



**Dover-Sherborn Regional School Committee  
Dover School Committee  
Sherborn School Committee**

---

**Tuesday, June 11, 2024**

**6:30 PM**

**Dover-Sherborn Middle School Library**

**[Livestream via Dover-Sherborn Cable Television](#)**

**AGENDA**

**1. Call to Order**

**2. Union #50 Reorganization**

**3. Community Comments**

[Zoom Link](#) (Meeting ID: 828 0571 4017; Passcode: 318411)

(Zoom session will close after Community Comments)

**4. Superintendent Comments**

**5. Discussion Items**

**6. Action Items**

- Educational Assistants Contract (FY25-26) **A.R.**
- Appointment of Dover-Sherborn METCO Representatives **A.R.**
- Approval of Joint SC Minutes April 2, 2024

**7. Consent Items**

**A.R.**

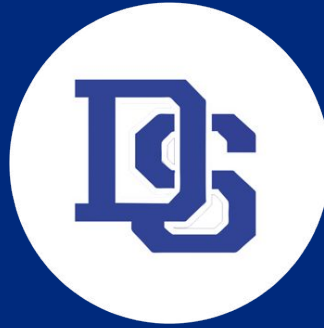
- Appoint Elizabeth McCoy to TEC and ACCEPT Board of Directors

**8. Informational Items**

- Draft School Committee 2024-2024 Meeting Schedule
- TEC and ACCEPT Annual Reports and FY25 Budgets

**9. 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.



# **Dover-Sherborn Public Schools**

## **Joint Meeting of the School Committees**

**Tuesday, June 11, 2024**

**6:30 PM**

# Back to our roots.





When you know your **WHY**,  
your **WHAT** becomes more impactful.



# District Events 2023-2024



## **CHALLENGE SUCCESS: WELL-BALANCED STUDENT**

November 8 @ 6:30 PM, Mudge Auditorium

## **CHALLENGE SUCCESS: WELL-BALANCED CHILD**

January 9 @ 6:30 PM, Mudge Auditorium

## **SUPERINTENDENT STATE OF THE DISTRICT**

January 24 @ 6:30 PM, Middle School Library

## **RESTORATIVE PRACTICES**

February 8 @ 6:30 PM, Middle School Library

## **PORTRAIT OF A GRADUATE: INDUSTRY PANEL**

March 7 @ 6:30 PM, Sherborn Town Library

## **PORTRAIT OF A GRADUATE: COLLEGE PANEL**

March 27 @ 6:30PM, Dover Town Library

## **CHALLENGE SUCCESS SPRING CONFERENCE**

April 27, Lindquist Commons





**Dover-Sherborn Public Schools**  
**District Strategy**  
**2023-2028**

**Joint Meeting of the School Committees**  
**Tuesday, September 12, 2023**



# EXCELLENCE & INNOVATION IN LEARNING



**Maintain academic excellence and rigor while adapting practices to prepare graduates for success in a rapidly changing world.**

## STRATEGIC INITIATIVES

- **Develop a district-wide vision for teaching and learning grounded in practices that promote the attainment of 21st century skills and competencies.**
- **Further actualize the District's Portrait of a Graduate including methods for classroom application and measures of student growth and mastery.**
- **Revise the curriculum to engage all students as active learners in relevant, standards-based content and resources.**
- **Identify a comprehensive set of data points to monitor student, school and District growth relative to established goals and benchmarks.**
- **Update the District's Technology Plan to support the development of students' digital and media literacy skills within a continuously evolving landscape.**

# CHALLENGE & SUPPORT ALL STUDENTS



Enhance programming to ensure all students are able to achieve their full potential within a supportive learning environment.

## STRATEGIC INITIATIVES

- Identify essential content and skills within each grade level and content area to ensure a rigorous continuum of learning for all students.
- Expand educators' repertoire of inclusive practices, including Universal Design for Learning, differentiation and co-teaching.
- Further establish a multi-tiered system (MTSS) of assessment tools, data structures and intervention programs to support and monitor student growth and achievement.
- Promote a positive school culture whereby all students feel valued and experience a strong sense of belonging.
- Clarify community expectations within and across buildings, integrating restorative practices as a means to promote reflection and repair.



# PROFESSIONAL LEARNING & GROWTH



Expand opportunities for professional growth and collaboration among educators in support of the District's vision for teaching and learning.

## STRATEGIC INITIATIVES

- Examine the current leadership model to ensure adequate instructional support to achieve the District's vision for 21st century teaching and learning.
- Provide differentiated professional learning opportunities for educators to deepen knowledge and improve practice in priority areas.
- Strengthen the supervision and evaluation process to ensure constructive and targeted feedback for all staff relative to individual, school and district goals.
- Increase efforts to recruit, support and retain highly qualified diverse educators.

# FAMILY & COMMUNITY ENGAGEMENT



Engage families and community members in the strategic pursuit of a shared vision and mission.

## STRATEGIC INITIATIVES

- Streamline platforms and practices to ensure timely, effective systems of communication between home and school.
- Maintain open and transparent dialogue relative to District goals and practices.
- Increase opportunities for all families to participate in school activities and community events.
- Enhance the METCO experience by expanding program opportunities and strengthening relationships between Dover, Sherborn and Boston families.



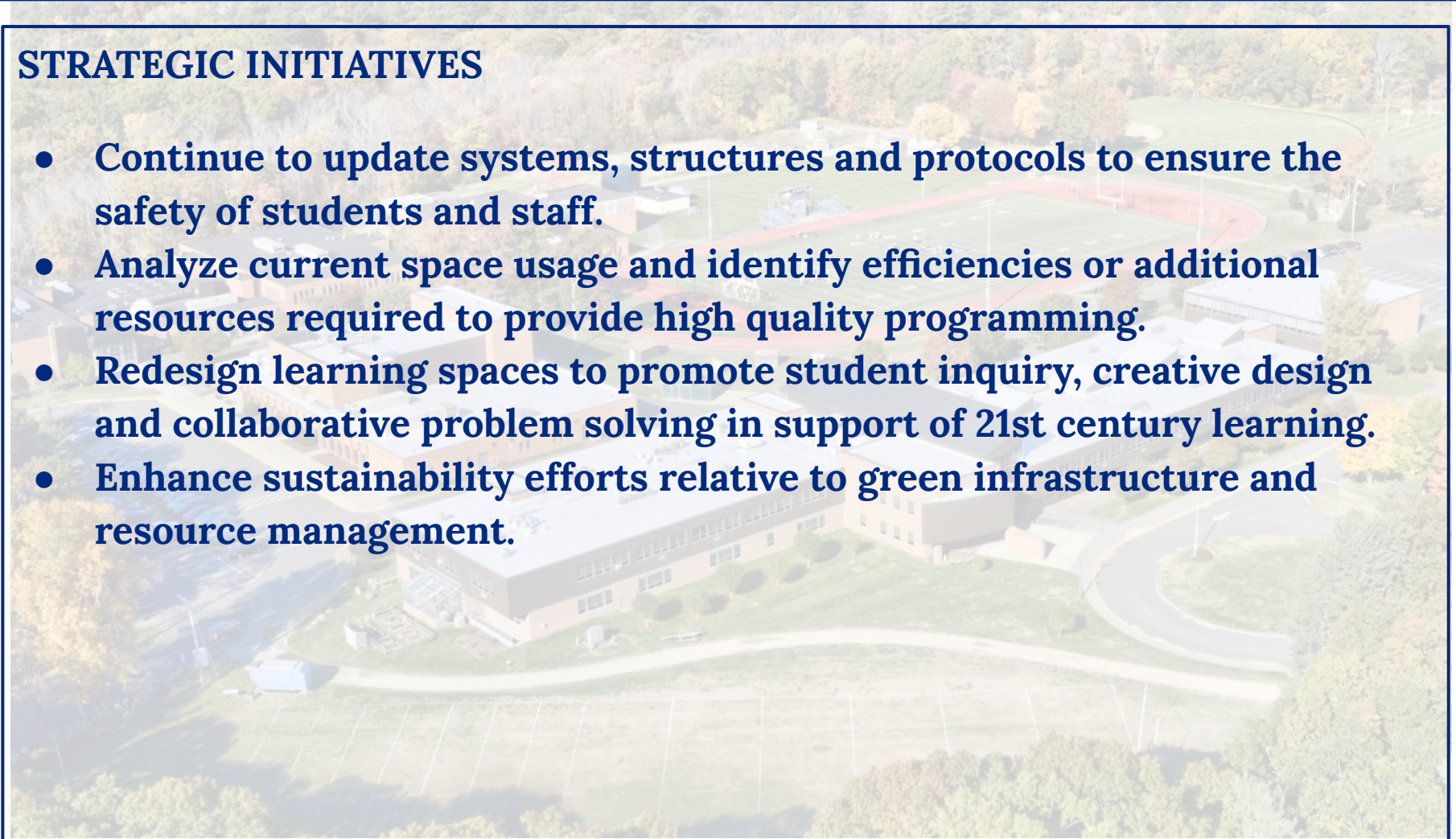
# SAFE & SUSTAINABLE SPACES



Evaluate and update facilities to ensure safe, sufficient and sustainable spaces amidst a changing educational and environmental landscape.

## STRATEGIC INITIATIVES

- Continue to update systems, structures and protocols to ensure the safety of students and staff.
- Analyze current space usage and identify efficiencies or additional resources required to provide high quality programming.
- Redesign learning spaces to promote student inquiry, creative design and collaborative problem solving in support of 21st century learning.
- Enhance sustainability efforts relative to green infrastructure and resource management.



# District Goals 2023-24



- **VISION FOR TEACHING & LEARNING**

**Establish a shared vision for teaching and learning that engages students as active learners in the development of skills depicted in the Dover-Sherborn Portrait of Graduate.**

- **STUDENT SENSE OF BELONGING**

**Nurture a positive school culture and strong sense of belonging as a means to improve academic and social-emotional outcomes for all students.**

- **TRANSPARENT COMMUNICATION**

**Refine communication strategies relative to district goals and practices as a means to increase transparency and build trust with families and the community.**



# EXCELLENCE & INNOVATION IN LEARNING



**Maintain academic excellence and rigor while adapting practices to prepare graduates for success in a rapidly changing world.**

## **PROGRESS 2023-24**

- **Identified district-wide 9 Best Practices**
- **Outlined indicators for each Best Practice**
- **Continued curriculum review focused on rigorous, relevant and representative content**
- **Engaged in professional development on artificial intelligence; drafted guidelines**
- **Adopted K-5 Math curriculum**

## **NEXT STEPS 2024-25**

- **Implement K-5 math program**
- **Launch K-5 literacy program review**
- **Pilot “Investigating History” curriculum in Middle School Social Studies**
- **Refine High School History scope and sequence**
- **Further develop high school interdisciplinary course**
- **Finalize AI guidelines and revise assessments**

# CHALLENGE & SUPPORT ALL STUDENTS



Enhance programming to ensure all students are able to achieve their full potential within a supportive learning environment.

## PROGRESS 2023-24

- Implemented restorative practices in response to incidents
- Recognified Special Education administrative structure to improve oversight
- Conducted Challenge Success student survey (year 10)
- Taught *Stop It, Name It, Claim It* lessons with K-5 students
- Participated as METCO 2.0 “Committed District”
- Refined elementary MTSS data protocols and evidence-based intervention strategies

## NEXT STEPS 2024-25

- Launch co-teaching model in select classrooms
- Implement new schedule & WIN block at middle school
- Increase counseling support at elementary and middle schools
- Expand school-wide events
- Roll-out new data dashboards
- Further analyze subgroup data
- Unpack Challenge Success data with students and staff
- Provide opportunities for educators to shadow students
- Convene a Student Advisory Council to the superintendents

# PROFESSIONAL LEARNING & GROWTH



Expand opportunities for professional growth and collaboration among educators in support of the District's vision for teaching and learning.

## PROGRESS 2023-24

- Convened K-12 teacher leaders at August & March retreats
- Calibrated evaluator feedback relative to classroom observations
- Engaged in workshops focused on the 9 Best Practices
- Hosted in-district IDEAS course
- Recruited new hires at job fairs

## NEXT STEPS 2024-25

- Further implement 9 Best Practice across all classrooms
- Engage in PD for new elementary math program
- Reference 9 Best Practice indicators during observations
- Highlight exemplary instructional practices via newsletters
- Revise mentoring and staff orientation programs
- Onboard new Director of Educational Technology

# FAMILY & COMMUNITY ENGAGEMENT



**Engage families and community members in the strategic pursuit of a shared vision and mission.**

## **PROGRESS 2023-24**

- **Launched new district website**
- **Held multiple parent/community events**
- **Streamlined school newsletters**
- **Delivered State of the District presentation**
- **Conducted study of district calendar and potential changes**
- **Appointed METCO representatives to the school committees**
- **Mailed District Annual Report to all households**

## **NEXT STEPS 2024-25**

- **Update and refine district website**
- **Roll-out districtwide communication platform (Parentsquare)**
- **Provide parent/caregiver education around curriculum, wellness, etc.**
- **Finalize response to hate/bias-based incidents**
- **Further educate the community about the history and mission of METCO**

# SAFE & SUSTAINABLE SPACES



**Evaluate and update facilities to ensure safe, sufficient and sustainable spaces amidst a changing educational and environmental landscape.**

## **PROGRESS 2023-24**

- **Refined safety protocols**
- **Installed internal cameras on the regional campus**
- **Conducted a space audit at the middle and high schools**
- **Conducted facility and HVAC studies at Pine Hill**

## **NEXT STEPS 2024-25**

- **Update high school library to include breakout spaces**
- **Divide middle school spaces for greater efficiency**
- **Develop a plan to address Pine Hill facility needs**

# Retirements



**Barbara Brown, Pine Hill Principal**

**Kim Delaney, Chickering Educator**

**John Hickey, High School History Educator**

**Lindsay Li, High School English Educator**

**Joan Martin, Pine Hill Educational Assistant**

**Audrey Moran, High School Special Educator**

**Kim Phelan, Middle School Social Studies Educator**

**Laurie Ryan, Pine Hill Librarian**

**Megan Scobie, Pine Hill Educator**



# Personnel Updates



## District

- 1 Director of Educational Technology
- 1 PreK/Out of District Coordinator

## Chickering

- 1 Math Coach
- 1 Grade Level Educator, 1 Spanish Educator

## Pine Hill

- 1 Principal, 1 Assistant Principal, 1 Special Education Coordinator
- 1 BCBA, 1 Counselor, 1 Literacy Coach
- 4 Grade Level Educators, 1 Librarian, 1 PreK Educator, 1 Spanish Educator, 1 Special Educator

## DS Middle School

- 1 Permanent Principal
- 1 BCBA, 1 Counselor
- 1 Physical Education Educator, 1 Science Educator, 1 Social Studies Educator

## DS High School

- 1 Permanent Assistant Principal
- 1 English Educator, 1 History Educator, 0.6 Spanish Educator, 2 Special Educators

# Summer Projects



- 
- A background image showing a group of students lying on their stomachs on a grassy field, possibly participating in a physical education activity. The students are wearing blue and white clothing. In the background, there are trees and a building.
- Strategic Planning
  - Summer Workshop Days
  - New Individualized Education Program Format
  - Facility Upgrades
    - Chickering - New flooring in 4th/5th grade wing
    - Region - New bleachers & press box



# 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 Agreement for DSEA Unit B – Educational Assistants  
DATE: June 10, 2024

Subsequent to the vote in March to approve the Statement of Recognition making the Dover-Sherborn Education Association (DSEA) the exclusive representative for Educational Assistants of the Public Schools of Dover and Sherborn (Unit B), we began negotiations for the FY25-FY26 contract period.

Negotiations took place throughout April and May with a tentative agreement reached on May 15<sup>th</sup>. DSEA ratified the MOA on May 28<sup>th</sup>, and we are bringing it forward for school committee approval on Tuesday evening.

The key points of agreement include:

- Increases in hourly rates, stipends and longevity in order to maintain our competitiveness with area districts
- New language for parental and child rearing leave, other miscellaneous leaves and grievance and arbitration that mirrors the current educator's contract
- Multiple "housekeeping" items as the contract was reviewed in its entirety.

We wish to express our appreciation for the members of the School Committee Negotiation Team which included Liz Grossman (DSC), Rebecca Hammond (SSC), Kate Potter (RSC), Steven Tsai (Sherborn Select Board) and Joan Stein (our legal representative from Stoneman, Chandler & Miller). A special thank you to Mark Healey (RSC) who served as Chair of the Committee. It was a cordial and productive process, and we look forward to our continued work with DSEA and the members of Unit B.

The Memorandum of Tentative Agreement is attached for your review. We are asking each Committee to make a motion to approve/ratify the agreement as presented. We are happy to answer any questions at Tuesday's meeting prior to the vote.

**Memorandum of Tentative Agreement  
between the  
Dover, Sherborn and Dover-Sherborn Regional  
School Committees  
and the  
Dover-Sherborn Public Schools  
Education Support Professional Unit  
for a One ~~Two~~-Year Contract, July 1, 2023~~4~~ to June 30, 2024~~6~~**

The above named parties agree to the following changes to the agreement effective July 1, 2024.

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

**Housekeeping Changes**

**Update Language where appropriate:**

- Change all Roman numerals into Arabic Numerals throughout the agreement
- Article 5.1 – Hours of Work – Adjust 7 to 7.0
- Article 19.4 and 19.5 – replace “administrative assistant” references to “educational assistant”
- Replace all references to “Immediate Supervisor” to “Building Principal/Special Education Coordinator” for clarity purposes
- Align reference to School Committees (Committee) with DSEA’s contract and use consistently throughout contract
- Replace “Educational Assistant” with “educational assistant” where applicable throughout contract – aligns with use of “educator” in DSEA’s contract
- Delete Attachment 4 – MOU

**Preamble**

This Agreement entered into this ~~16<sup>th</sup>~~ **11<sup>th</sup>** day of ~~August 2023~~ **June 2024**, by and between the Dover School Committee, Sherborn School Committee, and Dover-Sherborn Regional School Committee (hereinafter referred to as the Employer and/or the Committees) and the Dover-Sherborn Education ~~Support Professional Association (DSEA)~~ (hereinafter referred to as the Association) has as its purpose the negotiation of wages, benefits, hours, and other conditions of employment on behalf of the permanent employees of the Association.

**ARTICLE ~~I~~ **II**  
Recognition**

**1.2 Membership**

As sole bargaining agent, the Association will accept into membership all educational assistants covered by this Agreement without regard to race, color, creed, national origin, sex/gender, gender identity, marital status, or previous affiliation with other teacher organizations.

~~Membership is restricted to those who are duly employable as an Educational Assistant (paraprofessional) according to the Elementary and Secondary Education Act (ESEA), also known as The No Child Left Behind Act. ESEA requires all paraprofessionals who provide instructional support, regardless of funding source, to have a high school diploma (or equivalent) and prove that they are “highly qualified” by way of obtaining an associate’s (or higher) degree or completing at least two years of study at an institute of higher~~



~~education or demonstrating, through a formal state or local academic assessment, knowledge of reading, writing, math, and the ability to assist in instructing these subjects.~~

## **ARTICLE II~~2~~**

### **Nature of Employee Positions**

#### **2.1 Notification**

It is agreed that notification of their current employment status will be given to members of the Association as soon as possible but no later than ~~by the last day of school~~ **June 1st**.

#### **2.3 Transfers**

If an educational assistant's assignment is altered (i.e. student goes to out of district program or moves during the course of the school year), the administration may transfer personnel to meet students' needs.

**However, an Educational Assistant II who is involuntarily transferred to an Educational Assistant I assignment shall not have their pay reduced for the remainder of the school year.**

#### **2.4 Probation**

Educational assistants will be hired on a ~~three (3)-month~~ **90 calendar day** probationary status during which time they may be replaced for failing to perform at a satisfactory performance level. The decision to replace the individual during the probationary period will not be grievable or subject to arbitration. Contractual benefits accrue during this ~~3-month~~ **90 calendar day** probationary period.

## **ARTICLE III~~3~~**

### **Association Representation and Access to Premises**

The ~~School~~ Committee agrees to permit other authorized Association representatives reasonable access to the school premises to discuss grievances with Association members, providing they ~~first obtain permission to do so from the Superintendent~~ **do not disrupt the operations of any school building.**

## **ARTICLE IV~~4~~**

### **Longevity**

Longevity is based on the following schedule:

3+ years of service	<del>\$250</del> <b>500</b>
5+ years of service	<del>\$500</del> <b>1,000</b>
10+ years of service	<del>\$700</del> <b>1,500</b>
15+ years of service	<del>\$850</del> <b>2,000</b>
20+ years of service	<del>\$1,000</del>

Yearly longevity is payable ~~in two equal installments annually, namely, in December and June.~~

## **ARTICLE V~~5~~**

### **Hours of Work and Overtime**

#### **5.1 Hours of Work**

**(new proposed language - add after Weekly timesheet reference)**

**Educational assistants will be paid bi-weekly, in accordance with the payroll schedule of their employer, in twenty-one (21) substantially equal payments commencing no later than the second scheduled payroll in September. Refer to Appendix A and B for classifications and hourly rates.**

## 5.2 Substitute Pay

If an educational assistant is asked to substitute teach **on any given day** for any **at least 2-hours** cumulative block of time **in increments not less than 30-minute** ~~on any given day~~, they will be paid time and one-half for those hours.

## ARTICLE VII~~7~~

### Sick Leave

Accumulation of sick days will begin as of the date of employment at the rate of one and one ~~quarter~~**half** (1.~~25~~**5**) FTE days per month until the beginning of the fiscal year (July 1) to a maximum of ~~thirteen (13)~~ **fifteen (15)** FTE days. Beginning the first fiscal year after the date of employment, ~~thirteen (13)~~ **fifteen (15)** FTE days will be added to any unused sick days to a maximum of one hundred ~~twenty (120)~~ **fifty (150)** days.

Sick leave of up to seven (7) days in any school year may be used to care for an ill **dependent child** ~~son or~~ daughter. 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 educational assistant is legal guardian). **Additional use of sick leave may be granted at the discretion of the Superintendent.**

~~When a pattern of absences is detected, one's immediate supervisor shall document the pattern in a confidential memorandum to the Educational Assistant and said memorandum shall be included in the employee's personnel file. Attendance is a variable used in determining re-appointment of Educational Assistants.~~

## ARTICLE VIII~~8~~

### Leaves of Absence

#### 8.1 Family Medical Leave

All eligible members of the Association are eligible for unpaid leaves of absence in accordance with The Family and Medical Leave Act of 1993 ("FMLA"). FMLA currently includes leaves of up to twelve (12) weeks per year for:

- ✓ ~~The birth of a child and in order to care for the newborn;~~
- ✓ ~~The adoption or placement of a child for foster care with the employee;~~
- ✓ ~~To care for a child, spouse, or parent with a serious health condition;~~
- ✓ ~~Because of the employee's own serious health condition that makes the employee unable to perform the essential functions of their position.~~

All Association members shall presumptively be considered to have met the 1,250-hour eligibility threshold on an annual basis. In the case of a part-time employee, the district shall bear the burden to establish the employee did not meet the 1,250-hour eligibility threshold.

~~For leave related to the birth or placement of a child, the employee must provide at least two weeks' written notice before their anticipated date of departure and include an intended date of return.~~

FMLA leave will be processed in accordance with the District's FMLA policy.

#### 8.2 Use of Paid Sick Time

The illness, or disability, resulting from pregnancy will be handled as it pertains to sick pay in the same manner as any other illness or disability, that is,

1. ~~An employee who has been certified as disabled by their health care provider may utilize paid sick time for the period of disability.~~



- ~~2. The Educational Assistant must be in a paid working status at the time of their illness or disability in order to qualify for sick pay.~~
- ~~3. The length of time the Educational Assistant can collect sick pay is restricted to their accumulated sick days.~~
- ~~4. Sick pay shall be allowed only for days Educational Assistants who would normally work during the school year.~~
- ~~5. As in all long term illnesses, the Educational Assistant must present a medical certificate from a regularly licensed and practicing physician to the Superintendent indicating the medical condition which prevents the Educational Assistant from continuing their duties and that this certificate indicates the date on which this illness or disability began or will begin.~~
- ~~6. As in all cases of absences because of illness, the Superintendent may require the Educational Assistant to produce a medical certificate of disability from a regularly licensed and practicing physician when circumstances warrant suspected abuse.~~
- ~~7. An Educational Assistant who becomes pregnant shall notify their immediate supervisor as soon as practicable in order that appropriate replacement arrangements may be made.~~
- ~~8. Educational Assistants who desire to return after the conclusion of their FMLA leave shall give written notice to the Superintendent before leaving and shall indicate before leaving the anticipated time of return. If an Educational Assistant returns within the same school year, or the beginning of the next school year, they shall be assigned to the same position at the beginning of the next school year they had at the time said leave commenced, provided the position has not been eliminated, or if so, a substantially equivalent position, if available.~~

~~———— Appropriate medical evidence shall be required prior to return from FMLA leave.~~

~~A full-time Educational Assistant who does not use any sick time during the preceding year shall receive a bonus of \$250, payable in September of the following school year.~~

~~A part-time Educational Assistant who does not use any sick time during the preceding year shall receive a bonus of \$150, payable in September of the following school year.~~

## **8.1 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 but is only counted during scheduled working time. 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. Educational assistants 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 educational assistant'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.



- 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.
- a. Educational assistants 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 educational assistant's available sick leave days and/or personal days. Any remaining time taken shall be unpaid.
  - b. 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.

### **8.32 Bereavement Leave**

~~Educational Assistants shall be allowed a period of three (3) consecutive school days absence without loss of pay or sick leave upon the death of an immediate family. Immediate family includes mother, father, sisters, brothers, children, father-in-law, mother-in-law, brother-in-law, sister-in-law, grandparent, grandchild, partner, or spouse.~~

Leave with pay for time lost, up to five (5) school days will be granted to an educational assistant in the event of the death of a member of the educational assistant's immediate family, to include parent, sibling, spouse, child, as well as anyone of whom the educational assistant is legal guardian, or any person residing in said educational assistant's household. Up to three (3) school days shall also be granted in the event of death of an educational assistant's father-in-law, mother-in-law, son-in-law, daughter-in-law, grandparent, grandchild, aunt or uncle. Additional and/or other bereavement leave may be granted at the discretion of the Superintendent.

### **8.43 Jury Leave**

### **8.54 Personal Days**

### **8.65 Professional Leave**

### **8.76 Snow Delay/Emergency Situations**

Educational assistants are not to report for work when school is cancelled because of inclement weather or other related emergencies ~~and compensation will be adjusted on the basis of actual hours worked.~~ Such days shall be made up at the end of the school year.

~~If an Educational Assistant is late due to inclement weather, the time may be made up by working extra hours on succeeding days at the discretion of one's immediate supervisor.~~

### **8.87 Military/National Guard**

### **8.8 Religious Leave**

An educational assistant will be granted leave up to two (2) days in any one school year for time necessarily and actually lost for required observance of a recognized major religious holiday of the religious faith to which such educational assistant belongs, when such holiday falls on a day on which educational assistants are required to report. Notification by an educational assistant of their intention to take such leave shall be made to the appropriate principal no less than two weeks in advance of such holiday.

## **ARTICLE IX<sup>9</sup>**

## Professional Development Days

**9.1 Professional Development Days** – language stays the same

### 9.2 Tuition/Course Reimbursement

Any educational assistant who has completed two (2) full years of service shall be eligible for up to \$500 per year in job-related course reimbursement. Courses must be pre-approved by the Building Principal/Special Education Coordinator. Reimbursement will be made upon submission of documentary evidence of successful completion of the course and proof of payment.

Courses required by the Building Principal/Special Education Coordinator shall be paid in full by the Committee.

## ARTICLE X~~10~~– Performance Evaluation

A formative evaluation will be completed no later than February 1<sup>st</sup>. The evaluation serves as a feedback tool on performance and does not necessarily determine annual renewals. See ~~Attachment 3~~ **Appendix C** for evaluation tool.

*Revised Evaluation Tool was approved – see attached*

## ARTICLE X~~H~~**12**

### Grievance and Arbitration

#### 12.1 Grievance

Any grievance or dispute, which may arise between the parties concerning the application, meaning or interpretation of this Agreement shall be settled pursuant to the terms of this Article. The ~~School~~ Committee and the Association desire that such procedure shall always be as confidential as may be appropriate for the grievance involved at the procedural Classification Involved.

**Level One** -The employee with a grievance will first discuss it within twenty (20) working days of the date of the grievance with their ~~immediate supervisor~~ **Building Principal/Special Education Coordinator** with the object of resolving the matter informally. An Association Representative may be present. The ~~immediate supervisor~~ **A decision** must be rendered ~~a decision~~ in writing within five (5) working days of said presentation.

**Level Two** - If the grievance is not satisfactorily resolved at Level One, the employee may, with the Association Representative's concurrence, present the matter in writing to the Assistant Superintendent within five (5) working days following such Level One presentation. The Assistant Superintendent shall, within eight (8) working days after written receipt of the written grievance, notify and meet with the aggrieved employee and the Association Representative in an effort to resolve the matter. The Assistant Superintendent shall render their decision to the grievance in writing within five (5) working days of the presentation. Group grievance will be processed at this level.

**Level Three** -If the grievance is not satisfactorily resolved at Level Two, the Association Representative may present the grievance in writing to the Superintendent within five (5) working days of receipt of the written response of the Assistant Superintendent.

The Superintendent shall, within five (5) working days after receipt of the written grievance, notify and meet with the aggrieved employee and the Association Representative in an effort to resolve the matter. The Superintendent shall render their decision to the grievance in writing within five (5) working days after



the meeting. ~~Disciplinary procedures, if necessary, will be processed at this level, and any decision rendered by the Superintendent shall be final.~~

**Level Four** - If a grievance is not satisfactorily resolved at Level Three, the Association Representative may present the grievance in writing to the Committee within five (5) working days of receipt of the written response of the Superintendent.

The Committee shall, within fifteen (15) working days after receipt of the written grievance notify and meet with the aggrieved employee and the Association Representative pursuant to the regulations of the open Meeting Law in an effort to resolve the matter. The Committee shall render their decision within five (5) working days.

## **12.2 Arbitration**

- A. In the event either party elects to submit a grievance to arbitration, the Arbitrator shall be selected according to, and shall be governed by, the following procedure:

The Arbitrator is to be mutually selected by the Committee and the Association. If the Committee and the Association cannot agree within seven school days after written notice of intention to arbitrate has been received by either party, then the party demanding arbitration shall within five school days thereafter, upon written notice to the other, request the American Arbitration Association to provide a panel of Arbitrators, and said Arbitrator then to be selected under the provisions of the Voluntary Labor Arbitration Rules.

- B. Each party shall bear the expense of its representatives, participants, and witnesses and for the preparation and representation of its own case. The fees and expenses (if any) of the Arbitrator and the American Arbitration Association shall be shared equally by the parties, provided that the obligation of the Committee to pay shall be limited to the obligation which the Committee can legally undertake in that connection. In no event shall any present or future member of the Committee have any personal obligation for any payment under any provision of this Agreement.
- C. Notwithstanding anything to the contrary, no dispute or controversy shall be a subject for arbitration unless it is a grievance as defined in Article 12.1 of this Agreement. The Arbitrator shall have no power to add to, subtract from, or modify any of the terms of this Agreement. The parties are agreed that no restrictions are intended on the rights and powers of the Committee except those specifically and directly set forth in express language in specific provisions of this Agreement. The Arbitrator shall arrive at their decisions solely upon facts, evidence, and contention as presented by the parties during arbitration proceedings.
- D. If either party disputes the arbitrability of any grievance in any appropriate Court of Law or Equity, it is agreed that said Court shall determine the question of arbitrability *de novo* applying the principles set forth in Section C above without according any weight to any decision on arbitrability that may have been previously made by the Arbitrator and/or any administrative agency in a similar case.
- E. Subject to the limitations in Section C and D above, the decision of the Arbitrator shall be final and binding upon the parties hereto and upon any employee or employees affected thereby.

## **ARTICLE XVH<sup>17</sup>**

### **Resignations**

Any educational assistant who intends to resign their position shall give notice to the Superintendent no later than ~~thirty (30) calendar days~~ **two (2) weeks** prior to the date of intended resignation. Exceptions to



this provision may be approved by the Superintendent due to illness or unforeseen circumstances beyond the control of the educational assistant involved. ~~Unless so approved by the Superintendent, violation of this provision will be so noted in the Educational Assistant's personnel file and will be included in any future reference requests.~~

## **ARTICLE XIX<sup>19</sup>**

### **Miscellaneous Benefits**

#### **19.2 Retirement Incentive**

Educational assistants with ten (10) years' 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 \$1,200, payable within 30 days of retirement date. The amount to be determined shall be computed at the rate of \$10 per day times unused cumulative sick leave **up to 120 days**. 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/school year. In the case of forced disability retirement, the notification can be waived.

#### **19.6 Dues Deduction**

**Educational assistants who belong to the Dover-Sherborn Education Association, and who wish to do so, may have their annual education association dues deducted from their paychecks from October to May.**

## **ARTICLE XX<sup>20</sup>**

### **Negotiations Procedure**

The provisions of this agreement will remain in effect through June 30, 2024<sup>6</sup>, and shall thereafter be automatically renewed from year to year unless by June 29, 2024<sup>6</sup>, either party notifies the other in writing of its desire to either modify or terminate this agreement.

## **ARTICLE XXI<sup>22</sup>**

### **Duration**

This Agreement shall commence July 1, 2023<sup>4</sup> and extend through June 30, 2024<sup>6</sup>.

~~Attachment 1~~ **Appendix A**  
**Classification Schedule**

**Educational Assistant I (General Education)**

Support general education staff throughout the day.

Educational Assistant I's assigned to Interventionist positions will also receive a stipend of ~~\$1,800~~ **\$1,875 in FY25 and \$1,950 in FY26** to compensate for additional duties as assigned by their supervisor ~~Building Principal~~ **Building Principal**. The stipend will be paid in three equal installments in December, March and June.

**Educational Assistant II (Special Education)**

Support both special and general education staff delivering services to students on Individualized Education Plans.

Educational Assistant II's requested to obtain Registered Behavioral Technician Certification for their student assignment will also receive a stipend of ~~\$2,400~~ **\$2,500 in FY25 and \$2,600 in FY26**. The stipend will be paid in three equal installments in December, March and June.

~~Attachment 2~~ **Appendix B**  
**Salary Schedule-hourly rate**

	<u><b>FY25 (5%)</b></u>	<u><b>FY26 (3%)</b></u>
<b>EA I</b>	\$23.23	\$23.92
<b>EA II</b>	\$26.69	\$27.49

## Appendix C Performance Evaluation

### Dover-Sherborn Public Schools Educational Assistant Formative Evaluation

Staff: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

Date of Hire: \_\_\_\_\_

Assignment: \_\_\_\_\_

All Educational Assistants are respected team members responsible for assisting in the delivery of instruction and other student-related activities. As valued members of this faculty, they are essential partners and work under the direction of, and in collaboration with, professional staff.

#### Category Rubric:

N-Does Not Meet Standard

S- Sometimes Meets Standard

C-Consistently Meets Standard

NA-Not Applicable

A. Curriculum, Instruction and Assessment	N	S	C	NA
1. Effectively carries out planned learning activities for students.				
2. Seeks resources from colleagues to enhance learning.				

B. Effective Instruction	N	S	C	NA
1. Sets high standards and expectations for all students.				
2. Provides regular and frequent feedback to students.				
3. Models clear writing and speaking in communication with students and colleagues.				
4. Employs multiple teaching and learning strategies.				
5. Builds on students' prior knowledge and experience.				
6. Collaborates with staff to measure student progress toward, and achievement of the learning objectives.				

C. Classroom Climate and Operations	N	S	C	NA
1. Creates a positive learning environment.				
2. Makes appropriate use of the physical space to accommodate students' needs.				
3. Maintains appropriate standards of behavior, mutual respect, and safety.				
4. Promotes a climate of community, inclusion, and mutual support among students.				
5. Engages appropriately with all students.				

D. Equity and Diversity	N	S	C	NA
1. Acts on the belief that all students can master the challenging curriculum and includes all students in the range of academic opportunities.				
2. Incorporates respect for human differences (i.e., learning styles, race, gender, cultural heritage, language, socio-economic backgrounds, and learning, physical and emotional disabilities) in the classroom.				

E. Professional Relationships and Responsibilities	N	S	C	NA
1. Demonstrates knowledge of content.				
2. Participates in building a professional community by collaborating with colleagues to improve instruction, assessment, and student achievement.				
3. Reflects critically upon their performance and incorporates feedback.				
4. Uses technology in a responsible and acceptable manner in accordance with the policy of the Dover-Sherborn Public Schools.				
5. Meets professional obligations relative to prompt, regular attendance.				
6. Maintains positive and collaborative rapport with students and colleagues.				

## Comprehensive Evaluation

**Narrative:** The Narrative should begin with a contextual statement of the Educational Assistant's current assignment. It should make reference to observations, delineations of strengths and weaknesses, examples of exemplary/distinguished performance and, in general, descriptors of performance levels. Any indicator of an "N" requires a specific explanatory reference in this narrative.

**Recommendations:** These recommendations should include suggestions to improve performance in relation to the Educational Assistant's ongoing professional growth and development. They should be made in the context of the district's expectations and system-wide goals. This section should include specific suggestions in areas of unsatisfactory performance.

-----

Evaluator: \_\_\_\_\_

I have received the above report.

\_\_\_\_\_  
Educational Assistant's Signature

\_\_\_\_\_  
Date

(The individual's signature does not indicate agreement or disagreement with the content of this evaluation.)

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

(The designated evaluator is one of the following: Principal, Special Education Coordinator or appropriate licensed supervisor.)

Educational Assistant Response after reviewing the evaluation (optional):

## Signatures

### DOVER SCHOOL COMMITTEE

---

Jeff Cassidy, Chairperson

---

Date

### SHERBORN SCHOOL COMMITTEE

---

Christine Walsh, Chairperson

---

Date

### DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

---

Mark Healey, Chairperson

---

Date

### DOVER-SHERBORN EDUCATION ASSOCIATION

---

Leonie Glen, DSEA Co-President

---

Date

---

Judy Gooen, DSEA Co-President

---

Date

## 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: Sherborn School Committee, Dover School Committee & Dover-Sherborn Regional School Committee  
From: Elizabeth McCoy, Superintendent  
Date: June 7, 2024  
Re: METCO Representatives to the School Committees

Per The “Dover Sherborn Metco Representative To The Dover, Sherborn, And Regional School Committee” Policy, METCO representatives or co-representatives shall be chosen annually by the Boston Dover-Sherborn METCO Parent Organization (BDSMPO) and appointed by the School Committees for a one-year term.”

The following Boston parents have been chosen to serve on the school committees:

Dover:	Shanakawa Pereira
Sherborn:	Kemberlie Grant
Region:	Shemica Debnam

I respectfully request that each of the three committees hold a vote to appointment these members for a one-year term.

*The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.*



# DRAFT

Dover-Sherborn Regional School Committee  
Dover School Committee  
Sherborn School Committee  
Union #50 Superintendency Committee  
Meeting Minutes April 2, 2024

Present:

Dover School Committee

Liz Grossman

Jeff Cassidy

Goli Sepehr

Jessie Hole

Martha Castle

Sherborn School Committee

Dennis Quandt

Christine Walsh

Becca Hammond

Kristen Aberle

Dover-Sherborn Regional School  
Committee

Judi Miller

Colleen Burt

Kate Potter

Angie Johnson

Mark Healey

Maggie Charron

1. **Call to order** – The meeting was called to order at 7:18 PM in the DSMS Library.
2. **Community Comments** - there was a comment from a Sherborn parent who advocated not adding additional holidays to the school calendar as they would be disruptive to learning continuity and days added in June are not useful for learning.
3. **Superintendent Comments** - Superintendent McCoy reviewed recent and upcoming meetings and district events as well as Leadership Team hiring.
4. **Superintendent's Evaluation** - Maggie Charron summarized the evaluation process and asked that everyone get their comments in by April 15th.
5. **Discussion Items**
  - Updates to Policy Handbook, Sections A-C: 1st read - changes to the policies bring them in line with State and Federal guidelines since the last updates.
6. **Action Items**
  - Vote to Approve Changes to ACCEPT Agreement: 2nd read -

## DRAFT

There were motions to approve the changes to the ACCEPT Agreement as presented.

RSC: motion by Mark Healey, second by Maggie Charron

Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.

SSC: motion by Becca Hammond, second by Kristen Aberle

Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond

DSC: motion by Jeff Cassidy, second by Goli Sepehr

Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

- Vote to Approve 2024-25 School Year Calendar - Liz Grossman made a suggestion that since the calendars for each of the three districts need to be the same, the committees should agree up front that if all the separate committee motions are not the same that the status quo (current calendar) will prevail.

There were motions made that if each of the three committees do not approve the same motion to make a change to the current school calendar, the three districts will maintain the status quo with regard to the holidays that are given as days off from school.

RSC: motion by Colleen Burt, second by Kate Potter

Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.

SSC: motion by Becca Hammond, second by Kristen Aberle

Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond

DSC: motion by Jeff Cassidy, second by Goli Sepehr

Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

Beth McCoy, speaking on behalf of the Calendar Task Force, reminded the Committees of the agreements reached by the Task Force:

- Educate students about various holidays as they occur throughout the year;
- Ensure students and faculty adhere to school committee policies relative to attendance and coursework on/around various holiday;
- Consider the impact of scheduled athletics events and extracurricular activities on/around various holidays; and
- Strong community support for starting December vacation on/before the 24th to extend the winter break (already accepted by vote on calendar last month).

School Committee members took a poll to determine how to begin the conversation. There was consensus that if the status quo remained the policy regarding holidays (bullet #2 above) needs to be summarized in simplified, understandable language for both faculty, students, and families.

There were no motions for either the Federal only holiday calendar or the adding holidays to the calendar options.

### 7. Consent Agenda

- January 30, 2024 minutes



## **DRAFT**

There were motions to approve the Consent Agenda.

RSC: motion by Mark Healey, second by Maggie Charron

Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.

SSC: motion by Becca Hammond, second by Kristen Aberle

Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond

DSC: motion by Martha Castle, second by Goli Sepehr

Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

### **8. Informational Items**

- Closure on Contract MOA's (JACSE & Educational Assistants)
- Summary of FY25 Budgets

### **9. Items for April 24, 2024 Meeting: METCO Headquarters, Boston MA - Superintendent Evaluation**

### **10. Adjourn at 9:18 pm**

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 11, 2024

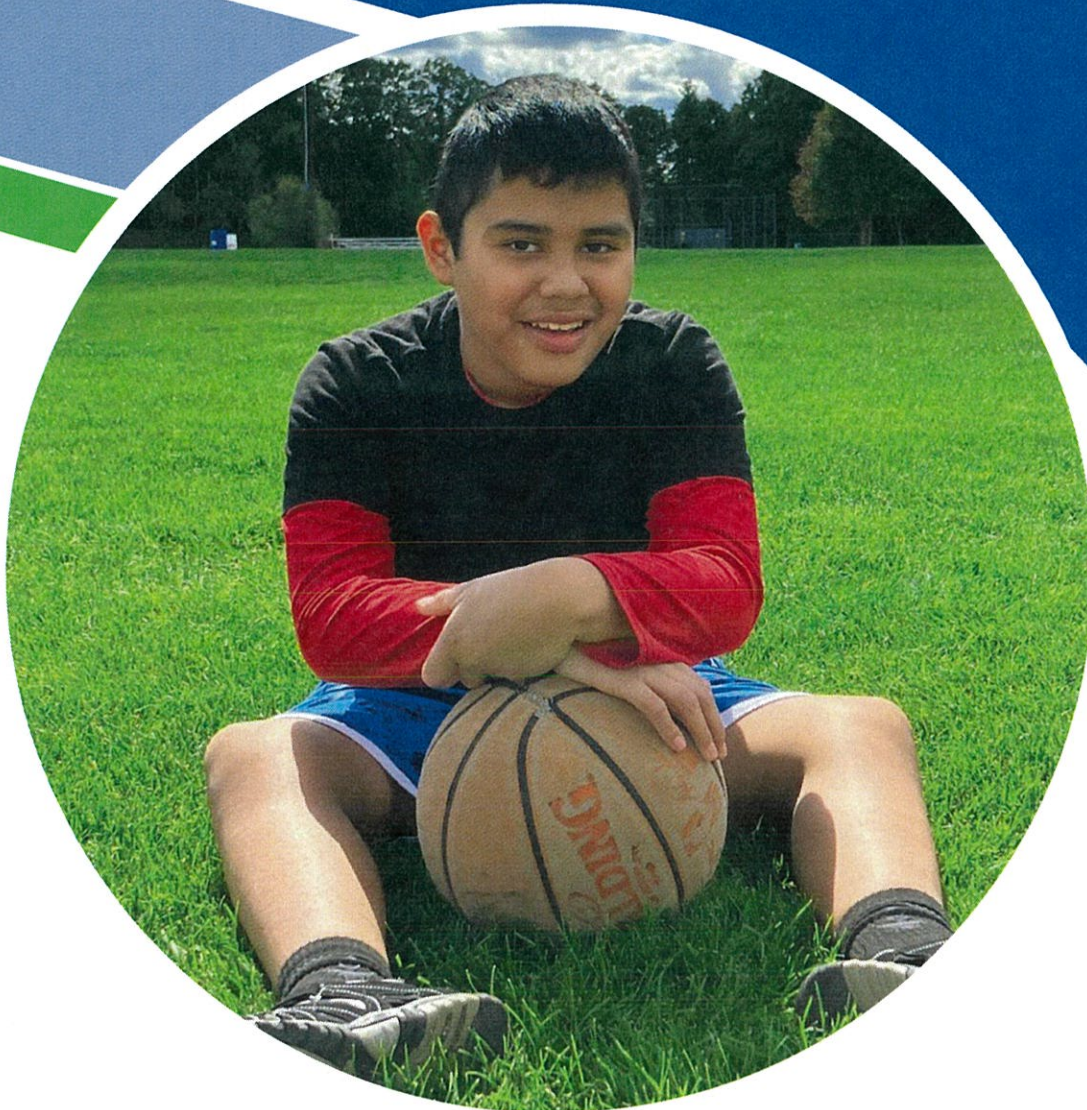
In accordance with Chapter 43 of the Acts of 2012 I request that the Joint School Committee vote to appoint Elizabeth McCoy to the ACCEPT and TEC Collaborative Board of Directors for the 2024-2025 fiscal year.

*The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they  
discover and pursue their full potential*

# 2024-2025 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 10, 2024 <b>5:30 pm start</b>	Tuesday, September 17, 2024	Tuesday, September 24, 2024	Tuesday, September 10, 2024
Tuesday, October 8, 2024	Tuesday, October 15, 2024	Tuesday, October 22, 2024	
Tuesday, November 5, 2024	Tuesday, November 12, 2024*	Tuesday, November 19, 2024*	
Tuesday, December 3, 2024*			
Tuesday, January 14, 2025		Tuesday, January 14, 2025 <b>5:30 pm start</b>	Tuesday, January 28, 2025
Tuesday, February 4, 2025	Tuesday, February 4, 2025 <b>5:30 pm start</b>		
<b>Wednesday, February 12, 2025***</b>			
Tuesday, March 4, 2025**	Tuesday, March 11, 2025**	<b>Thursday, March 6, 2025**</b>	
Tuesday April 1, 2025 <b>5:30 start time</b>			Tuesday April 1, 2025
Tuesday, May 6, 2025	Tuesday, May 6, 2025 <b>5:30 pm start</b>		Tuesday April 29, 2025
		Tuesday May 13, 2025	
	Tuesday, June 3, 2025	Tuesday, June 3, 2025-- <b>5:30 pm start</b>	
Tuesday, June 10, 2025 <b>5:30 pm start</b>			Tuesday, June 10, 2025
<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 the Library at DS Middle School, <b>unless otherwise noted.</b></i>	<i>Dover School Committee meetings begin at 6:30 p.m. in the Library at DS Middle School, <b>unless otherwise noted.</b></i>	<i>Joint School Committee meetings begin at 6:30 p.m. in the Library at the DS Middle School, <b>unless otherwise noted.</b></i>
* Meeting to include first pass of the FY26 Budget	* Meeting to include first pass of the FY26 Budget	* Meeting to include first pass of the FY26 Budget	
** Meeting to include final action on FY26 Budget	** Meeting to include final action on FY26 Budget	**Meeting to include final action on FY26 Budget	
*** Budget Meeting with Dover Warrant and Sherborn Advisory Committees - tentative			



# ANNUAL REPORT

## 2022-2023





Dr. Donna Flaherty  
Executive Director  
ACCEPT Collaborative

## Dear ACCEPT Education Collaborative Community,

Nelson Mandela said, "There can be no keener revelation of a society's soul than the way in which it treats its children." ACCEPT Education Collaborative was founded by our member districts in response to this truth in 1974. It is from this truth that the mission and purpose of ACCEPT continues to leverage the collective power and resources of our districts and staff to provide excellent, cost-effective regional programs and services to unlock the potential of students, their families, educators and communities.

I am pleased to share with you the progress we have made operationalizing our mission through the collective efforts of all ACCEPT departments to provide excellence and innovation in educational practice for all. During the school year of 2022 - 2023, the Collaborative continued to be guided by our Strategic Plan by engaging in a number of changes and initiatives. We continued our goal of continuous improvement in the area of Literacy for All through the use of new research-based curriculum and assessment, a new library, and professional development for all Program staff. The Home-Based Services Department increased the number of BCBA's and therapists as well as developed community activities and workshops for families. External Professional Development offerings were expanded to reflect diverse and relevant topics related to teaching and learning for all educators and administrators. The School Consultation Department has increased instructional offerings, program assessments and the number of school districts involved in consultations.

The following report shares the 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 our students' outcomes through varied programs and services. Thank you for your contributions 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.

*Donna Flaherty, Ed.D.*

Dr. Donna Flaherty  
Executive Director  
ACCEPT Collaborative





## *What are Collaboratives?*

Massachusetts collaboratives are educational services agencies that bring school districts together to form partnerships that create regional educational resources. Collaboratives benefit districts, students, families, educators, and taxpayers by maximizing efficiency through shared costs and expertise; play a leadership role in developing a broad range of innovative programming to meet emerging needs; provide training; enable the sharing of exemplary educational practices; and serve and educate directly many of our most vulnerable students across the Commonwealth.

In 1974 Massachusetts legislation originally addressed demands for special education services. Since then, the 28 educational collaboratives statewide have grown to encompass a range of educational services and programs.

*(Massachusetts Organization of Educational Collaboratives, 2016)*



# TABLE OF CONTENTS

5 ..... ABOUT ACCEPT EDUCATION COLLABORATIVE

6 ..... BOARD OF DIRECTORS

8 ..... PLAN FOR SUCCESS

14..... PROGRESS IN ACHIEVING PURPOSE

18..... COLLABORATIVE OFFERINGS

## SPECIAL EDUCATION PROGRAMS

Pre-K – Transition ..... 19

Extended School Year ..... 21

## EDUCATOR DEVELOPMENT

Professional Development for Educators..... 22

24 ..... COLLABORATIVE SERVICES

Home-Based Services ..... 25

Consultation and Evaluation Services ..... 26

VHS (Virtual High School) Online Learning ..... 28

Transportation for Special Education Students ..... 29

Medicaid Reimbursement Services ..... 30

32 ..... FINANCIALS

33 ..... 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

**The mission and purpose of ACCEPT is to 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.**

- 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 16 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.



**Dr. Susan Kustka,**  
Chair of the ACCEPT Board of Directors  
Superintendent Holliston Public Schools



**Dr. Carol Cavanaugh**  
Vice Chair of the ACCEPT Board  
Superintendent Hopkinton Public Schools



**Mr. James Adams**  
Superintendent  
Ashland Public Schools



**Ms. Elizabeth McCoy**  
Superintendent  
Dover-Sherborn Public Schools



**Dr. Robert Tremblay**  
Superintendent  
Framingham Public Schools



**Mr. Lucas Giguere**  
Superintendent  
Franklin Public Schools



**Mr. Brad Crozier**  
Superintendent  
Sudbury Public Schools



**Dr. David Lussier**  
Superintendent  
Wellesley Public Schools



**Dr. Jeffrey Marsden**  
Superintendent  
Medfield Public Schools



**Dr. Armand Pires**  
Superintendent  
Medway Public Schools



**Mr. Robert Mullaney**  
Superintendent  
Millis Public Schools



**Dr. Bella Wong**  
Interim Superintendent  
Natick Public Schools



**Dr. Daniel E. Gutekanst**  
Ed.D.  
Superintendent  
Needham Public Schools



**Mr. Jon Evans**  
Superintendent South  
Middlesex Regional  
Vocational Technical  
School District





## *The ACCEPT Advantage:*

*Students benefit from a professional staff, favorable student to teacher ratio, a wide variety of programs, and individualized learning.*



# PLAN FOR SUCCESS

## 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 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, proactive 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, proactive recruiting & staffing structures across all departments that sustain growth based on stakeholders' needs

## **Initiative 1.2: Increase internal and external professional development opportunities**

### **Accomplishments in 2022-2023:**

- In collaboration with Bridgewater State University, developed a Social/Emotional Learning Graduate Certification Program constructed of five graduate-level courses taught by professional ACCEPT staff
- Increased the tuition and professional development course reimbursement amount for staff to encourage continuous professional learning
- ACCEPT developed full-day professional development for whole districts
- Expanded our outreach to colleges and universities to foster collaborative connections
- Continued to develop personalized district professional development packages customized to specific criteria
- Continued to develop and implement professional development opportunities for all districts to take advantage of that meet the specific needs of smaller professional groups such as speech and language pathologists, nurses, physical education, art, OT/PT, BCBA's, etc.
- 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 2022-2023:**

- In collaboration with Bridgewater State University, developed a Social/Emotional Learning Graduate Certification Program constructed of five graduate level courses taught by professional ACCEPT staff
- Developed new relationships with MA Bay Community College, Fitchburg State University, Bridgewater 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 2022-2023:**

- ACCEPT has created the positions of lead teaching assistants to provide guidance and training to TAs on the job beyond initial training and professional development
- 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
- ACCEPT has increased the depth and breadth of new administrator training

### **Initiative 1.5: Offer competitive employee packages for salaries, benefits, and incentives (as feasible) for the hiring and retaining of staff**

#### **Accomplishments in 2022-2023:**

- Recalibrated salary grids to ensure equity across steps and lanes
- Increased opportunities for free self-care options
- ACCEPT began the process of analyzing insurance packages to improve its employee offerings
- Continued 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 2022-2023:**

- A monthly staff newsletter is published to recognize the excellent work and personal accomplishments of staff
- Monthly outings for staff were organized and attended
- Increased number of staff appreciation activities were provided
- 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 2022-2023:**

- An expansion of the Parent Advisory Committee was developed to meet the continued and varying needs of our parent group for workshops and shared information relative to disabilities
- The Home-Based Department increased 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 MA Bay Community College and 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 2022-2023:**

- The School Consultation department has increased its outreach to and contracts with districts thereby increasing the number of districts and geographic areas to provide consultation and evaluation services
- Published 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, workshops and connections for families and guardians
- 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 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 continued for the 22nd year to provide the year-long New Special Education Directors Leadership Institute and to meet the current needs of new Special Education Directors ACCEPT began a second year of the Leadership Institute for cohorts
- ACCEPT facilitated 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 2022-2023:**

- In partnership with Bridgewater State University, ACCEPT continues the development of a Social Emotional Learning Certificate program comprising four graduate courses to ensure continuous improvement
- A partnership with MA Bay Community College is in the planning stages of providing high school and transition students opportunities for after graduation job skills training
- Through the ELI Program, ACCEPT 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.**

- Utilize iReady and Amplify MClass (Dibels) to provide targeted data in Reading and Mathematics to guide student growth and classroom instruction.
- Implemented ongoing data meetings to reflect and develop action plans to meet the needs of individual students
- Adopted an organizational structure and process for assessments for benchmarking and progress monitoring
- Developed a 5-year Curriculum Review Cycle for the purposes of maintaining relevant, engaging, and rigorous curriculum and resources
- All program staff continue to receive professional development in lesson planning, writer's workshop, Big Ideas Math, Fostering Mathematical Practices, Amplify Reading, Odell Literacy and ACE
- 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

### **Initiative 3.4: Develop a diversity, equity, and inclusion plan that impacts programs, services, partnerships, staffing, and professional culture.**

#### **Accomplishments in 2022-2023:**

- Train the Trainer professional development for select staff in Restorative Justice Practices
- Classroom Restorative Circles was introduced to staff and in the classrooms for practice
- Program staff were provided monthly curriculum information and professional development that is focused on diversity, equity, and inclusion
- 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 2022-2023:**

- 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 4.1: Establish a budget process that represents all departments and stakeholders**

#### **Accomplishments in 2022-2023:**

- Established a timeline for the internal budget analysis process and began meeting with select ACCEPT departments
- A continuation of Professional Development in budget management was provided to the Leadership Team
- The Leadership Team worked together in developing the FY23 budget and met regularly to enhance the understanding of the budgeting process

### **Initiative 4.2: Increase accountability and understanding of the budget**

#### **Accomplishments in 2022-2023:**

- A budget review process was conducted with the Leadership Team monthly
- The Director of Finance met with members of the Leadership Team one-on-one to address specific questions about their budgets

### **Initiative 4.3: Create a formal internal budget process, documents and schedule.**

#### **Accomplishments in 2022-2023:**

- Established a preliminary FY24 Budget Timeline to meet the budget planning needs of the member districts
- A revision of the Internal Control manual continued to include updated best practices with recommendations from the auditors
- Conducted training sessions about iVisions for Administrators and Administrative Assistants to be continued in the next fiscal year
- Conducted a training session for a new ePurchase Order process system



# 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 2022-2023.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2022-2023
<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>• Throughout the school year, program staff received extensive Professional Development to include: Restorative Justice Practices, SEL in the classroom, SIPPS reading program, AAC training, new IEP S/W, Writer's workshop, Big Ideas Math, Fostering Mathematical Practices, Amplify Reading, Odell Literacy, best practices in lesson planning &amp; collaborative lesson planning, Safety Care training and teacher evaluation calibration.</li> <li>• A Social Emotional Learning Coordinator was welcomed to ensure our SEL initiative continues</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>• Collaboration with the Medway Public School District's Middle and High School Principals to align ACCEPT's general education curriculum with the Medway Public Schools curriculum</li> <li>• Life Skills Program began working on full scaled, vertically aligned curriculum guides</li> <li>• The Transition Program increased the number of businesses that welcome students for volunteering and developing job skills</li> <li>• Develop Curriculum Review Cycle for the purposes of maintaining relevant, engaging, and rigorous curriculum and resources</li> <li>• Professional Development in Literacy informed by the Massachusetts Dyslexia Guidelines continues</li> <li>• Data Teams were formed to analyze and respond to academic, social/emotional, and behavioral student data</li> </ul>

### **RESPOND TO DISTRICT NEEDS WHERE COLLABORATION IS A SENSIBLE APPROACH**

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.

- ACCEPT increased the number of general education teacher and administrator professional development offerings
- In Collaboration with Bridgewater State University, ACCEPT developed a SEL Certification program consisting of 5 graduate courses and taught by professional ACCEPT staff.
- Increased parent professional development offerings
- ACCEPT conducted a member school district survey to establish and produce the professional development needs of our member districts
- ACCEPT updated the strategic plan to produce professional development activities, workshops, and packages that reflect the needs of our families, general educators, school districts, and community
- Completed an increasing number of in-district program evaluations and provided consultations to build capacity to keep students in-district for member and non-member districts
- Expanded expertise in the area of trauma-informed services, restorative justice, and parent training.

### **EXPAND PROGRAMS TO MEET NEW NEEDS**

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.

- ACCEPT has expanded its work utilizing the MA Dyslexia Guidelines
- ACCEPT has provided extensive trainings in Restorative Justice for ACCEPT staff and external districts
- ACCEPT has provided 4 evening social events for our Home-Based and Life Skills students
- Facilitated hybrid monthly job-alike groups to support our professional learning communities: Superintendents, Assistant Superintendents, Director of Student Services & Special Education, BCBA's, Team Chairs, Principals, Administrative Assistants, and Preschool Directors
- Academic therapeutic programs for students Pre-K to age 22 years



OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2022-2023
<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>• 299 students transported to various programs and specialized schools</li> <li>• ACCEPT maintains a fleet of 88 vans providing flexibility and efficiency in dispatching drivers; ACCEPT continues to supplement capacity by contracting with local transportation companies</li> <li>• Bid for 12 new vehicles to replace our vans to ensure ongoing safety for our staff and students</li> <li>• Purchased 3 vans and 2 transit vans</li> <li>• ACCEPT increased driver professional development to include understanding disabilities and social justice</li> </ul>
<p><b>OFFER PROFESSIONAL DEVELOPMENT FOR CONTENT, SKILLS, AND SHARING OF PRACTICE</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Coordinated an ongoing series of SEI endorsement courses for teachers and administrators</li> <li>• ACCEPT has provided many Program Evaluations for member and non-member districts to improve the services provided to students</li> <li>• Conducted the 21st new Special Education Directors Leadership Institute</li> <li>• Welcomed multiple cohorts to the Education Leadership Institute to develop Principals and Assistant Principals</li> <li>• 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</li> <li>• Developed personalized professional development offerings specific to individual district needs</li> <li>• Established relationships with Bridgewater State University, Fitchburg State University and began discussions with MA Bay Community College</li> <li>• An increase of diversity and equity topics and practices were incorporated into daily classroom curriculum</li> <li>• Provided targeted professional development to the ACCEPT Leadership Team and the overall ACCEPT staff in DEI following the guidelines of MASS REDI standards</li> </ul>



## 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 2022-2023.**

**MutualOne Charitable Foundation** is a long time valuable community partner. This year the MutualOne Charitable Foundation provided a generous \$10,000 grant to support the purchase of new Chromebooks for the ACCEPT 1:1 program.

**SMARTY SYMBOLS and Rachel Madel Speech Therapy** donated a large Communication Board for the playground at 4 Tech Circle. This generous donation will help provide inclusive communication solutions on the playground. Communication boards promote accessibility, language learning, and social interaction.

**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.

**ACCEPT outstanding parents, colleagues, and friends honored staff** by generously contributing funds to enrichment activities for students. Our staff appreciates the contributions as an alternative to teacher gifts and enjoys sharing new resources with their classrooms.

**Casual for a Cause** is a tradition at ACCEPT, raising funds and awareness for many causes and 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. The Staff once again generously contributed to the ACCEPT Helping ACCEPT Fund and the Holiday Giving Tree to help our students and families and also collected personal supplies for the Shadows Shelter for Women during the holiday season.







### 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

# Collaborative Offerings

## Our Expert Staff Includes:

Master's level educators | Reading specialists | Board Certified Behavior Analysts |  
 School and clinical psychologists | Psychiatrist for consultation |  
 Licensed Mental Health Counselors | Licensed Social Workers | Speech Pathologists  
 Occupational Therapists | Physical Therapists | Registered Behavior Technicians (RBT)

(Massachusetts Organization of Educational Collaboratives, 2016)



# 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 supports.
- 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	\$53,100	\$63,720	\$10,620	\$87,611	\$34,511
	Academic and Life Skills	\$53,100	\$63,720	\$10,620	\$104,161	\$51,061
	Academic and Language-Based	\$53,100	\$63,720	\$10,620	\$78,223	\$25,123
	Transition	\$58,680	\$70,416	\$11,736	\$90,275	\$37,175

*\*Cost comparisons were made using tuition information available on the OSD In-state FY23 tuition rate sheet by averaging the tuition of private institutions providing similar services.*

## 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	\$7,275	\$8,730	\$1,455	\$8,614	\$1,339
	Academic and Life Skills	\$7,275	\$8,730	\$1,455	\$8,614	\$1,339
	Academic and Language-Based	\$7,275	\$8,730	\$1,455	\$8,614	\$1,339
	Transition	\$8,150	\$9,780	\$1,630	\$12,333	\$4,183

*\*Cost comparisons were made using tuition information available on the OSD In-state FY23 tuition rate sheet by averaging the tuition of private institutions providing similar services.*



# 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 2022-23 focused on topics that were most meaningful to the everyday practice of a wide variety of educational professionals. These workshops included:

- Calibrating Teacher Evaluations
- Maximizing Mentorships Series



- Leveraging Data
- The New IEP Form and Process
- Orton Gillingham Training
- Collective Bargaining
- Essential Math Strategies

## SOCIAL EMOTIONAL LEARNING CERTIFICATE PROGRAM

This year, ACCEPT partnered with Bridgewater State University to offer a graduate certificate program in Social Emotional Learning. The certificate prepares educators working in PreK-12 schools with evidence-based practices needed to promote resilience, wellness, and positive developmental outcomes for all students. An emphasis was placed on the conceptual framework for Multi-Tiered Systems of Support (MTSS) with a focus on how SEL intersects with academics and positive behavioral supports in order to meet the needs of all 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.

## 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 \$250.







HOME-BASED  
THERAPEUTIC  
PROGRAM

CONSULTATION  
AND EVALUATION  
SERVICES FOR  
DISTRICTS

VHS ONLINE  
(VIRTUAL HIGH  
SCHOOL)

TRANSPORTATION  
SERVICES

MEDICAID  
REIMBURSEMENT  
SERVICES

## *Collaborative Services*

As an extension of the district we have intimate knowledge of their challenges and readily customize services to meet the specific need. Our demonstrated ability to respond to the evolving environment and regulatory changes are true differentiators of ACCEPT 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

During the 2022-2023 school year we provided services for 16 families in 7 member districts and 2 non-member districts. We also completed 14 home assessments.

This year the Home-Based Department offered families and students an opportunity to socialize after school with other families. These events occurred at ACCEPT and in the community. Some of the events for this year included: a fall social with pumpkin decorating, a winter social with cookie decorating and movement activities and bowling at the Acton Bowladrome. Next year we will expand our social opportunities and offer our families after-school cooking classes so that our students can gain more independence, socialize with new peers and try some new foods!



## 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 services 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 districts to improve and enhance a range of special education programs and services with a strong emphasis on collaboration and long-lasting partnerships. Our goal is to support districts in developing high-quality, sustainable special education programs and services in the most efficient and economical way possible.

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 evaluations as well as special education program evaluations.

## Consultation Services

- Program Consultation for Special Populations (e.g., Autism programs, Therapeutic programs)
- Trauma-Sensitive Schools Consultation
- Behavioral Consultation
- Augmentative and Alternative Communication (AAC) Specialist Consultation
- Transition Specialist Consultation

## Special Education Program Evaluation Services

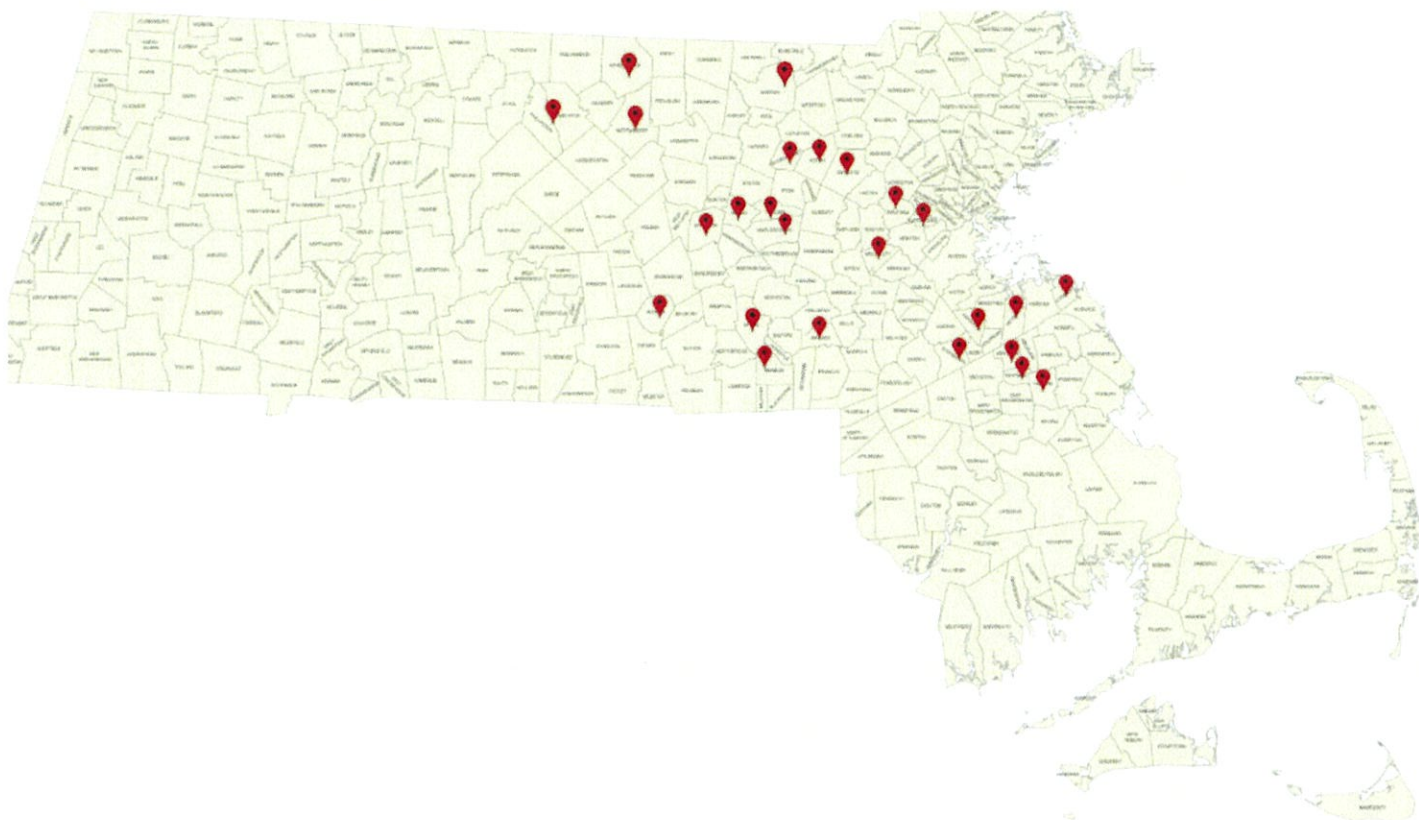
Special Education Program Evaluations: e.g., Autism programs, Therapeutic programs, Inclusion services, Transition programs, Inclusive Early Childhood programs

## 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.



### ACCEPT'S Program Evaluation Services:

- Completed over 40 Program Evaluations
- Highly customized evaluation approach
- Specialized programs for students with Autism, Emotional Impairments, LBLD, Inclusion Services, Transition Programs, Inclusive Early Childhood Programs





# 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. There were 302 students from Middle School through age 22 participating in these courses this past year. More information is available at [vhscollaborative.org](http://vhscollaborative.org).

Some of the courses the students enrolled in this year include:

- Animal Behavior and Zoology
- Architectural CAD
- Biochemistry
- Bioethics
- Business Law
- Business Math
- Chinese Language and Culture
- Computer Science
- Constitutional Law
- Criminology
- Differential Calculus
- Entrepreneurship
- Environmental Science
- European History
- Film and Literature
- Forensic Science
- French Language and Culture
- Genes and Disease
- Investing in the Stock Market
- Java and Python Programming
- Journalism
- Law and U.S. Legal System
- Literature of the World
- Macroeconomics
- Marketing
- Music Theory
- Oceanography
- Psychology of Crime
- Screenwriting
- Sports and Society
- Statistics

## VALUE AND COST COMPARISONS

As part of the Consortium, member district teaching member districts paid \$180 per VHS seat. Rates for districts who purchase seats only range from \$310 – \$350 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.



# TRANSPORTATION

ACCEPT has provided specialized transportation services for member districts for more than 40 years.

Each day 299 students are picked up at their homes, delivered to over 104 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 77 drivers and 19 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 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 29 years, this program has returned over \$80 million to participating cities and towns.

In August 2021, the Centers for Medicare and Medicaid Services began reimbursing through the SBMP for a portion of the work that LEA staff does in response to the COVID-19 pandemic, resulting in significantly higher administrative activity claim reimbursement in FY22. In FY23, the time district staff spent on these activities relating to public health initiatives declined from its peak in 2021, and consequently the administrative activity claim reimbursement dropped during the year. We expect this to continue to decline in FY24.

ACCEPT's School-Based Medicaid Services Include:

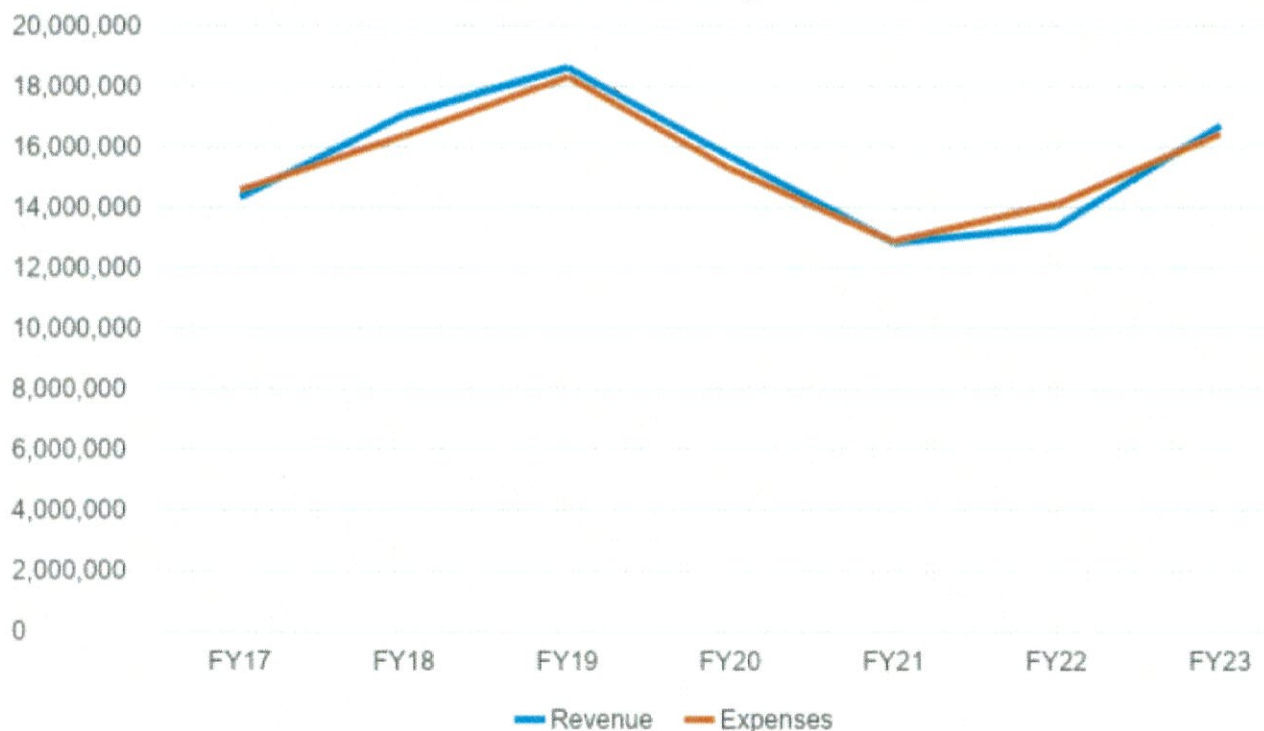
- Program set-up & ongoing maintenance
- Quarterly identification of eligible students
- Submission of electronic claims for direct services
- Follow-up with out-of-district programs to obtain service documentation for students
- Preparation of quarterly administrative activity claims on behalf of the 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



# FINANCIALS

	Revenue	% of Total Revenue	Expense	% of Total Expense
School Year Tuition & Services	\$9,634,072	57.67%	\$9,268,205	56.36%
Transportation	\$4,506,395	26.98%	\$4,708,987	28.64%
Home-Based Services	\$293,549	1.76%	\$322,509	1.96%
Professional Development/ Consulting	\$604,402	3.62%	\$650,932	3.96%
VHS	\$96,975	0.58%	\$85,918	0.52%
ELI	\$268,553	1.61%	\$281,577	1.71%
Summer ESY Tuition	\$939,062	5.62%	\$721,816	4.39%
Medicaid Reimbursement	\$217,326	1.30%	\$126,936	0.77%
Administration	\$144,410	0.86%	\$277,089	1.69%
<b>Total</b>	<b>\$16,704,744</b>	<b>100%</b>	<b>\$16,443,969</b>	<b>100%</b>

## Total Revenue and Expense Trend





# 2022-2023 ADVISORY COMMITTEE MEMBERS

Job-alike advisory groups, composed of district leaders in Special Education, Curriculum, and Business Operations provide input into the development and implementation of ACCEPT programs and services. Members work collaboratively, as a professional learning community, throughout the school year to support each other as 21st century educational leaders.

## SPECIAL EDUCATION

Dr. Donna Flaherty, ACCEPT Facilitator  
 Brittany Smeltekop, Ashland  
 Kate McCarthy, Dover-Sherborn  
 Laura Spear, Framingham  
 Ildefonso Arellano, Framingham  
 Paula Marano, Franklin  
 Jessica Beatty, Holliston  
 Dr. Karen Zaleski, Hopkinton  
 Mary Bruhl, Medfield  
 Ryan Place, 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 Lappin, Sudbury  
 Kathleen Bernklow, Wellesley

## CURRICULUM LEADERSHIP

Dr. Gina Flanagan, ACCEPT Facilitator  
 Gabrielle Abrams, Medway, Facilitator  
 Michael Caira, Ashland  
 Denton Conklin, Dover-Sherborn, ACCEPT Facilitator  
 Tina Rogers, Franklin  
 Joanne Menard, Holliston  
 Jeffrey LaBroad, Hopkinton  
 Christine Power, Medfield

Maureen Knowlton, Millis  
 Susan Balboni, Natick  
 Rebecca Swasey, South Middlesex Regional  
 Kim Swain, Sudbury  
 Sandra Trach, Wellesley

## BUSINESS OPERATIONS

Jaime Patriarca, 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  
 Patricia Leonhardt, Medway  
 Terry Wiggin, Millis  
 Peter Gray, Natick  
 Bryan Lynch, Natick  
 Dolores Sharek, South Middlesex Regional  
 Anne Gulati, Needham  
 Donald Sawyer, Sudbury  
 Cindy Mahr, Wellesley



# 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 - Needham
- Framingham Public Library - Framingham
- PetWorld- Natick
- Blessing Barn Book & Retail Store - Mendon
- Millis Library - Millis
- Medfield Library - Medfield
- Sunrise Senior Living - Wayland
- Milford Meals on Wheels - Milford
- Medway Council on Aging - Medway
- Cross Service Group - Natick
- Mass Audubon's Drumlin Farm and Wildlife Sanctuary - Lincoln
- Restoration Project - Belmont
- Mass Audubon's Broadmoor Wildlife Sanctuary - S. Natick
- Mass Audubon's Habitat Education & Wildlife Sanctuary - Belmont
- Hopkinton Lumber - Hopkinton
- Medfield Animal Shelter - Medfield
- TLC Cleaners - Medway
- Natick Pegasus Community TV Station - Natick
- Fatima Shrine - Holliston
- Ashland Restore - Ashland
- Pearl Street Food Pantry - Framingham
- Restoration Project Thrift Store - Belmont
- Emseal Corporation - Silka - Westborough
- Curry Copy - Westborough
- Natick Historical Society - Natick
- Spellman Museum of Postal History - Weston
- Park St. Books and Toys - Medfield





## ACCEPT Collaborative Budget 2024-2025

Department Budget	Depart. Code	FY25
Administration	10	\$168,430
Programs	20	\$10,461,851
Transportation	30	\$5,234,232
Home Based	45	\$434,614
Summer Program	50	\$946,911
VHS	70	\$96,000
ELI	75	\$344,200
Professional Dev/SC	80	\$742,519
Medicaid	90	\$158,600
<b>Grand Total</b>		<b>\$18,587,357</b>

# *the* education COOPERATIVE

## ANNUAL REPORT FY 2023

141 Mansion Drive, Suite 200  
E. Walpole, MA 02032  
781-352-5000  
[www.tec-coop.org](http://www.tec-coop.org)









Together we create more possibilities.





# Table of Contents

Board of Directors and TEC Leadership	1
Letter from the Executive Director	2
About TEC	3
Vision, Mission, and Guiding Beliefs	4
Our Strategic Goals	5
Progress Toward Our Goals	6
FY'23 Source and Use of Funds	8
FY'23 Enrollment	10
FY'23 Grant Awards	11
Revenue and Expenditure Trends	11
Special Education Services	12
• TEC Schools Overview	
• TEC Campus School	
• TEC Phoenix Academy	
• TEC High school	
• Special Education Program: Cost Effectiveness	
Professional Learning	24
TEC Student Data Privacy Alliance (SDPA)	25
Career Exploration, Internships, & College Fairs	27
TEC Online Learning	29
Cooperative Purchasing	30
Dedication	33



# FY'23 Board of Directors and District Leadership

## Board of Directors

Derek Folan, Canton  
Ian Kelly, Dedham  
Elizabeth McCoy, Dover-Sherborn  
Beverly Hugo, Framingham  
Susan Kutska, Holliston

Carol Cavanaugh, Hopkinton  
Jeffrey Marsden, Medfield  
Armand Pires, Medway  
Robert Mullaney, Millis  
Matthew Brand, Natick

Matthew Spengler, Needham  
David Thomson, Norwood  
Nancy Gallivan, Walpole (Chair)  
Jeanne Downes, Wayland  
Dori Parmelee, Westwood

## Superintendents

Derek Folan, Canton  
Miichael Welch, Dedham  
Elizabeth McCoy, Dover-Sherborn  
Robert Tremblay, Framingham  
Susan Kutska, Holliston

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

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

## Assistant Superintendents for Curriculum & Instruction

Sarah Shannon Canton  
Heather Smith, Dedham  
Denton Conklin, Dover-Sherborn  
Amy Bright, Framingham  
Joanne Menard, Holliston

Jeffrey LaBroad, Hopkinton  
Christine Power, Medfield  
Gabrielle Abrams, Medway  
Maureen Knowlton, Millis  
Susan Balboni, Natick

Carmen Williams, Needham  
Alex Wyeth, Norwood  
William Hahn, Walpole  
Parry Graham, Wayland  
Allison Borchers, Westwood

## Student Services Directors

Meaghan Byrne, Canton  
Sara Stetson, Dedham  
Kate McCarthy, Dover-Sherborn  
Laura Spear, Framingham  
Jessica Beattie, Holliston

Karen Zaleski, Hopkinton  
Mary Bruhl Medfield  
Ryan Place, Medway  
Neary Urquhart, Millis  
Erin Miller, Natick

Julie Muse-Fisher, Needham  
Lori Cimen, Norwood  
John Queally, Walpole  
Barbara Cataldo, Wayland  
Abigail Hanscom, Westwood

## TEC Leadership

Elizabeth McGonagle  
*Executive Director*  
  
Bradford Jackson  
*Interim Executive Director*  
  
Daniel Shovak  
*Director of Business and Finance*

Zachary Abrams,  
*Director of Student Services*  
  
Jean Kenney  
*Director of Professional Learning and Leadership*  
  
John Spears  
*Director of Technology*  
  
Michelle Fusco  
*Human Resources Manager*

Meredith Faletra  
*Program Director, TEC Campus School*  
  
Deborah Caligaris  
*Principal, TEC High School*  
  
Antonio Nicolazzo  
*Principal, TEC Phoenix Academy*

# Letter from the Executive Director



Dear TEC Community Members,

It is my pleasure to present TEC's 2022-2023 Annual Report to you. TEC is a wonderful, thriving organization with a staff that works every day to fulfill our mission, serve our member districts, and work toward our goals. As the new Executive Director, I am very appreciative of the strong foundation and programs that Elizabeth McGonagle, Executive Director *emerita*, fostered at TEC. During her tenure, Liz expanded and transformed TEC, making it the place that it is today. In addition, I am grateful for Brad Jackson's leadership as Interim Executive Director last year from January to June. His experience and wisdom was important during a period of transition.

With the departure of a long-time executive director, last year represented a time of change at TEC. Even during a time of transition, however, TEC had another successful year, including enrolling 96 students across 3 programs. The fact that TEC continued its student programs and district services, while realizing another financially sound year, is a testament to strong infrastructure that has been built over time, the shared sense of mission that exists at TEC, and the dedication and hard work of TEC's staff.

Like many organizations, in FY'23, TEC continued to navigate the ways that the educational landscape has changed as we have emerged from the disruption of the pandemic. TEC continued to support the social-emotional needs of its students and staff, respond to educators' requests for new delivery models for professional development, and adapt to the changing needs of districts.

In this annual report you will find detailed cost saving information about TEC's student programs and the professional services that we provide to our regional community and you will get a view into the scope and breadth of the organization.

Though this report looks back at the past year, as I begin my time at TEC, I want to thank the TEC Board of Directors, our district Superintendents and schools leaders, the TEC staff, and school committee members, students and families across our regional community for your ongoing support and engagement.

A handwritten signature in black ink that reads "Emily J. Parks". The signature is fluid and cursive.

**EMILY J. PARKS**

Executive Director

[eparks@tec-coop.org](mailto:eparks@tec-coop.org)

781-352-5000



---

# About TEC

Established in 1968, by a group of visionary educational leaders, The Education Cooperative (TEC) was Massachusetts' first educational collaborative. Today, 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.

## Special Education Programs

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.

## Other Programs and Services

- 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 district
- TEC Student Data Privacy Alliance—protecting students in MA, NH, RI, ME & VT



### TEC Member Districts

Canton

Dedham

Dover

Dover-Sherborn

Framingham

Holliston

Hopkinton

Medfield

Medway

Millis

Natick

Needham

Norwood

Sherborn

Walpole

Wayland

Westwood

---

# At TEC We Believe

## Our Vision

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.

## Our Mission

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

*"In addition to providing high-quality, cost-effective special education programs for students, through TEC I have access to an important professional network and community. We can talk, share ideas, and address challenges together."*

—Armand Pires, Superintendent, Medway Public Schools



## Our Guiding Beliefs

- 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 21st 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.



---

# Our Strategic Goals

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, staff are invited to participate as we convene to review and update the plan. TEC Administrators report out our progress toward achieving these goals at the TEC Board of Directors meetings.

## 1. Student Achievement

### **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

### **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

### **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.

---

# Progress Toward 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 2022-2023 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.



## Student Achievement:

### Enhance and expand learning opportunities to meet the diverse needs of all students.

- Successfully engaged in DESE's Collaborative Program Review (CPR) process and Tiered Focused Monitoring for ELLs, with both reviews resulting in no adverse findings or corrective action required.
- TEC High School (THS) implemented the use of Goalbook to assist teachers in designing lessons based on UDL principles and personalized learning goals.
- All THS students participated in a self-assessment to develop a Personal Learning Profile (PLP). Teachers use the strengths and barriers identified in the PLP during instructional planning.
- THS created a new partnership with the Walpole Council on Aging that promotes intergenerational relationships.
- Though TEC Campus School (TCS) remained masked during Fall 2022 due to the medical complexities of its students, it thoughtfully and successfully returned to school-wide programming, programs based in community-settings, and family engagement on campus. Events included Open House, the Fall Festival, Halloween Trick or Treating, Campus Sing Along, The Snow Ball, Prom, and Field Day.
- TCS implemented bi-weekly "team time" for each student's educational and therapeutic staff members to review data, address areas of need, and share successful strategies.
- TCS implemented a professional development model in which staff members met in job-alike groups or interdisciplinary teams to build their capacity in a variety of areas, including: Implementing ABA Principles, Developing Meaningful MCAS Alternate Portfolios, Implementing Neurologic Music Therapy Across Disciplines, and the Use of Augmentative and Alternative Communication Strategies in Classrooms and with Families.
- TEC Phoenix Academy (TPA) created a bi-monthly consultation model in which staff members meet with a consulting clinical psychologist to better support students' needs at school.
- TPA hosted representatives from post-secondary programs to meet with students who are interested in pursuing various trades after high school.



---

## Professional Development:

### Create innovative learning opportunities for K-12 students and educators.

- Increased the number of non-TEC member districts enrolled in self-paced online courses.
- Enabled free access to self-paced online courses for all TEC and TECCA staff members.
- Continued to offer DESE SEI Endorsement courses for teachers and administrators.
- Provided two workshops dedicated to the implementation of the revised MA IEP.
- Created new job-alike groups for Occupational Therapists, Science Department Chairs, and Adjustment Counselors.
- Provided a workshop to districts to address emerging educational issues related to Artificial Intelligence.
- Continued to assist districts' efforts to provide safe and healthy school environments through workshops addressing support for LGBTQ+ students, behavioral health issues, and supporting migrant students.
- Created and implemented courses to support educator wellness and self-care.
- Offered a course in American Sign Language for TEC Campus School staff and other participants.



## Operations:

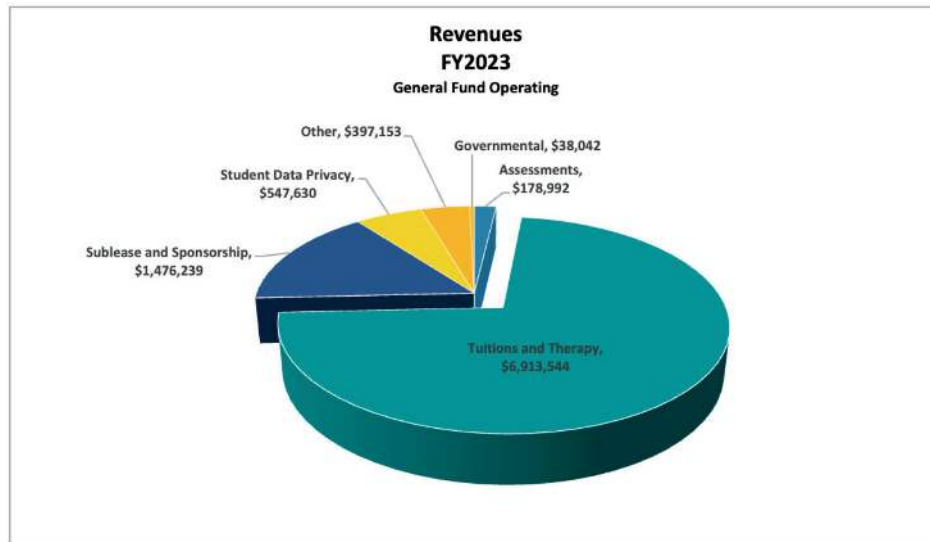
### Improve our ability to provide proactive support to TEC programs.

- Evaluated all staff salary step scales to ensure alignment with TEC districts and other collaboratives. The comparison analysis was completed and presented to the budget subcommittee and TEC Board of Directors. A new salary step scale was approved in December 2022, which extended scale to 14 steps for professional staff and created an additional step scale for TEC Campus School paraprofessionals based on the additional complexities of serving more intensive students. The new scales were implemented in January, 2023.
- Conducted a search for an Interim Executive Director and permanent Executive Director and successfully transitioned leadership.
- Implemented bi-monthly finance and operations staff meetings to improve communication between the leadership team and finance and operations staff.
- Investigated possible alternative campus sites for the TPA program in preparation for negotiating a new lease during FY'24 and moving the program in FY'25.
- Planned and completed the relocation of the TEC High School (THS) and TEC Campus Schools (TCS) classrooms within the Mansion Dr. campus. The relocation moved the THS to a newly vacated wing of the building and allowed TEC to satisfy a request from TECCA, a sublessee of space in the building, by creating addition space and an entryway for their organization.
- Explored alternatives to the current accounting database that would allow easier remote access for staff.

# FY'23 Source and Use of Funds: Revenues

## General Fund

As illustrated in the chart on the , TEC's largest source of funds in FY'23 was Tuition and Therapy, comprising 72.4% of its revenue. By comparison, member assessments contributed only 1.9% of revenue. The remaining 25.7% of TEC's revenue was drawn from a variety of sources, including the TECCA sponsorship, annual memberships in the TEC Student Data Privacy Alliance, professional development programming, and income from subleases. With these diverse revenue streams, TEC's financial position continued to be strong in FY'23.

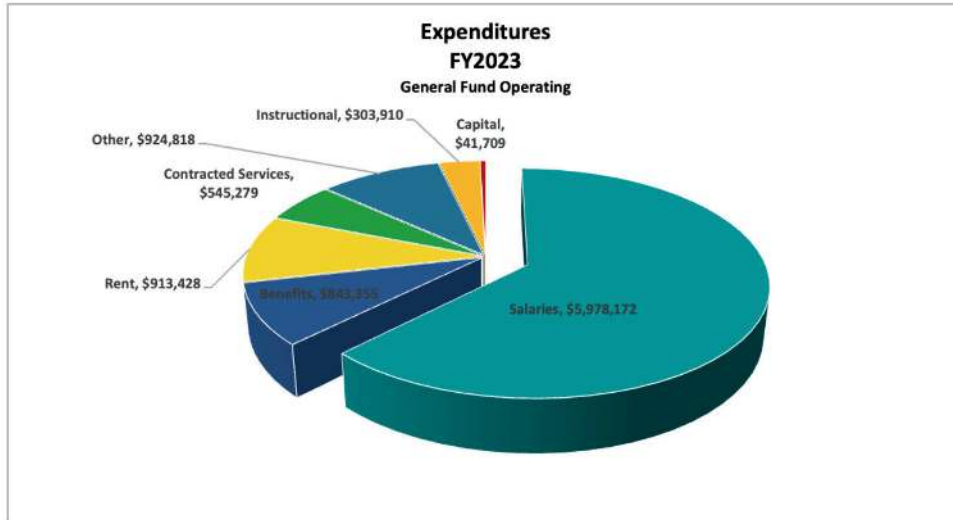


Revenues	Amount	Percentage
Assessments	\$178,992	1.9%
Tuitions and Therapy	\$6,913,544	72.4%
Sublease and Sponsorship	\$1,476,239	15.5%
Student Data Privacy	\$547,630	5.7%
Other	\$397,153	4.2%
Governmental	\$38,042	0.4%
<b>Total</b>	<b>\$9,551,600</b>	<b>100%</b>



# FY'23 Source and Use of Funds: Expenditures

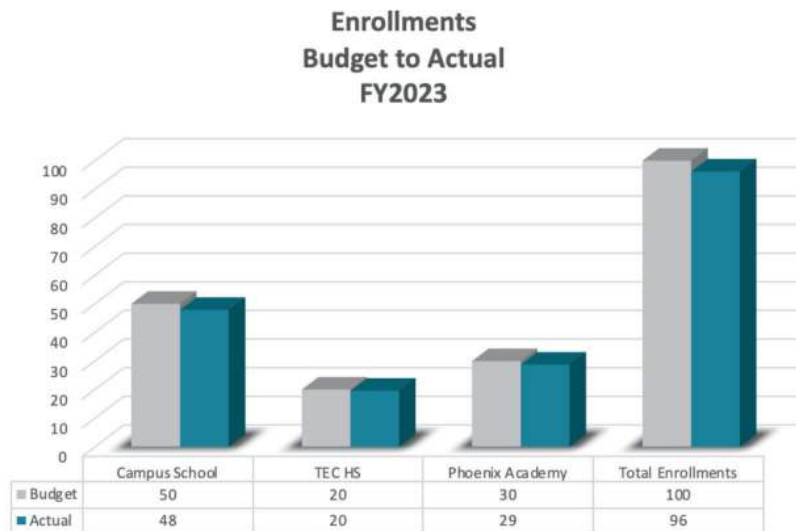
## General Fund



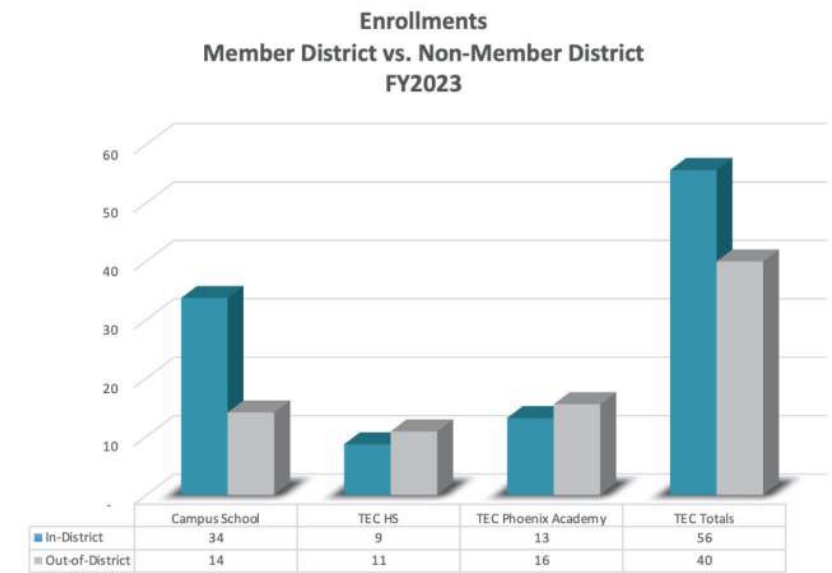
Expenditures	Amount	Percentage
Salaries	\$5,978,172	62.6%
Benefits	\$843,355	8.8%
Rent	\$913,428	9.6%
Contracted Services	\$545,279	5.7%
Other	\$924,818	9.7%
Instructional	\$303,910	3.2%
Capital	\$41,709	0.4%
<b>Total</b>	<b>\$9,550,671</b>	<b>100.00%</b>

# FY'23 Enrollment and Enrollment Trends

In each year's annual budget, TEC projects the anticipated number of enrollments by program. In FY'23 the budget enrollment number was higher than what was budgeted in the last 5 budget cycles at 100 total enrollments. As illustrated in the chart below, in FY'23 the total enrollment across programs did not quite reach the budget projection.



As seen in the graph below, in FY'23, 58% of students enrolled at TEC were from member districts, with the remaining 42% of students from districts that are not members of our collaborative. Tuition for students from non-member districts are higher than for TEC members, with a tuition differential of between 23% and 26%.



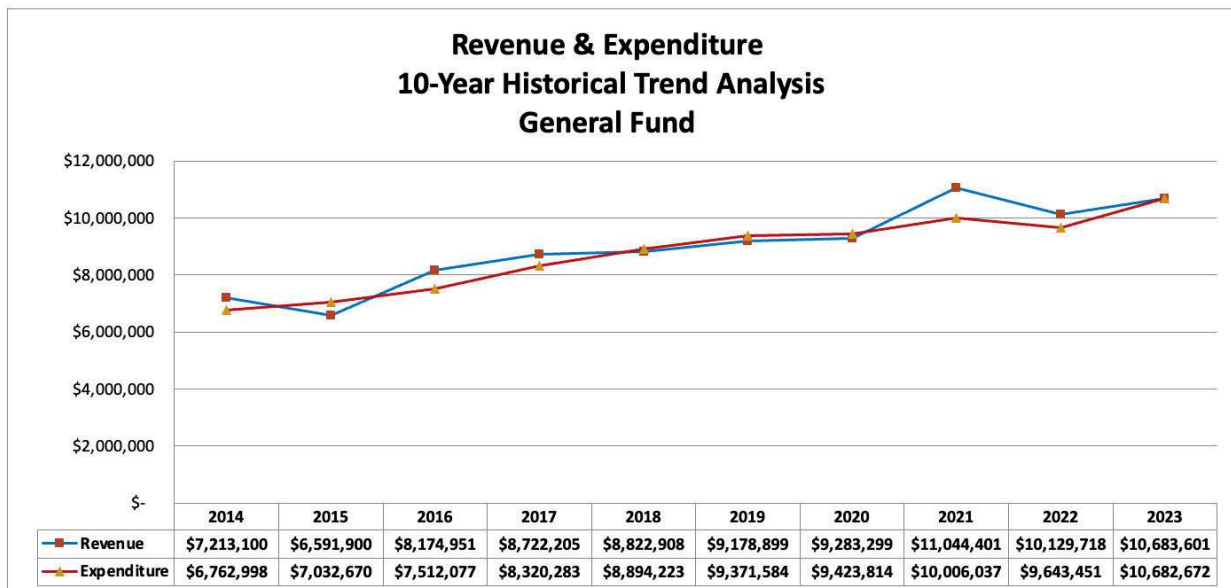


## FY'23 Grant Awards

FY'23 State Grants	
American Rescue Plan	\$3,756
Comprehensive School Health Services (CSHS)	\$30,000
<b>TOTAL State Grants</b>	<b>\$33,756</b>

FY'23 Private Grants	
Floyd Family Foundation	\$2,500
<b>TOTAL Private Grants</b>	<b>\$2,500</b>

## Historical Trends Analysis



# SPECIAL EDUCATION SERVICES AT TEC

TEC provides member and non-member public 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. TEC's beautiful 8-acres main campus is located in East Walpole and houses the TEC Campus School and TEC High School, 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 access to a team of skilled specialists who are able to provide comprehensive services to meet each students' needs, including:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Counseling
- Adapted Physical Education
- Vision Therapy
- Music Therapy
- Vocational Training
- Social Skills Training
- BCBA Services
- Nursing
- Assistive Technology
- Augmentative and Alternative Communicatio
- Specialized Reading Instruction
- Deaf and Heard of Hearing Services
- Orientation and Mobility Services
- Transition Planning
- Social Pragmatics



At TEC, 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 works in partnership with students' home districts to create a purposeful and engaging educational pathway that meets each student's learning, health, and behavioral needs. TEC provides personalized, differentiated classroom instruction and related services that utilizes the latest educational resources, strategies and assistive technologies. With a range a programs, enrollment at TEC allows for natural movement between classrooms based on the emerging needs and interests of the student.

All TEC programs are purposefully designed to provide meaningful learning in the least restrictive environment.



# TEC Schools Overview

*Creating personalized pathways to individual student success for more than 50 years.*

School	Location	Ages/ Grades	Student Profiles	Program Description
TEC Campus School (TCS)	TEC Main Campus 141 Mansion Dr E. Walpole  (Satellite program at Westwood HS)	Ages 3-21	<ul style="list-style-type: none"> <li>• Developmental Delays</li> <li>• Multiple Disabilities</li> <li>• Neurological Impairment</li> <li>• Intellectual Impairment</li> <li>• Complex Medical Conditions</li> <li>• Vision Impairment</li> <li>• Cerebral Palsy</li> <li>• Autism</li> <li>• Anxiety Disorder</li> <li>• ADHD</li> </ul>	<ul style="list-style-type: none"> <li>• Small classroom settings utilizing an integrated related services approach</li> <li>• Highly trained instructional, therapeutic, and medial staff</li> <li>• Individualized multi-sensory instruction, medical support and behavioral support</li> <li>• Strong focus on communication and functional living skills</li> <li>• Field trips and community-based inclusion opportunities</li> </ul>
TEC Phoenix Academy (TPA)	Plimpton School 319 Common St Walpole	Grades 7-12	<ul style="list-style-type: none"> <li>• Academic, emotional and/or behavior challenges</li> <li>• Depression</li> <li>• Anxiety</li> <li>• ADHD</li> <li>• Oppositional Defiance Disorder</li> <li>• Trauma History</li> </ul>	<ul style="list-style-type: none"> <li>• Small, structured academic setting with a therapeutic milieu</li> <li>• Skilled mental health counselors</li> <li>• Collaboration and consultation with outside support service providers</li> <li>• Collaborative and Proactive Solutions (CPS) model</li> </ul>
TEC High School (TCS)	TEC Main Campus 141 Mansion Dr E. Walpole	Grades 8-12	<ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Depression</li> <li>• Mood Disorders</li> <li>• Trauma History</li> <li>• School Avoidance</li> <li>• Social Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Small, structured academic setting</li> <li>• Counseling support</li> <li>• Dialectical Behavior Therapy</li> <li>• College counseling</li> </ul>

**Transition Services:** Real-world learning opportunities and individualized support to prepare students for further education, employment and independent living.

**INTENSIVE CONTINUUM (AGES 3-21)**

The TEC Campus School Intensive Continuum serves students age 3 through age 21 at the beautiful TEC Campus School in East Walpole, offering students a warm and engaging learning environment specifically designed to support their social, learning, and medical needs. TCS staff provides multi-sensory instruction to meet the individual learning, communication, motor, behavioral, daily living, and transition goals.

All classrooms are staffed throughout the day with DESE licensed teachers, registered nurses, therapists, and paraprofessionals who seamlessly integrate instruction into daily classroom experiences. Assistive technology, as well as augmentative and alternative communication, are authentically integrated into each child's educational experience.

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

Our students' profiles may include:

- Multiple disabilities
- Neurological impairment
- Sensory impairment
- Cerebral palsy
- Developmental delays
- Medical fragility
- Physical Disabilities
- Autism

*"Our son came to TEC about three years ago, after being in a class where his teacher didn't know how to teach him and he wasn't included in all the activities. After three weeks [at TCS], he was learning! He was also included in everything in the classroom and was happy, energized and engaged. Fast forward to today and he has gained so much, progressed so much, and made lots of friends. We love TEC and are so glad our journey led to their door."*  
--TCS Parent





## PROGAM HIGHLIGHTS

- Vibrant and supportive school community
- Small classroom setting with highly trained and caring DESE-licensed teachers and nurses
- Assistive technologies and augmentative and alternative communication integrated daily
- Onsite team of expert licensed therapists, utilizing an integrated related services approach
- Onsite fitness center, therapeutic pool, accessible playground, and music room
- Field trips and community learning opportunities
- Engagement in meaningful, individualized instruction aligned to MA Curriculum Frameworks and students' IEP goals
- Life skills and personal management including simple meal preparation, self-care, and self-advocacy skills
- Collaboration with families and outside agencies



### Satellite Program at Westwood High School

Located at Westwood High School, the satellite program provides students with a high school environment while concentrating on developing needed skills for independent living. Students aged 14-18 strengthen their social skills and behaviors appropriate for the workplace and engage in 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 such as cooking and independent self-care. Students are provided supervised internships in vocational settings to apply and practice their skills in a workplace setting.





"Our son started at TEC Campus School in the beginning of this school year. He is a bright, charming, and social guy who manages severe physical disability, along with frequent seizures, communication challenges, and anxiety. Change is particularly difficult for him, and he was quite worried about how well his needs would be met at a new school. Right from the start, his school team was committed to learning as much as they could about him to ensure his comfort and make his transition as smooth as possible. Each time my son provided feedback, the team adjusted immediately to honor his needs. The communication between team members, parents, and students is top notch. We are so pleased with how the team is meeting our son where he is at and feel confident that his physical/medical and social emotional needs are being met with great care and attention while working on his educational goals." -- TCS Parent

## TRANSITION SERVICES (AGES 18-21)

TEC's 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 experienced and caring educators work as an integrated team with the family and student to define and embrace their goals and dreams, take control of their lives, and be actively involved in their own learning process to reach their full potential.

The program focuses on students ages 18-21 (in some cases 17 years old, depending on individual) and includes a functional skills curriculum and vocational/transition skills. Our classrooms emphasize an Integrated Related Service Approach to *maximize student learning across people, places, and situations*. Students are encouraged to assume emerging adult roles in their communities through employment, independent livings, social and life skills, and technology application.

## PROGAM HIGHLIGHTS

- Transition readiness instruction
- Work-based learning experiences and internships
- Social and recreational opportunities
- Activities of daily living
- Functional academics
- Community and real-world settings
- Job coaching support
- Transition assessments





## TEC PHOENIX ACADEMY (TPA) GRADES 7-12

### At the Plimpton School on the Campus of Walpole High School

TEC Phoenix Academy's goal is to prepare students in grades 7-12 for post-secondary education or training in an atmosphere of high expectations, personal responsibility, and strong support. Designed for students who have struggled with the academic and social demands of a typical high school. TPA offers an educational program for students who prior to enrolling have experienced behavioral challenges, including, but not limited to:

- Anxiety
- Depression
- Mood disorders
- Oppositional defiance disorder

TPA's integrated team of skilled teachers, therapists, and adjustment counselors assist students to develop the self-awareness and effective decision-making skills that will enable them to be successful in school, college, and/or career. College and career counseling prepares students for success in school and beyond through, interest assessment, personal goal development, and internship opportunities within the community. Licensed social workers provide on-going counseling, clinical consulting, and case management.



*"He comes home in a better mood since enrolling at TEC Phoenix Academy. There is also no problem getting him up for school anymore in the morning. He looks forward to it, which is something we have never seen before!" TPA parent*

### ***What's Unique about TEC Phoenix Academy?***

TPA has small class sizes and individualized plans for each student that goes beyond the IEP. Our “whole student” approach provides the necessary educational, emotional, social connectedness, and therapeutic learning environment so that students can thrive.

TPA students have access to hand-on learning experiences and vocational opportunities including our Culinary Arts Program in collaboration with the Norwood Senior Center, service learning projects, and electives such as computer repair, coding, and woodworking.

Students focus on their mental and physical health through small group and individual counseling, fitness training at LA Fitness, developing social pragmatic skills, and goal setting.

TPA students prepare for post-secondary experiences by exploring two and four year college and university programs, job training programs and employment options. Field trips and service projects provide students with exposure to a range of career opportunities.

### **PROGRAM HIGHLIGHTS**

- Academic curriculum aligned with the MA frameworks
- Small classroom setting with skills educators and therapists
- Students receive the diploma of their sending district high school
- Vocational activities, including culinary arts, computer repair, coding, and woodworking.
- 1:1 Chromebook computing program
- Opportunities for community service at locations such as Unity Farm Sanctuary and Norwood Senior Center
- Field trips and team-building activities at locations such as Hale Education
- Opportunity for online coursework
- Short-term, 45-day IEAS placements available

*“He absolutely loves the school and talks about it all the time!”*

*—TPA Parent*





## TEC HIGH SCHOOL DESE APPROVED PUBLIC DAY SCHOOL GRADES 8-12

TEC High School (THS) is a specialized program that focuses on providing a supportive learning environment for students who are facing emotional challenges that are impeding their success meeting the academic and social demands of a typical high school. Serving grades 8-12, THS is committed to providing a nurturing, therapeutic environment that helps students build resilience, learn important academic knowledge and skills, and prepare for post-secondary education and/or employment opportunities.

Our students' profiles may include:

- Anxiety
- Depression
- ADHD
- Mood disorders
- Trauma history
- School avoidance
- Social/interpersonal challenges
- Obsessive Compulsive Disorder
- Autism Spectrum Disorder

THS staff are dedicated to the success of their students and strive to meet students where they are. Teachers and counselors support students in the development of adaptive and academic skills that students meet their goals and set them up for post-secondary success.

At TEC High School, we believe that every student is unique, which is why we utilize personalized learning and universal design learning strategies to tailor our approach to each student's needs. Our goal is to empower each student with the knowledge and skills they need to succeed in college and/or their desired career path.



## PROGRAM HIGHLIGHTS

- A nurturing learning environment that facilitates individual growth
- Academic curriculum aligned with MA curriculum frameworks
- Personalized learning and instruction principles of universal design for learning
- Licensed clinicians providing tailored support to students to meet their personal and educational goals based on their IEP
- Collaboration between THS counselors, families, and community providers to best meet student needs
- Graduating students are prepared for college admissions and/or career
- Students receive the diploma of their sending high school
- Facilitated online courses available
- 1:1 Chromebook computing program
- Short-term 45 day placements available

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

THS goes above and beyond the goals in a student's IEP to support students, with by provide an engaging academic environment in a therapeutic millieu.

THS's curriculum and instruction is aligned to state and national frameworks and designed to help each student develop important knowledge and skills, meet the graduation requirements for their sending district, and prepare for college and/or career. Students learn from highly-skilled teachers in a small, supportive classroom setting.

Each student in 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.

Each week, students volunteer in the community with organizations such as, Community Servings, New Life Furniture Bank of MA, Cradles to Crayons, Friends of the Blue Hills, and the Walpole Council on Aging. Through these experiences, students are provided with opportunities to authentically develop and practice important social emotional skills, engage as part of a team, and have experiences that support their self-esteem and well-being.

In addition to our standard programs, THS also offers placements for students seeking educational and social-emotional support, for example while transitioning out of a hospitalization with a goal of returning to their home district.

*"TEC was a wonderful fit for my daughter. By the time you're faced with finding an out of district placement for your child, you've already experienced a lot of emotional distress. The staff, teachers and students were all so welcoming, compassionate and understanding." THS Parent*



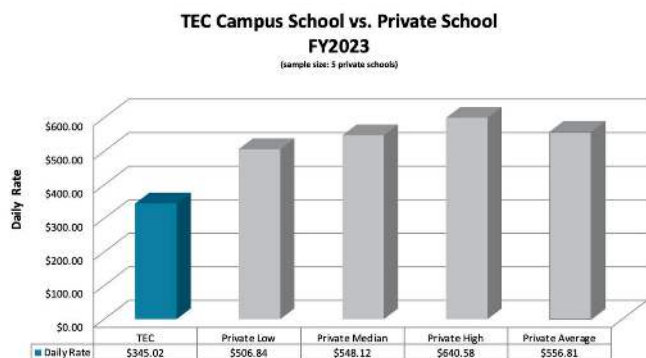


# Special Education Programs: Cost Effectiveness

TEC's special education programs offer high-quality, cost effective options for our member districts, as well as other regional districts. The section below presents the costs incurred by schools districts' placement of students at TEC compared to those at comparable private schools that offer substantially similar programs.

## TEC Campus School (TCS)

TEC Campus School provides high quality, cost-effective education programs that maximize the growth and development of children, adolescents, and young adults with identified intensive special needs through highly specialized 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 37% lower than the median and 30% lower than the average rate of similar private school programs.



As a result of TEC's ability to provide programs at a cost-effective rate, our member districts realize substantial savings by educating students at TEC versus in private placements. The table at right reflects the FY'23 cost savings to TEC's member districts for students enrolled at the TEC Campus School:

FY'23 Per District Savings - TCS vs. Private		
Member District	# of students	District Savings
Canton	0.70	\$26,687
Dedham	3.00	\$114,372
Dover-Sherborn	1.00	\$38,124
Framingham	5.00	\$190,620
Holliston	3.90	\$148,684
Hopkinton	2.00	\$76,248
Medfield	0	N/A
Medway	2.00	\$76,248
Millis	0	N/A
Natick	0	N/A
Needham	4.00	\$152,496
Norwood	7.15	\$272,587
Walpole	3.00	\$114,372
Wayland	2.00	\$76,248
Westwood	0	N/A
<b>Sub-Total (In-District)</b>	<b>33.75</b>	<b>\$1,286,685</b>
<b>Out-of-District</b>	<b>14.15</b>	<b>\$347,906</b>
<b>Extended Total Savings</b>	<b>47.90</b>	<b>\$1,634,591</b>

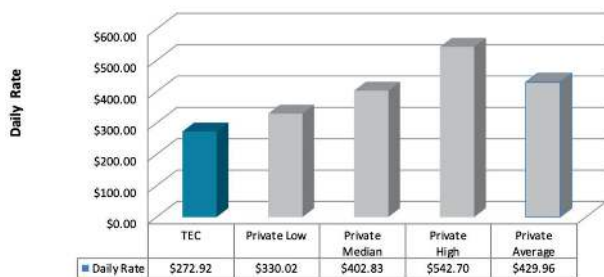
**Average Annual Savings per Student (In District): \$38,124**  
**Average Annual Savings per Student (Out of District): \$24,587**

# Special Education Programs: Cost Effectiveness (cont.)

## TEC Phoenix Academy (TPA)

TEC Phoenix Academy provides a safe, supportive, and structured environment in which students with complex emotional, behavioral, and academic challenges 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 32% lower than the median and 37% lower than the average rate of similar private school programs.

**TEC Phoenix Academy vs. Private Schools  
FY2023**  
(sample size: 7 private schools)



As a result of TEC's ability to provide programs at a cost-effective rate, our member districts realize substantial savings by educating students at TEC versus in private placements. The table at right reflects the FY'23 cost savings to TEC's member districts for students enrolled at the TEC Phoenix Academy:

FY'23 Per District Savings - THS vs. Private		
Member District	# of students	District Savings
Canton	3.85	\$108,828
Dedham	0	N/A
Dover-Sherborn	0.35	\$9,983
Framingham	1.20	\$33,920
Holliston	0.95	\$26,854
Hopkinton	0	N/A
Medfield	0	N/A
Medway	1.10	\$31,094
Millis	0.70	\$19,787
Natick	0.25	\$7,067
Needham	0.40	\$11,307
Norwood	1.90	\$53,707
Walpole	2.00	\$56,534
Wayland	0	N/A
Westwood	0.50	\$14,134
<b>Sub-Total (In-District)</b>	<b>13.20</b>	<b>\$373,124</b>
<b>Out-of-District</b>	<b>15.55</b>	<b>\$282,124</b>
<b>Extended Total Savings</b>	<b>28.75</b>	<b>\$655,248</b>

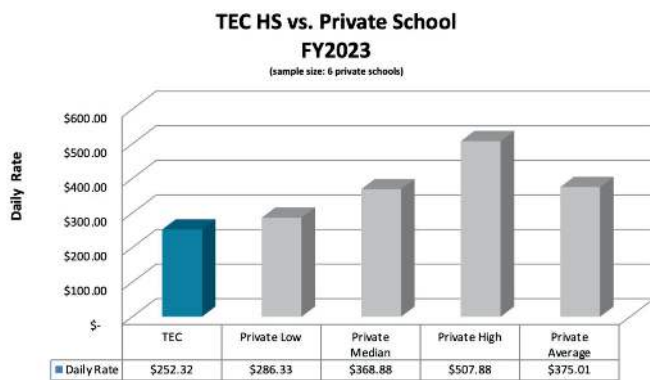
**Average Annual Savings per Student (In District): \$28,267**  
**Average Annual Savings per Student (Out of District): \$18,143**



# Special Education Programs: Cost Effectiveness (cont.)

## TEC High School (THS)

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 student 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 MA. The annualized tuition rate at TEC High School is \$45,418 or \$252.32 per day for in-district placements. This rate is 32% lower than the median and 33% lower than the average rate of similar area private schools.



As a result of TEC's ability to provide programs at a cost-effective rate, our member districts realize substantial savings by educating students at TEC versus in private placements. The table at right reflects the FY'23 cost savings to TEC's member districts for students enrolled at the TEC High School:

FY'23 Per District Savings - THS vs. Private		
Member District	# of students	District Savings
Canton	0	N/A
Dedham	0	N/A
Dover-Sherborn	3.00	\$66,249
Framingham	0	N/A
Holliston	0	N/A
Hopkinton	1.00	\$22,083
Medfield	0	N/A
Medway	0	N/A
Millis	0	N/A
Natick	0.90	\$19,875
Needham	0.10	\$2,208
Norwood	0	N/A
Walpole	1.00	\$22,083
Wayland	0	N/A
Westwood	2.70	\$59,624
<b>Sub-Total (In-District)</b>	<b>8.70</b>	<b>\$192,122</b>
<b>Out-of-District</b>	<b>10.90</b>	<b>\$89,936</b>
<b>Extended Total Savings</b>	<b>19.60</b>	<b>\$282,058</b>

Average Annual Savings per Student (In District): \$22,083  
Average Annual Savings per Student (Out of District): \$8,251

# Professional Learning

The Education Cooperative provides high quality, low cost 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 TEC's courses offer graduate credit as well as Professional Development Points (PDPs) for licensure renewal.

As a collaborative, we continually assess the needs of our districts and adapt to the changing landscape.

## Job-Alike Groups

Another highly effective means of professional learning is through job-alike collaboration. Monthly sessions are offered **free of charge** to TEC members. The agendas are developed by participants and TEC team members. The following are job-alike groups were offered in FY'23:

- Superintendents
- Assistant Superintendents
- Technology Directors
- Special Education Directors
- Higher Education Committee
- Guidance/School Counseling Directors
- Occupational Therapists
- School Adjustment Counselors/Social Workers
- Food Service/School Nutrition Directors

Through TEC's partnership with **Worcester State University**, TEC is able to offer graduate credit for many of its courses at a **significantly reduced rate of \$125/credit** (compared to the on-campus cost of \$383/credit),

## Highlighted FY'23 PD Opportunities:

TEC offered multiple **summer workshops** for PreK-12 educators and administrators, including:

- Orton-Gillingham Training
- Supporting Learners with Autism
- What is Mathematical Thinking
- Pathways to Happiness
- Promoting Student Engagement, Wellbeing, and Safety
- Strengthening Social Competencies
- Mentor Training

TEC's partnered with Amy Lucenta and Grace Kelemanik to provide webinars, workshops, and full courses to educators across the country.

TEC offered professional learning opportunities in the areas of social emotional learning, project based learning and instructional design, Universal Design for Learning (UDL), and personalized learning strategies.

TEC partnered with **DESE Safe Schools** staff to offer webinars regarding LGBTQ+ issues, focusing on supporting transgender students.

The TEC PD team collaborated to engage educators through "**Education Rejuvenation**", facilitating informal gatherings to share participants' successes, challenges, and effective strategies for student engagement and personalized learning.

TEC offered DESE **SEI Endorsement** courses in Fall and Spring for teachers and administrators. These courses focus on strategies to support Multilingual Learners, enabling students to access content instruction through evidence based reading, writing, and vocabulary interventions. TEC worked closely with DESE to update the course content and requirements for successful course completion. SEI courses were offered virtually throughout FY23.



# TEC Student Data Privacy Alliance

The TEC Student Data Privacy Alliance (TEC SDPA) continues to be at the forefront of safeguarding student data privacy. TEC serves as the Massachusetts alliance for the Student Data Privacy Consortium (SDPC). In collaboration with SDPC, we have crafted a comprehensive 5-State National Student Data Privacy Agreement (DPA) to cover our five participating states: Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont. These agreements define the responsibilities and obligations of digital providers to ensure the protection of student data in accordance with all relevant federal and state privacy regulations, including FERPA, PPRA, and COPPA.

Our five-state alliance significantly bolsters our ability to negotiate effectively with vendors, regardless of their size. Through our collective efforts, we have harnessed substantial economies of scale and strengthened our bargaining power to uphold student data privacy. TEC's annual service provides school districts with access to our expert legal counsel Felicia Vasudevan, our experienced director Ramah Hawley, our trainer Cynthia Tougas, and our administrative assistant Deb Lutz. Together this team works to secure signed DPAs on our districts' behalf.

## Value of TEC SDPA's Collaborative Approach:

- Savings to districts from economies of scale and shared costs
- Increased leverage to negotiate with vendors
- Efficient processes - one district requests a DPA and districts in all 5 states can be covered
- Vendors have fewer DPAs to review and sign, reducing processing time
- Ability to establish point-of-contact relationships with vendors and districts to flexibly respond when issues arise

# 28,972

signed data privacy agreements  
(DPAs) across five states

Massachusetts: 12,137

New Hampshire: 11,098

Rhode Island: 1,875

Maine: 2,210

Vermont: 1,652

The TEC SDPA is now a national leader in data privacy, safeguarding the information of over 733,305 students across 292 districts in the five states. Our team has negotiated more than 2,000 legally binding DPAs which include an "Exhibit E," (general offer of privacy terms). This has allowed Member districts to swiftly adopt the protections outlined in the original data privacy agreements with an electronic signature, resulting in nearly 29,000 signed DPAs/Exhibit Es.

TEC also actively develops and shares Student Data Privacy Training Materials and conducts webinars to assist member districts in implementing data privacy standards. We extend our sincere appreciation to our TEC Technology Directors and Steering Committee members for their invaluable leadership and support. Their contributions have been instrumental in shaping this solution, and they have diligently promoted the program through regional conferences and webinars to assist their fellow public school colleagues.

## TEC Student Data Privacy Alliance: Cost Effectiveness

TEC's member district receive the services of the Student Data Privacy Alliance free of charge. The table below illustrates the cost savings per district as compared to non-member districts, who are charged an annual fee of \$1.10/student (with a district cap of \$6,000) to belong to the SDPA.

Member District	Student Enrollment	Value to District (\$1.10/student)
Canton	3,219	\$3,541
Dedham	2,555	\$2,811
Dover	502	\$552
Dover-Sherborn	1,151	\$1,266
Framingham	9,274	\$6,000
Holliston	2,776	\$3,054
Hopkinton	4,163	\$4,579
Medfield	2,513	\$2,764
Medway	2,108	\$2,319
Millis	1,206	\$1,327
Natick	5,346	\$5,881
Needham	5,525	\$6,000
Norwood	3,486	\$3,835
Sherborn	401	\$441
Walpole	3,649	\$4,014
Wayland	2,754	\$3,029
Westwood	2,890	\$3,179
<b>TOTAL</b>	<b>53,518</b>	<b>\$54,591</b>

### TEC FY'23 SDPA Steering Committee:

Elizabeth McGonagle, Executive Director, TEC  
 Ramah Hawley, Director, TEC SDPA, TEC  
 Cynthia Tougas, SDPA Support Coordinator, TEC  
 Don Langenhorst, Director of Technology, Dedham PS  
 Ashoke Ghosh, Director of Technology, Hopkinton PS

Eoin O'Corcora, Director of Technology, Medfield PS  
 Dennis Roche, Technology Director, Natick PS  
 Leisha Simon, Director of Technology, Wayland PS  
 Steve Ouellette, Director of Technology, Learning, & Innovation, Westwood PS



---

# Career Exploration, Internships, & College Fairs

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 2022-2023 a total of 85 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 and professional networking.



"The internship exceeded my expectations because I worried that I would be stuck in back rooms, but instead I was able to interact with visitors and be visible around the museum. I would recommend this placement to other students because it satisfies an interest in history and museum studies. It provides a view into what working with the public is like and how a museum operates from day to day, seeking to be interactive for different age groups."

– Lucie, Westwood High School  
USS Constitution Museum, Charlestown

"I would definitely recommend this placement to other students because of how immersed you become in the work life! You are in a real office working on a computer and completing real projects which gives the intern a great sense of what work life is and gives them a chance to learn what an office dynamic looks like and how to interact with other workers. I also really appreciated how inviting everyone was in the office, especially my mentor. They really trusted me to help on projects, and I am grateful that I have been able to learn so much from this internship."

– Evelyn, Needham High School  
Equitable, Wellesley



---

# Career Exploration, Internships, & College Fairs (cont.)

## 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 the college search process or "visit" 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; a spring fair in late March at Westwood High School, and a fall fair in early October at Waltham High School. Both College Fairs are free to attend and all interested students and families are welcome!



## 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 2022-2023 academic year, this job alike discussed relevant timely topics including how best to support students through mental health crises, navigating the transition process for educators from Naviance to SCOIR, the college application process and admissions trends, and much more. Discussion of these topics informed professional learning opportunities that were developed and provided by TEC.



# TEC Online Learning

TEC is a regional leader in online learning and the proud sponsor of the TEC Connections Academy Commonwealth Virtual School (TECCA). 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.

## TEC Connections Academy (TECCA):

TEC sponsored TECCA in its application to be a Commonwealth Virtual School which was approved by the Board of Elementary and Secondary Education (DESE). TECCA 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.

## Online Learning Options for TEC-Member District Students

Each year TEC member districts, through TEC's sponsorship of TECCA, have the benefit of receiving 80 free online courses per district. These courses are taught by credentialed, MA certified teachers who provide synchronous instruction through weekly LiveLesson sessions, student- and teacher-initiated direct instruction.

TEC's Online Learning coordinator works closely with TEC-member district guidance departments to support his initiative and facilitates the student enrollment process. In FY2023 TEC member district students enrolled in 708 courses of which 517 were free to districts.

### TECCA Board of Trustees:

Peter Sanchioni, Ph.D, Board President,  
Natick Superintendent of Schools (retired)  
Jean Kenney, Ed.D., Board Vice President/Treasurer,  
Walpole Assist. Superintendent of Schools (retired)  
Grace Magley, Board Secretary,  
Director of Digital Learning, Natick Public Schools  
Bob Maguire, Board Member,  
Medfield Superintendent (retired)  
Ed DeHoratius, Board Members,  
Teacher, Wayland Public Schools  
Sandra Einsel, Ph.D.,  
Director of Special Education (retired)  
Jerry Helsing, Parent Representative

Member District	Free Online Courses 2022-2023	District Savings
Canton	11	\$3,300
Dedham	1	\$300
Dover-Sherborn	5	\$1,500
Framingham	1	\$300
Holliston	80	\$24,000
Hopkinton	34	\$10,200
Medfield	38	\$11,400
Medway	80	\$24,000
Millis	49	\$14,700
Natick	80	\$24,000
Needham	41	\$12,300
Norwood	0	\$0
Walpole	30	\$9,000
Wayland	23	\$6,900
Westwood	19	\$5,700
<b>TOTAL</b>	<b>492</b>	<b>\$147,600</b>

---

# TEC Cooperative Purchasing and AEPA

## Cooperative Purchasing

In FY'23, TEC continued its commitment to improve efficiencies and increase cost savings through the facilitation of the 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 FY'23

#### **Office and Classroom Supplies (e.g. copy paper, art supplies, computer-related supplies)**

- 59 MA school districts participated
- \$12,803,220 bid value based on district estimates
- 1,288 bid items

#### **Food Service Supplies (e.g. groceries, bread, milk, ice cream, vending and paper)**

- 51 MA school districts participated
- \$15,144,311 bid value based on district estimates
- 624 bid item

#### **Custodial supplies**

- 17 MA school districts participated
- \$753,201 bid value based on district estimates
- 624 bid items

#### **Athletic and PE Equipment and Supplies**

- 11 MA school districts participated
- \$191,142 bid value based on district estimates
- 223 bid items

#### **Fuel Oil**

- 3 MA districts participated

### Cost Effectiveness of Cooperative Purchasing FY'23

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. Table 1 provides estimated annual savings in FY'23 for categories of purchases made through TEC cooperative purchasing bids. Table 2 illustrates the savings per unit on several large quantity items purchased via the TEC bid.

**Table 1**

Bid	# of participating districts	Bid Items Awarded	Estimated Annual Savings Percentage
Office, Classroom Supplies & Copy Paper (POCAS-21)	59	1,288	15% paper 30% office
Food Service (FSB-21)	51	624	6%
Athletic and PE (A-PE-21)	11	223	24%
Custodial Supplies (C-21)	17	279	35%



# TEC Cooperative Purchasing and AEPA (cont.)

Table 2			
Sampling of Bid Items	TEC Winning Bid	Highest TEC Bid	Savings Per Unit
TEC Bid for Paper and Classroom Supplies (59 districts)			
White, 8.5" x 11", sub 20: Purchase by <u>pallet</u> only (40 cases)	\$1595.20/pallet	\$1599.60/pallet	\$4.40/pallet
White, 8.5" x 11", sub 20: Purchase by <u>case</u> only (10 reams)	\$42.98/case	\$45.90/case	\$2.92/case
Construction Paper 76# 9"x12" (50 pkg)	\$0.89	\$1.36	\$0.47
Markers, Crayola (8 color set, broad)	\$1.39	\$2.92	\$1.53
Pencils #2 Ticonderoga with Eraser (1 dz)	\$1.54	\$2.66	\$1.12
Post it Notes, 1.5" x 2" (12/pk)	\$1.59	\$2.23	\$0.64
Sampling of Bid Items	TEC Bid	MA School Buying Group	Savings Per Unit
TEC Bid for Food Service (51 districts)			
Chicken Patty, Whole Grain White and Dark	\$89.40	\$90.95	\$1.58
Chicken Nuggets, Whole Grain Home-Style Bites	\$71.86	\$94.07	\$22.21
TEC Bid for Athletic & PE Equipment and Supplies			
Field Hockey: Penn Monto Tournament Ball	\$23.88	\$48.75	\$24.87
Baseball: Game Ball (D1 Pro Diamond)	\$79.98	\$92.20	\$12.22
Basketball: Game Ball Girls Spalding TF-1000	\$54.77	\$62.49	\$7.72

# TEC Cooperative Purchasing and AEPA (cont.)

Table 2 (cont.)

Sampling of Bid Items	TEC Bid	MA School Buying Group	Savings Per Unit
TEC Bid for Custodial Supplies			
Clean-Up Vomit Kit, 24 Bag Case	\$31.92	\$59.75	\$27.83
Gloves, Nitrile, disposable, powder free 100/box, 10/case	\$47.00	\$89.90	\$42.90
Cleaners, Comet with Bleach, 32 oz, 8/case	\$49.20	\$62.96	\$13.76
Barrels, Wastebasket, 44 qt. Round, Plastic	\$9.89	\$20.58	\$10.69

## Association of Educational Purchasing Agencies (AEPA)

In addition to TEC's 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, technology, printers and digital copiers and many others. Through AEPA each member state agency determines which vendor contracts are signed to best serve eligible clients within their state.

### AEPA Bid Categories Offered for FY'23

- Digital Multi-Function Devices, Printers
- Digital Resources & Instructional Materials
- Custodial Supplies & Equipment
- School and Instructional Supplies
- Furniture
- Athletic Equipment and Supplies
- Technology Catalogue
- Facility Management Solutions
- Industrial Kitchen Equipment

*"The importance of being part of the TEC Cooperative Purchasing program is its ability to promote efficiency and transparency in the procurement of goods for our District. In addition, by creating this competitive environment among vendors, the TEC bid process helps promote better terms and higher quality of products. Finally, the procurements are cumbersome and require a great deal of time and effort to develop, execute, and maintain. As a member of the TEC Food Bid, the work is done collaboratively and maintained by a Bid Governing Board to ensure State and Federal procurement requirement compliance."*

*—Maria Hall, Walpole Public Schools, Food Service Director*

---

# Dedication

The Education Cooperative gratefully dedicates this Annual Report to Elizabeth McGonagle who retired as TEC's Executive Director in December, 2022.

After serving as Administrator for Technology in the Dedham Public Schools and Assistant Superintendent of the Falmouth Public Schools, Liz came to TEC in September, 2011 as the Administrator for Instructional Services. In July, 2013, she became TEC's Executive Director.

In the decade that followed Liz's appointment, she distinguished herself as an innovative and visionary leader. Among her many accomplishments, Liz oversaw the implementation of TEC's Online Academy, facilitated the creation of TEC Connections Academy (TECCA), and forged an exciting partnership between TEC and the Highlander Institute, establishing the FUSE Fellowship program.



In 2014, Liz oversaw TEC's move to its current location at 141 Mansion Drive in E. Walpole. The consolidation into one main campus has brought TEC's programs together, allowing for the development of a strong team of educators and provided expanded opportunities for students, such as access to TEC's fully accessible playground and therapeutic pool.



A true champion of TEC's guiding principle that "together we create more opportunities," Liz worked with TEC's technology directors to support member districts' need to protect student data privacy. The result of that collaboration, the TEC Student Data Privacy Alliance (SDPA), now extends far beyond TEC's member districts, supporting schools across New England and contributing to TEC's financial wellbeing.

Liz's steady leadership and commitment to meeting the needs of students was apparent throughout the COVID-19 pandemic. She managed difficult operational and financial challenges at TEC, while also providing resources and support for superintendents who were navigating the terrain of virtual learning.

Finally, Liz's work ethic, belief in the power of new possibilities, sense of fun, and gracious spirit permeates the culture at TEC. With her commitment to TEC and its mission, without a doubt, Liz's contributions to TEC have shaped it into the organization it is today. We wish her a happy and healthy retirement!

Thanks, Liz!











**Approved FY'25 Budget**

**REVENUES and FUND SOURCES**

Fund Balance	\$631,071
Assessments	\$178,991
Tuitions/Therapies	\$8,237,806
Other	\$2,782,313
<b>Total Revenues</b>	<b>\$11,830,181</b>

**EXPENSES**

**Salaries & Benefits:**

Instructional Salaries	\$6,029,298
Administrative Salaries	\$1,714,013
Benefits	\$961,488
<b>Total Salaries &amp; Fringe</b>	<b>\$8,704,799</b>

**Operational and Capital Costs**

Rent	\$1,115,824
Instructional Expense	\$357,034
Capital Expense	\$431,200
Other	\$1,221,324
<b>Total Operational Costs</b>	<b>\$3,125,382</b>

<b>Total Budget:</b>	<b>\$11,830,181</b>
<b>Net Income:</b>	<b>\$0</b>