staff are invited to participate as we convene to review and update the plan. TEC Administrators report out our progress achieving these goals at the TEC Board of Directors meetings.

## Strategic Plan Goals and Objectives:



### 1. Student Achievement Goal:

**To enhance and expand learning opportunities to meet the diverse needs of all students.**

- 1.1 To collaborate on data collection from a variety of sources to analyze and to design instructional programs to meet the diverse needs of all students.
- 1.2 To develop new opportunities for students by expanding existing and seeking new community relationships.
- 1.3 Create a Professional Development Plan that is specific to each program.

### 2. Professional Development Goal:

**To create innovative learning opportunities for K-12 students and educators.**

- 2.1 To maintain successful programs and create additional innovative learning opportunities to promote student growth.
- 2.2 To sustain successful programs and create additional innovative learning opportunities to promote the growth of PreK-12 educators.
- 2.3 To maintain successful programs and create additional opportunities and services for TEC member districts.

### 3. Operations Goal:

**Improve our ability to provide proactive support to TEC programs.**

- 3.1 To evaluate and update (as needed) our operational systems to improve efficiency & eliminate redundancy.
- 3.2 To improve communications within the organization.
- 3.3 To provide & maintain a safe cost-effective infrastructure that supports all aspects of TEC.



# Vision, Mission and Guiding Beliefs

## Vision Statement:

The Education Cooperative in partnership with its member Districts is a proactive, innovative, agile organization that anticipates and meets the collective needs of its learning centered members more effectively and efficiently than its member districts can do individually.

## Mission Statement:

The Education Cooperative (TEC) actively develops and coordinates educational and organizational programs to meet the needs of member communities and their students.

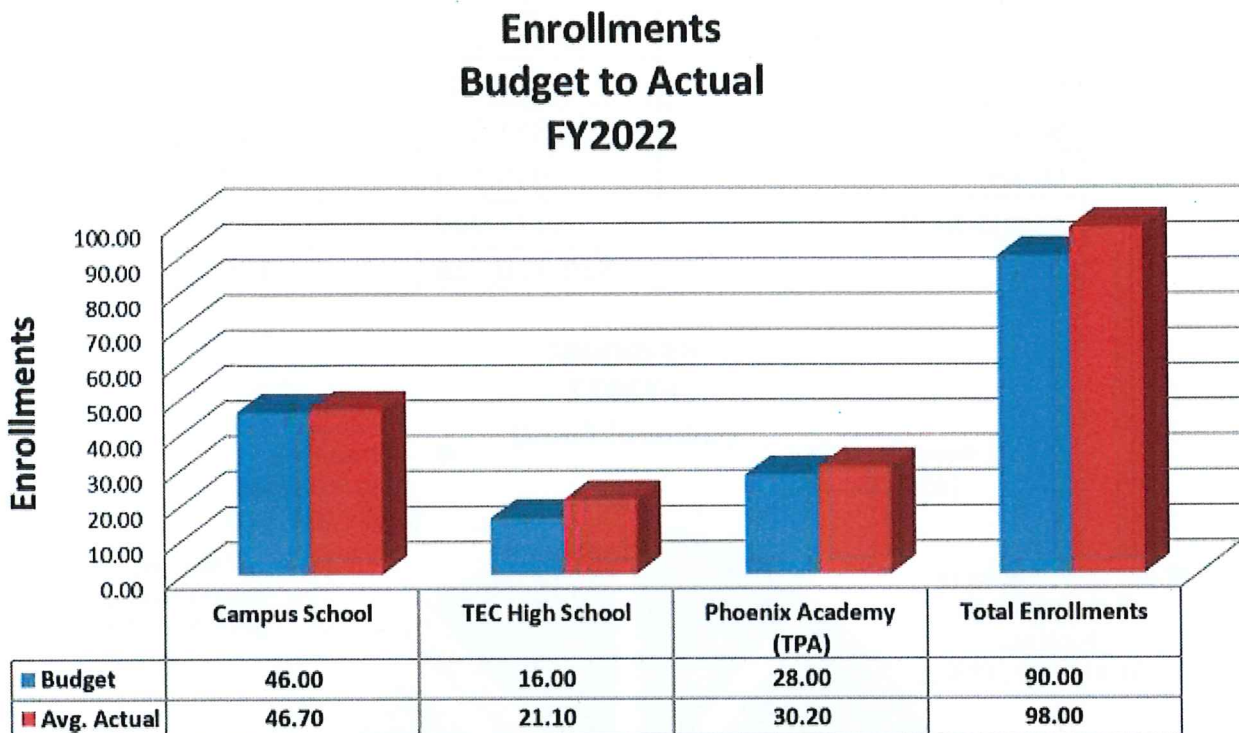
## Guiding Beliefs:

### *We believe...*

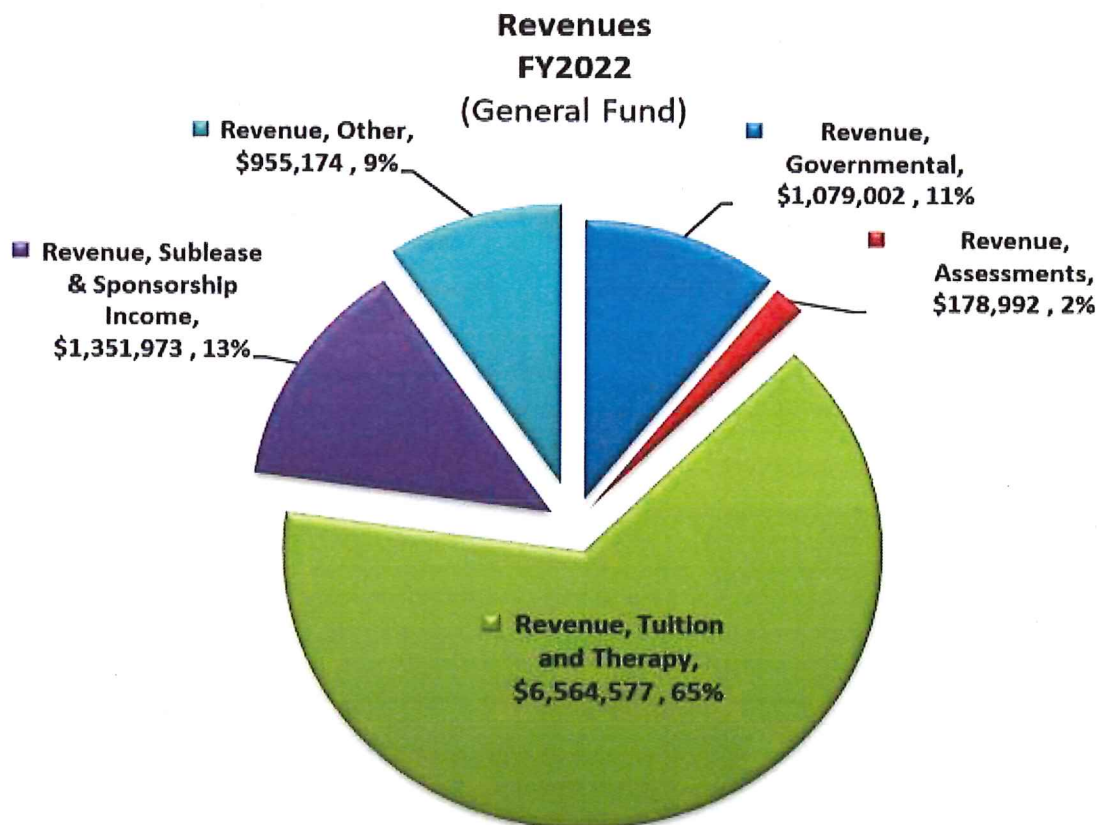
- Inter-district collaboration strengthens all participants and offers the opportunity to do more than one district can do individually;
- Each student learns differently and should be provided with personalized learning experiences designed to optimize individual potential to meet their goals;
- Data driven student-centered-collaboration should guide planning and practice;
- High expectations are integral to student achievement;
- It is our responsibility, along with students and families, to prepare our students to be life-long learners as contributing members of a global 21<sup>st</sup> century society;
- Education is the shared responsibility among the student, the family, the school and the communities;
- Hard work, effort and responsibility are fundamental to academic success;
- The catalyst for change evolves from a school culture, which embraces diversity, change, equity, risk-taking and shared decision-making;
- TEC and its member districts work in a proactive partnership to anticipate and address emerging needs;
- TEC's responsibility is to provide the environment for positive academic, physical, social, emotional and aesthetic growth of our students;
- In supporting educators with a comprehensive array of professional development opportunities to improve student outcomes.







Revenues	Amount	Percentage
Tuition and Therapy	\$6,564,577	65%
Governmental	\$1,079,002	11%
Sublease and Sponsorship	\$1,351,973	13%
Other	\$955,174	9%
Assessments	\$178,992	2%
<b>Total</b>	<b>\$10,129,718</b>	<b>100%</b>



Expenditures	Amount	Percentage
Salaries	\$5,223,386	54%
Benefits	\$1,763,099	18%
Rent	\$912,373	10%
Contracted Services	\$600,404	6%
Other	\$718,934	8%
Instructional	\$304,232	3%
Capital Outlay	\$121,023	1%
<b>Total</b>	<b>\$9,643,451</b>	<b>100%</b>

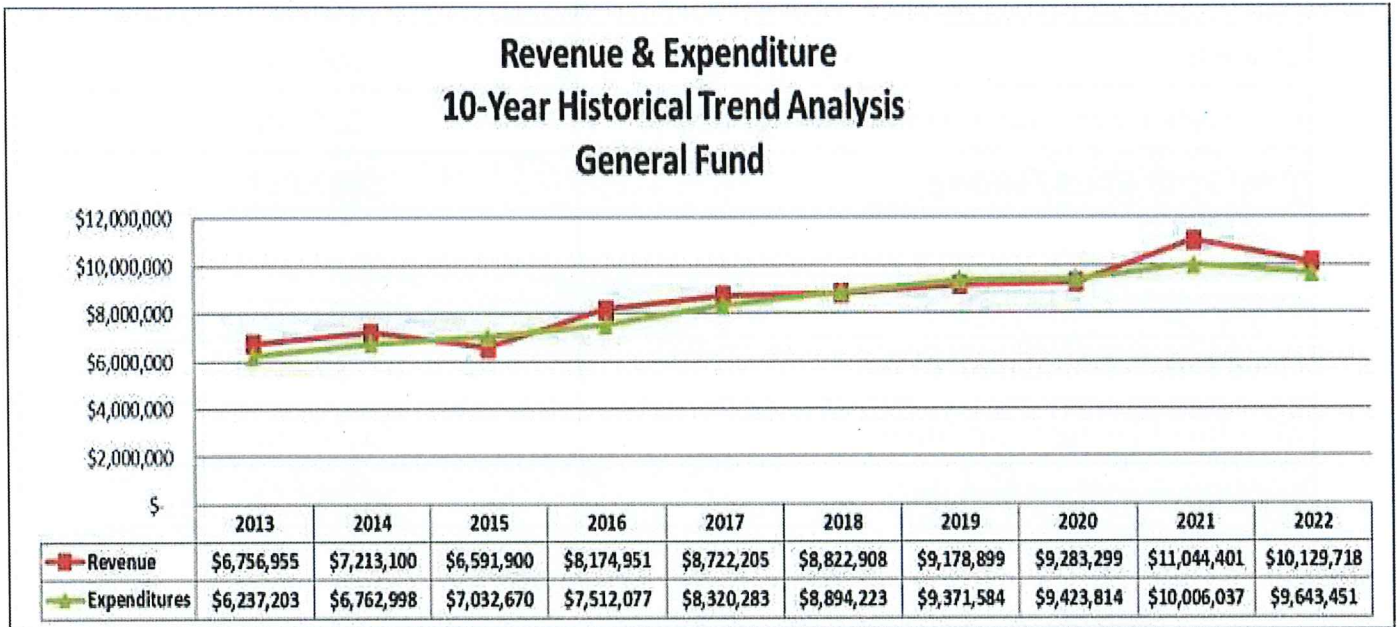


## Historical Trend Analysis

FY 2013-2022

Revenues/Expenditures

General Fund





## TEC Grant Funding

<b>FY22 State Grant Awards:</b>	
American Rescue Plan	\$1,244
COVID-19 Summer Program Reimbursement	\$91,856
ESSER II:	\$90,717
Comprehensive School Health Services (CSHS)	\$14,000
<b>Total State Grant Funding</b>	<b>\$197,817</b>
<b>FY22 Private Grant Funding</b>	
Floyd Family Foundation Grant	\$2,500
MIIA Risk Management Grant	\$1,747.61
<b>Total Private Grant Receipts:</b>	<b>\$4,247.61</b>





## TEC Special Education Services

TEC provides member and non-member school districts with an array of specialized services designed to address the needs of students with moderate to intensive disabilities ages 3-21 in an engaging and supportive learning environment. Our DESE licensed, experienced and caring educators work as an integrated team to empower students to embrace their dreams and goals, take control of their lives, and be actively involved in their own learning process in order to reach their full potential.



TEC utilizes an integrated team approach to provide comprehensive instruction based on the unique needs of the student. Students join a cohort of similar peers based on their level of academic, functional and social skills. Our skilled educational and therapeutic staff members seamlessly collaborate to ensure consistency of instruction is embedded throughout each student's day, across all settings, to maximize student potential and promote growth and independence.

TEC works in partnership with each student's home district to create a purposeful and engaging educational plan based on the student's personal learning, health, and behavioral needs. This includes access to differentiated instruction provided by skillful, experienced educators and therapists supported by the latest educational resources, strategies and assistive technologies and natural movement within TEC programs based on the emerging needs and interests of the student.



All TEC programs are purposefully designed to provide meaningful and authentic inclusion opportunities in the least restrictive engaging educational environment. Our programs are fully approved DESE Public Day Schools. TEC Campus School and TEC High School are located on our beautiful 8 acre campus located in East Walpole with a satellite transition program at Westwood High School for students aged 14-18. TEC Phoenix Academy is located in the historic Plimpton Building on the campus of Walpole High School. TEC offers students access to a comprehensive team of educational specialists and services including:

• Speech and Language Therapy	• Board Certified Behavior Analyst	• Fully Accessible Playground
• Occupational Therapy	• Nursing	• Therapeutic Pool Onsite
• Physical Therapy	• Certified Reading Instruction	• Fitness Center
• Adapted Physical Education	• Counseling - Licensed Social Workers	• Augmentative and Alternative Communication
• Vision Therapy	• Assistive Technology	• Field Trips
• Music Therapy	• Community-Based Instruction	• Orientation and Mobility
• Vocational Training	• Pragmatic Language Instruction	• Inclusion Opportunities
• Social Skills Training	• Deaf & Hard of Hearing Services	• Transition Planning & Services



# TEC Special Education Services

## TEC Campus School DESE Approved Public Day School

### Summary of Focus Areas:

Functional Academics	Prevocational & Vocational Training	Motor Skills Development
<ul style="list-style-type: none"> <li>• Increase functional and age-appropriate academic skill</li> <li>• Engage in meaningful, individualized instruction connected to MA curriculum frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions and complete routines with increased independence</li> <li>• Expose students to a variety of prevocational and vocational tasks in multiple environments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine and gross motor skills to increase independence in school and community settings</li> <li>• Use of therapeutic pool, accessible playground, and fitness center</li> <li>• Daily living skills (i.e. simple meal preparation and self-care)</li> </ul>

Community Living, Recreation & Leisure	Communication & Social Skills
<ul style="list-style-type: none"> <li>• Increase independent living skills</li> <li>• Provide opportunities for students to learn and generalize skills in natural environments</li> <li>• Access age-appropriate recreational opportunities in school and community settings</li> <li>• Increase students' repertoire and independence in individual group leisure settings</li> </ul>	<ul style="list-style-type: none"> <li>• Increase receptive and expressive communication abilities utilizing all modes of low and high tech in order to give students the ability to communicate and replace challenging behaviors</li> <li>• Promote the development of conversation, age-appropriate social skills, and expected behavior outcomes across environments</li> </ul>







## Potential – Opportunity – Success

### *We Believe in Your Child*

Creating personalized pathways to individual student success for over 50 years!

#### TEC's Philosophy:

Flexible schools provide and promote individualized learning paths for students (ages 3 to 21).

SCHOOL	STUDENT POPULATION SERVED	SCHOOL DESCRIPTION
<b>TEC CAMPUS SCHOOL</b> <i>(Ages 3-21)</i>  <i>Location:</i> 141 Mansion Drive East Walpole Satellite Program @ Westwood High School	Students with: <ul style="list-style-type: none"> <li>• Developmental Delay</li> <li>• Intellectual Impairment</li> <li>• Autism</li> <li>• Complex Medical Conditions</li> <li>• Multiple Disabilities</li> <li>• Neurological Impairment</li> <li>• Vision Impairment</li> <li>• Cerebral Palsy</li> <li>• ADHD</li> <li>• Anxiety Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Small classroom settings with highly trained staff</li> <li>• Individualized multisensory instruction, medical support, and behavioral support</li> <li>• Strong focus on communication and functional living skills</li> <li>• Field trips and community inclusion opportunities to maximize student success in larger natural settings</li> </ul> <b>TRANSITION SERVICES</b> <ul style="list-style-type: none"> <li>• Real-world learning opportunities and individualized support to prepare students for further education, employment and independent living</li> </ul>
<b>TEC PHOENIX ACADEMY</b> <i>(Grades 7-12)</i> <i>Location:</i> Plimpton School 319 Common Street Walpole	Students with: <ul style="list-style-type: none"> <li>• Academic, emotional and/or behavioral challenges</li> <li>• Depression</li> <li>• Anxiety</li> <li>• ADHD</li> <li>• Oppositional Defiance Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Small structured educational setting</li> <li>• Access to mental health counselors</li> <li>• Collaboration with outside support services</li> <li>• Collaborative and Proactive Solutions (CPS) Model</li> </ul>
<b>TEC HIGH SCHOOL</b> <i>(Grades 7-12)</i>  <i>Location:</i> 141 Mansion Drive East Walpole	Students with: <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Depression</li> <li>• Mood Disorder</li> <li>• Trauma History</li> <li>• School Phobia</li> <li>• Social Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction and inclusion opportunities</li> <li>• Strong academic content at or above grade level</li> <li>• Emotional support and behavior modeling</li> <li>• Access to mental health counselors</li> <li>• Dialectical Behavior Therapy</li> </ul>



# TEC Special Education Services

## TEC Campus School Intensive Continuum Ages 3-11

TEC Campus school provides multisensory instruction in a supportive setting to meet the individual learning, communication, motor, behavioral, daily living, health care, and transition needs of students ages 3-21.

The Early Childhood and Elementary Programs are designed for students age 3 through age 11 at the beautiful TEC Campus School in E. Walpole, offering students a warm and engaging learning environment specifically designed to support their social, learning and medical needs.

All classrooms are staffed throughout the day with DESE licensed teachers, Registered Nurses, Therapists, and paraprofessionals who seamlessly integrate their instruction into daily classroom experiences. Assistive Technology, as well as Augmentative and Alternative Communication are authentically integrated of each child's educational experience.

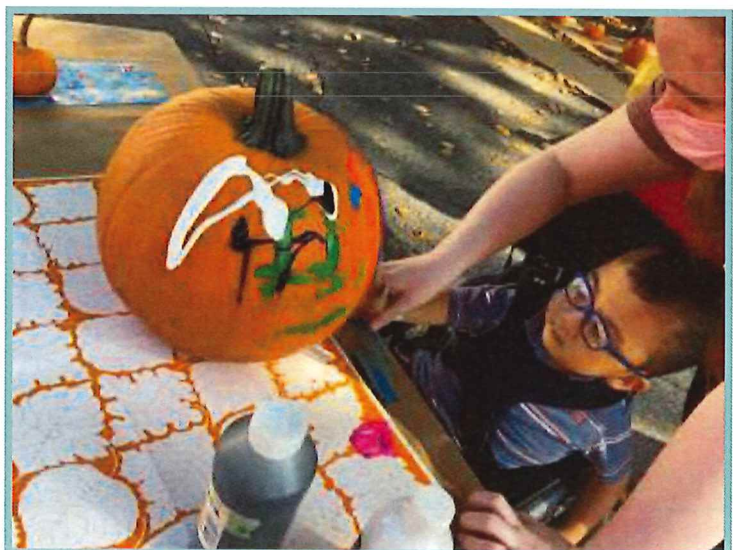


### Typical disabilities served in this program are:

- Multiple Disabilities
- Neurological Impairment
- Sensory Impairment
- Cerebral Palsy
- Developmental Delays
- Medical Fragility
- Physical Disabilities
- Autism

### Program Highlights:

- Small classroom setting with highly trained, caring and supportive, DESE licensed staff
- DESE licensed teachers, registered nurses and licensed therapists in the classroom
- Field trips and community inclusion opportunities
- Assistive technologies and augmentative and alternative communication integrated daily
- Onsite fitness center, therapeutic pool, accessible playground, art room and music room
- Onsite integrated team of expert licensed therapists





# TEC Special Education Services

## TEC Campus School Intensive Continuum Ages 12-21

### Middle & High School (also see Transition Services)

These programs focus on explicit instruction in academic and social skills across multiple settings, including an emphasis on community instruction.

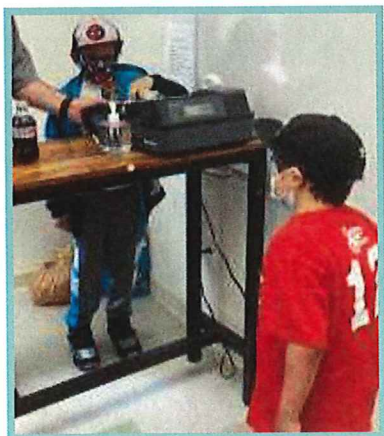
The academic curriculum is aligned with the state curriculum frameworks and modified to meet the individual student's needs. Students often work on skills with the support of therapists as well as behavioral strategies to increase their independence across environments. Functional life skills are fully embedded into the curriculum as well.

#### Our program includes:

- Increased functional and age-appropriate academic skills
- Engagement in meaningful, individualized instruction aligned to MA Curriculum Frameworks
- Focus on Communication and Social Skills supported by assistive technologies
- Motor Skills Development with in-house therapeutic pool, accessible playground, fitness center
- Life skills and personal management including simple meal preparation, self-care, self-advocacy skills

### Satellite program: Westwood High School

The satellite program is embedded at Westwood High School, providing students with a typical high school experience while concentrating on developing needed skills for independent living. Students aged 14-18 strengthen their social skills and behaviors appropriate for the workplace and are provided with daily opportunities to practice and apply new skills in authentic situations. Academic instruction is focused on functional vocabulary, writing and math skills for daily living, and classroom activities concentrate on living skills such as cooking and independent self-care. Students are provided supervised internships in pre-vocational settings to apply and practice their skills and appropriate behaviors in a workplace setting.



# TEC Special Education Services

## TEC Campus School

### Academic Behavioral Learning Environment (ABLE)

The TEC ABLE Class provides multisensory instruction utilizing the principles of ABA to develop communication and functional skills in a supportive setting meeting the individual learning, physical, behavioral, and health care needs of each student. TEC's ABLE Class incorporates a flexible program structure based on individual student needs and skills. The principles of ABA are applied throughout each student's school day. Individualized behavioral support plans are also an essential part of students' daily lives. Licensed special education teacher, in-class BCBA support, Registered Behavior Technician and Safety Care Trained Staff are in classroom.

#### Our Students:

- Autism
- Neurological Impairment
- Cerebral Palsy
- Multiple Disabilities
- Sensory Impairment
- Medical Fragility
- Intellectual Impairment

#### Program Highlights:

- Small classroom setting
- Personalized, highly supportive learning environment
- Experienced, certified staff
- Individualized multisensory instruction and medical support
- Focus on communication and functional living skills
- Field trips and community inclusion opportunities to maximize student success in natural settings
- Assistive technologies, augmentative and alternative communication integrated daily





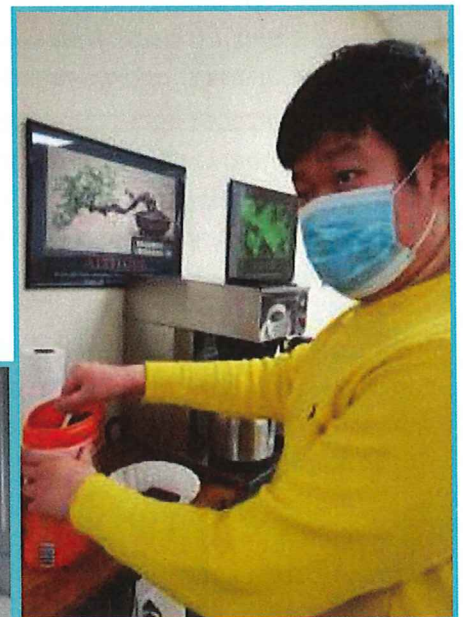
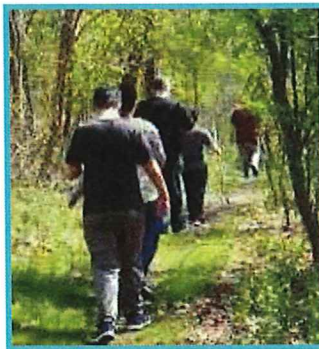
## TEC Campus School Transition Services

Our Transition Services provide real-world learning opportunities and individualized support to help students shape their lives, understand their unique capabilities, and take an active role in preparing to accept the responsibilities of being an adult. Our talented, experienced and caring educators work as an integrated team with the family and student to define and embrace their dreams and goals, take control of their lives and be actively involved in their own learning process to reach their full potential.

This program focuses on students ages 18-21 (17 based on individual) and includes a functional skills curriculum and vocational/transition skills. Our classrooms emphasize an Integrated Related Service Approach *to maximize student learning involving a cross section of people, places, and situations*. Students are encouraged to assume emergent adult roles in their communities through: life skills, employment, independent living, social skills and technology application.

### Program Highlights:

- Career Development Activities
- Work-Based Learning Experiences & Internships
- Social & Recreational Opportunities
- Activities of Daily Living
- Learning Lab Apartment
- Functional Academics
- Community & Real World Settings
- Job Coaching Support





## TEC Celebrating Individual Accomplishments

Our students are all unique and achieve success in individualized ways.

### Parent Testimonials 2021-2022

“As a parent of a child who has been a student of TEC since 2009 we are happy with the choice we made. The program has been successful in so many aspects. Learning, life skills, behavior and job readiness. The staff are people whom I feel happy and blessed to know that my daughter is in good hands. She has grown to be a wonderful young lady and that is with the curriculum she follows. Thank you TEC for being the best program around.”



“Our family has had the pleasure of working together with the most kind, loving and caring staff at TEC for the past six years. You will not meet more dedicated individuals. Through encouragement and positivity, they will always meet the needs and have the best interest for your child. TEC is family to us, and we feel incredibly lucky our son is in such an amazing school!”

“Our ten year old son just transitioned to TEC this past August from the public school in our town. He is a sweet, happy intelligent boy who also is nonverbal, uses a wheelchair, and depends on a g-tube for nutrition. While he was happy attending our local school, with lots of wonderful friends and caring specialists, his needs were simply not being met.

Most significantly, he struggles with communication. He understands his environment, but his lack of speech and proper coordination to use a device limits his ability to tell us what he knows or make requests. From our first visit to the campus, we knew it would be the right place for our son. The staff were welcoming and enthusiastic about the program, and when we saw the classroom we were convinced.

Every student in his class has devices and buttons and switches in accessible locations so that they can easily communicate, answer questions, make choices—the degree of AAC fluency at this school is outstanding, and exactly the kind of support our son needs, as do we so that we can communicate more easily as a family. He is excited to get on the bus every morning, and he is exhausted and happy at the end of each day, and when we talk about his school day, he smiles. We have never once questioned this move to TEC Campus!”



# TEC Special Education Services

## TEC Phoenix Academy

At The Plimpton School on the campus of Walpole High School

DESE Approved Public Day School

TEC Phoenix Academy's main goal is to prepare our students in Grades 7-12 for post-secondary education and training in an atmosphere of high expectations, strong support and personal responsibility. Designed for students who have found it difficult to cope with the large high school academic and social demands, TEC Phoenix Academy (TPA) provides support for students who prior to enrolling have experienced behavioral challenges that are not limited too:

- Anxiety
- ADHD
- Oppositional Defiance Disorder
- Depression
- Mood Disorders

TPA engages students and supports their development of adaptive and academic skills that will allow them to return to their local high school.

- Academic curriculum aligned with curriculum frameworks
- Online and blended courses
- Graduating students are prepared for college admission and/or career
- Serving students in grades 7-12
- Students receive the diploma of their own high school
- Short term 45-day placement available



Phoenix Academy's integrated team of skilled teachers, therapists, and adjustment counselors assist students to develop a sense of self awareness and effective personal decision-making that will enable them to acquire knowledge and skills needed to be successful in school, college and career. Licensed social workers provide ongoing counseling, clinical consulting, and case management. College and career counseling prepare students for success in school and beyond through goal development, interest assessment and internship opportunities within the community.

### What's Unique About TEC Phoenix Academy?

We have small classroom sizes and individualized plans for each student that goes beyond the IEP. We offer vocational training in culinary arts as well as various community involvement opportunities; our "whole person" approach provides the necessary educational, emotional, social connectedness and therapeutic learning environment where students can thrive.

Academic Curriculum	Instructional Technology	Community Service
<ul style="list-style-type: none"> <li>Vocational Electives Include: Culinary Arts, Computer Repair, Car Detailing, Woodworking, Coding and Photograph</li> </ul>	<ul style="list-style-type: none"> <li>1:1 Chromebook Computer Program</li> <li>Computer Lab with 3-D printing</li> </ul>	<ul style="list-style-type: none"> <li>Students volunteer in our community including Unity Farm Sanctuary, Norwood Senior Center, Earth Day, and Agricultural Projects</li> </ul>
<ul style="list-style-type: none"> <li>On-line Courses</li> <li>Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Resource rich classrooms equipped with interactive projection systems</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in quarterly volunteering days, contribute to the community &amp; participate in team building</li> </ul>



## TEC Special Education Services (TPA-cont)

TPA students have access to hands-on learning experiences and vocational opportunities including Service Learning Projects, Culinary Arts, Car Detailing, Graphic Design Programs, Computer Repair, Digital Audio Music Production and Woodworking as a part of the elective offerings. Students are also exposed to a variety of physically engaging activities such as hiking and biking. Students focus on developing good health habits at LA Fitness and participate in groups that focus on DBT Skills (Dialectical Behavior Therapy), Smoking Cessation, Social Pragmatics and Transition Skill Development.



TPA Students pursue a wide range of career exposure including two and four year colleges/universities, post-secondary training programs and employment. Field trips are offered regularly to provide both community service opportunities and exploration of college and career options for students upon graduation.



### TPA Testimonials from our families:

*TEC Phoenix Academy allowed challenges that came up to be experienced; and experience could be the stepping stone to the next experience. The staff at TEC Phoenix Academy...allowed our son to just be who he is going to be and to learn to find the best part of who he was. I think the students at TEC Phoenix Academy find acceptance and that may be a new feeling for many of them. They find a road map to the future that allows them to navigate the bumps and roadblocks.*

**Mike and Linda Berard**

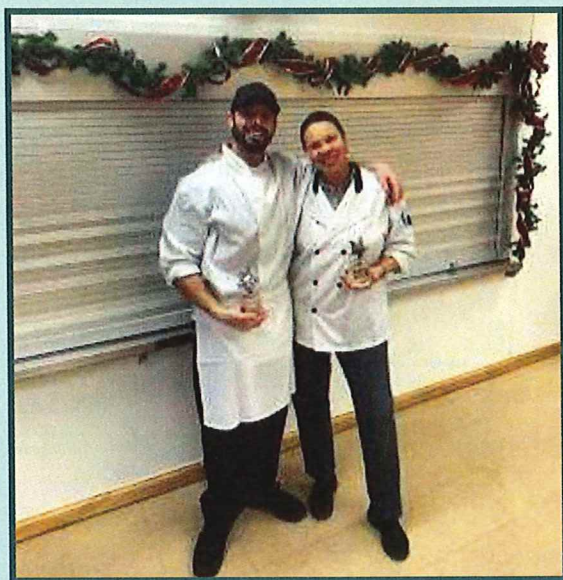
*Thank you...that was the best and most thorough IEP meeting [our son] has ever had and I am comforted with your positivity and clear direction...*

**Mrs. A.**

*I want to thank you ALL for your hard work! Sheila [and] the team you have assembled [are] top notch! The only way this works is with all of you and all the moving parts...Truly appreciate all your efforts!*

**Megan and Kenny**





Culinary Arts Chef Andrew Bevilacqua  
and Culinary Aide  
Diane Holloway-Carnes

### Congratulations to TEC's Shining Stars!



TEC proudly recognized two very special members of our TEC Phoenix Academy staff members, **Andrew Bevilacqua** and **Diane Holloway-Carnes** who throughout the pandemic continued to make MEALS TO GO for the Norwood Seniors to make sure that everyone had access to a healthy meal during a very challenging time.

*Thank you Andrew and Diane!*





# TEC Special Education Services

## TEC High School:

141 Mansion Drive, E. Walpole

## DESE Approved Public Day School

TEC High School's objective is to support and educate students in Grades 8-12 for post-secondary education and employment. Designed for students who have found it difficult to cope with the comprehensive high school academic and social-emotional demands. TEC High School provides support for students who, prior to enrolling, have experienced emotional challenges that are not limited to:

• Anxiety	• School Avoidance
• Depression	• Social/Interpersonal Challenges
• ADHD	• Obsessive Compulsive Disorder
• Mood Disorders	• Autism Spectrum Disorder
• Trauma History	

TEC HS engages students and supports their individual development of adaptive and academic skills that will allow them to return to their local high school and/ or set them up for post-secondary success.

<ul style="list-style-type: none"><li>• Serving students in grades 8-12</li><li>• Academic curriculum aligned with state &amp; national frameworks</li><li>• Utilize personalized learning and universal designed learning</li></ul>	<ul style="list-style-type: none"><li>• Students receive the diploma of their sending high school</li><li>• Graduating students are prepared for college admission and/or career</li><li>• Short-term 45-day placement available</li></ul>
--	--



The administration, teachers, and staff at TEC High School are dedicated to the success of their students and foster that success by meeting students where they are. Staff have diverse backgrounds and bring their unique experiences into the classroom.

Each student is a member of a small Academic Time Management (ATM) group with a dedicated advisor to help them develop and strengthen executive functioning skills such as organization, time management, task initiation, and general study skills.

# TEC Special Education Services

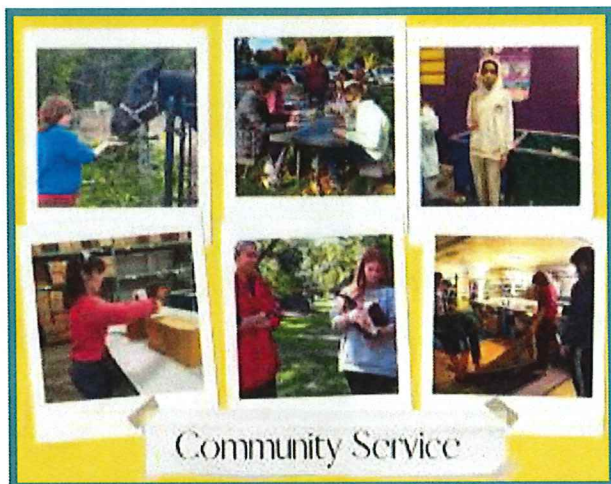
## TEC High School:

141 Mansion Drive, E. Walpole

## DESE Approved Public Day School

### What's Unique About TEC High School?

We have small classroom sizes and individualized plans for each student that goes beyond the IEP. We also foster a spirit of community engagement and service learning. Students spend Thursdays volunteering in the community with organizations like Community Servings, New Life Furniture Bank of MA, Cradles to Crayons, Friends of the Blue Hills, Wakefield Arboretum, the Walpole Council on Aging, and more.



### Academic Curriculum

- 8-12 direct instruction in all core subjects with personalized learning, using the UDL Model
- Facilitated online courses available
- Physical Education

### Instructional Technology

- 1:1 Chromebook Computer Program
- Use of i-Pads and desktops with video editing technology
- Classrooms equipped with interactive projectors



### Counseling

- Licensed Clinicians provide tailored support to students to meet their personal and educational goals based on their Individualized Education Program.
- Clinicians collaborate with families, community providers, and other educators/ team members to best meet students' needs.



# TEC Special Education Services

## TEC High School:

141 Mansion Drive, E. Walpole

## DESE Approved Public Day School

### What's Unique About TEC High School?

We have small classroom sizes and individualized plans for each student that goes beyond the IEP. We also foster a spirit of community engagement and service learning. Students spend Thursdays volunteering in the community with organizations like Community Servings, New Life Furniture Bank of MA, Cradles to Crayons, Friends of the Blue Hills, Wakefield Arboretum, the Walpole Council on Aging, and more.

### Dialectical Behavioral Therapy

- Students receive direct instruction in Dialectical Behavioral Therapy Skills/ Personal Development. The Four Skill Modules DBT Skills training is made up of: core mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. They are designed to specifically assist individuals in better managing behaviors, emotions and thoughts.

### Seminar/transition skills

- Provides an opportunity for students to explore possible careers and/or college majors
- Provides direct instruction in workplace readiness, such as how to navigate common situations at work
- Students are given an opportunity to learn about and practice their executive functioning skill

### Community Service

- Student participate in weekly volunteering days in a variety of placements that foster teamwork, leadership and crucial communication skills

### Testimonials:

*"Our son Aidan spent four years at TEC and the strength of the program and the care given by the staff literally saved him. ..The small, intimate environment was just what he needed to progress academically and the many productive therapeutic interventions brought him to a far healthier place psychologically. Four years ago we were not sure he would get through high school at all given his many complex issues. Now we couldn't be happier that he graduated from TEC, and Aidan feels a real sense of gratitude and connection to the people who helped him there."*

*Scott and Christine Butchart*

*"At TEC, I experienced a truly welcoming community. It was a joy to complete my high school journey there, making great friends along the way. In an always entertaining voyage, I found myself opening up like I never had before, creating connections with classmates and teachers I never thought possible. You never really know what can happen, your best friend could be sitting across from you on your first day and you will never even know it. At least, that's what happened to me."*

*Aidan Butchart, Class of 2022*

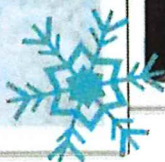




## TEC Self-care: Winterpalooza!



*We are so thankful for the incredible TEC Staff! Throughout the pandemic they have given so much of themselves to our students and families despite many challenges. What better way to shake off the COVID blues on a cold February afternoon than to turn the Mansion Drive campus into a snowy celebration? The entire staff enjoyed a much needed afternoon full of collegiality, laughter and fun!*





## TEC Self-care: March Madness!

*TEC Staff came together for another social event— our own March Madness staff basketball game! The competition was fierce and made for a fun filled afternoon with a display of an entire new set of staff skills including a game day analyst, passionate cheerleaders on the sidelines, and talented hoopsters on the court!*





## TEC Self-care: Central Office Staff Fun!

*TEC's dedicated Central Office Staff works hard all year long to support the mission of TEC. Thank you to our talented team who quietly work all year long to provide so many important services to the TEC staff and our member districts! It was so wonderful to be able to meet in-person again after many long months of masking during the pandemic!*



Just another one of Liz's activities—the Central Office Team loves to get creative with crayons!



Who's that in the recycling bin?



Ribbon Cutting Ceremony for the new PD, Online Learning and Career Internship Staff offices.

Our Holiday Cookie Decorating Contest Winners!  
Jean Kenney, John Spears and Michelle Fusco!





## TEC Legislative Breakfast

For more than 50 years TEC has engaged and informed our elected officials about the challenges facing public education. Each year the TEC Board of Directors and our district educational leaders sponsor a Legislative meeting to bring together legislators and school officials from across our regional learning community to meet and discuss important educational issues. We are so grateful for their responsive support, encouragement and ongoing commitment to partnering with us.

On February 4, 2022 our annual event was once again held virtually via Zoom. Organized and facilitated by TEC's Executive Director, Liz McGonagle. TEC was honored to welcome keynote speakers Senate President Karen Spilka and Education Committee Co-chairs Senator Jason M. Lewis and Representative Alice Peisch.

The event was attended by educators, school committee members, and we want to thank the following local elected officials for participating:



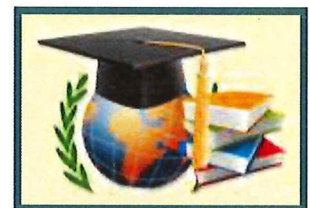
Senate President Spilka presenting via Zoom.

Senator Karen Spilka	Senate President	Framingham, Holliston, Hopkinton, Natick
Senator Paul Feeney	State Senator	Medfield, Walpole
Senator Jason Lewis	Senate Chair, Joint Education Committee	Reading, Stoneham, Wakefield and Winchester,
Senator Becca Rausch	Senator	Dover-Sherborn, Millis, Natick, Needham, Wayland
Senator Walter Timilty	Senator	Canton
Rep. Alice Peisch	House Chair, Joint Education Committee	Wayland
Rep. Shawn Dooley	State Representative	Medfield, Millis, Walpole
Rep. Jack Lewis	State Representative	Framingham
Rep. David Linsky	State Representative	Dover-Sherborn, Millis, Natick
Rep. William Galvin	State Representative	Canton
Rep. Denise Garlick	State Representative	Dover-Sherborn, Medfield, Needham
Rep. Paul McMurtry	State Representative	Dedham, Walpole, Westwood
Rep. Jeff Roy	State Representative	Medway
Rep. Lipper-Garabedian	State Representative	Malden, Melrose, Wakefield

TEC's virtual legislative meeting format expanded access to the event and we welcomed over 75 participants including school and district leaders, Superintendents, School Committee members and elected officials from all of the TEC member districts.

We want to acknowledge and thank the following TEC colleagues for their wonderful presentations:

- Liz McGonagle, Executive Director, Event Coordinator and Facilitator
- Nancy Gallivan, Chair, TEC Board of Directors, *Opening Remarks*
- Dr. Robert Tremblay, Superintendent, Framingham Public Schools, *Framingham Public Schools Welcome Center Health Clinic*
- Dr. Carol Cavanaugh, Superintendent, Hopkinton Public Schools, *Supporting the Social-Emotional Needs of Students*
- Representatives Kate Lipper-Garabedian and Jeffrey Roy, *House Bill 127, An Act Relative to Student & Educator Data Privacy*
- Ramah Hawley, Administrator, TEC Student Data Privacy Alliance and Felicia S. Vasudevan, Murphy, Hesse, Toomey & Lehane, LLC—*Understanding Student Data Privacy Issues in our Schools*



# TEC Student Data Privacy Alliance

The **TEC Student Data Privacy Alliance (SDPA)** continues to lead the way in student data privacy. TEC is the Massachusetts statewide Alliance in the national Student Data Privacy Consortium (SDPC). In cooperation with SDPC, we developed statewide Student Data Privacy Agreement (DPAs) for 5 states, Massachusetts, New Hampshire, Rhode Island, Maine and Vermont, which articulate the vendor duties and responsibilities required to protect student data in compliance with all applicable federal and state privacy statutes, including the FERPA, PPRA, and COPPA. Our 5 state Alliance provides significant leverage to our capacity to negotiate with vendors of all sizes.



**TEC**

Student Data Privacy Alliance Member

By working together we have achieved powerful economies of scale and leveraged our negotiating strength in order to protect student data privacy. TEC's annual service offers districts access to expert legal counsel and our experienced contract administrator, Ramah Hawley, who initiates the vendor agreements on their behalf. The alliance has grown to be a national leader in data privacy and has expanded to protecting over 530,000 students in 224+ districts in 5 states: for MA, NH, RI, ME and VT. TEC's talented team has negotiated 1,500 signed, legally enforceable DPAs, and 18,000+ "Exhibit Es" — attachments that enable members to sign onto the protections of the original data privacy agreements with a quick electronic signature.

TEC also develops and shares Student Data Privacy Training Materials and offers webinars to support member districts as they implement data privacy standards.

A special thanks to our TEC Technology Directors and Steering Committee members for their leadership and support they provide. They have contributed to this solution and promoted the program at regional conferences and webinars to support their public school colleagues.

## TEC SDPA Steering Committee Members:

- Don Langenhorst (Dedham)
- Ashoke Ghosh (Hopkinton)
- Eoin O'Corcora (Medfield)
- Dennis Roche (Natick)
- Leisha Simon (Wayland)
- Steve Ouellette (Westwood)
- Ramah Hawley (TEC Contract Administrator)
- Felicia Vasudevan (MHT&L)
- Liz McGonagle (TEC)
- Steve Smith, (Cambridge) Founder, SDPC

*TEC has already secured MANY agreements... for the Maine districts using their services and I've heard that they continue to add more each day (...it's pretty amazing). They are an incredible service and if you are still considering having assistance in managing your student data privacy agreements, I strongly urge you to consider them. As a technology director, I can tell you that they are a "life saver"!*

*Thomas P. Martellone, Ed.S.*

*Director of Innovation & Instructional Technology. Lexington*




# TEC Professional Development

The Education Cooperative provides high quality Professional Development to support districts, schools, teams and individual educators, and support staff to improve their professional practice and enable student success by offering a variety of opportunities: facilitated synchronous and asynchronous online courses, courses that cover a breadth of topics and content areas and are appropriate for all types of educators, administrators, support personnel and paraprofessional staff. Many of these courses offer graduate credit as well as Professional Development Points (PDPs) for licensure renewal.

Examples include:

SEI Teacher Endorsement courses that fulfill DESE licensure requirements: 67.5 PDPs and optional 3 graduate credits.

- SEI Administrator Endorsement courses: 15 PDPs and optional 1 graduate credit.
- Self-paced online courses, several of which can be used to meet state requirements for license renewal; participants can earn PDPs upon successful completion. TEC's self-paced online courses include:
  - Strategies to Enhance Instruction of ELLs in the Classroom (15 PDPs)
  - Engaging All Learners with Differentiated Instruction (15 PDPs)
  - Connecting Behavioral Health & Social Emotional Learning to Success in School (15 PDPs & 1 optional graduate credit)
  - Introduction to Coaching in Schools: Supporting Professional Development and Growth through Coaching (15 PDPs)
  - Building Basic Skills for Remote Learning (various PDPs)
  -  Inclusive Classroom Design with Technology (15 PDPs for DESE license renewal special education requirement)
- Orton Gillingham Associate Training, a year long program for district educators aligned with the Massachusetts Dyslexia Guidelines,
- Workshops that address discrete, current issues in education: Title IX, LGBTQ+, and Special Education updates
- School-based and district-wide initiatives developed to address specific areas of interest for a school / district.
- TEC continues its partnership with Grace Kelemanik and Amy Lucenta to provide professional learning in mathematics.

- Cross-district initiatives that bring multiple districts together to address issues shared by TEC participating districts, collaborating to further each district's approach to the issue. This professional development typically can be designed as a multi-session offering throughout the course of a year.
- American Sign Language
- Beyond the Basics: Specialized Assessment for Specialists
- The What, Why, When and How of Standards

TEC's online courses have generated renewed enrollment in 14 TEC member districts. Seven non-member districts have also purchased district licenses in order to secure annual access for these exceptional courses. These courses have been reviewed and updated to include current resources, ensuring viability and application for the future. The offerings described above are available throughout TEC's member districts and to other districts across the state. Over 1025 educators enrolled in TEC's self-paced online courses during the year.

During Fiscal Year 2022, TEC's Professional Development team members collaborated on multiple graduate level courses in partnership with area educators, colleges and uni-



versities. The courses addressed all areas of the MA PreK-12 curriculum frameworks and DESE initiatives and were designed to provide educators with relevant, cost effective access to the high quality professional development required for Massachusetts licensure and licensure renewal. Although many educators were experiencing continued "pandemic fatigue" which impacted anticipated enrollment, TEC developed webinars, workshops, and courses that aligned with their needs.



# TEC Professional Development

## Sheltered English Instruction

To enable educators to meet DESE's mandatory SEI Endorsement requirement, TEC offered multiple 45 hour teacher endorsement courses. These courses focus on strategies to support English Learners, enabling them to access content instruction through evidence based reading, writing, and vocabulary interventions. The SEI courses were offered virtually throughout FY22. TEC worked closely with DESE to update the course content and requirements for successful course completion. TEC enrolled **40** participants in Fall 2021 and Spring 2022 RETELL SEI courses leading to DESE SEI Endorsement.

## Varied Professional Development Offerings

During the **Summer of 2021**, TEC offered multiple workshops for PreK-12 educators and administrators that included curriculum content, special education instruction strategies, and literacy support programs, and differentiated instructional pedagogy to enable all learners to succeed. Examples of the diverse workshops included: Wilson Language Training, Supporting Learners with Autism, What is Mathematical Thinking?, Pathways to Happiness, Promoting Student Engagement, Wellbeing, and Safety, Strengthening Social Competencies, and supporting new teachers by offering Mentor Training.

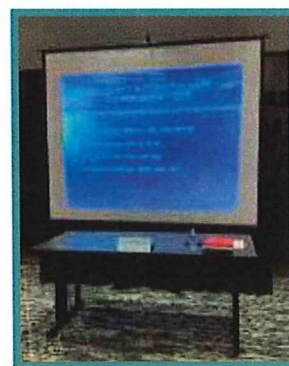
**Summer of 2021:** TEC enrolled a total of **98** participants in eight courses. The most popular courses were focused on mathematical strategies and standards for practice, followed by enrollment in three courses that emphasized social emotional learning for educators.

**Fall 2021:** Offerings included such courses and workshops as continuing SEI courses, AT & UDL, Facilitating Meaningful Discourse, and Essential Strategies for Mathematics instruction to name just a few. TEC's partnership with Amy Lucenta and Grace Kelemanik enabled TEC to provide webinars, workshops, and full courses to educators across the country; **93** participants who successfully completed these courses.

**Spring, 2022:** The PD staff collaborated with multiple agencies and educators to provide workshops in

elementary math and literacy for grades K-2 and 3-5. Responding to school counselors' needs, TEC partnered with DESE Safe Schools staff to offer webinars regarding LGBTQ+ issues, focusing on transgender information and post-pandemic student behaviors. TEC also provided an informative webinar on eating disorders, that was well received. These webinars supported **48** educators. Overall, there were **106** participants in TEC's workshops and webinars.

TEC continues to offer professional learning opportunities in the areas of Social Justice, social emotional learning, project based learning and instructional design, Universal Design for Learning (UDL), and personalized learning strategies.



The Professional Development team enthusiastically welcomed Megan Smallidge, formerly of Highlander Institute. Megan facilitated a project to "Reignite Fuse MA", which included the alumni from two cohorts (2018-2020) across TEC member districts whose plans for inter-district collaboration and support were impacted by the pandemic. The TEC PD team collaborated to engage educators by providing informal gatherings to share their successes, challenges, and effective strategies for student engagement and personalized learning. We are excited to continue to expand this opportunity for relevant and meaningful professional learning.

TEC's Professional Development team delivers high quality training and multiple opportunities for collaboration to support educators' professional learning needs in all areas. Consultation with special educators, administrators in multiple districts, and expert facilitators provides guidance for workshops, webinars, and courses that are most important for TEC staff and our member districts.

## Job Alike Network Meetings

Another highly effective means of professional learning is through job-alike collaboration and TEC brings our regional learning community together both in-person and via Zoom. TEC facilitates Job Alike Groups to facilitate more opportunities for collaboration and sharing of best practices. Monthly network meetings are offered free of charge to TEC members. The agendas are developed by participants and TEC team members.

The following are TEC's current Job Alike Groups:

Group	Facilitator
Superintendents	Liz McGonagle, TEC
Assistant Superintendents	Jean Kenney, TEC
Technology Directors	Liz McGonagle, TEC
Instructional Technology Specialists	Judy Foley, Dedham Neal Sonnenberg, Medfield
Special Education Directors	Susan Donelan, TEC
High Education Committee	Emily Manz, TEC
Guidance Directors	Emily Manz, TEC
Food Service/School Nutrition Directors	Patricia McKim, TEC





# TEC Online Learning

TEC is a regional leader in online learning and the proud sponsor of TECCA, the TEC Connections Academy Commonwealth Virtual School. TEC and our member districts continue to learn from the experience of supporting the successful growth of this innovative alternative school that is benefitting students across Massachusetts.



Currently Enrolled

**2785**

Total YTD Enrolled

**3341**

Enrollment Services Complete (Stage 4)

**3653**

## TECCA: TEC Connections Academy

TEC sponsored TECCA in its application to be a Commonwealth Virtual School which was approved by the Board of Elementary and Secondary Education in 2014. TECCA is accountable directly to the Department of Elementary and Secondary Education (DESE) and is autonomous of all other public bodies, including TEC.

The mission of TECCA is to offer Massachusetts students a quality online alternative to the traditional classroom by providing a supportive, individualized program of study; effective instruction; engaging learning experiences; and diverse curriculum offerings to stimulate curiosity, advance personal growth, and promote academic achievement.

TECCA continues to pursue excellence and has been accredited by North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Commission on Accreditation and School Improvement (SACS CASI), an accrediting division of Cognia, formerly Advanced.

## Online Learning Options for TEC-Member District Students

Each year TEC provides free online course seats to each TEC member district. TEC's Online Learning Coordinator works closely with TEC-member district guidance departments to support this initiative and facilitates the student enrollment process. In FY 2022 TEC enrolled students from the TEC districts in 708 online courses through TECCA.

## TECCA Board of Trustees

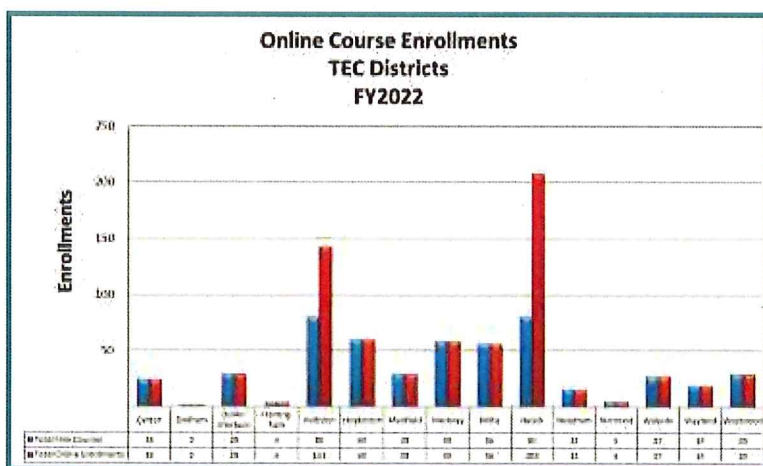
The TECCA Board of Trustees is comprised of talented educational leaders with representation from the TEC member communities as well as business and community members who volunteer their time to ensure that TECCA continues to reflect the high standards and expectations of our regional learning community. Their work has contributed to the success of TECCA and provided access and equity to students across Massachusetts.

- o Peter Sanchioni, Ph.D., Board President, Natick Superintendent of Schools (retired)
- o Jean Kenney, Ed.D., Board Vice President/Treasurer, Walpole Assistant Superintendent (retired)
- o Grace Magley, Board Secretary, Director of Digital Learning, Natick
- o Bob Maguire, Board Member, Medfield Superintendent (retired)
- o Ed DeHoratius, Board Member, Teacher, Wayland
- o Sandra Einsel, Ph. D., Director of Special Education (retired)
- o Jerry Helsing, Parent Representative
- o Liz McGonagle, Sponsor Representative (non-voting)



## Online Course Enrollments

Each year TEC member districts, through TEC's sponsorship of TECCA, have the benefit of receiving 80 free online courses. These courses are taught by credentialed, MA certified teachers who provide synchronous instruction through weekly LiveLesson sessions, student- and teacher-initiated direct instruction. In FY2022 TEC member districts enrolled in 708 courses of which 517 were free. The graph and chart below shows the number of enrolled courses and free courses by District. Please visit: <https://tec-coop.org/tec-online-learning/>



Costs Savings per TEC Member District FY22		
Member District	Free Online Courses	Total Savings
Canton	24	\$7,908
Dedham	2	\$600
Dover-Sherborn	29	\$8,700
Framingham	4	\$1,200
Holliston	80	\$24,000
Hopkinton	60	\$18,000
Medfield	29	\$8,700
Medway	58	\$17,400
Millis	56	\$16,800
Natick	80	\$24,000
Needham	15	\$4,500
Norwood	5	\$1,500
Walpole	27	\$8,100
Wayland	19	\$5,700
Westwood	29	\$8,700
<b>Total TEC District Free Courses</b>	<b>517</b>	<b>\$155,100</b>

## TEC Student Career Exploration & Internships

The Education Cooperative's Internship Program is an inclusive, highly personalized career exploration placement program open to students from any high school or college. For more than 20 years, we have developed outstanding relationships with highly sought after businesses, organizations and public sector employers. The TEC Career Exploration & Internship Program offers students the opportunity to explore a variety of career paths by learning about their interests, strengths, and skills. Students intern at local businesses where they are mentored by a professional and experience the real world of work, gain employability skills, and are able to make well-informed career choices in the future.

The internship program supports students' career exploration and college readiness by allowing students to hone in on their interests before entering college. The internship program benefits districts by offering opportunities to their students that may not be available within their community. Our program is designed primarily for rising high school juniors and seniors and works closely with our over 150 sponsor organizations where they are placed under the supervision of dedicated career mentors. In 2021-2022 a total of 95 students participated in summer and academic (school year) internships through TEC. During their internship, students receive one-on-one career counseling from an Internship Coordinator and learn new skills including: resume development and writing, interviewing, career exploration and self-reflection, professional networking, and attend college admission and essay writing workshops.

### What our interns and parents are saying:

#### INSPIRE | NURTURE | SHARE

All of our staff enjoy hosting TEC interns and we continue to be impressed with how mature and eager to learn each student has been thus far.

Stephanie Godbout, Mentor,  
The Boston Ability Center

"My mentor was AMAZING and cares so much about her patients. I learned so much at my placement and enjoyed every day. This internship completely re-affirmed the fact that I love medicine now."

Kyra, Wayland High School,  
Longfellow Holistic Health Center

"The internship exceeded my expectations. I did not expect to learn so much about policy and how environmental issues are addressed at a state and federal level. I learned how nonprofit organizations work and how they can influence elections and community funding. I definitely recommend it. The people in charge of the intern team are so helpful and organized. It is clear that they really value educating and mentoring interns. Most of them started as interns at similar organizations and credit their jobs now to their early experience at other nonprofits."

Elena, Concord Carlisle Regional High School  
Clean Water Action

"When I first started, I thought that I would not learn and get too much out of my internship. However, I could not have been more wrong. At the law firm I learned a lot of interesting information and my mentor was very willing to share information about his job and take some time out of his busy work day and mentor me. I feel as though I got a lot out of this internship and I would definitely do it again or recommend it to another prospective student willing to learn."

Ryan, Xavierian Brothers High School,  
Kams Law Group

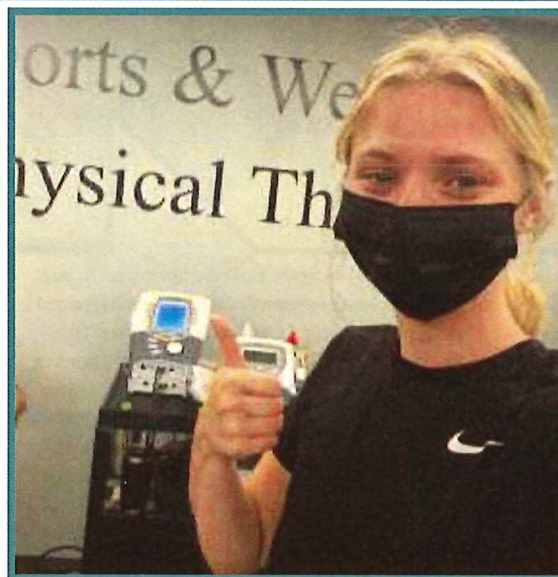


## TEC Student Career Exploration & Internships



**Career Exploration & Internship  
Participation by District**

Canton	-
Dedham	-
Dover-Sherborn	5
Framingham	-
Holliston	3
Hopkinton	9
Medfield	3
Millis	1
Natick	4
Needham	11
Norwood	-
TEC Phoenix Academy	4
Walpole	5
Wayland	11
Westwood	5
College, Non-member	30
<b>Total</b>	<b>90</b>





# TEC Student Career Exploration & Internships

## TEC College Fairs

The college search process can be both confusing and time consuming. The Education Cooperative's (TEC) college fairs are a convenient way for students and parents to have direct access to a multitude of schools while exploring the many options available. It is a great way to kick-off your college search or "visit" your targeted schools before incurring travel expenses.

Each year, TEC brings together a large selection of colleges, community colleges, universities, military and gap year programs from around the world to showcase their program offerings to hundreds of potential college applicants. Students are encouraged to attend and speak to representatives and gather information. Our college fairs are free and open to all students, families and guidance counselors. Typically, TEC hosts two college fairs each year, which are FREE to attend and all interested students and families are welcome!



## TEC Higher Education Committee

TEC Higher Education Committee Guidance Counselors from all TEC districts participate in this successful monthly job alike group and share best practices and resources such as curriculum, testing, college admissions, etc. During the 2021-2022 academic year, this job alike discussed relevant timely topics including how best to support LGBTQ+ students and questions around gender identity, the college application process, immigration policies and procedures, and much more. Discussion of these topics informed professional learning opportunities that were developed and provided by TEC.





# TEC Cooperative Purchasing & AEPA

## Cooperative Purchasing

In fiscal year 2022 TEC continued its commitment to improve efficiencies and increase cost savings through the facilitation of TEC Bids. By utilizing collective volume purchasing, participating school departments are able to obtain the best possible pricing from vendors while taking advantage of a streamlined bid process. TEC bids continue to evolve to better reflect the needs of all participating school departments throughout Massachusetts.

### TEC Bids for FY22:

- o Custodial Supplies
- o Athletic and Physical Education Equipment and Supplies
- o Office and Classroom Supplies – Copy Paper, Office, Classroom and Art Supplies, Computer Related Supplies
- o Food Service Supplies – Groceries, Bread, Milk, Ice Cream, Vending and Paper
- o Fuel Oil

### Non-Member Annual Participation Costs:

Bid Category	Non Member Participation Cost
Custodial Supplies Bid	\$500
Athletic and Physical Ed Bid	\$500
Office Supplies Bid	\$750
Food Service Supplies Bid	\$1000

### Bid Overview FY2022

- **Food Service Bid**
  - o 51 School districts participated in Massachusetts
  - o \$10,728,561 bid value based on district estimates
  - o 613 items bid
- **Custodial Supplies Bid**
  - o 17 school districts participate in Massachusetts
  - o \$881,798 bid value based on district estimates
  - o 427 items bid
- **Athletic and Physical Education Bid**
  - o 13 school districts participate in Massachusetts
  - o \$188,744 bid value based on district estimates
  - o 271 items bid
- **Office Supplies Bid**
  - o 58 school districts participate in Massachusetts
  - o \$8,498,414 bid value based on district estimates
  - o 1,285 items bid
- **Fuel Oil Bid**
  - o 3 school districts participate in Massachusetts

## Association of Educational Purchasing Agencies (AEPA)

In addition to our Cooperative Purchasing program TEC has partnered with the Association of Educational Purchasing Agencies (AEPA) to offer volume discount purchases to school districts in the Commonwealth. The AEPA contracts offer savings through bids in such categories as office and classroom furniture, interactive classrooms, industrial arts, technology, printer and digital copiers and many others. Through AEPA each member state agency determines which vendor contracts that are signed to best serve eligible clients within their state.

### AEPA at a Glance

Total bid categories for FY22: 11



### Bid Categories Offered FY2022:

- ⇒ Digital Multi-Function Devices, Printers
- ⇒ Digital Resources & Instructional Materials
- ⇒ Custodial Supplies & Equipment
- ⇒ School and Instructional Supplies
- ⇒ Office Supplies & Equipment
- ⇒ Furniture
- ⇒ Athletic Equipment and Supplies
- ⇒ Technology Catalog
- ⇒ Facility Management Solutions
- ⇒ Industrial Arts & Career & Technical Education
- ⇒ Security Solutions

*"At the Wellesley Public Schools we have been extremely happy with the TEC Bid process for our athletic program. The process is clean and simple and the bidding is done for us. Ordering is done with the vendors on preprinted requisition sheets that are sent electronically and the business office turns into purchase orders. It is easy to use and the savings on supplies and equipment help to save our program quite a bit of money. I strongly recommend that all High School Athletic Programs look to join."*

*John Brown  
Athletic Director  
Wellesley Public Schools*

# TEC Cooperative Purchasing & AEPA

## Cost-Effectiveness of Programs: Cooperative Purchasing FY 2022

TEC facilitates Cooperative Purchasing bids that offer significant savings to participating School Districts as a result of volume purchasing. The benefits that TEC provides are measurable and cost-effective. The following is a list of bid offerings for larger quantity items that were awarded by TEC in FY2022 with estimated annual savings based on highest to lowest bid pricing. The TEC Food Bid items are in comparison to the Massachusetts School Buying Group.

Bid	Number of Participating Districts	Bid Items Awarded	Annual Savings Percentage*
(POCAS-21) Office, Classroom Supplies & Copy Paper	58	1,285	24% Paper & 35% Office
(FSB-21) Food Service	51	613	13%
(A-PE-21) Athletic & PE	13	271	26%
(C-21) Custodial Supplies	17	427	21%

TEC Bid for Paper & Classroom Supplies (58 participants)			
Sampling of Bid Items	TEC Winning Bid	Highest TEC Bid	Savings per Unit
<b>Paper Bid</b>			
White, 8.5" x 11", sub 20: Purchase by PALLET only (40 cases)	\$1055.60 (pallet)	\$1,320.00	\$264.40
White, 8.5" x 11", sub 20: Purchase by case only (10 reams)	\$29.48 (case)	\$50.75	\$21.27
<b>Classroom Supplies Bid</b>			
Construction Paper 76# 9x12 (50pkg)	\$.67	\$1.11	\$.44
Markers, Crayola (8 color set, broad)	\$1.39	\$3.71	\$2.32
Pencils #2 Ticonderoga with Eraser (1dz)	\$1.38	\$2.66	\$1.28
Post it Notes Self Stick Removable (3x3, 12/pk)	\$3.48	\$3.54	\$.06

**tec bids**  
saving time, saving money



# TEC Cooperative Purchasing & AEPA

## Cost-Effectiveness of Programs: Cooperative Purchasing

TEC Bid for Food Service (51 participants)			
Sampling of Bid Items	TEC Food Bid Comparison with Massachusetts School Buying Group		
Chicken Patty, Whole Grain White and Dark	\$57.15	\$58.76	\$1.61
Chicken Nuggets, Whole Grain Home-Style Bites (3.9 oz)	\$94.98	\$97.48	\$2.50
Frankfurter, Low Sodium Beef Frank	\$35.88	\$38.91	\$3.03
Deli" Beef, Thin "n" Trim Roast Beef Rare	\$48.24	\$50.28	\$2.04
TEC Bid for Athletic & PE Equipment & Supplies (13 participants)			
Sampling of Bid Items			
Field Hockey Penn Monto Tournament Ball	\$23.95	\$43.97	\$20.02
Baseball: Game Ball (D1 Pro Diamond)	\$72.95	\$80.14	\$7.19
Basketball: Game Ball Girls Spalding TF-1000	\$49.00	\$63.30	\$14.30
TEC Bid for Custodial Supplies (14 participants)			
Sampling of Bid Items			
Clean-Up Vomit Kit, 24 Bag Case	\$38.95	\$52.56	\$13.61
Sponges, Cellulose Large (4.3" x 7.8" x 1.5") Heavy Duty	\$20.99	\$22.80	\$1.81
Cleaners, Graffiti, Vandalism mark Remover, (15 oz)	\$41.98	\$69.22	\$27.24
Barrels, Wastebasket, 44 qt. Round, Plastic	\$8.19	\$20.82	\$12.63

\*Annual savings percentage based on an analysis of TEC bid pricing with Massachusetts state contracts.

**tec bids**  
saving time, saving money



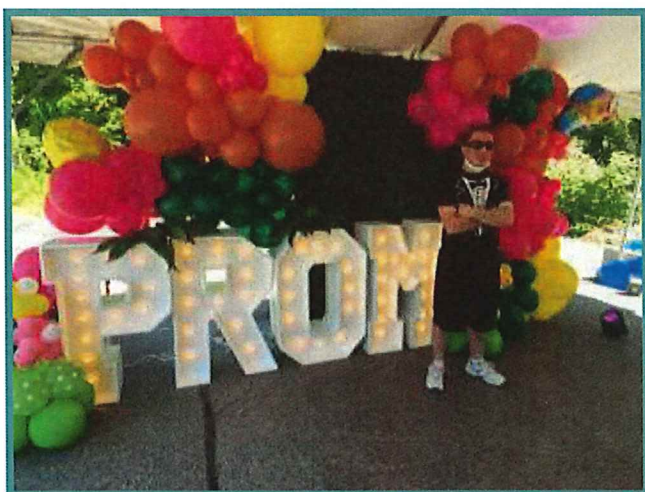
### Cost Effectiveness of Programs

This section offers quantitative and qualitative data to help readers understand the cost-effectiveness of utilizing the Special Education, Cooperative Purchasing and Professional Development and Online Learning programs offered at TEC.

Special Education focuses on the comparable costs incurred by School Districts' placement of students at TEC programs compared to those at comparable private schools that offer substantially similar programs. Comparisons are made with the TEC Campus School and with our two public day schools: Phoenix Academy and TEC High School.

Additionally, our Cooperative Purchasing program will evaluate the savings realized from increased bargaining power associated with pooled purchases in the different bid categories offered at TEC. The evaluation focuses on costs savings realized by choosing to utilize our Cooperative Purchasing services and buying from one of TEC's six bids.

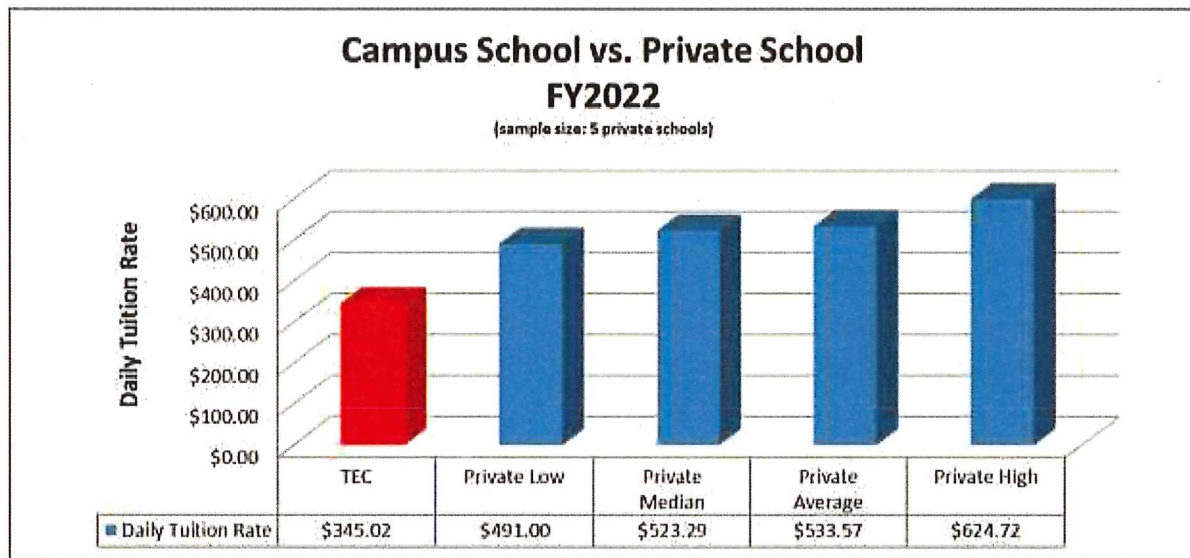
Our Professional Development and Online Learning program cost-effectiveness evaluation will focus in the comparable costs associated with professional development and online opportunities being offered at institutions of higher learning.





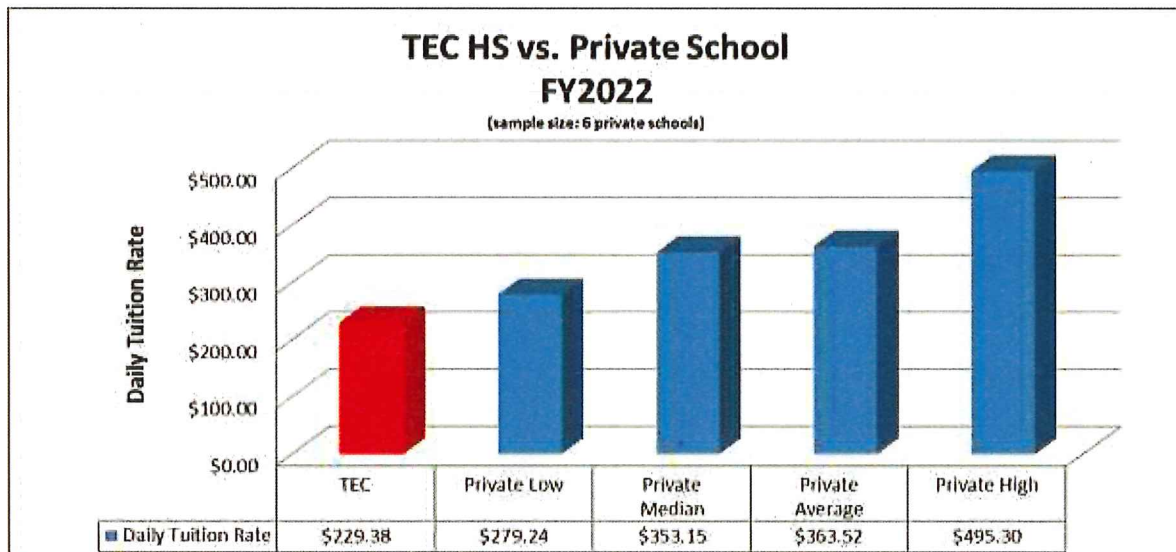
## Campus School, 141 Mansion Drive, E. Walpole, MA

The Campus School program provides high quality, cost-effective educational programs that maximize the growth and development of children, adolescents, and young adults diagnosed with intensive special needs through highly specialized and eclectic teaching methodologies within substantially separate classrooms of public school environments. The Campus School program at TEC has an annualized in-district tuition rate of \$62,103 or \$345.02 per day. This rate is 34% lower than the median and 35% lower than the average rate of similar private school programs.



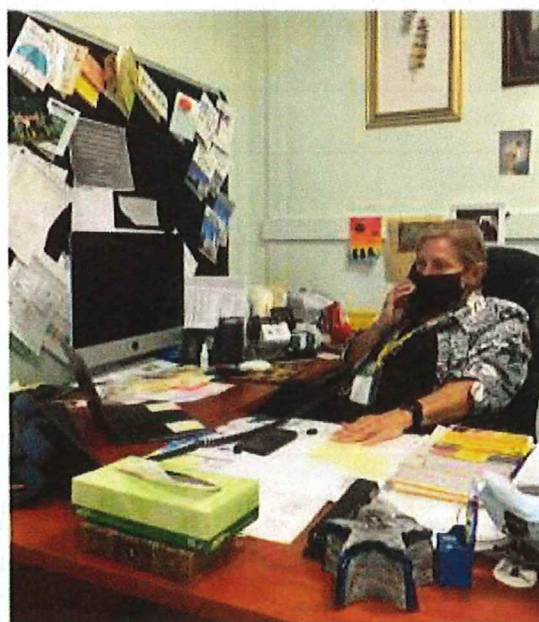
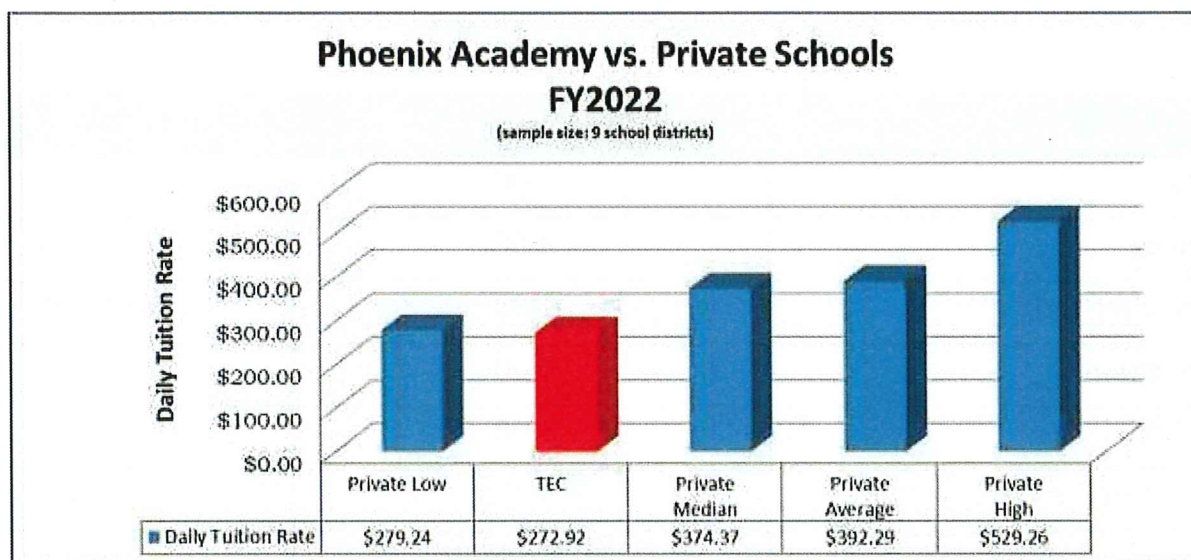
## TEC High School, 141 Mansion Drive, E. Walpole, MA

The goal of TEC High School is to enable students to overcome academic, social, emotional, and personal issues which have been a source of interference in their past school experiences and to begin to establish positive habits of academic study and improved self-esteem which can result in a substantial pattern of successful functioning for each student. The school functions in a cost-effective manner to provide services to students throughout the metro-west area of the state. The annualized tuition rate at TEC HS is \$41,289 or \$229.38 per day for in-district placements. This rate is 35% lower than the median and 36% lower than the average rate of similar area private schools.



## TEC Phoenix Academy (TPA) The Plimpton School, 319 Common St., Walpole, MA

Phoenix Academy provides a safe, supportive, and structured environment in which students with complex emotional, behavioral and academic issues are assisted in improving their basic skills, earning credits toward a high school diploma, and developing strategies to improve their ability to function successfully in their communities. The in-district annualized tuition rate is \$49,126 or \$272.92 per day. This rate is 30% lower than the median and 27% lower than the average rate of similar private school programs.





### TEC Campus School Cost Savings Overview

Average Annual Cost Savings per Student FY 2022:

TEC Member District: \$33,939

Non-member District \$20,402

TEC Member District	No. of Students	Total Savings
Canton	1.00	\$33,939
Dedham	3.00	\$101,817
Dover-Sherborn	1.00	\$33,939
Framingham	4.00	\$135,757
Holliston	3.00	\$101,817
Hopkinton	3.25	\$110,303
Medfield	No Students	NA
Medway	1.00	\$33,939
Millis	No Students	NA
Natick	No Students	NA
Needham	4.00	\$135,757
Norwood	6.75	\$229,089
Walpole	3.50	\$118,787
Wayland	2.00	\$67,878
Westwood	No Students	NA
<b>Total TEC Member District Savings</b>	<b>32.50</b>	<b>\$1,103,022</b>
	<b>No. of Students</b>	<b>Total Savings</b>
<b>Non-member District</b>	<b>14.20</b>	<b>\$289,710</b>
<b>Extended Total Savings</b>	<b>46.70</b>	<b>\$1,392,732</b>

## Cost Savings Per District - TEC vs. Private Schools

### TEC Phoenix Academy (TPA) Cost Savings Overview

Average Annual Cost Savings per Student FY 2022:

TEC Member District \$21,487

Non-member District \$16,650

TEC Member District	No. of Students	Total Savings
Canton	3.75	\$80,575
Dedham	No Students	NA
Dover-Sherborn	1.50	\$32,230
Framingham	1.00	\$21,487
Holliston	No Students	NA
Hopkinton	No Students	NA
Medfield	No Students	NA
Medway	1.75	\$37,602
Millis	1.00	\$21,487
Natick	No Students	NA
Needham	.25	\$5,371
Norwood	1.50	\$32,230
Walpole	3.00	\$64,460
Wayland	No Students	NA
Westwood	1.50	\$32,230
<b>Total</b>	<b>15.25</b>	<b>\$327,672</b>
	<b>No. of Students</b>	<b>Total Savings</b>
<b>Non-member District</b>	<b>14.95</b>	<b>\$248,912</b>
<b>Extended Total Savings</b>	<b>30.20</b>	<b>\$576,584</b>



## Cost Savings Per District - TEC vs. Private Schools

### TEC High School Cost Savings Overview

Average Annual Cost Savings per Student FY 2022:

TEC Member District \$24,144

Non-member District \$11,569

TEC Member District	No. of Students	Total Savings
Canton	1.20	\$28,973
Dedham	No Students	NA
Dover-Sherborn	2.60	\$62,774
Framingham	No Students	NA
Holliston	No Students	NA
Hopkinton	1.00	\$24,144
Medfield	No Students	NA
Medway	No Students	NA
Millis	1.00	\$24,144
Natick	.25	\$6,036
Needham	1.10	\$26,558
Norwood	1.75	\$42,252
Walpole	.10	\$2,413
Wayland	No Students	NA
Westwood	3.00	\$72,432
<b>Total</b>	<b>12.00</b>	<b>\$289,726</b>
	<b>No. of Students</b>	<b>Total Cost</b>
<b>Non-member District</b>	<b>9.10</b>	<b>\$105,277</b>
<b>Extended Total Savings</b>	<b>21.10</b>	<b>\$395,003</b>

## Cost Effectiveness Professional Development

TEC continuously works to negotiate with entities with which we form partnerships to present our professional development offerings at the most affordable rates for teachers. Additionally, we seek out grant opportunities that enable us to have the costs defrayed or underwritten, further reducing the direct cost that teachers and/or districts have to pay to secure high quality, current, and relevant professional development.

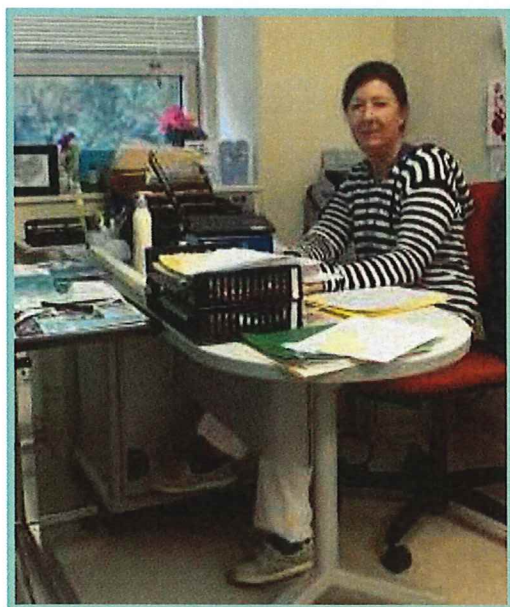
In FY2021-22, TEC designed and offered over 50 professional development workshops, with many online learning courses. Emphasis was placed on SEI teacher and Administrator endorsement courses as well as supporting teachers transitioning to an online teaching environment due to the pandemic.

We also shared low and no cost courses to member districts and partnered with other Education Collaboratives. As a result more teachers were able to take advantage of TEC's professional development opportunities at reduced rates.

### The Impact of Negotiated Reduction in Costs

#### Per University Credit Hour for TEC-based Courses:

College/University	On Campus Cost/ Credit	TEC Cost/Credit
Worcester State University	\$383	\$125

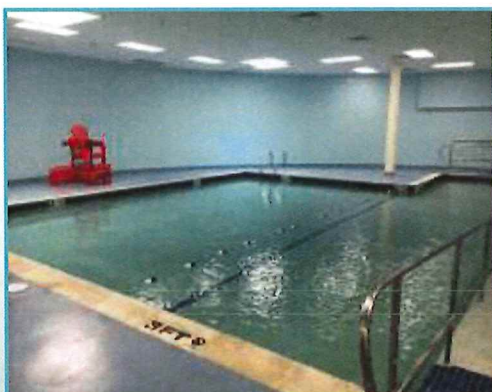
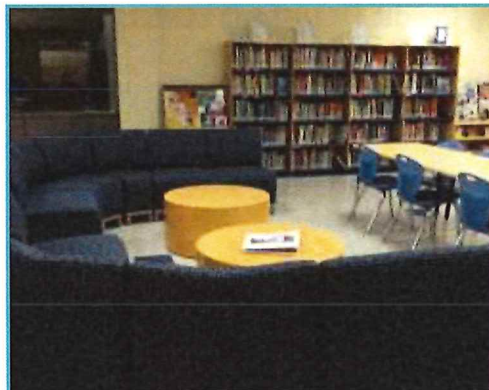




— the education  
— COOPERATIVE



*Together we create more possibilities...*



## **The Education Cooperative**

141 Mansion Drive, Suite 200

East Walpole, MA 02032

**Elizabeth McGonagle, Executive Director**

Phone: 781-352-5700    [www.tec-coop.org](http://www.tec-coop.org)





**Board of Directors  
Proposed Budget FY2024**

**March 24, 2023**

Bradford Jackson, Ed.D. Interim Executive Director  
Dan Shovak, Director of Finance and Operations

**Table of Contents  
Proposed Budget  
FY2024**

	<b>Page</b>
<b>Budget Vote Document</b>	<b>1</b>
<b>Budget Highlights</b>	<b>2</b>
Overview	2
Member District Assessment	2
Tuition	2
Staffing, Salary & Fringe	2-3
Building and Operations Additional Expenses	3
<b>Budget Accomplishments</b>	<b>3</b>
<b>Budget Process &amp; Timeline</b>	<b>4</b>
<b>Enrollment Trends</b>	<b>4-5</b>
<b>Assumptions</b>	
Tuition Table	5
Enrollments	5
Revenue	5
Salary and Fringe	5
<b>Enrollments Increases/Decreases</b>	<b>5-6</b>
<b>Financial Overview</b>	<b>6-8</b>
<b>Detailed Building Expenses</b>	<b>8</b>
<b>Personnel/Staffing/Salary Requirements</b>	<b>9-12</b>
<b>Capital Expenditures</b>	<b>12</b>
<b>Tuition Rates Sheet</b>	<b>13</b>
<b>TEC Budget Summary Change FY2023-2024</b>	<b>14</b>
<b>Attachments</b>	
<b>TEC Proposed Member Assessments</b>	<b>15</b>

## Proposed Budget FY2024 Vote Document

March 24, 2023

To: Board of Directors

From: Dan Shovak, Director of Finance and Operations

Re: Budget Vote Document FY2024

### Proposed Budget FY2024

#### REVENUES and FUND SOURCES

Fund Balance	\$927,573
Assessments	\$178,991
Tuitions/Therapies	\$7,137,614
Indirect	\$1,109,378
Other	\$2,404,324
<b>Total Revenues</b>	<b>\$11,757,880</b>

#### EXPENSES

##### Salaries & Benefits:

Instructional Salaries	\$5,380,132
Administrative Salaries	\$1,556,297
Benefits	\$907,101
<b>Total Salaries &amp; Fringe</b>	<b>\$7,843,530</b>

##### Operational and Capital Costs

Rent	\$913,528
Instructional Expense	\$310,886
Capital Expense	\$100,525
Indirect	\$1,109,378
Other	\$1,480,033
<b>Total Operational Costs</b>	<b>\$3,914,350</b>

<b>Total Budget:</b>	<b>\$11,757,880</b>
<b>Net Income:</b>	<b>\$0</b>



## TEC Proposed Budget Highlights FY2024

### Overview

- Proposed budget developed through a collaborative process with input from all program directors and administrators.
- Proposed operating budget of \$11,757,880. This is an increase of 8.3% from the FY2023 original budget and 1.5% from the TEC FY2023 amended budget approved December 16, 2022. The increase is driven primarily by TEC step scale adjustments that were made mid-year FY2023.
- Proposed use of unreserved fund balance in the amount of \$927,573 to support the FY2024 budget. The use of the unreserved fund balance will significantly reduce TEC's excess cumulative surplus as voted in the FY2022 audit report, as required by DESE regulations.
- Proposed program-wide average student enrollments of 95 students, a decrease of 5 students or 5%.

### TEC Member District Assessment

- Proposed total TEC member district assessment of \$178,991. The overall member district assessment remains unchanged from FY2023 but individual district assessments have increased or decreased slightly based on the change in the number of students in TEC programs as of December 1, 2022.

### Tuition Increases

- As a result of the mid-year FY2023 salary scale adjustments for both teachers and paraprofessionals, TEC tuition rates are proposed to increase moderately for FY2024. The proposed tuition rate increases will partially offset the increased staffing costs.

	In-District	Out-of-District
TEC Campus School	4%	9%
Phoenix Academy	4%	9%
TEC HS	4%	4%
Additional Therapy Services	No Change	No Change
Bill Back Aides	\$28 to \$33 per hour	\$36 to \$46 Per hour

## Staffing, Salary & Fringe Adjustments

- Proposed total FTEs of 102.8. This is an increase of 3.4 FTEs or 3.4% from the FY2023 budget. All proposed FTE changes have been Board approved and appointed in FY2023 with the exception of a 1.0 FTE Nursing LPN that is being requested for FY2024.
- Proposed salary adjustment of 4.0% for all staff not on step scale.
- Proposed salary adjustment for all staff on step scale to be step scale only with no additional COLA increase.
- Health insurance plan rates have been projected using a 6.0% increase for both individual and family plans. The total health insurance expense is budgeted to increase by \$70,926 or 12.9% as a result of the rate increase and the net effect of staff changes to health plan coverage. The total expense for FY24 is projected to be \$619,994.

Plan Coverage Changes			
Staffing			
	FY23	FY24	Change
Family Plan	19	23	+4
Individual Plan	32	31	-1
Medex Retirees	13	17	+4
<b>Totals</b>	<b>64</b>	<b>71</b>	<b>+7</b>

## Building and Operations Additional Expenses

- The building lease costs remain unchanged from FY2023 to FY2024 at \$913,528.

## Budget Accomplishments

---

- The proposed FY2024 budget promotes ongoing improvements in our Special Education Programs to enhance and expand learning opportunities in all TEC programs and services to meet the diverse needs of our students, staff and member communities.
- Continued funding of the annual Capital Technology Plan to support our vision to utilize technology to teach students the skills they need to be lifelong learners, discover and optimize the strengths of each individual student in a way that unlocks their potential, increases communication and connects them to the world.*
- Proposed capital technology funding Campus School*
  - 12 replacement Chromebooks*
  - 1 Desktop Computer*
  - 8 Laptops*
  - 8 iPads*

- *Proposed capital funding for additional program improvements which includes:*
    - *The relocation of TEC Transition Program and therapist offices due to the expansion of sublease tenant.*
    - *Equipment funding for student therapeutic services.*
    - *Equipment for the transfer of common area maintenance services from the property owner to TEC.*
- A lease amendment has been proposed and is currently being negotiated.*

## **Budget Process & Timeline**

The development of the budget begins with the start of the school year and concludes after the budget is presented to the Budget Subcommittee, which includes members of the Board of Directors. It is presented to the Board of Directors and requires an affirmative majority vote. The budget preparation process serves TEC in identifying priorities and initiatives for the budget fiscal year and in the allocation of its limited resources. It is developed through a shared effort of the TEC leadership team and aligned with the goals and objectives of the TEC Strategic Plan which is reviewed and updated annually by our regional learning community.

- The proposed budget is presented to the Budget Subcommittee in March of 2023
- After approval by the Budget Subcommittee, the proposed budget is presented to the Board of Directors on March 24, 2023
- The proposed budget is voted by a majority vote for approval by the Board of Directors on May 12, 2023
- The approved budget is transmitted to TEC Districts by June 30, 2023

## **Enrollment Trends**

As of March 1, 2023, 97 students were enrolled in TEC programs. The average enrollment for the 2022/2023 school year is 94.5 students, which is 5.5 students below the budgeted 100 students. For FY2024 we have maintained our conservative approach and are projecting an average enrollment of 95 students; however we fully anticipate enrollments will continue to grow into FY2024 based upon these factors:

- TEC's referrals and enrollments through February of FY2023 have grown moderately, especially in the TEC HS program and we expect these enrollments to continue to grow in 2024.
- TEC High School program referrals are strong with 3 referrals in February.
- Historical school year and summer increases in TEC enrollments.

At the end of the FY2023 school year we project that 12 seniors will graduate from our Phoenix Academy (6) and TEC High School (6) programs. This is a tremendous accomplishment for our students, many who come to TEC with complex social-emotional needs. We celebrate their success for it reflects the ongoing commitment of our



talented students, their families and our devoted staff, the quality of our specialized programs and our close collaboration with our sending school districts.

## Assumptions

---

The following assumptions are inherent in the FY2024 proposed operating budget:

Tuition Changes FY24 Proposed Tuition Rates				
Program	Rate Change		FY2024 Tuition Rate	
	TEC	Non-Tec	TEC	Non-TEC
Campus School	4%	9%	\$64,587	\$82,448
Campus School Summer	4%	9%	\$11,556	\$14,405
TEC HS	4%	4%	\$47,235	\$61,620
Phoenix Academy	4%	9%	\$51,091	\$64,583
Extra Therapies and Consulting	No Change		\$78.00/hour	\$90.00/hour
Vision Therapy	No Change		\$87.00/hour	\$100.00/hour
Bill Back Aide 1:1	28%	36%	\$36.00/hour	\$45.00/hour

## Enrollments

- The projected average enrollments are 95, a decrease of 5 students.

## Revenue

- Total member district assessments at \$178,991.

## Salary and Fringe

- Proposed step salary adjustment for all staff on step scale; no additional COLA increase;
- Proposed 4.0% salary increase for all staff not on step scale;
- Health insurance plan rates are projected to increase by 6% for both individual and family plans in FY2024.

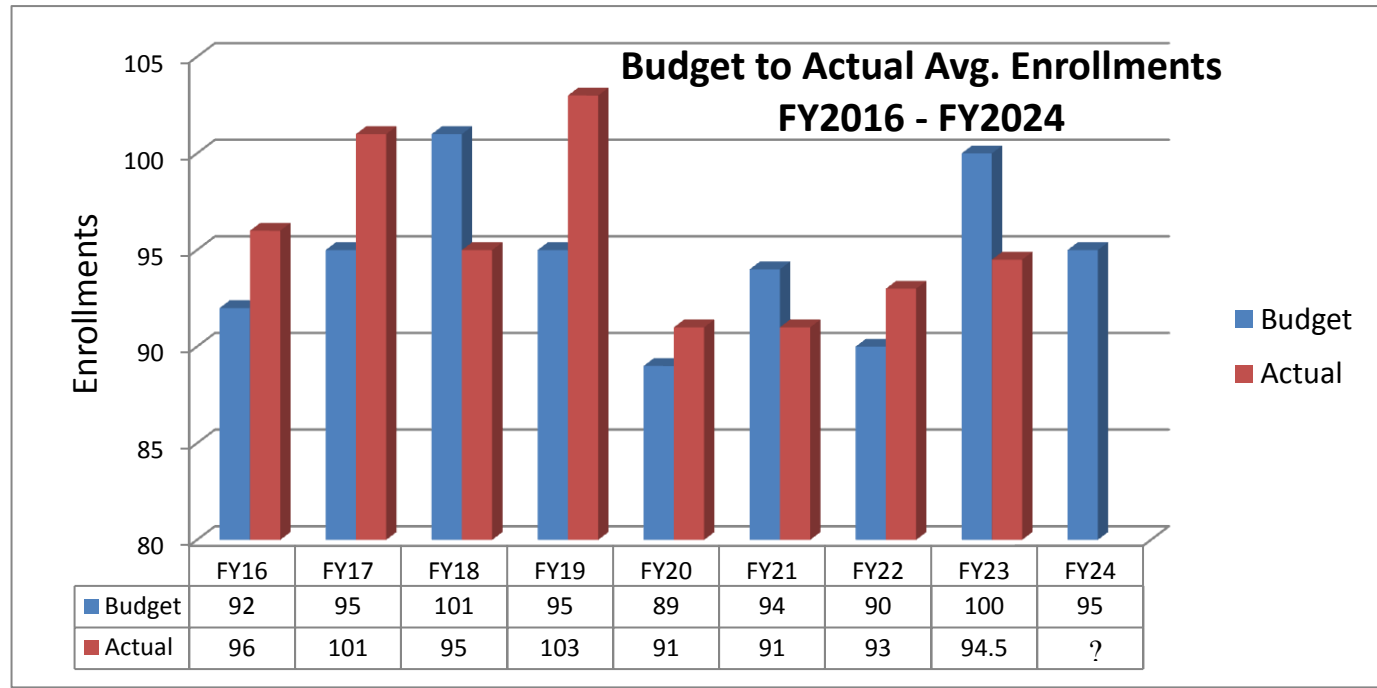
## Enrollments - Budgeted Increases/Decreases by Program

---

Total projected enrollments for FY2024 are 95 students. The chart below details the projected enrollments by program. As indicated in the table and bar graph below, the projected enrollments for FY2024 show a decrease of 5 students from the FY2023 budget or 5%.

### Change in Enrollments FY2023 to FY2024

Program	Budget FY23	Projected FY24	Total Increase/(Decrease)
Campus School	50	48	(2)
Phoenix Academy	30	29	(1)
TEC High School	20	18	(2)
<b>Total</b>	<b>100</b>	<b>95</b>	<b>(5)</b>



### Financial Overview

In the tables below, revenues and expenditures have been separated into 7 major categories by source.

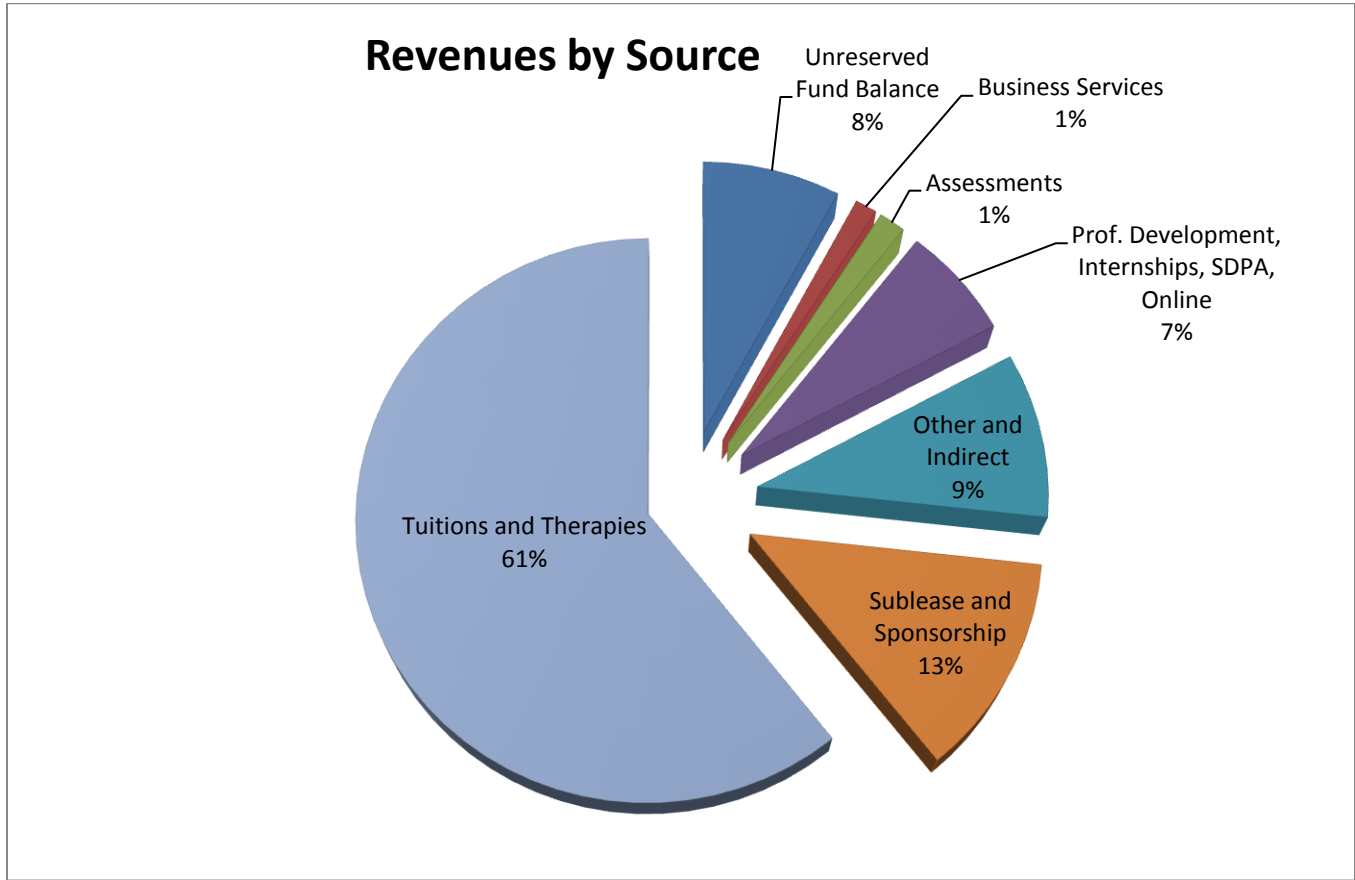
The majority of the Collaborative's revenues are generated through billings for tuition and therapy services (60.7%), sublease and sponsorship (12.6%) and professional development, internships, SDPA and online learning (6.6%). The other and indirect category (9.5%) includes indirect revenue from the allocation of indirect administrative costs to SPED and Professional Development Programs.

It is important to note that TEC is proposing to use funds from its unreserved fund balance in the amount of \$927,573 (7.9%) to support the FY2024 budget. The use of the unreserved fund balance will significantly reduce TEC's excess cumulative surplus as voted in the FY2022 audit report, as required by DESE regulations.

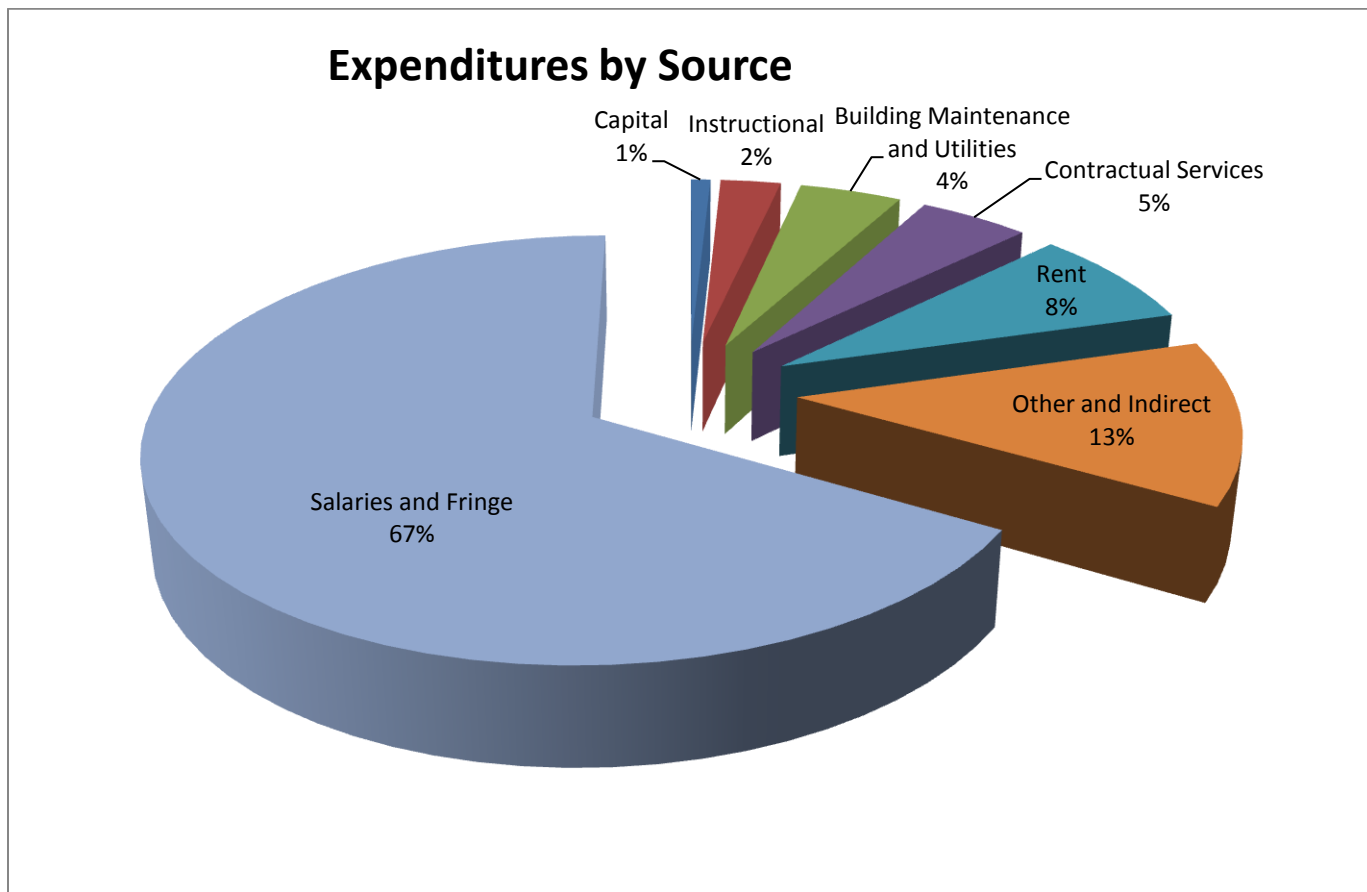
The majority of the Collaborative’s expenditures are related to personnel and the associated fringe benefits of 66.7%. Salaries account for 58.9% while fringe benefits account for 7.8%. The other and indirect category is a grouping of expenditures that includes indirect administrative costs, software and technology, insurance, travel, postage, advertising, professional development and others of lesser financial significance that account for 12.7%. Rent accounts for 7.8% of the total FY2024 budget while contractual services and building maintenance and utilities account for 4.8% and 4.5% respectively.

The tables below depict all projected revenues and expenses by category.

Revenues/Funding by Source		
Revenue Type	Amount	Percentage
Unreserved Fund Balance	\$927,573	7.9%
Business Services	\$146,500	1.2%
Assessments	\$178,991	1.5%
Professional Development, Internships, SDPA & Online	\$771,915	6.6%
Other and Indirect	\$1,117,778	9.5%
Sublease and Sponsorship	\$1,477,509	12.6%
Tuitions and Therapies	\$7,137,614	60.7%
<b>Total</b>	<b>\$11,757,880</b>	<b>100.0%</b>



Expenditures by Source		
Expense Type	Amount	Percentage
Capital	\$100,525	.9%
Instructional	\$310,886	2.6%
Building Maintenance and Utilities	\$524,858	4.5%
Contractual Services	\$567,242	4.8%
Rent	\$913,528	7.8%
Other and Indirect	\$1,497,311	12.7%
Salaries and Fringe	\$7,843,530	66.7%
<b>Total</b>	<b>\$11,757,880</b>	<b>100.0%</b>



### Detailed Building Expenses

In August of 2014 TEC consolidated many of its programs and administrative personnel into a three story building in East Walpole, MA. In addition to the administrative offices, the facility houses the TEC Campus School Program and the TEC High School program. TEC's Transition High School program and Phoenix Academy program are hosted at district sites. The chart below details the budgetary impact of the facility and the additional costs of classroom leases in FY2024. The chart also includes the budgeted revenue generated through subleases that TEC has undertaken to offset the cost of the new facility.



Detailed Building Expense and Revenue (Proposed Budget FY24)	
Description	Revenue (Expense)
<b>Revenue Offset</b>	
Sublease Revenue (Offset)	(\$515,026)
<b>Expenses</b>	
TEC Campus School	
Lease Expense	\$877,428
Common Area Charges	\$157,768
Additional CAM (Property Taxes)	\$22,500
Additional CAM Legal Negotiations	\$175,000
Utilities	\$112,060
Janitorial	\$15,000
Misc Building	\$42,530
<b>Total TEC Facility</b>	<b>\$1,402,286</b>
<b>Net Expense for TEC Facility</b>	<b>\$887,260</b>
<b>Additional Building Expenses</b>	
Phoenix Academy (Lease Expense)	\$30,000
Phoenix Academy (Janitorial)	\$15,400
Phoenix Parking Space Rental	\$800
Westwood Classroom Lease	\$6,100
<b>Total Additional Building Expenses</b>	<b>\$52,300</b>
<b>Extended Total Building Expenses</b>	<b>\$939,560</b>

## Personnel

### Full-Time Equivalent Personnel (FTE) Summary

The table which follows lists the personnel by function and the basis for a 1.0 FTE in the budget.

Position Type	FTE Based in Work Week Hours	School Yr. (days)	Summer School (days)
Administrative & Professional	37.5	260	N/A
Instructor Supervisor	37.5	200	N/A
Instructor Teacher/Therapist	35.0	183	28
Instructor Aide/Specialist	35.0	183	28

## Salary Summary

---

Proposed personnel costs (exclusive of benefits) account for 58.9% of TEC's proposed budget for FY2024. The total proposed salary expense is \$6,936,429. Instructional salary expense, which includes SPED program directors, therapists, teachers, and paraprofessionals accounts for 71.5% of the proposed budgeted salary expense. Administrative support, program administrators and business services account for 18.0% of the proposed budgeted salary expense while professional development, online learning, SDPA and the internship program account for 5.8% of the total budgeted salary expense. The proposed summer salary expense accounts for 4.7% of total salaries.

### Proposed Staffing and Salary Changes FY23 to FY24

	<b>FY23</b>	<b>FY24</b>	<b>Change</b>	<b>Percentage</b>
FTEs	99.39	102.83	3.44	3.5%
Total Salary	\$5,875,786	\$6,936,429	\$1,060,643	18.0%

### Detailed Proposed Staffing and Salaries by Functional Category

<b>Functional Category</b>	<b>Budget FY24 FTE's</b>	<b>Budget FY24 Total Salary</b>
Administration and Business Services	12.21	\$1,107,863
Program Directors	3.00	\$346,195
Teachers	22.52	\$1,780,636
Nurses	5.00	\$337,158
Counselors	5.00	\$443,158
Paraprofessionals	22.00	\$750,237
Therapist	14.65	\$1,126,752
School Support Staff	5.20	\$302,532
Professional Develop., SDPA, Internships & Online Learning	5.30	\$404,712
Summer Staff <sup>1</sup>	7.95	\$337,186
<b>TOTAL</b>	<b>102.83</b>	<b>\$6,936,429</b>

<sup>1</sup>Full-time summer staff is equivalent to .17 FTEs.

**Detailed Proposed Staffing Changes by Position (Total Change +3.44 FTEs)**

Staffing changes as referenced below have been Board approved and appointed in FY2023

\*The Campus School Nursing (LPN) 1.0 FTE is the only additional staffing request for FY2024.

Staffing Changes Additions / (Reductions)	
Campus School	
FTE	Position
.60	SPED Coordinator
*1.00	Nursing (LPN)
(1.60)	Paraprofessionals
1.45	Therapists
<b>1.45</b>	<b>Net Change Campus School</b>

Staffing Changes Additions / (Reductions)	
Phoenix Academy	
FTE	Position
1.00	Assistant Director
(1.00)	Paraprofessionals
(.50)	Counseling
<b>(.50)</b>	<b>Net Change Phoenix Academy</b>

Staffing Changes Additions / (Reductions)	
TEC HS	
FTE	Position
(.60)	SPED Teacher
1.00	Paraprofessional
(.50)	Counseling
.30	Therapist
<b>.20</b>	<b>Net Change TEC HS</b>

Staffing Changes Additions / (Reductions)	
Administration	
FTE	Position
.20	Purchasing Coordinator
.08	Executive Secretary
(.05)	Custodial
.48	Technology Aide
<b>.71</b>	<b>Net Change Administration</b>

Staffing Changes Additions / (Reductions)	
Summer Program	
FTE	Position
.18	Instructional Staff
<b>.18</b>	<b>Net Change Summer Program</b>

Staffing Changes Additions / (Reductions)	
Professional Learning	
FTE	Position
1.00	SDPA Director
.40	Prof. Learning Coordinator
<b>1.40</b>	<b>Net Change Prof. Learning</b>

#### **Proposed Additional Salary Increases**

- Accounting Coordinator \$3,000
- Facility Manager \$3,000
- Payroll Coordinator \$3,000

#### **Proposed Capital Expenditures**

The capital purchase requests are aligned with our technology strategic plan and are indicative of continuing effort to improve our programs and enhance the learning experience of our students.

#### **Proposed Capital Funding FY2024: \$100,525**

<b>Instructional therapy equipment</b>	
1 occupational therapy student support station	\$3,725
3 student changing tables	\$7,500
2 physical therapy mat tables	\$8,500
1 shower chair	\$4,200
Upgrade Commercial Washer and Dryer	\$6,000
<b>Total Instructional</b>	<b>\$29,925</b>

<b>Facility funding</b>	
Common Area Maintenance Equipment	\$17,200

<b>Relocation</b>	
Relocation 3 <sup>rd</sup> -Floor (PT room build out)	\$32,000

<b>Technology</b>	
Campus School Instructional	\$21,400



# District Tuition Rate Sheet FY2024

Tuition Rate Sheet FY2024				
Program Name	# of Days	TEC Tuition	Non-Tec Tuition	Location
TEC Campus School	180	\$64,587	\$82,448	Walpole
<b>Services Included in Tuition:</b> <ul style="list-style-type: none"> <li>• Nursing Services</li> <li>• OT, Speech</li> <li>• PT</li> <li>• APE, Music Therapy</li> <li>• Behavior Services</li> </ul>	<b>Amount:</b> <ul style="list-style-type: none"> <li>• Included</li> <li>• 60 Minutes per Week</li> <li>• 90 Minutes per Week</li> <li>• 45 Minutes per Week</li> <li>• 60 Minutes Consultation per Month</li> </ul>			
Summer Programs	TEC Tuition		Non-TEC Tuition	Walpole
Campus School	\$11,556		\$14,405	
Phoenix Academy	\$2,200		\$2,860	
TEC High School	180	\$47,235	\$61,620	Walpole
<b>Services Included in Tuition:</b> <ul style="list-style-type: none"> <li>• Social/Emotional Therapy</li> <li>• Individual Therapy</li> <li>• Group Therapy</li> <li>• Yoga &amp; Mindfulness</li> <li>• Behavior Therapy</li> <li>• Psychological Consultation</li> </ul>				
TEC Phoenix Academy	180	\$51,091	\$64,583	Walpole
<ul style="list-style-type: none"> <li>• Social/Emotional Therapy</li> <li>• Individual Therapy</li> <li>• Group Therapy</li> <li>• Psychological Consultation</li> <li>• Behavior Therapy</li> </ul>				
<b>Additional Services</b>		<b>TEC Tuition</b>	<b>Non-TEC Tuition</b>	
Additional Therapies & Consultation Services (APE, OT, PT, SLP, Music, Nursing, Reading, Behavior)		\$78/hour fee	\$90/hour fee	
Vision Therapy		\$87/hour fee	\$100/hour fee	
Bill Back Aide 1:1		\$36/hour fee	\$45/hour fee	
45 Day Interim Placement		Program Daily Rate +5%	Program Daily Rate +5%	
40 Day Extended Evaluation		Program Daily Rate +5%	Program Daily Rate +5%	

## Budget Summary Change FY2023 – FY2024

	Approved FY2023 Original	Approved FY2023 as Amended	Proposed FY2024	2023/2024 Change from Original	% Change From FY2023 Original	2023/2024 Change from Amended	% Change From FY2023 Amended
Budgeted Students	100.0	100.0	95.0	(5.0)	(5.0%)	(5.0)	(5.0%)
<b>Revenues / Funding</b>							
Unreserved Fund Balance	384,892	1,111,145	927,573	542,681	141.0%	(183,572)	(16.5%)
Assessments	178,991	178,991	178,991	-	0.0%	-	0.0%
Tuitions/Therapies	6,742,044	6,742,044	7,137,614	395,570	5.9%	395,570	5.9%
Prof. Development, SDPA, Internships and Online	1,902,583	1,902,583	1,734,398	(168,185)	(8.8%)	(168,185)	(8.8%)
Indirect	1,102,996	1,102,996	1,109,378	6,382	0.6%	6,382	0.6%
Other	543,264	543,264	669,926	126,663	23.3%	126,662	23.3%
<b>Total Revenues</b>	<b>10,854,770</b>	<b>11,581,023</b>	<b>11,757,880</b>	<b>903,111</b>	<b>8.3%</b>	<b>176,857</b>	<b>1.5%</b>
<b>Salaries and Benefits</b>							
Instructional Salaries	4,573,656	5,249,909	5,380,132	806,476	17.6%	130,223	2.5%
Administrative Salaries	1,302,130	1,302,130	1,556,297	254,167	19.5%	254,167	19.5%
Fringe Benefits	827,545	877,545	907,101	79,556	9.6%	29,556	3.4%
<b>Total Salaries and Fringe</b>	<b>6,703,331</b>	<b>7,429,584</b>	<b>7,843,530</b>	<b>1,140,199</b>	<b>17.0%</b>	<b>413,946</b>	<b>5.6%</b>
<b>Operational and Capital Costs</b>							
Rent	913,528	913,528	913,528	-	0.0%	-	0.0%
Contracted Services	827,383	827,383	567,242	(260,142)	(31.4%)	(260,142)	(31.4%)
Instructional	318,255	318,255	310,886	(7,369)	(2.3%)	(7,369)	(2.3%)
Capital	237,800	237,800	100,525	(137,275)	(57.7%)	(137,275)	(57.7%)
Indirect	1,102,996	1,102,996	1,109,378	6,382	0.6%	6,382	0.6%
Other	751,477	751,477	912,792	161,315	21.5%	161,315	21.5%
<b>Total Operational Costs</b>	<b>4,151,439</b>	<b>4,151,439</b>	<b>3,914,351</b>	<b>(237,089)</b>	<b>(5.7%)</b>	<b>(237,089)</b>	<b>(5.7%)</b>
<b>Total Budget</b>	<b>10,854,770</b>	<b>11,581,023</b>	<b>11,757,880</b>	<b>903,111</b>	<b>8.3%</b>	<b>176,857</b>	<b>1.5%</b>
Net Income	-	-	-	-	-	-	-



**ACCEPT**  
Education Collaborative

**ANNUAL REPORT**  
2021-2022







*Dr. Donna Flaherty*  
*Executive Director*  
*ACCEPT Collaborative*

## Dear ACCEPT Education Collaborative Community,

Helen Keller once said, "Alone we do so little; together we can do so much." I am pleased to share with you how much we have accomplished by coming together through shared passions to work together to improve education for every child who enters the ACCEPT family. It is my pleasure to present ACCEPT Education Collaborative's 2021 - 2022 Annual Report to you.

This report represents the collective actions of all ACCEPT departments to provide excellence and innovation in educational practice for students, families and school districts. In conjunction with our Board of Directors, ACCEPT developed, adopted and began implementation of a five-year Plan for Success. Guided by our Mission and Vision, ACCEPT established a theory of action with four pillars to help guide our path: 1) Staffing and Professional Culture; 2) Partnerships and Communities; 3) Programs and Services; and, 4) Budget, Finance, and Operations. President Abraham Lincoln once said, "The best way to predict the future is to create it." We look forward to executing this plan to achieve positive outcomes that lead to a better future for all in the ACCEPT community.

ACCEPT experienced a transition in Board of Directors membership during FY22. First, we would like to thank Dr. Sara Ahern, formerly Superintendent of Franklin Public School District, for her years of support and thoughtful contributions to the success of ACCEPT. Second, we would like to thank Dr. Kathleen Smith, Interim Superintendent of Dover Sherborn Regional Public Schools for her service to the Collaborative. Finally, we would like to welcome our newest Board members Lucas Giguere, Superintendent of Franklin Public Schools, and Dr. Elizabeth McCoy, Superintendent of Dover Sherborn Public Schools.

This report shares detailed information regarding all ways in which ACCEPT Education Collaborative works to provide the best possible programs and services that help districts maximize cost efficiency, provide educational professional development, and improve student outcomes through programs and services. Thank you for your contribution to our work at ACCEPT Education Collaborative. We look forward to continuing our partnership as we continue our mission to service the needs of students, families, educators and communities.

Warmest Regards,

A handwritten signature in black ink that reads "Donna Flaherty, Ed.D." The signature is written in a cursive, flowing style.

Dr. Donna Flaherty  
Executive Director  
ACCEPT Collaborative



# What are Collaboratives?

Massachusetts collaboratives are services agencies that bring school districts together to form partnerships that create regional resources. Collaboratives benefit districts, students, families, educators, and taxpayers by increasing efficiency through shared costs and expertise; play a leadership role in developing a broad range of programming to meet emerging needs; provide training; enable the sharing of exemplary practices; and serve and educate directly many of our most vulnerable students across the Commonwealth. Massachusetts legislation originally addressed demands for special education services. Since then, educational collaboratives statewide have grown to encompass a range of educational services (Massachusetts Organization of Educational Collaboratives, 2016)



atives are educational  
nal educational  
maximizing  
l range of innovative  
educational practices;  
wealth. In 1974  
ce then, the 28  
vices and programs.

## TABLE OF CONTENTS

6 ..... ABOUT ACCEPT EDUCATION COLLABORATIVE

9 ..... BOARD OF DIRECTORS

10 ..... PLAN FOR SUCCESS

17 ..... STRATEGIC PROGRESS IN ACHIEVING PURPOSE

24 ..... COLLABORATIVE OFFERINGS

### SPECIAL EDUCATION PROGRAMS

Pre-K - Transition .....26

Extended School Year .....28

### EDUCATOR DEVELOPMENT

Professional Development for Educators..... 30

32 ..... COLLABORATIVE SERVICES

Home-Based Services .....34

Consultation and Evaluation Services for Schools and Districts .....35

VHS (Virtual High School) Online Learning..... 36

Transportation for Special Education Students.....37

Medicaid Reimbursement Services ..... 38

40 ..... FINANCIALS

41 ..... ADVISORY COMMITTEE MEMBERS

# MISSION AND VISION

**Since 1974, ACCEPT has provided excellence and innovation in educational practice for school districts in Metrowest Boston.**

Working collaboratively, ACCEPT offers opportunities for districts to stretch dollars and better meet the needs of students. This allows districts to maximize their investments in learning and growth. Flexible and adaptable, ACCEPT quickly responds to the individual needs of member districts with new programs and services. ACCEPT is supported primarily by fee-for-service activities, with an annual operating budget of almost \$18.6 million.

In 2018–2019 ACCEPT marked its 45th year of serving students, families, and districts in the Metrowest area. Over the years, ACCEPT has evolved and grown in educational programs and transportation services, as well as professional development, school consultation, program and student evaluations, home-based services, Medicaid reimbursement, and more.

## OUR MISSION

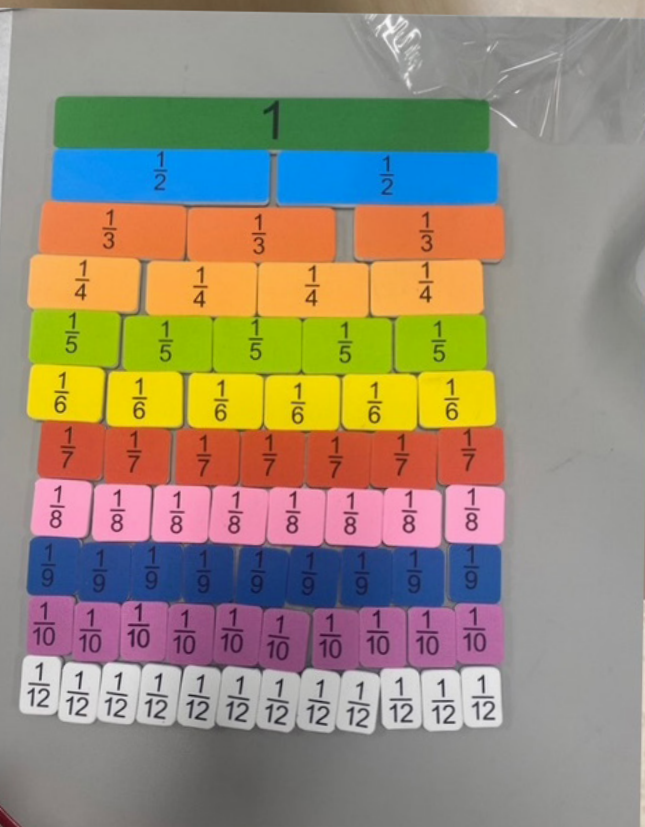
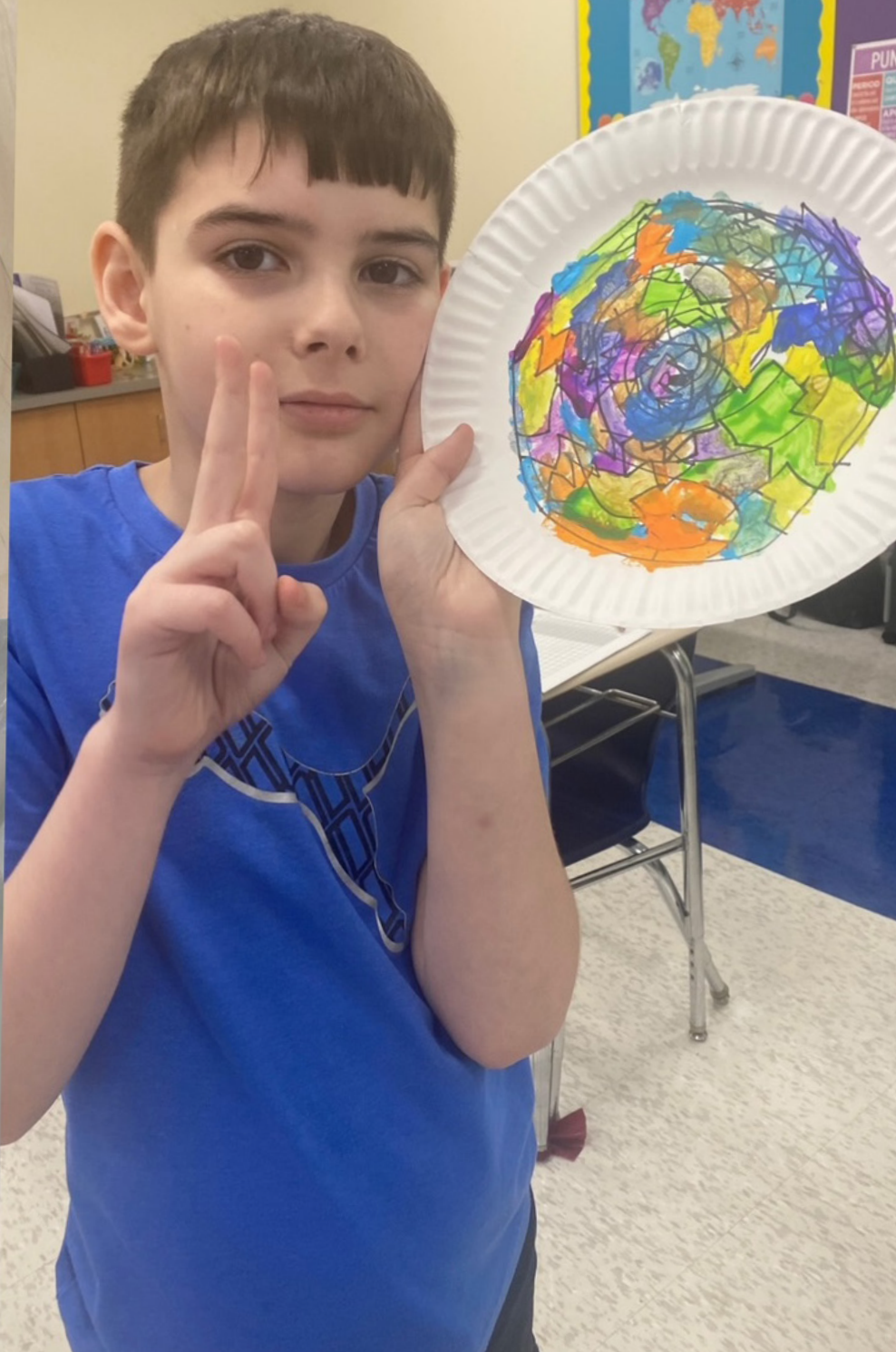
**To use the collective power of member school districts to provide programs and services that maximize the potential of students, their families, educators, and communities.**

- We anticipate and respond to evolving educational needs with innovative, forward-thinking, high-quality, best-in-class programs and services.
- We complement and extend in-district options by leveraging our expertise, utilizing economies of scale, and building strength through collaboration.

## ACCEPT GUIDING PRINCIPLES:

- **Respect for diversity and human differences**
- **Best practices**
- **Continuous improvement**
- **Open and honest communication & integrity**











# BOARD OF DIRECTORS

The ACCEPT Education Collaborative is governed by a Board of Directors comprised of the 14 superintendents of the member school districts. Member district staff who serve on the Special Education, Curriculum, Technology, and Business Operations committees make recommendations to the Executive Director relative to program development and service delivery. ACCEPT is organized according to Massachusetts General Law Chapter 40, Section 4e.



**SUSAN KUSTKA , CHAIR**  
Superintendent,  
Holliston Public Schools



**ANNA NOLIN, VICE CHAIR**  
Superintendent,  
Natick Public Schools



**JAMES ADAMS**  
Superintendent,  
Ashland Public Schools



**ELIZABETH MCCOY**  
Superintendent, Dover-  
Sherborn Regional School



**LUCAS GIGUERE,**  
Superintendent, Franklin  
Public Schools



**ROBERT TREMBLAY**  
Superintendent,  
Framingham Public Schools



**CAROL CAVANAUGH**  
Superintendent,  
Hopkinton Public Schools



**JEFFREY MARSDEN**  
Superintendent,  
Medfield Public Schools



**ARMAND PIRES**  
Superintendent,  
Medway Public Schools



**JONATHAN EVANS**  
Superintendent,  
South Middlesex  
Regional Vocational  
Technical School



**ROBERT MULLANEY**  
Superintendent, Millis  
Public Schools



**DANIEL GUTEKANST**  
Superintendent,  
Needham Public Schools



**BRAD CROZIER**  
Superintendent,  
Sudbury Public Schools



**DAVID LUSSIER**  
Superintendent, Wellesley  
Public Schools

# PLAN FOR SUCCESS (2021-2026) (Adopted January 14, 2022)

## THEORY OF ACTION

If we leverage the collective power and resources of member school districts to provide excellent, cost-effective regional programs and services to unlock the potential of students, their families, educators and communities then we create an environment where all staff are fulfilled, valued, and appreciated; establish flexible, proactive recruiting and staffing structures across all departments that sustain growth based on stakeholders’ needs; build and expand partnerships for all stakeholders; establish robust, innovative programs and services to meet the needs of students, families, and school districts; and develop and implement a collaborative and transparent process for budget development that identifies accurate revenue and expenses.

FOUR PILLARS OF SUCCESS			
Staffing and Professional Culture	Partnerships and Communities	Programs and Services	Budget, Finance, and Operation
STRATEGIC OBJECTIVES			
1a. Create an environment where all staff are fulfilled, valued, and appreciated.  1b. Establish flexible, pro-active recruiting & staffing structures across all departments that sustain growth based on stakeholders’ needs	2. Build and expand partnerships for all stakeholders.	3. Establish robust, innovative programs and services to meet the needs of students, families, and school districts	4. Develop and implement a collaborative and transparent process for budget development that identifies accurate revenue and expenses

## PILLAR 1: STAFFING AND PROFESSIONAL CULTURE:

Strategic Objective 1a: Create an environment where all staff are fulfilled, valued, and appreciated.

Strategic Objective 1b. Establish flexible, pro-active recruiting & staffing structures across all departments that sustain growth based on stakeholders’ needs



## **Initiative 1.1: Hire a recruiter to ensure appropriate staffing and effective orientation of new personnel**

### **Accomplishments in 2021-2022:**

- Streamlined recruiting process through ADP Module
- Increased advertising sources (Indeed, Zip Recruiter, LinkedIn, School Spring)
- Improved the ACCEPT image through improved advertising
- Increased response rates from applicants – 3 to 5 applications a day
- Improved notifications and communication tools for hiring managers resulting in more efficient hiring process and expedited onboarding rates
- Participated in Virtual Career Fairs: Bridgewater State, Simmons, MassHire, Handshake, Endicott, and Assumption Colleges
- Hosted multiple on-site hiring events for all open positions afternoons, weekends and evenings

## **Initiative 1.2: Increase internal and external professional development opportunities**

### **Accomplishments in 2021-2022:**

- Expanded our outreach to colleges and universities to foster collaborative connections
- Began development of personalized district professional development packages such as mandatory teacher training and teacher and administrator DESE evaluation process
- Developed and implemented professional development opportunities for ACCEPT staff that meets the specific needs of smaller professional groups such as speech and language pathologist and BCBA's
- ACCEPT values its employees and works to hire from within through trainings and mentorships
- Program staff are offered the opportunity to participate in external professional development trainings at no cost when seats are available

## **Initiative 1.3: Establish connections with colleges and universities for recruitment and teacher training**

### **Accomplishments in 2021-2022:**

- Developed new relationships with Bridgewater State, Fitchburg State University and Endicott College
- Through ACCEPT's work with the Education Leadership Institute (ELI) whose goal is to develop Principals and Assistant Principals through an 18-month program, ACCEPT has developed a collaborative relationship with Fitchburg State University

## **Initiative 1.4: Provide orientation, training, and mentoring to support staff in all areas.**

### **Accomplishments in 2021-2022:**

- ACCEPT has improved its mentoring program for teachers and new staff ensuring it is meeting state standards and providing a third year of mentoring as necessary
- Expanded our orientation and initial training to guide staff successfully through their first weeks on the job

## **Initiative 1.5: Offer competitive employee packages for salaries, benefits, and incentives (as feasible) for the hiring and retaining of staff**

### **Accomplishments in 2021-2022:**

- A employee referral bonus plan was established and resulted in an improved hire and retention rate
- ACCEPT instituted a longevity bonus for employees committed to ACCEPT beyond five years of loyal service
- An improved vacation policy was established by increasing starting vacation rates from 10 – 15 days for non-director level administrative staff, and from 15 to 20 days for administrators
- ACCEPT established new benefits by providing staff with an opportunity to purchase vision and dental insurance
- ACCEPT began the process of analyzing insurance packages to improve it's employee offerings
- ACCEPT began the process of analyzing short-term, long-term, and life insurance carriers for employees
- Employee discounts were sought and developed in the areas of travel, car rentals, food, groceries, child care and family activities

## **PILLAR 2: PARTNERSHIPS AND COMMUNITIES**

### **Strategic Objective 2: Build and expand partnerships for all stakeholders**

## **Initiative 2.1: Create a committee to plan, organize, and implement events and staff appreciation for ACCEPT**

### **Accomplishments in 2021-2022:**

- A teacher appreciation committee was formed and implemented an event or activity each day to celebrate Teacher Appreciation week
- Various staff were publicly recognized at the end of each week for the exceptional work they did

## **Initiative 2.2: Develop and organize SEPAC/PTO, and combine with other parent programs**

### **Accomplishments in 2021-2022:**

- ACCEPT created an internal committee to work to recruit family members to form a Parent Advisory Committee pertaining to our established Parent Forum meetings
- A goal of the Parent Advisory Committee was to improve the Parent Forum in terms of the contents/relevance of offerings and to increase family access/participation in the meetings
- Recruited four parents to be active members of the PAC to ensure the parent voice is part of ACCEPT's vision and mission
- The Home Based Department began efforts to develop evening activities to bring families together in an effort to improve students' social skills and develop families support structures.
- ACCEPT partnered with outside agencies, such as the ARC of Massachusetts, to provide parents necessary information to improve their child and family's lives and outcomes

## **Initiative 2.4: Develop a framework to establish, maintain, and sustain partnerships with businesses, families, higher education, community programs, and member districts**

### **Accomplishments in 2021-2022:**

- The School Consultation department contracts with school districts had increased by 65% including a 50% increase in providing school districts with special education evaluations
- Established monthly parent newsletters featuring updates on Program events, student activities, family resources, important dates and student highlights in each Program
- Hybrid monthly Parent Forums that included professional development in the following topics: a) Executive Function Skills and Increased Independence in the Home; b) Resilience in Children; c) Physical Fitness and Wellness; d) Nutrition and Hygiene; e) Transition for 18-22 year olds Planning; and, f) Summer Resources and Recreational activities
- ACCEPT expanded its external vocational placements for our aged 18-22 year old Program to include four new community partnerships including Regis College, Wegmans, MetroWest Humane Society and Fatima Shrine.
- The 18 - 22 year old Transition Program created several new internal vocational opportunities to include clerical skills, printing services, coffee cart and a business venture selling seasonal treats
- The high school Program partnered with Medway Public Schools to offer a Unified Basketball Team experience to interested ACCEPT students
- ACCEPT has increased the number and type of monthly job alike opportunities for professional educational groups to include Assistant Superintendents of Curriculum & Instruction, Special Education Directors, Business Managers, Team Chairs/ETLs, Principals & Assistant Principals, Transition Leaders, Preschool & Early Elementary Directors, Board Certified Behavior Analysts, and SEL/DEI Directors
- ACCEPT continues for over 20 years to provide a year long New Special Education Directors Leadership Institute
- ACCEPT helps to facilitate the Education Leadership Institute for the development of new principals and assistant principals

## **Initiative 2.5: Establish and maintain partnerships with higher education institutions to support students, staff members, and programs.**

### **Accomplishments in 2021–2022:**

- In partnership with Bridgewater State University, ACCEP has begun the process of creating a Social Emotional Learning Certificate program comprising four graduate courses
- Through the ELI Program, ACCEP has developed a new partnership with Fitchburg State University

## **PILLAR 3: PROGRAMS AND SERVICES**

**Strategic Objective 3: Establish robust, innovative programs and services to meet the needs of students, families, and school districts**

## **Initiative 3.1: Offer a standard scope and sequence academic curriculum with measurable benchmarks & clear vertical alignment to prevent gaps.**

### **Accomplishments in 2020–2021:**

- Extensive collaboration with the Medway Public School District’s Assistant Superintendent of Curriculum and Instruction to align ACCEP’s general education curriculum with the Medway Public Schools curriculum.
- Implementation along with training of Dibels, Lexia, iReady and IXL continues as a means to improve student achievement
- Develop Transition & Life Skills Curriculum Guide
- Develop Math (K–12) Curriculum Resource
- Develop Health/SEL (K–12) Curriculum Resources
- Develop ELA (K–12) Curriculum Resources
- Develop Social Studies (K–12) Curriculum Resources
- Develop Science (K–12) Curriculum Resources
- Develop Curriculum Review Cycle for the purposes of maintaining relevant, engaging and rigorous curriculum and resources
- All program staff continue to receive professional development in the Massachusetts Curriculum Frameworks, lesson planning and multi-modal teaching strategies
- Program staff received training in standard assessments to establish baseline data points and to systematically track student learning progress during the school year to include academic, behavioral and social emotional data points
- Professional Development in Literacy informed by the Massachusetts Dyslexia Guidelines continues.
- Language–Based Learning Strategies Professional Development has been provided for the Language–Based Programs



### **Initiative 3.4: Develop a diversity, equity, and inclusion plan that impacts programs, services, partnerships, staffing, and professional culture.**

#### **Accomplishments in 2021–2022:**

- All Program staff participated in a book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond
- Program staff were provided monthly curriculum information and professional development that is focused on diversity, equity and inclusion
- An organizational focus on diversity was developed through the ACCEPT Diversity Committee that informed our professional development
- Progress was made through work with school and community leaders to identify opportunities for more integration of ACCEPT students into programs, events and courses within our schools, Medway Public Schools and the community
- An increase of diversity and equity topics and practices were incorporated into daily classroom curriculum
- Provided targeted professional development to the ACCEPT Leadership Team and the overall ACCEPT staff in DEI following the guidelines of MASS REDI standards

### **Initiative 3.6: Develop external Professional Development offerings that reflect diverse and relevant topics related to teaching and learning**

#### **Accomplishments in 2021–2022:**

- In order to improve our offerings based on the needs of school districts, ACCEPT conducted a comparative analysis of all MA collaboratives and private organizations that provide programs and services similar to ACCEPT
- ACCEPT conducted a member school district survey to establish and produce the professional development needs of our member districts.
- ACCEPT developed a fluid strategic plan to produce professional development activities, workshops, and packages that reflect the needs of our families, general educators, school districts and community.
- Due to the growing Professional Development Department, it was necessary to hire a full time, qualified professional development coordinator to ensure a quality product and customer service
- Based on the input from our stakeholders, ACCEPT developed revised professional development offerings that represent the current needs of school districts

## **PILLAR 4: BUDGET, FINANCE, AND OPERATIONS**

**Strategic Objective 4: Develop and implement a collaborative and transparent process for budget development that identifies accurate revenue and expenses**

### **Initiative 4.3: Create a formal internal budget process, documents and schedule.**

#### **Accomplishments in 2021-2022:**

- Established a preliminary FY 23 Budget Timeline to meet the budget planning needs of the member districts with an anticipated first budget read date of November 16, 2022
- In consideration of the growth of ACCEPT and the budgetary needs, training of iVisions, a new financial software, began January 2, 2022 with implementation beginning July 1, 2022.
- A revision of the Internal Control manual was conducted and included updated best practices with recommendations from the auditors
- Begin a preliminary creation of an iVisions budget entry manual to be continued in the next fiscal year
- Conducted a preliminary training session about iVisions for Administrators and Administrative Assistants to be continued in the next fiscal year
- Conducted a preliminary training session for a new ePurchase Order process system

### **Initiative 4.4: Conduct an internal budget analysis that includes all ACCEPT departments**

#### **Accomplishments in 2021-2022:**

- Established a timeline for the internal budget analysis process and began meeting with select ACCEPT departments to include Professional Development, Virtual High School (VHS) and Transportation.
- A continuation of Professional Development in budget management is provided to the Leadership Team.
- The Leadership Team worked together in developing the FY22 budget and met regularly to enhance the understanding of the budgeting process.







# PROGRESS IN ACHIEVING PURPOSE

Since its formation in 1974, ACCEPT has established trusted partnerships with districts to achieve the objectives and purposes set forth in its Collaborative Agreement. The following table highlights progress in 2021-2022.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2021-2022
<p><b>ELEVATE STUDENT OUTCOMES</b></p> <p>Deliver efficient, cost-effective, and high-quality programs and services that minimize the impact of student disabilities and maximize student outcomes including achievement, independence, and participation in the community.</p>	<ul style="list-style-type: none"> <li>• Program staff were provided monthly curriculum information and professional development that is focused on diversity, equity and inclusion</li> <li>• An organizational focus on diversity was developed through the ACCEPT Diversity Committee that informed our professional development</li> <li>• An increase of diversity and equity topics and practices were incorporated into daily classroom curriculum</li> <li>• Favorable staff-to-student ratios are at the heart of the ACCEPT model</li> <li>• Extensive collaboration with the Medway Public School District's Assistant Superintendent of Curriculum and Instruction to align ACCEPT's general education curriculum with the Medway Public Schools curriculum.</li> <li>• Implementation along with training of Dibels, Lexia, iReady and IXL continues as a means to improve student achievement</li> <li>• Develop Transition &amp; Life Skills Curriculum Guide</li> <li>• Develop Math (K-12) Curriculum Resource</li> <li>• Develop Health/SEL (K-12) Curriculum Resources</li> <li>• Develop ELA (K-12) Curriculum Resources</li> <li>• Develop Social Studies (K-12) Curriculum Resources</li> <li>• Develop Science (K-12) Curriculum Resources</li> <li>• Develop Curriculum Review Cycle for the purposes of maintaining relevant, engaging and rigorous curriculum and resources</li> </ul>



	<ul style="list-style-type: none"> <li>• All program staff continue to receive professional development in the Massachusetts Curriculum Frameworks, lesson planning and multi-modal teaching strategies.</li> <li>• Program staff received training in standard assessments to establish baseline data points and to systematically track student learning progress during the school year to include academic, behavioral and social emotional data points.</li> <li>• Professional Development in Literacy informed by the Massachusetts Dyslexia Guidelines continues.</li> <li>• Language-Based Learning Strategies Professional Development has been provided for the Language-Based Programs.</li> </ul>
<p><b>RESPOND TO DISTRICT NEEDS WHERE COLLABORATION IS A SENSIBLE APPROACH</b></p> <p>Develop and implement programs and an array of services that increase educational opportunities for students, families, educators, and districts when it is determined that such programs and services can most effectively, efficiently, and economically be provided on a collaborative basis and complement, strengthen, and meet the evolving needs of member districts.</p>	<ul style="list-style-type: none"> <li>• Increased parent professional development offerings</li> <li>• In order to improve our offerings based on the needs of school districts, ACCEPT conducted a comparative analysis of all MA collaboratives and private organizations that provide programs and services similar to ACCEPT</li> <li>• ACCEPT conducted a member school district survey to establish and produce the professional development needs of our member districts.</li> <li>• ACCEPT developed a fluid strategic plan to produce professional development activities, workshops, and packages that reflect the needs of our families, general educators, school districts and community.</li> <li>• Based on the input from our stakeholders, ACCEPT developed revised professional development offerings that represent the current needs of school districts</li> <li>• Completed a number of in-district program evaluations and provided consultations to build capacity to keep students in-district for member and non-member districts</li> <li>• Expanded expertise in the area of trauma-informed services</li> </ul>

<p><b>EXPAND PROGRAMS TO MEET NEW NEEDS</b></p> <p>Expand program options in alignment with the mission and purpose of the Collaborative to help districts maximize cost-efficiency and program effectiveness through a collaborative effort.</p>	<ul style="list-style-type: none"> <li>• The Education Leadership Institute (ELI) Program began offerings to develop Principals and Assistant Principals through ACCEPT</li> <li>• ACCEPT developed asynchronous and synchronous educational professional development opportunities for districts</li> <li>• ACCEPT’s collaborative approach to special education services saves districts money (see Value and Cost Comparisons page 22)</li> <li>• Facilitated hybrid monthly job alike groups to support our professional learning communities: Superintendents, Assistant Superintendents, Director of Student Services &amp; Special Education, BCBA’s, Team Chairs and Preschool Directors.</li> <li>• Academic therapeutic programs for students Pre-K to age 22 years</li> </ul>
OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2020-2021
<p><b>TRANSPORT STUDENTS WITH DISABILITIES</b></p> <p>Provide safe, reliable, and efficient transportation services for students with disabilities.</p>	<ul style="list-style-type: none"> <li>• 234 students transported to various programs and specialized schools</li> <li>• ACCEPT maintains a fleet of 68 vans providing flexibility and efficiency in dispatching drivers; ACCEPT continues to supplement capacity by contracting with local transportation companies</li> <li>• Expanded infrastructure to accommodate families and districts with longer office hours, monitored fleet usage and maintenance, provided driver/monitor with increased training and support</li> <li>• ACCEPT drivers delivered technology, academic packets and food to students and families during the school closure.</li> <li>• Bid for 15 new vehicles to replace our vans to ensure ongoing safety for our staff and students</li> </ul>

**OFFER PROFESSIONAL DEVELOPMENT FOR CONTENT, SKILLS, AND SHARING OF PRACTICE**

Offer quality professional development opportunities to general and special education teachers, administrators, and related service providers, focused on closing achievement gaps, preventing unnecessary referrals to special education, and personalizing learning for students.

- ACCEPT hosted job-alike groups for Special Education Directors, Business Managers, Curriculum Directors, BCBA professionals, pre-school coordinators, and elementary and high school special education coordinators
- Developed personalized professional development offerings specific to individual district needs
- Incorporated the Principal & Assistant Principal Leadership Institute (ELI) that leads to a DESE Principal license
- Established relationships with Bridgewater University, Fitchburg State University and began discussions with Regis College
- Developed Diversity, Equity and Inclusion book studies and professional development offerings
- Implemented various academic
- An increase of diversity and equity topics and practices were incorporated into daily classroom curriculum
- Provided targeted professional development to the ACCEPT Leadership Team and the overall ACCEPT staff in DEI following the guidelines of MASS REDI standards



TODAY  
is a GOOD DAY

BE  
happy

BE  
CREATIVE

BE  
KIND

LEARN

WORK  
HARD

SHINE





## PARTNERSHIPS FOR LEARNING

Thank you to the many generous organizations, businesses and individuals in the MetroWest area whose partnerships ACCEPT students and staff have benefited from in 2021-2022.

**MutualOne Charitable Foundation** has been a valuable partner and provided generous grants for the purchase of iPads in the past and continues supporting the full implementation of our Augmentative and Alternative Communication (AAC) program, providing otherwise non-verbal students the ability to communicate with others.

**Natick Public Schools Food Service** provides our students at the Center for Learning and Growth breakfast and a hot lunch daily. Natick Food Service delivers the meals, and students in our Transition programs learn food service vocational skills including customer service, maintaining high standards for food handling, and tracking of lunch payments and meals delivered.

**Medway Public Schools** has warmly welcomed ACCEPT's staff and students at Medway's Middle and High Schools again this year. A big thank you to Medway for their collaboration and helping to make ACCEPT inclusion programs outstanding.

**Wellesley Public Schools and Bridgewater Public Schools** donated gently used IT equipment for classroom use that would have otherwise been recycled.

**ACCEPT outstanding parents, colleagues, and friends** honored staff by generously contributing funds to enrichment activities for students. Our staff appreciated the contributions as an alternative to teacher gifts.

**Casual for a Cause** is a tradition at ACCEPT, raising funds and awareness for many causes, organizations that align with our mission. During the school year several days are dedicated to "Casual for a Cause," where donations are requested and the staff enjoy a casual dress down day. In the past year ACCEPT has supported, Muscular Dystrophy Association's Deno's Dash 5K, Boston Children's Hospital's Miles for Miracles Team for Jillian, and the Boston Marathon Jimmy Fund Walk and the Staff generously contributes to the ACCEPT Helping ACCEPT Fund and the Holiday Giving Tree to help our students and families as well as collecting personal supplies for the Shadows Shelter for Women during the holiday season.



# Collaborative Offerings Our Expert Staff

Master's level educators | Reading specialists | Board Certified Behavior Analysts | School

Psychiatrist for consultation | Licensed Mental Health Counselors | Licensed Social Workers

Occupational Therapists | Physical Therapists | Registered Behavior Technicians

(Massachusetts Organization of Educational Collaboratives, 2016)





## Staff Includes:

and clinical psychologists  
ers | Speech pathologists  
icians (RBT)  
6).

### SPECIAL EDUCATION (PRE-K - TRANSITION)

Academic and Therapeutic  
Academic and Life Skills  
Academic and Language-Based  
Transition  
Extended School Year

### EDUCATOR DEVELOPMENT

Professional Development for Educators  
Customized Training for Districts  
Online Learning  
Special Education Leadership Institute

# SPECIAL EDUCATION PROGRAMS

At ACCEPT, we work with parents and districts to design individualized, evidence-based programs for each student addressing academics, behavioral and therapeutic needs, life skills, and specialized services based on the IEP. The goal is to build strengths and self-confidence, and to maximize potential for students in elementary, middle, and high school grades.

Our programs address autism spectrum disorders, emotional/behavioral needs, global impairments and medically involved disabilities, cognitive/intellectual disabilities, language disorders, ADHD/ADD, and nonverbal learning disability. ACCEPT programs are supported by a highly trained, specialized team of teachers and specialists, who are hired for their hearts and for their minds.

PROGRAM	TYPE OF DISABILITY
Academic and Therapeutic	Emotional, Autism, Neurological
Academic and Life Skills	Autism, Communication, Developmental Delay, Intellectual, Neurological, Health, Multiple Disabilities, Physical
Academic and Language-Based	Autism, Communication, Neurological, Specific Learning, Emotional, Health, Intellectual
Transition	Full range of disabilities

## ACADEMIC AND THERAPEUTIC

The programs in the therapeutic strand bring together clinical, therapeutic, and behavioral services with rigorous academics, and support to strengthen skills. We use an integrated team model that seamlessly blends individualized clinical services within the practices and routines of the school day to help students learn the skills they need in the places they will use them, with more practice opportunities. Each student participates in all classroom activities, and teachers and therapists can focus on skills that are immediately useful leading to better generalization of the skills. The academic curriculum is challenging and engaging, aligned with Massachusetts Curriculum frameworks.

Individualized clinical services include:

- A therapeutic milieu providing consistent routines and clinical support.
- Embedded group social skills instruction and counseling, individual counseling and clinical check-ins, and coping strategy practice.



## ACADEMIC AND LIFE SKILLS

The programs in the life skills strand blend academics, daily living, personal/social and occupational skill development with behavioral and social supports in a highly individualized program, tailored to the student's unique profile, based on the IEP. This makes every day an opportunity for students to develop self-confidence, self-control, and the life skills to pursue their passions. The program is a great fit for students who have complex language and learning difficulties, have issues with behavior or coping, and need moderate to significant modification to the Massachusetts Curriculum Frameworks in order to make effective progress.

Features include:

- Academics and life skills curriculum tailored to the needs of each student.
- Consistent and predictable routines and structures, shared with families and home providers for adaptation to the home.
- Expected classroom and community behaviors that are communicated, practiced, and reinforced throughout the day.
- Individual and small group explicit instruction, which may include Social Thinking techniques, video modeling and feedback, self-rating scales, and more.

## ACADEMIC AND LANGUAGE-BASED

The programs in the Language-Based strand prepare students for a successful elementary school experience by addressing moderate language and learning difficulties. Comprehensive academic, behavioral, and clinical service supports center on developing oral, social, and written language skills to enhance communication and comprehension of academic content. Each student's program is individualized and based on the IEP, with curriculum aligned with Massachusetts Curriculum Frameworks. Individual and small group instruction with low student-to-teacher ratios targets communication and social skills, academics, executive functioning skills and compensatory strategies to increase student independence.

## TRANSITION PROGRAMS – AGES 18-22

Transition programs prepare students for a successful passage to adult living. We view each student as the unique individual they are and, using their IEP and results from transition and vocational assessments, develop a personalized transition plan to maximize independence, vocational potential, participation in the community, and help students meet their postsecondary vision. At the heart of our transition programs is an integrated team model that seamlessly blends functional academics, community experiences, social skills development, specialized services, vocational training, and independent living skills.

## Value and Cost Comparisons – School Year

LOCATION	Type of program	Member Tuition	Non-Member Tuition	Member Savings	Average Private School Tuition	Average Savings Over Private School
ACCEPT CENTER FOR LEARNING AND GROWTH OR MEDWAY PUBLIC SCHOOLS	Academic and Therapeutic	\$48,214	\$57,857	\$9,643	\$105,532	\$57,318
	Academic and Life Skills	\$48,214	\$57,857	\$9,643	\$112,775	\$64,561
	Academic and Language-Based	\$48,214	\$57,857	\$9,643	\$65,865	\$17,657
	Transition	\$53,331	\$63,997	\$10,666	\$98,782	\$45,456

## EXTENDED SCHOOL YEAR (SUMMER)

The Extended School Year programs are designed to prevent substantial regression of skills and provide a bridge between academic years. Structured individual, small group, and classroom instruction is provided consistent with the students' Individualized Education Programs.

## Value and Cost Comparisons – Extended School Year

LOCATION	Type of program	Member Tuition	Non-Member Tuition	Member Savings	Average Private School Tuition	Average Savings Over Private School
ACCEPT CENTER FOR LEARNING AND GROWTH OR MEDWAY PUBLIC SCHOOLS	Academic and Therapeutic	\$6,696	\$8,035	\$1,339	\$12,316	\$5,620
	Academic and Life Skills	\$6,696	\$8,035	\$1,339	\$12,806	\$6,110
	Academic and Language-Based	\$6,696	\$8,035	\$1,339	\$9,164	\$2,468
	Transition	\$7,407	\$8,888	\$1,481	\$11,649	\$4,609



At the heart of our programs is an integrated team model that seamlessly blends functional academics, community experiences, social skills development, specialized services, vocational training, and independent living skills.

Programs are individualized depending upon each student's unique needs and may be a hybrid of one or more of the three strands at the left.



# EDUCATOR DEVELOPMENT



Our professional development experts include leading educators and members of the ACCEPT senior staff who make it their mission to stay ahead of trends and respond quickly to district needs.

## PROFESSIONAL DEVELOPMENT WORKSHOPS, COURSES, AND ONLINE OFFERINGS

ACCEPT believes that what matters most in student achievement is high quality teaching and support that takes into account the whole student. Professional development programs are designed to meet the instructional, management, and leadership challenges that educators face. Our innovative workshops and courses are offered in a variety of formats including online, hybrid, and in-person options. Our website is updated regularly to reflect our full listing of Fall/Winter and Spring offerings.



## PROFESSIONAL DEVELOPMENT WORKSHOPS

ACCEPT focuses on professional development to improve critical areas of practice. Our sessions utilize experts in the field and contain high levels of collaboration, critical thinking and activities that are applicable to practice.

Workshops offered in 2021–22 focused on topics that were most meaningful to the everyday practice of a wide variety of educational professionals. These workshops included:

- BSEA Decisions & Legal Issue Updates
- Dyslexia Workshop With Sara Stetson
- Dancing the Dance: Co-Teaching Moves to Increase Student Engagement and Learning Outcomes
- Creating Inclusive Schools and Classrooms: While Embracing Higher Learning Standards for All
- Practical Trauma- Informed Strategies to Reduce Anxiety in Students

## CUSTOMIZED TRAININGS FOR DISTRICTS

ACCEPT has developed programs that offer total flexibility, allowing districts to receive comprehensive instruction utilizing multi-modal teaching techniques including reading materials. Customized professional development workshops are tailored to each district's specific needs. Our presenters and facilitators, who are highly skilled practitioners, have expertise in a wide range of topics. For example, ACCEPT has provided customized district training for administrators that focuses on evaluation calibration strategies.

## VALUE AND COST COMPARISONS

ACCEPT's Educator Development offerings are high value, both in quality and cost. Post-workshop evaluations, as well as the number of educators who register for ACCEPT workshops and courses year after year, are indicators of the quality and practicality of offerings in helping educators address their current challenges. ACCEPT offerings are at or below the cost of other workshops offered in the MetroWest area. A review of offerings from CREST Institute, The Reading Institute and The Collaborative, shows a range of \$190 to \$300 per day for a workshop. The average cost of an ACCEPT workshop range between \$90 and \$200.



**Collaborative Services** As an extension of the client's intimate knowledge of their challenges and readily customize services to meet a specific need. Our demonstrated ability to respond to the evolving business and regulatory changes are true differentiators of ACCEPT services.



district we have  
services to meet the  
ing environment  
ices.

**HOME-BASED THERAPEUTIC PROGRAM**

**CONSULTATION AND EVALUATION  
SERVICES FOR DISTRICTS**

**VHS ONLINE (VIRTUAL HIGH SCHOOL)**

**TRANSPORTATION SERVICES**

**MEDICAID REIMBURSEMENT SERVICES**



# HOME-BASED SERVICES

ACCEPT Home-Based Services are provided in the home and/or in the student's community, and are tailored to address each student's individual needs. The focus is on training the family/parents to better support their child as well as to improve the students' independent living skills across the home and community. Parents and families are an active part of every session. The ultimate goal of services is for the parent/family to carry out programs so that the student is successful in their natural environment and to supplement and facilitate the child's educational progress. These services provide an opportunity to integrate the effective strategies being used at school into the student's home and community.

To determine the scope and sequence of services, initial assessments may include:

- Home Functional Behavior Assessments (FBA)
- Adaptive Living Skills Assessment (Home and Community)

Assessment results guide the selection of service delivery models:

- Direct service model
- Parent training
- 8-Session parent training

## VALUE AND COST COMPARISONS

ACCEPT's home-based service rates for member districts are 10% – 55% lower than the rates of comparable private agencies. Some area agencies charge \$250 per hour for a functional behavioral assessment (FBA) compared to ACCEPT member district rate of \$126 per hour. A typical FBA requires 14-16 hours so the savings for a district can be as much as \$1,984 for a single assessment.





# CONSULTATION AND EVALUATION SERVICES

ACCEPT offers a variety of consultation options and technical assistance to help school districts build their capacity to meet the needs of diverse student populations. Our team of expert consultants works with member and non-member districts to improve and enhance a range of special education programs and services with a strong emphasis on collaboration and long-lasting partnerships.

Our school consultation team provides both student-specific and program-wide consultation services focusing on evidence-based interventions for specialized student populations, assessment methods, implementing specialized curricula, and development of behavioral supports. A variety of evaluation services are also available, including student-specific and program evaluations.

## **Consultation Services**

- Program Consultation for Special Populations (e.g. Autism programs, Therapeutic programs, Transition programs)
- Trauma-Sensitive Schools Consultation
- Behavioral Consultation
- Augmentative and Alternative Communication (AAC) Specialist Consultation
- Transition Specialist Consultation
- Job Coaching

## **Program Evaluation Services**

- Special Education Program Evaluations: e.g. Autism, Therapeutic, Inclusion, Transition, Alternative Education Programs

## **Student Evaluation Services**

- Transition Assessments
- Functional Behavior Assessments/Trauma-Informed FBA
- Psychological Assessments
- Augmentative and Alternative Communication (AAC) Assessments
- Speech/Language Assessments
- Occupational Therapy Assessments
- Physical Therapy Assessments

## **VALUE AND COST COMPARISONS**

ACCEPT's consultation and evaluation services rates for member districts are 25% – 30% lower than the rates of comparable private agencies. For non-member districts, rates are 10% – 15% lower than private agencies.

# VHS (VIRTUAL HIGH SCHOOL)

VHS provides districts with a wide range of high quality online courses that offer flexible credit recovery, opportunities for accelerated students, unique electives, career-focused coursework, summer courses, and more.

VHS is also well-suited to the needs of students at ACCEPT High School Academy. ACCEPT teachers customize the courses utilizing blended learning that accommodates the individual learning needs of each student. The VHS modules are rigorous and meet graduation credit and syllabus requirements. Students from Middle School through age 22 participated in these courses. More information is available at [vhscollaborative.org](http://vhscollaborative.org).

Some of the courses include:

- American Sign Language III
- Biotechnology
- Business and Personal Law
- Business Math
- Constitutional Law
- Engineering Principles
- Entrepreneurship
- Environmental Science
- French, German, Latin, Mandarin Chinese Language & Culture, and Spanish Language & Culture
- International Business
- Java Programming
- Journalism
- Kindergarten Apprentice Teacher
- Marketing and the Internet
- Meteorology
- Modern Middle East
- Music: Fundamentals of Composition
- Nuclear Science
- Number Theory
- Personal Finance
- Pre-veterinary Medicine
- Science in Space
- Shakespeare in Film
- Sports and Society
- Video Game Design

## VALUE AND COST COMPARISONS

As part of the Consortium, teaching membership districts paid \$150 per VHS seat. Rates for districts who purchase seats only range from \$250-\$400 depending upon the number of seats purchased. These rates compare very favorably to a district's costs for in-school classrooms, especially in classes with lower enrollments. In addition, a high quality online course is an efficient solution for students who have individual needs that do not fit the usual school offerings and calendar.

ACCEPT has provided specialized transportation services for member districts for more than 40 years.

Each day more than 234 students are picked up at their homes, delivered to over 73 destinations, either their special education program at ACCEPT or other schools in Massachusetts, and safely returned home at the end of the day. A fleet of 88 vans and 62 drivers and 15 monitors meet the individual needs of each student ensuring a comfortable and positive experience.

Each van transports 1–4 students creating a complex system of routing, varying by start and end times of programs, pick up and drop off locations, and daily variations due to absences, snow days, differences in school calendars location by location. Communication is an ongoing challenge, with no room for error. Transportation routing software, GPS systems, cameras, and mobile devices all enhance safety and efficiency. We are currently in the process of restructuring the department in hopes of being better able to serve our families and districts.

## Value and Cost Comparisons

ACCEPT utilizes a cost per mile model to price transportation for member districts. Estimates are calculated annually, providing districts with the data necessary to budget for the year. The cost per mile model allows districts to more easily submit for transportation reimbursements. The driver and vehicle shortage continues to impact our transportation services limiting our ability to provide anything more than out of district transportation services. We will monitor the changes in the industry and seek efficiencies that will help maintain high-quality service while also reducing costs where possible.



# MEDICAID REIMBURSEMENT

Since 1994, ACCEPT Education Collaborative has been assisting both member and non-member districts with recouping money spent on school-based health and related medical services through the School-Based Medicaid Program (SBMP). Over the past 28 years, this program has returned over \$77 million to participating cities and towns.

In August 2021, the Centers for Medicare and Medicaid Services (CMS) approved the inclusion of work activities pursuant to state and federal public health initiatives and guidelines as eligible Administrative Activities in the SBMP. The expansion provides reimbursement for a portion of the work that LEA staff does in response to the COVID-19 pandemic, including infection control, contact tracing, and time spent planning and collaborating on how to effectively adapt the delivery of Medicaid-covered services in response to public health guidelines. The approval was retroactive to October 1, 2020, and in FY22 ACCEPT amended FY21 claims to reflect the new eligible activities. This resulted in significantly higher reimbursements in FY22. As time spent on COVID-related activities decreases from the peak of the pandemic, we expect the impact of this expansion to decrease correspondingly in coming quarters.

ACCEPT's School-Based Medicaid Services Include:

- Program set-up & ongoing maintenance
- Quarterly identification of eligible students
- Submission of electronic claims for direct services
- Follow-up with out-of-district programs to obtain service documentation for students
- Preparation of quarterly administrative claims on behalf of the districts
- Calculation of annual Direct Service Cost Reports
- Ongoing assistance with understanding constantly evolving state regulations and program changes
- Creation of custom reports for districts
- Unlimited training for district staff on the Medicaid reimbursement process and systems
- Assistance for the district if selected for an audit



## DISTRICT-BY-DISTRICT REIMBURSEMENT DETAIL

During Fiscal Year 2022 these districts received a total of **\$6,600,990**  
in Direct Service and Administrative Claim Reimbursements

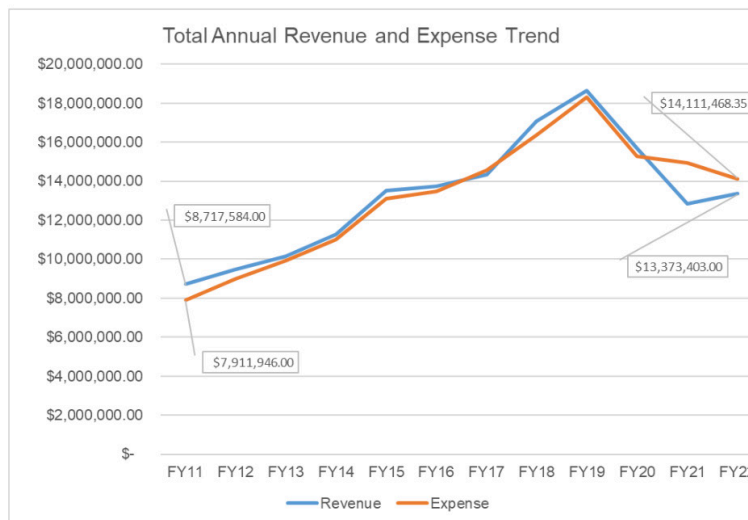
School District	Direct Service Reimbursement	Admin Billing Reimbursement	Total Payments FY20 Payments
Acton Boxborough Regional	\$127,123	\$520,400	\$647,523
Ashland	\$10,321	\$221,705	\$232,026
Bedford	\$111,887	\$225,187	\$337,074
Carlisle	-	\$63,288	\$63,288
Foxboro**	\$394	\$141,225	\$141,619
Framingham	\$421,994	\$1,355,884	\$1,777,878
Franklin	\$99,500	\$440,982	\$540,482
Holliston	\$28,783	\$210,252	\$239,036
Hopkinton	\$0	\$231,421	\$231,421
Lincoln/Sudbury Reg.	-	\$287,559	\$287,559
Littleton	\$7,280	\$147,078	\$154,358
Medfield	\$3,832	\$129,039	\$132,871
Medway	\$12,160	\$87,064	\$99,224
Millis	\$0	\$114,436	\$114,436
Natick	\$186,361	\$510,690	\$697,051
Northern Berkshire Reg.	-	\$20,149	\$20,149
South Middlesex Reg.	\$4,882	\$9,514	\$14,396
Sudbury	\$19,935	\$184,908	\$204,843
Walpole	\$196,443	\$469,312	\$665,755
<b>TOTAL</b>	<b>\$1,230,896</b>	<b>\$5,370,093</b>	<b>\$6,600,990</b>

\*Includes amendments to Q2 and Q3 FY21 and original claims for Q4 FY21, Q1, Q2, Q3 FY22.

\*\*No longer working with ACCEPT for SBMP reimbursement.

# FINANCIALS

FISCAL YEAR 2022	Revenue	%	Expense	%
School Year Tuition & Services	\$6,607,431	49%	\$7,811,119	55%
Transportation	\$4,182,187	31%	\$4,044,071	29%
Home-Based Services	\$254,239	2%	\$347,940	2%
Professional Development	\$184,688	1%	\$128,446	1%
School Consultation/Evaluation	\$324,864	2%	\$335,488	2%
ELI	\$380,612	3%	\$358,175	3%
Summer ESY Tuition - not broken out in FY21	\$815,973	6%	\$659,078	5%
Medicaid Reimbursement	\$356,064	3%	\$134,981	1%
Administration	\$105,722	1%	\$105,722	1%
Technology	\$161,623	1%	\$186,447	1%
Unclassified/Restricted				
	<b>\$13,373,403</b>	<b>100%</b>	<b>\$14,111,468</b>	<b>100%</b>



# ADVISORY COMMITTEE MEMBERS

Board Advisory groups are composed of district leaders in Special Education, Curriculum, and Business Operations and provide input into the development and implementation of ACCEPT programs and services. Members advise the Collaborative and work collaboratively as a professional learning community throughout the school year to support the Collaborative and each other as 21st century educational leaders.

## SPECIAL EDUCATION

Donna Flaherty and Stephanie Child, ACCEPT Facilitators

Kathryn Silva, Ashland

Kate McCarthy, Dover-Sherborn

Laura Spear, Framingham

Ildefonso Arellano, Framingham

Paula Marano, Franklin

Kelly Camp, Holliston

Karen Zaleski, Hopkinton

Mary Bruhl, Medfield

Kathleen Bernklow, Medway

Nealy Urquhart, Millis

Tim Luff, Natick

Erin Miller, Natick

Julie Muse-Fisher, Needham

Mary Lammi, Needham

Michael Dolan, South Middlesex Regional

Stephanie Juriansz, Sudbury

Jeffrey Lapping, Sudbury

Sarah Orlov, Wellesley

Jennifer Parson, Hopkinton

Christine Power, Medfield

Gabrielle Abrams, Medway

Maureen Knowlton, Millis

Susan Balboni, Natick

Theresa Duggan, Needham

Rebecca Swasey, South Middlesex Regional

Kim Swain, Sudbury

Sandra Trach, Wellesley

## BUSINESS OPERATIONS

Barbara Durand, ACCEPT Facilitator

Chris Mathieu, Ashland

Dawn Fattore, Dover/Sherborn

Lincoln Lynch, IV, Framingham

Miriam Goodman, Franklin

Keith Buday, Holliston

Susan Rothermich, Hopkinton

Michael A. LaFrancesca, Medfield

Don Aicardi, Medway

Terry Wiggin, Millis

Peter Gray, Natick

Melissa Martel, Natick

Dorothy Sharek, South Middlesex Regional Vocational Technical School District

Anne Gulati, Needham

Donald Sawyer, Sudbury

Cindy Mahr, Wellesley

## CURRICULUM LEADERSHIP

Michael Caira, Ashland

Elizabeth McCoy, Dover-Sherborn, ACCEPT Facilitator

Amy Bright, Framingham

Linda Ashley, Franklin

Lucas Giguere, Franklin

Tina Rogers, Franklin

Joanne Menard, Holliston

# THANK YOU

**To the many organizations & businesses who provided vocational experiences & community outings.**

- ConnectEd & Inspired - Bellingham
- Cradles to Crayons- Newton
- Kidstrong Gym- Natick/Westborough
- Project Just Because- Hopkinton
- Needham Senior Center
- Framingham Public Library
- PetWorld- Natick
- Natick Morse Institute Library
- Medfield Public Library
- Blessing Barn - Mendon, Milford
- Medfield Council on Aging: Friends of the Elders
- Millis Library
- MetroWest Wellness Center - Framingham
- MetroWest Medical Center - Framingham
- Sunrise Senior Living - Wayland
- Putts & More - Holliston
- Belmont Council on Aging Meals on Wheels
- Milford Meals on Wheels
- Medway Council on Aging
- Framingham Council on Aging
- Cross Service Group - Natick
- Mass Audubon's Drumlin Farm and Wildlife Sanctuary
- Restoration Project, Belmont
- Mass Audubon's Broadmoor Wildlife Sanctuary
- Mass Audubon's Habitat Education & Wildlife Sanctuary, Belmont
- Project Just Because, Hopkinton
- Hopkinton Lumber
- Medfield Animal Shelter
- TLC Cleaners - Medway
- Natick Pegasus Community TV Station
- Medfield TV Station
- Fatima Shrine - Holliston
- Ashland Restore
- Pearl Street Food Pantry - Framingham
- Furry Friends Grooming - Upton
- Restoration Project Thrift Store - Belmont
- Emseal Corp., Westborough
- Curry Copy, Westborough
- Spellman Museum of Stamps & Postal History
- TC Scoops



## ACCEPT Education Collaborative Board of Directors Meeting

### Agenda Item: D: Collaborative Budget FY 24 Second Read

**Recommendation:** Motion to approve the ACCEPT Education Collaborative Budget for FY-24 (as written and presented).

**Background:** The proposed FY24 ACCEPT Education Collaborative Budget includes the following budget drivers as presented and discussed at the BoD meeting of November 6, 2022 for the first FY 24 budget read:

- Overall wages up 10%
  - 3% non Program Staff
  - Fourth Assistant Director for HS Program & 8 TAs
  - Five staff lane changes
- Increase in Tuition:
  - 5% member with a 20% surcharge for non-members
- Increased students from 77 for FY 23 proposed to 127 currently; recommended student baseline 130 for FY 24 Budget
- 70% v 30% for health benefits (\$93,000)
- 64% increase in utilities
- 7% increase in auto, liability, D&O insurances
- Student Computers Replacement \$32,000 (up from \$24,000)
- Tuition Reimbursement \$30,000 (up from \$2,000 total)
- Transition classroom cash \$1.00 increase to \$6.00

Transportation budget is built on the assumption that the ridership will remain at the current level, with an anticipated cost per mile of \$4.22. We intend to reach out to our transportation districts in the spring to request an updated list of anticipated riders. Changes in the number of riders and distances ridden by those riders may affect the cost per mile for FY24.

**Attachment:** Collaborative Proposed Budget FY-24

Action   X   Report   X   Discussion   X

# Administration

	Account	AcctTypeDescription	FY23BODAPPROVED12	FY24REQUESTED13
1.10	1.10.08.000.41000	REVENUE membership Revenue	\$ (56,000.00)	\$ (56,000.00)
1.10	1.10.08.000.41001	REVENUE Other Admin Revenue	\$ (290,000.00)	\$ -
1.10	1.10.08.000.47000	REVENUE Sophos revenue	\$ (70,000.00)	\$ (70,000.00)
1.10	1.10.08.000.49500	REVENUE Bank interest Revenue	\$ (35,000.00)	\$ (30,000.00)
1.10	1.10.00.000.51040	EXPENDITL Adm Incentive Wages	\$ 10,600.00	\$ 12,500.00
1.10	1.10.01.000.51001	EXPENDITL Adm-DW-Exec Dir Salary	\$ 177,032.00	\$ 183,818.00
1.10	1.10.01.000.51025	EXPENDITL Adm- Treasure Salary	\$ 10,000.00	\$ 10,300.00
1.10	1.10.01.010.51001	EXPENDITL Adm-Fin-Dir Salary	\$ 110,000.00	\$ 113,300.00
1.10	1.10.02.010.51023	EXPENDITL Adm Accountant Salary	\$ 55,724.00	\$ 63,525.00
1.10	1.10.02.010.51024	EXPENDITL Adm Acctg Asst Salary	\$ 49,378.00	\$ 51,354.00
1.10	1.10.02.020.51004	EXPENDITL Adm-HR-Admin Assistant Salary	\$ 63,654.00	\$ 30,000.00
1.10	1.10.03.000.51004	EXPENDITL Adm-DW-AdminAsst Salary	\$ 75,013.00	\$ 87,839.00
1.10	1.10.03.000.51005	EXPENDITL Adm-Marketing Coordinator Salary	\$ 27,316.00	\$ 28,136.00
1.10	1.10.03.000.51039	EXPENDITL Adm -Intern - Salary	\$ 4,820.00	\$ 4,965.00
1.10	1.10.03.010.51026	EXPENDITL Adm-Fin-DW-Payroll Manager	\$ -	\$ 72,100.00
1.10	1.10.03.020.51001	EXPENDITL Adm-HR-Dir Salary	\$ 72,876.00	\$ 90,000.00
1.10	1.10.03.020.51026	EXPENDITL Adm-HR-Payroll Salary	\$ 46,226.00	\$ -
1.10	1.10.03.020.51027	EXPENDITL Adm-HR-Recruiter Salary	\$ 50,000.00	\$ -
1.10	1.10.03.040.51003	EXPENDITL Adm-IT-Director Salary	\$ 77,250.00	\$ 79,568.00
1.10	1.10.03.040.51028	EXPENDITL Adm-IT-Data Salary	\$ 32,779.00	\$ 50,646.00
1.10	1.10.04.000.54007	EXPENDITL Sophos Expense	\$ 70,000.00	\$ 70,000.00
1.10	1.10.04.000.56601	EXPENDITL Admin insurance/D&O	\$ 10,000.00	\$ 10,700.00
1.10	1.10.04.000.56700	EXPENDITL Admin PD registration fees	\$ 5,000.00	\$ 6,000.00
1.10	1.10.04.000.56701	EXPENDITL Admin PD memberships fees	\$ 10,000.00	\$ 13,000.00
1.10	1.10.04.000.56702	EXPENDITL Admin PD Presenters	\$ 2,382.00	\$ 3,000.00
1.10	1.10.04.000.58000	EXPENDITL Admin travel	\$ 500.00	\$ 1,500.00
1.10	1.10.04.000.59000	EXPENDITL Admin depreciation	\$ 15,000.00	\$ -
1.10	1.10.04.000.59004	EXPENDITL Admin indirect expense contra	\$ (1,470,427.00)	\$ (1,710,077.00)
1.10	1.10.04.010.56503	EXPENDITL Admin/Fin/Audit & Acctg	\$ 45,000.00	\$ 25,000.00
1.10	1.10.04.010.56505	EXPENDITL Admin/Finance/ Outside services/consultants	\$ 24,000.00	\$ 25,000.00
1.10	1.10.04.020.56504	EXPENDITL Admin/HR/ Outside services/consultants	\$ 37,000.00	\$ 27,300.00
1.10	1.10.04.020.56700	EXPENDITL HR PD Registration	\$ 11,299.00	
1.10	1.10.04.020.56701	EXPENDITL HR PD Membership Fee	\$ -	\$ 2,000.00
1.10	1.10.04.020.56702	EXPENDITL HR PD Presenters	\$ -	\$ -
1.10	1.10.04.020.56703	EXPENDITL HR Tuition Reimbursement	\$ -	\$ -
1.10	1.10.04.020.58000	EXPENDITL HR travel	\$ -	\$ 500.00
1.10	1.10.04.040.56506	EXPENDITL Admin/Tech/ Outside Svcs/consultants	\$ 96,794.00	\$ 100,000.00
1.10	1.10.04.040.56701	EXPENDITL Tech PD Membership Fee	\$ 350.00	\$ 350.00
1.10	1.10.05.000.54000	EXPENDITL Admin Supplies	\$ 28,000.00	\$ 30,000.00
1.10	1.10.05.000.54001	EXPENDITL Admin Equipment	\$ 9,000.00	\$ 9,000.00
1.10	1.10.05.000.54005	EXPENDITL Admin Furniture	\$ -	\$ -
1.10	1.10.05.000.54006	EXPENDITL Admin Software	\$ -	\$ -

1.10	1.10.05.020.54000	EXPENDITL Admin HR Supplies	\$	-	\$	7,800.00	
1.10	1.10.05.020.54001	EXPENDITL Admin HR Equipment	\$	-	\$	1,400.00	
1.10	1.10.05.020.54005	EXPENDITL Admin HR Furniture	\$	-	\$	-	
1.10	1.10.05.020.54006	EXPENDITL Admin HR Software	\$	2,100.00	\$	7,350.00	
1.10	1.10.05.020.54020	EXPENDITL HR Employee Relations	\$	8,600.00	\$	11,000.00	
1.10	1.10.05.040.54000	EXPENDITL Admin Technology Supplies	\$	1,305.00	\$	1,500.00	
1.10	1.10.05.040.54001	EXPENDITL Admin Technology Equipment	\$	2,000.00	\$	2,000.00	
1.10	1.10.05.040.54005	EXPENDITL subscriptions	\$	75,907.00	\$	35,000.00	
1.10	1.10.05.040.54006	EXPENDITL software	\$	-	\$	-	
1.10	1.10.06.000.51100	EXPENDITL Health Insurance Expense	\$	91,848.00	\$	83,654.00	
1.10	1.10.06.000.51101	EXPENDITL Life Insurance Expense	\$	1,800.00	\$	1,700.00	
1.10	1.10.06.000.51102	EXPENDITL Retirement Expense	\$	33,857.00	\$	34,230.00	
1.10	1.10.06.000.51103	EXPENDITL Adm SUI Expense	\$	3,451.00	\$	12,445.00	
1.10	1.10.06.000.51104	EXPENDITL WC Expense	\$	9,489.00	\$	9,500.00	
1.10	1.10.06.000.51105	EXPENDITL Adm Medicare Expense	\$	12,940.00	\$	12,997.00	
1.10	1.10.06.000.51106	EXPENDITL Adm FUTA Expense	\$	-	\$	-	
1.10	1.10.06.000.51107	EXPENDITL Adm GASB45 75	\$	25,000.00	\$	25,000.00	
1.10	1.10.06.000.52000	EXPENDITL Building Maintenance expense	\$	80,000.00	\$	90,000.00	
1.10	1.10.06.000.52001	EXPENDITL Rent Expenses	\$	253,775.00	\$	258,600.00	
1.10	1.10.06.000.52002	EXPENDITL Security Expense	\$	2,500.00	\$	2,500.00	
1.10	1.10.06.000.52003	EXPENDITL Utility Expense	\$	25,000.00	\$	41,000.00	
1.10	1.10.06.020.56501	EXPENDITL HR Advertising Exp	\$	64,860.00	\$	27,000.00	\$ -

## Programs

1.20	1.20.08.000.42000	REVENUE	Daily Tuition	\$	(6,592,808.00)	\$	(8,123,636.00)
1.20	1.20.08.000.42001	REVENUE	Related Services Revenue	\$	(1,320,000.00)	\$	(2,193,382.00)
1.20	1.20.08.000.42005	REVENUE	Prg-DW-Unfilled Positions	\$	-	\$	-
1.20	1.20.08.000.49507	REVENUE	Programs Reserve Income	\$	(657,225.00)	\$	-
1.20	1.20.08.700.42002	REVENUE	Prg Other Revenue	\$	-	\$	-
1.20	1.20.00.000.50000	EXPENDITL	Collaborative reserves	\$	-	\$	-
1.20	1.20.00.000.51011	EXPENDITL	Prg-DW-Speech Therapist	\$	-	\$	386,964.00
1.20	1.20.00.100.51006	EXPENDITL	Prg-ALS-MMS-Teacher Salary	\$	-	\$	-
1.20	1.20.00.100.51009	EXPENDITL	Prg-ALS-MMS-BCBA Salary	\$	-	\$	-
1.20	1.20.00.110.51006	EXPENDITL	Prg-AT-Elem-Teacher Salary	\$	-	\$	-
1.20	1.20.00.110.51009	EXPENDITL	Prg-AT-Elem-BCBA Salary	\$	-	\$	-
1.20	1.20.00.140.51002	EXPENDITL	Prg-Elem-Asst Director Salary	\$	-	\$	110,376.00
1.20	1.20.00.140.51009	EXPENDITL	Prg-Elem-BCBA Salary	\$	-	\$	-
1.20	1.20.00.150.51002	EXPENDITL	Prg-MMS-Asst Director Salary	\$	-	\$	111,395.00
1.20	1.20.00.160.51002	EXPENDITL	Prg-MHS-Asst Director Salary	\$	-	\$	-
1.20	1.20.00.160.51033	EXPENDITL	Prg-MMS-Social Worker Salary	\$	-		
1.20	1.20.00.170.51002	EXPENDITL	Prg-MHS-Asst Director Salary	\$	-	\$	-
1.20	1.20.00.170.51018	EXPENDITL	Prg-Trns-Voc Counselor Salary	\$	-	\$	292,357.00
1.20	1.20.01.000.51001	EXPENDITL	Prg-DW-Director Salary	\$	199,820.00	\$	216,300.00
1.20	1.20.01.000.51006	EXPENDITL	Prg-DW-Teacher Salary	\$	180,882.00	\$	1,496,905.00
1.20	1.20.01.000.51010	EXPENDITL	Prg-DW-Reading Speciaist Salary	\$	62,191.00	\$	64,343.00
1.20	1.20.01.000.51012	EXPENDITL	Prg-DW-PT Salary	\$	115,996.00	\$	78,433.00
1.20	1.20.01.000.51013	EXPENDITL	Prg-DW-OT Salary	\$	210,887.00	\$	219,455.00
1.20	1.20.01.000.51014	EXPENDITL	Prg-DW-Nurse Salary	\$	69,266.00	\$	720,168.00
1.20	1.20.01.000.51015	EXPENDITL	Prg-DW-Lead Nurse Salary	\$	76,132.00	\$	78,784.00
1.20	1.20.01.000.51016	EXPENDITL	Prg DW School Psych	\$	-	\$	103,213.00
1.20	1.20.01.000.51033	EXPENDITL	Prg-DW-Social Worker Salary	\$	375,269.00	\$	226,090.00
1.20	1.20.01.000.51034	EXPENDITL	Prg-DW-LMHC Salary	\$	375,269.00	\$	341,793.00
1.20	1.20.01.000.51037	EXPENDITL	Prg-DW-SLP Salary	\$	376,118.00	\$	-
1.20	1.20.01.100.51001	EXPENDITL	Prg-DW-Director Salary	\$	-	\$	-
1.20	1.20.01.100.51006	EXPENDITL	Prg-MMS-ALB-Teacher Salary	\$	98,650.00	\$	-
1.20	1.20.01.110.51006	EXPENDITL	Prg-AT-Elem-Teacher Salary	\$	313,279.00	\$	-
1.20	1.20.01.120.51006	EXPENDITL	Prg-Trns-Ther-Teacher Salary	\$	-	\$	-
1.20	1.20.01.150.51006	EXPENDITL	Prg-AT-MMS-Teacher Salary	\$	140,920.00	\$	-
1.20	1.20.01.160.51006	EXPENDITL	Prg-ALS-MMS-Teacher Salary	\$	107,177.00	\$	-
1.20	1.20.01.170.51006	EXPENDITL	Prg-ALB-MMS-Teacher Salary	\$	154,356.00	\$	-
1.20	1.20.01.190.51006	EXPENDITL	Prg-Trns-LS-Teacher Salary	\$	137,916.00	\$	-
1.20	1.20.01.200.51006	EXPENDITL	Prg-Trns-LB-Teacher Salary	\$	78,973.00	\$	-
1.20	1.20.01.210.51006	EXPENDITL	Prg Trns TH Teacher Salary	\$	156,251.00	\$	-
1.20	1.20.01.230.51006	EXPENDITL	Prg-ALB-Elem-Teacher Salary	\$	96,740.00	\$	-
1.20	1.20.01.240.51006	EXPENDITL	Prg-ALS-Elem-Teacher Salary	\$	66,547.00	\$	-
1.20	1.20.01.260.51006	EXPENDITL	Prg-AT-HS-Teacher Salary	\$	137,590.00	\$	-
1.20	1.20.01.400.51002	EXPENDITL	Prg-Elem-Asst Director Salary	\$	107,161.00	\$	-
1.20	1.20.01.400.51008	EXPENDITL	Prg Elem TA Salary	\$	-	\$	-
1.20	1.20.01.400.51009	EXPENDITL	Prg-Elem-BCBA Salary	\$	-	\$	-



1.20	1.20.01.500.51002	EXPENDITL Prg-MHS-Asst Director Salary	\$	54,075.00	\$	112,000.00
1.20	1.20.01.600.51002	EXPENDITL Prg-MMS-Asst Director Salary	\$	54,075.00	\$	-
1.20	1.20.01.600.51033	EXPENDITL Prg-MMS-Social Worker Salary	\$	-	\$	-
1.20	1.20.01.700.51002	EXPENDITL Prg-Trns-Asst Director Salary	\$	103,000.00	\$	106,090.00
1.20	1.20.01.700.51018	EXPENDITL Prg-Trns-Voc Counselor Salary	\$	280,032.00	\$	-
1.20	1.20.02.100.51008	EXPENDITL Prg Elem A/LS TA	\$	-	\$	-
1.20	1.20.03.000.51004	EXPENDITL Prg-DW-Adm Asst Salary	\$	72,100.00	\$	90,640.00
1.20	1.20.03.000.51009	EXPENDITL Prg-DW-BCBA Salary	\$	690,655.00	\$	824,622.00
1.20	1.20.03.000.51031	EXPENDITL Prg-DW-Receptionist Salary	\$	36,003.00	\$	37,083.00
1.20	1.20.03.000.51050	EXPENDITL Prg DW Unfilled Positions	\$	(660,907.00)	\$	-
1.20	1.20.03.110.51008	EXPENDITL Prg-AT-Elem-TA Salary	\$	311,923.00	\$	-
1.20	1.20.03.110.51009	EXPENDITL Prg-AT-Elem-BCBA Salary	\$	-	\$	-
1.20	1.20.03.150.51008	EXPENDITL Prg-AT-MS-TA Salary	\$	106,006.00	\$	-
1.20	1.20.03.160.51008	EXPENDITL Prg-ALS-MMS-TA Salary	\$	150,464.00	\$	-
1.20	1.20.03.160.51009	EXPENDITL Prg-ALS-MMS-BCBA Salary	\$	71,435.00	\$	-
1.20	1.20.03.170.51008	EXPENDITL Prg-ALB-MMS-TA Salary	\$	100,090.00	\$	-
1.20	1.20.03.190.51000	EXPENDITL 8Prg-Trns-LS-TA Salary	\$	-	\$	-
1.20	1.20.03.190.51008	EXPENDITL Prg-Trns-ALS-TA Salary	\$	221,383.00	\$	-
1.20	1.20.03.200.51008	EXPENDITL Prg-Trns-LB-TA Salary	\$	208,929.00	\$	-
1.20	1.20.03.210.51008	EXPENDITL Prog- Trns- Ther - TA Salary	\$	105,217.00		
1.20	1.20.03.230.51008	EXPENDITL Prg-Elem-ALB-TA Salary	\$	65,373.00	\$	-
1.20	1.20.03.230.51009	EXPENDITL Prg-ALB-Elem-TA Salary	\$	-	\$	-
1.20	1.20.03.240.51008	EXPENDITL Prg-ALS-Elem-TA Salary	\$	134,774.00	\$	-
1.20	1.20.03.260.51008	EXPENDITL Prg-AT-HS-TA Salary	\$	112,284.00	\$	397,724.00
1.20	1.20.03.400.51008	EXPENDITL Prg Elem TA Salary	\$	175,687.00	\$	759,065.00
1.20	1.20.03.600.51008	EXPENDITL Prg-MMS-TA Salary	\$	-	\$	434,201.00
1.20	1.20.03.700.51008	EXPENDITL Prg Trans TA	\$	-	\$	387,948.00
1.20	1.20.04.000.52000	EXPENDITL Prg Bldg Maint Exp	\$	125,000.00	\$	100,000.00
1.20	1.20.04.000.52001	EXPENDITL Prg Rent Exp	\$	478,540.00	\$	496,512.00
1.20	1.20.04.000.52002	EXPENDITL Prg Security Exp	\$	4,000.00	\$	-
1.20	1.20.04.000.52003	EXPENDITL Prg Utility Exp	\$	40,000.00	\$	-
1.20	1.20.04.000.56500	EXPENDITL Prog Overall Outside services/admin fees	\$	-	\$	-
1.20	1.20.04.000.56501	EXPENDITL Program Outside Services/Advertising	\$	1,600.00	\$	500.00
1.20	1.20.04.000.56502	EXPENDITL Prog Overall Outside services/classroom rentals	\$	116,000.00	\$	133,350.00
1.20	1.20.04.000.56504	EXPENDITL Prog Outside services/consultants	\$	-	\$	-
1.20	1.20.04.000.56505	EXPENDITL Prog outside services/legal	\$	-	\$	-
1.20	1.20.04.000.56506	EXPENDITL Prog DW Outside Svcs/7D licensing and med	\$	2,500.00	\$	2,500.00
1.20	1.20.04.000.56507	EXPENDITL Prog Overall outside services/nurse services	\$	5,000.00	\$	5,250.00
1.20	1.20.04.000.56508	EXPENDITL Prog Overall outside services/specialists	\$	-	\$	-
1.20	1.20.04.000.56509	EXPENDITL Prog Overall outside services/subs	\$	10,000.00	\$	10,000.00
1.20	1.20.04.000.56602	EXPENDITL Prog insurance/general liability	\$	30,000.00	\$	32,100.00
1.20	1.20.04.000.56700	EXPENDITL Prog PD registration fees	\$	27,500.00	\$	28,000.00
1.20	1.20.04.000.56701	EXPENDITL Prog PD memberships fees	\$	-	\$	-
1.20	1.20.04.000.56702	EXPENDITL Prog PD Presenters	\$	-	\$	-

1.20	1.20.04.000.56703	EXPENDITL Prog Tuition Reimbursement	\$	2,000.00	\$	30,000.00
1.20	1.20.04.000.58000	EXPENDITL Prog travel	\$	3,000.00	\$	3,000.00
1.20	1.20.04.000.59000	EXPENDITL Prog depreciation	\$	-	\$	-
1.20	1.20.04.000.59001	EXPENDITL Prog capital reserve	\$	-	\$	-
1.20	1.20.04.000.59003	EXPENDITL Prog indirect expense	\$	782,198.00	\$	909,681.00
1.20	1.20.04.030.56508	EXPENDITL Prog Curriculum outside services/specialists	\$	-		
1.20	1.20.04.030.56509	EXPENDITL Prog Curriculum outside services/subs	\$	-	\$	-
1.20	1.20.04.030.56701	EXPENDITL Curriculum PD Registration	\$	-	\$	-
1.20	1.20.04.030.56702	EXPENDITL Curriculum PD Presenters	\$	-	\$	2,000.00
1.20	1.20.05.000.54000	EXPENDITL Supplies	\$	70,272.00	\$	60,000.00
1.20	1.20.05.000.54001	EXPENDITL Equipment	\$	5,800.00	\$	6,000.00
1.20	1.20.05.000.54002	EXPENDITL Assessment Material	\$	4,000.00	\$	5,000.00
1.20	1.20.05.000.54006	EXPENDITL Program Software	\$	37,724.00	\$	7,000.00
1.20	1.20.05.030.54010	EXPENDITL Prog SLP Curriculum Supplies	\$	-	\$	453.00
1.20	1.20.05.040.54001	EXPENDITL Prog IT Hardware	\$	24,500.00	\$	32,000.00
1.20	1.20.05.070.54000	EXPENDITL Prog Nursing Supplies	\$	5,600.00	\$	5,768.00
1.20	1.20.05.070.54001	EXPENDITL Prog Nursing Equipment	\$	-	\$	-
1.20	1.20.05.080.54000	EXPENDITL Prog Related Services Supplies	\$	2,600.00	\$	3,000.00
1.20	1.20.05.080.54001	EXPENDITL Prog Related Services Equipment	\$	-	\$	-
1.20	1.20.05.080.54002	EXPENDITL Prog Related Services Assessment Material	\$	-	\$	-
1.20	1.20.05.100.54010	EXPENDITL Prog Curriculum Elem LS Supplies	\$	5,663.00	\$	-
1.20	1.20.05.110.54010	EXPENDITL Prog Curriculum Elem TH Supplies	\$	5,663.00	\$	-
1.20	1.20.05.150.54010	EXPENDITL Prog Curriculum MS TH Supplies	\$	5,663.00	\$	-
1.20	1.20.05.160.54010	EXPENDITL Prog Curriculum HS LS Supplies	\$	5,663.00	\$	-
1.20	1.20.05.190.54010	EXPENDITL Prog Curr Trns C2C Supplies	\$	5,660.00	\$	-
1.20	1.20.05.240.54010	EXPENDITL Prog Curriculum Elem LS Supplies	\$	5,663.00	\$	-
1.20	1.20.05.260.54010	EXPENDITL Prog Curriculum HS TH Supplies	\$	5,663.00	\$	-
1.20	1.20.05.400.54010	EXPENDITL Prog Elem Curriculum Supplies	\$	-	\$	11,732.00
1.20	1.20.05.500.54010	EXPENDITL Prog HS Curriculum Supplies	\$	-	\$	23,189.00
1.20	1.20.05.600.54010	EXPENDITL Prog MS Curriculum Supplies	\$	-	\$	9,792.00
1.20	1.20.05.700.54010	EXPENDITL Prog Curriculum Trns Supplies	\$	5,663.00	\$	2,800.00
1.20	1.20.06.000.51100	EXPENDITL Prg Health Ins Exp	\$	496,127.00	\$	628,270.00
1.20	1.20.06.000.51101	EXPENDITL Prg Life Ins Exp	\$	-	\$	815.00
1.20	1.20.06.000.51102	EXPENDITL Prg Retire Exp	\$	164,312.00	\$	258,355.00
1.20	1.20.06.000.51103	EXPENDITL Prg SUI Exp	\$	24,120.00	\$	30,384.00
1.20	1.20.06.000.51104	EXPENDITL Prg WC Exp	\$	66,330.00	\$	83,555.00
1.20	1.20.06.000.51105	EXPENDITL Prg Medicare Exp	\$	90,450.00	\$	113,939.00
1.20	1.20.06.000.53001	EXPENDITL Prg Classroom Van Exp	\$	37,090.00	\$	-
1.20	1.20.06.000.54500	EXPENDITL Program Covid Expenses	\$	5,000.00	\$	-
1.20	1.20.06.000.56504	EXPENDITL Prog IT Support	\$	5,400.00	\$	-
1.20	1.20.06.700.54500	EXPENDITL Prog Transitions Covid Expenses	\$	-	\$	-

\$ 313,876.00

# Transportation

Anticipated Cost/Mile: \$4.23

1.30	1.30.08.000.43000	REVENUE	Regular day transportation revenue	\$	(3,594,036.00)	\$	(3,833,155.00)
1.30	1.30.08.000.43001	REVENUE	monitor revenue	\$	(265,003.00)	\$	(264,000.00)
1.30	1.30.08.000.43002	REVENUE	extra trip revenue	\$	-	\$	-
1.30	1.30.08.000.43003	REVENUE	summer transportation revenue	\$	(384,099.00)	\$	(375,000.00)
1.30	1.30.08.000.43004	REVENUE	Fuel Escalation Revenue	\$	-	\$	-
1.30	1.30.03.000.51001	EXPENDITL	Transp-DW-Director Salary	\$	87,666.00	\$	82,400.00
1.30	1.30.03.000.51002	EXPENDITL	Transp-DW-Asst Director	\$	66,950.00	\$	69,010.00
1.30	1.30.03.000.51003	EXPENDITL	Transp-DW-Flt Supervisor Salary	\$	57,948.00	\$	60,848.00
1.30	1.30.03.000.51020	EXPENDITL	Transp-DW-Dispatcher Salary	\$	113,114.00	\$	75,000.00
1.30	1.30.03.000.51021	EXPENDITL	Transp-DW-Driver Salary	\$	1,375,028.00	\$	1,420,665.00
1.30	1.30.03.000.51022	EXPENDITL	Transp-DW-Monitor Salary	\$	254,960.00	\$	276,575.00
1.30	1.30.04.000.52000	EXPENDITL	Trans Bldg Maint Exp	\$	5,000.00	\$	-
1.30	1.30.04.000.52001	EXPENDITL	Trans Rent Exp	\$	29,085.00	\$	31,032.00
1.30	1.30.04.000.52002	EXPENDITL	Trans Security Exp	\$	250.00	\$	-
1.30	1.30.04.000.52003	EXPENDITL	Trans Utility Exp	\$	7,000.00	\$	-
1.30	1.30.04.000.53000	EXPENDITL	Cell phone/radio expenses	\$	44,000.00	\$	60,000.00
1.30	1.30.04.000.53002	EXPENDITL	Transp gas & toll expenses	\$	386,235.00	\$	483,930.00
1.30	1.30.04.000.53004	EXPENDITL	repair & maintenance expenses	\$	200,000.00	\$	300,000.00
1.30	1.30.04.000.53005	EXPENDITL	sticker/registration expense	\$	11,000.00	\$	12,000.00
1.30	1.30.04.000.56501	EXPENDITL	Transportation Outside Services/Advertising	\$	1,000.00	\$	1,500.00
1.30	1.30.04.000.56506	EXPENDITL	Trans DW Outside Svcs/7D licensing and med	\$	13,000.00	\$	13,000.00
1.30	1.30.04.000.56510	EXPENDITL	Transp Outside Services/Transportation Services	\$	300,000.00	\$	300,000.00
1.30	1.30.04.000.56602	EXPENDITL	Trans insurance/general liability	\$	47,750.00	\$	51,100.00
1.30	1.30.04.000.56603	EXPENDITL	Trans insurance/vehicle	\$	310,000.00	\$	400,000.00
1.30	1.30.04.000.56701	EXPENDITL	Trans PD memberships fees	\$	225.00	\$	225.00
1.30	1.30.04.000.56702	EXPENDITL	Trans PD Presenters	\$	-	\$	5,000.00
1.30	1.30.04.000.59000	EXPENDITL	Trans depreciation	\$	175,000.00	\$	-
1.30	1.30.04.000.59001	EXPENDITL	Trans capital reserve	\$	-	\$	-
1.30	1.30.04.000.59003	EXPENDITL	Trans indirect expense	\$	468,538.00	\$	544,901.00
1.30	1.30.05.000.53006	EXPENDITL	vehicle equipment expense	\$	5,000.00	\$	5,000.00
1.30	1.30.05.000.54000	EXPENDITL	Transportation Supplies	\$	5,000.00	\$	5,000.00
1.30	1.30.05.000.54001	EXPENDITL	Transportation Equipment	\$	11,000.00	\$	12,500.00
1.30	1.30.05.000.54006	EXPENDITL	Transportation Software	\$	800.00	\$	1,800.00
1.30	1.30.06.000.51100	EXPENDITL	Trans Health Ins Exp	\$	89,620.00	\$	60,000.00
1.30	1.30.06.000.51101	EXPENDITL	Trans Life Ins Exp	\$	-	\$	65.00
1.30	1.30.06.000.51102	EXPENDITL	Trans Retire Exp	\$	119,296.00	\$	121,054.00
1.30	1.30.06.000.51103	EXPENDITL	Trans SUI Exp	\$	7,823.00	\$	7,938.00
1.30	1.30.06.000.51104	EXPENDITL	Trans WC Exp	\$	21,512.00	\$	21,829.00
1.30	1.30.06.000.51105	EXPENDITL	Trans Medicare Exp	\$	29,335.00	\$	27,783.00
1.30	1.30.06.000.53007	EXPENDITL	vehicle loan interest expenses	\$	-	\$	22,000.00
						\$	-



### Home Based

1.45	1.45.08.000.44000	REVENUE	home based assessment revenue	\$	(39,575.00)	\$	(29,201.00)	
1.45	1.45.08.000.44001	REVENUE	home based pt revenue	\$	(138,254.00)	\$	-	
1.45	1.45.08.000.44002	REVENUE	homebased supervisor revenue	\$	(299,400.00)	\$	(91,761.00)	
1.45	1.45.08.000.44003	REVENUE	home based therapy revenue	\$	-	\$	(270,858.00)	
1.45	1.45.01.450.51003	EXPENDITL	HB-DW Coordinator Salary	\$	96,740.00	\$	99,159.00	
1.45	1.45.01.450.51029	EXPENDITL	HB-DW-Supervisor Salary	\$	193,316.00	\$	60,979.00	
1.45	1.45.01.450.51030	EXPENDITL	HB-DW-Therapist Salary	\$	104,723.00	\$	125,940.00	
1.45	1.45.03.450.51042	EXPENDITL	HB Evaluator Salary	\$	-	\$	24,320.00	
1.45	1.45.04.000.56700	EXPENDITL	HB PD registration fees	\$	800.00	\$	250.00	
1.45	1.45.04.000.56702	EXPENDITL	HB PD Presenters	\$	-	\$	550.00	
1.45	1.45.04.000.58000	EXPENDITL	HB travel	\$	5,000.00	\$	6,650.00	
1.45	1.45.04.000.59003	EXPENDITL	HB indirect expense	\$	41,028.00	\$	47,715.00	
1.45	1.45.05.000.54001	EXPENDITL	Home Based Equipment	\$	800.00	\$	-	
1.45	1.45.05.450.54000	EXPENDITL	Home Based Supplies	\$	1,067.00	\$	1,067.00	
1.45	1.45.06.000.51102	EXPENDITL	HB Retire Exp	\$	11,762.00	\$	9,876.00	
1.45	1.45.06.000.51103	EXPENDITL	HB SUI Exp	\$	1,579.00	\$	1,500.00	
1.45	1.45.06.000.51104	EXPENDITL	HB WC Exp	\$	4,343.00	\$	4,500.00	
1.45	1.45.06.000.51105	EXPENDITL	HB Medicare Exp	\$	5,922.00	\$	6,000.00	\$ (3,314.00)

### Summer Programs

1.50	1.50.08.100.45000	REVENUE	Summer Tuition Revenue	\$	(649,526.00)	\$	(870,854.00)	
1.50	1.50.08.100.45001	REVENUE	Summer Related Services Revenue	\$	(97,510.00)	\$	(156,754.00)	
1.50	1.50.03.000.51041	EXPENDITL	Summer Salary	\$	517,007.00	\$	592,654.00	
1.50	1.50.04.000.53001	EXPENDITL	Summer Classroom Van	\$	18,875.00	\$	19,500.00	
1.50	1.50.04.000.56504	EXPENDITL	Summer Outside services/consultants	\$	9,000.00	\$	9,000.00	
1.50	1.50.04.000.58000	EXPENDITL	Summer travel	\$	400.00	\$	500.00	
1.50	1.50.04.000.59003	EXPENDITL	Summer indirect expense	\$	84,492.00	\$	98,263.00	
1.50	1.50.05.000.54000	EXPENDITL	Summer Supplies	\$	13,950.00	\$	15,000.00	
1.50	1.50.06.000.51103	EXPENDITL	Summer SUI Exp	\$	2,068.00	\$	2,155.00	
1.50	1.50.06.000.51104	EXPENDITL	Summer WC Exp	\$	5,687.00	\$	5,925.00	
1.50	1.50.06.000.51105	EXPENDITL	Summer Medicare Exp	\$	7,755.00	\$	7,811.00	\$ (276,800.00)

### VHS

1.70	1.70.08.000.47001	REVENUE	vhs consortion fee revenue	\$	(125,000.00)	\$	-	
1.70	1.70.08.000.47002	REVENUE	vhs lab fee revenue	\$	(20,000.00)	\$	(20,000.00)	
1.70	1.70.08.000.47003	REVENUE	vhs seat fee revenue	\$	-	\$	(80,000.00)	
1.70	1.70.03.000.51003	EXPENDITL	VHS-DW-Coordinator Salary	\$	4,079.00	\$	4,000.00	
1.70	1.70.04.000.56504	EXPENDITL	VHS Outside services/consultants	\$	120,000.00	\$	75,000.00	
1.70	1.70.04.000.59003	EXPENDITL	VHS indirect expense	\$	16,372.00	\$	19,040.00	
1.70	1.70.05.000.54000	EXPENDITL	VHS Supplies	\$	377.00	\$	400.00	
1.70	1.70.06.000.51102	EXPENDITL	VHS Retire Exp	\$	-	\$	-	
1.70	1.70.06.000.51103	EXPENDITL	VHS SUI Exp	\$	16.00	\$	16.00	
1.70	1.70.06.000.51104	EXPENDITL	VHS WC Exp	\$	45.00	\$	45.00	
1.70	1.70.06.000.51105	EXPENDITL	VHS Medicare Exp	\$	61.00	\$	61.00	\$ (1,438.00)



# ELI

1.75	1.75.08.000.47500	REVENUE	Eli masters credit revenue	\$	(56,000.00)	\$	(60,000.00)	
1.75	1.75.08.000.47501	REVENUE	eli round table revenue	\$	(7,000.00)	\$	(7,000.00)	
1.75	1.75.08.000.47502	REVENUE	eli tuition revenue	\$	(312,000.00)	\$	(270,000.00)	
1.75	1.75.03.800.51003	EXPENDITL	ELI-Director Salary	\$	58,837.00	\$	60,602.00	
1.75	1.75.03.800.51004	EXPENDITL	Eli-Admin Assistant Salary	\$	13,374.00	\$	13,775.00	
1.75	1.75.03.800.51035	EXPENDITL	ELI Staff Salary	\$	107,250.00	\$	107,250.00	
1.75	1.75.04.000.56500	EXPENDITL	ELI Outside Services/admin fees	\$	64,000.00	\$	60,000.00	
1.75	1.75.04.000.56702	EXPENDITL	ELI PD Presenters	\$	37,250.00	\$	36,000.00	
1.75	1.75.04.000.59003	EXPENDITL	ELI indirect expense	\$	31,001.00	\$	36,054.00	
1.75	1.75.05.000.54000	EXPENDITL	ELI Supplies	\$	1,269.00	\$	1,400.00	
1.75	1.75.06.000.51102	EXPENDITL	ELI Retire Exp	\$	-	\$	7,383.00	
1.75	1.75.06.000.51103	EXPENDITL	ELI SUI Exp	\$	847.00	\$	730.00	
1.75	1.75.06.000.51104	EXPENDITL	ELI WC Exp	\$	2,329.00	\$	2,000.00	
1.75	1.75.06.000.51105	EXPENDITL	ELI Medicare Exp	\$	3,176.00	\$	2,725.00	\$ (9,081.00)

# Professional Development

1.80	1.80.08.000.48000	REVENUE	PD for Accept staff	\$	-	\$	-	
1.80	1.80.08.000.48001	REVENUE	PD District level revenue	\$	(92,000.00)	\$	(101,850.00)	
1.80	1.80.08.000.48002	REVENUE	PD Individual revenue	\$	(93,867.00)	\$	(100,253.00)	
1.80	1.80.01.000.51001	EXPENDITL	PD Director Salary	\$	78,169.00	\$	72,100.00	
1.80	1.80.03.000.51038	EXPENDITL	PD Coordinator Salary	\$	48,204.00	\$	51,500.00	
1.80	1.80.04.000.56501	EXPENDITL	PD Outside Services/Advertising	\$	500.00	\$	800.00	
1.80	1.80.04.000.56700	EXPENDITL	PD PD registration fees	\$	6,000.00	\$	6,000.00	
1.80	1.80.04.000.56701	EXPENDITL	PD PD memberships fees	\$	-	\$	-	
1.80	1.80.04.000.56702	EXPENDITL	PD PD Presenters	\$	2,000.00	\$	2,000.00	
1.80	1.80.04.000.59003	EXPENDITL	PD indirect expense	\$	8,054.00	\$	9,366.00	
1.80	1.80.05.000.54000	EXPENDITL	PD Supplies	\$	1,252.00	\$	1,300.00	
1.80	1.80.05.000.54006	EXPENDITL	PD Software	\$	7,470.00	\$	12,000.00	
1.80	1.80.05.040.54001	EXPENDITL	PD Hardware	\$	9,129.00	\$	12,000.00	
1.80	1.80.06.000.51100	EXPENDITL	PD Health Ins Exp	\$	15,001.00	\$	15,451.00	
1.80	1.80.06.000.51101	EXPENDITL	PD Life Ins Exp	\$	-	\$	-	
1.80	1.80.06.000.51102	EXPENDITL	PD Retire Exp	\$	1,634.00	\$	1,683.00	
1.80	1.80.06.000.51103	EXPENDITL	PD SUI Exp	\$	505.00	\$	520.00	
1.80	1.80.06.000.51104	EXPENDITL	PD WC Exp	\$	1,390.00	\$	1,431.00	
1.80	1.80.06.000.51105	EXPENDITL	PD Medicare Exp	\$	1,896.00	\$	1,896.00	\$ (14,056.00)

### School Consult

1.85	1.85.08.000.48500	REVENUE	SC Consult Revenue	\$	(182,038.00)	\$	(179,055.00)	
1.85	1.85.08.000.48501	REVENUE	SC Eval Revenue	\$	(74,865.00)	\$	(74,165.00)	
1.85	1.85.08.000.48502	REVENUE	SC Onsite PD Revenue	\$	(71,610.00)	\$	(71,610.00)	
1.85	1.85.08.000.48503	REVENUE	SC RBT Revenue	\$	-	\$	(6,000.00)	
1.85	1.85.08.000.48504	REVENUE	SC Job a Like Revenue	\$	-	\$	(57,640.00)	
1.85	1.85.01.000.51003	EXPENDITL	SC-DW-Coordintor Salary	\$	79,060.00	\$	92,424.00	
1.85	1.85.03.000.51036	EXPENDITL	SC-DW-Staff Salary	\$	174,934.00	\$	183,010.00	
1.85	1.85.04.000.56504	EXPENDITL	SC Outside services/consultants	\$	-	\$	24,000.00	
1.85	1.85.04.000.56700	EXPENDITL	SC PD registration fees	\$	350.00	\$	400.00	
1.85	1.85.04.000.56702	EXPENDITL	SC PD Presenters	\$	-	\$	5,000.00	
1.85	1.85.04.000.58000	EXPENDITL	SC travel	\$	1,000.00	\$	1,000.00	
1.85	1.85.04.000.59003	EXPENDITL	SC indirect expense	\$	27,434.00	\$	31,905.00	
1.85	1.85.05.000.54000	EXPENDITL	SC Supplies	\$	800.00	\$	1,000.00	
1.85	1.85.05.040.54001	EXPENDITL	SC Hardware	\$	300.00	\$	2,300.00	
1.85	1.85.06.000.51100	EXPENDITL	SC Health Ins Exp	\$	20,794.00	\$	19,161.00	
1.85	1.85.06.000.51101	EXPENDITL	SC Life Ins Exp	\$	-	\$	-	
1.85	1.85.06.000.51102	EXPENDITL	SC Retire Exp	\$	9,436.00	\$	11,765.00	
1.85	1.85.06.000.51103	EXPENDITL	SC SUI Exp	\$	1,016.00	\$	1,102.00	
1.85	1.85.06.000.51104	EXPENDITL	SC WC Exp	\$	2,794.00	\$	3,030.00	
1.85	1.85.06.000.51105	EXPENDITL	SC Medicare Exp	\$	3,810.00	\$	4,132.00	
								\$ (8,241.00)

### Medicaid

1.90	1.90.08.000.49000	REVENUE	Medicaid Admin Revenue	\$	(45,000.00)	\$	(82,300.00)	
1.90	1.90.08.000.49001	REVENUE	Medicaid Direct Service Revenue	\$	(100,000.00)	\$	(76,000.00)	
1.90	1.90.03.000.51003	EXPENDITL	Medicaid-DW-Coordinator	\$	59,499.00	\$	60,976.00	
1.90	1.90.03.000.51032	EXPENDITL	Medicaid-DW-Admin Salary	\$	36,270.00	\$	40,492.00	
1.90	1.90.04.000.56500	EXPENDITL	Medicaid Outside Services/admin fees	\$	25,000.00	\$	33,000.00	
1.90	1.90.04.000.59003	EXPENDITL	Medicaid indirect expense	\$	11,309.00	\$	13,152.00	
1.90	1.90.05.000.54000	EXPENDITL	Medicaid Supplies	\$	1,409.00	\$	500.00	
1.90	1.90.06.000.51102	EXPENDITL	Medicaid Retire Exp	\$	5,842.00	\$	6,190.00	
1.90	1.90.06.000.51103	EXPENDITL	Medicaid SUI Exp	\$	383.00	\$	406.00	
1.90	1.90.06.000.51104	EXPENDITL	Medicaid WC Exp	\$	1,053.00	\$	1,116.00	
1.90	1.90.06.000.51105	EXPENDITL	Medicaid Medicare Exp	\$	1,437.00	\$	1,522.00	\$ (946.00)
				\$	-	\$	-	\$0.00

Estimated Transportation Cost/Mile	
Expenses:	\$ 2,487,657
Wages:	\$ 1,984,498
Less Monitor Revenue:	\$ (264,000)
Less Other Revenue:	\$ (375,000)
Total Expenses:	\$ 3,833,155
Total Miles:	906,616
Cost/Mile:	\$ 4.23

- Minimum Daily Rate: \$ 30.00
- Single Rider Fee (in lieu of mileage cost for the first 75 daily miles - all miles over 5 will be billed in addition to single rider fee at the established cost/mile rate: \$ 375.00

#### Additional Transportation Fees

- Monitor Fee: \$ 115.00
- Special Accommodations (ie. First on-First Off): \$ 200.00
- Holiday, Weekend, Late Night (Off Hours) Charges: \$ 50.00

#### Holds

- District is responsible for informing ACCEPT Transportation department in writing if a student is to be placed on hold.
- If the district wants the seat to be held for the student's return, the district MUST continue to pay the daily rate for the student's route.
- If the district is unsure of the return date AND does not want to continue to pay, ACCEPT reserves the right to fill that seat and the district will not be charged for the route.

#### Fuel Adjustment

Cost per mile was developed assuming an average monthly fuel cost of \$4.25/gallon. If the variance in actual monthly per gallon falls below \$4.00/gallon or rises above \$4.50/gallon - ACCETP will bill (or credit) the district the variance per mile as a fuel surcharge (credit). Surcharges and credits will be shown on each district's monthly transportation invoice as a separate line item.