

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

**April 27, 2022
6:30 pm**

VIA ZOOM

Join Zoom Meeting

<https://us02web.zoom.us/j/81046929420?pwd=UHplU2VXL2ZKS0qvb0JJTk5GTERJdz09>

AGENDA

1. Call to Order
2. Community Comments – Zoom link for remote participation
3. Sustainability Task Force Update
4. Security Update with Synergy
5. Equity Audit update with NYU
6. School Start Time Update
7. Policy- BEDH **A.R.**
 - Public Participation at School Committee Meetings –second read
8. Consent Agenda **A.R.**
 - Approval of 3/1/2022 minutes
9. Communication
 - TEC Annual Report and Budget
10. Adjourn

Note: The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may, in fact, be discussed and other items not listed may also be raised for discussion to the extent permitted by law.

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



Dover-Sherborn
PUBLIC SCHOOLS

SCHOOL START TIMES UPDATE

Chickering Elementary | Pine Hill Elementary | DS Middle School | DS High School

**Joint Meeting of the
School Committees**

APRIL 27, 2022



**Commitment to Community
Equity & Excellence
Respect & Dignity
Climate of Care
#WEareDS**

SCHOOL COMMITTEE DECISION

- In April 2019, the Dover School Committee, Sherborn School Committee and Dover-Sherborn Regional School Committee unanimously voted to approve a modified "flip" of school start times starting the 2020-2021 school year
 - Elementary schools to start no earlier than 7:50 (final: 7:50 AM - 2:15 PM)
 - Middle and High Schools to start no earlier than 8:35 (final: 8:35 - 3:10 PM)

SLEEP RESEARCH

- Based on the recommendations of the American Academy of Pediatrics and associated research/outcomes studies (2014)
 - Adolescents in crisis because their sleep needs cannot be met given current school start times
 - Adolescents' unique biological sleep cycles cannot be behaviorally adjusted

INVESTIGATION PROCESS

- Began initial investigations during the 2015-2016 school year
- Convened a Task Force in the fall of 2018 under the direction of Dr. Andrew Keough
- Collected data from surveys of DS elementary, middle, and high school families, staff and students (over 1,800 participants)
- Conducted over two dozen stakeholder meetings and open coffees including six at elementary schools
- Presented on Community Cable
- Engaged in 1:1 discussions with renowned sleep experts Dr. Chuck Czeisler & Dr. Judy Owens
- Presented at three Joint School Committee Meetings

DECISION RATIONALE

- Earlier elementary start times
 - 7:30 - 8:00 AM start time is more in line with the circadian rhythm (*Dr. Eric Zhou, Harvard Medical School, 2018*)
 - Malleability of sleep schedule at a younger age
 - Scant research on correlation between elementary school start times and outcomes for children; no research supporting later time as the most ideal for young children
- Later adolescent start times support (*American Academy of Sleep Medicine*)
 - An adequate opportunity for adolescents to obtain sufficient sleep on school nights
 - Optimal alertness in the classroom environment to facilitate peak academic performance
 - Adolescent mental health and psychological well-being
 - Reduced tardiness and school absences to foster improved opportunities for learning

START TIMES TASK FORCE (STTF)

- Transportation
 - 18 of 19 buses beginning pick up time is 7:00 AM or later
 - Boston bus remained one route and morning programs put in place at middle and high school
- Before & After-School Programming
 - Before and after school programs fully in place and no observed impact on participation
- School Schedules
 - Changes in place at middle and high school to provide academic support within school day
- Staff Implications
 - Negotiated before and after school staff meetings
- Communication
 - Continued work to share data and discuss findings

TIMELINE

- School Year 2018-2019
 - STTF researches, communicates findings, solicits stakeholder feedback
 - DSC, SSC, DSRSC approve “flip” in start times to begin Fall 2020 (April 2019)
- School Year 2019-2020
 - STTF establishes working groups to address key challenges
 - Final representation to DSC, SSC, DSRSC (June 2020)
- School Year 2020-2021 (COVID-Related Hybrid & In-Person Learning)
 - Year 1 - Implement change in start time
- School Year 2021-2022 (COVID-Related Impacts on Student Learning & Wellness)
 - Year 2 - Implementation via full in-person learning schedule
- School Year 2022-2023
 - Year 3 - Collect data via identified metrics to determine if intended outcomes are achieved

METRICS FOR MEASURING OUTCOMES

SY 2022-2023 will be compared to SY 2018-2019 due to concurrent impact of COVID-19

- Sleep time
- Academic achievement
- Social-emotional wellness
- Late arrivals and early dismissals
- Student discipline
- Involvement in after-school activities

Data will be collected via Aspen, Panorama, and stakeholder feedback

Dover-Sherborn
PUBLIC SCHOOLS
Thank You!



#WEareDS

THE PUBLIC SCHOOLS OF DOVER AND SHERBORN
- Joint Meeting of the School Committees -

APRIL 27, 2022

File: BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committees shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committees desire individuals to attend their meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committees would like the opportunity to hear public comment.

Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.

To ensure the ability of the School Committees to conduct the Districts' business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. The public comment segment shall not exceed 15 minutes, absent extenuating circumstances as determined by the presiding Chair. All speakers are encouraged to present their remarks in a respectful manner.
2. Speakers will be allowed up to three (3) minutes to present their material and must begin their comments by stating their name and city/town. The presiding Chair may permit extension of this time limit, in extenuating circumstances.
3. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.
4. The Chair of the meeting, after a warning, reserves the right to terminate speech which is not constitutionally protected because it constitutes true threats that are likely to provoke a violent reaction and cause a breach of the peace, or incitement to imminent lawless conduct, or contains obscenities.
5. Written comments longer than three (3) minutes may be presented to the presiding Chair before or after the meeting. All remarks will be addressed through the Chair of the meeting. Comments made during the public comment portion of the meeting do not necessarily reflect the views or positions of the School Committee.

6. Sign up instructions will be provided for those who wish to participate in Public Comment.

LEGAL REFS.: M.G.L. c. 30A: 18-25

CROSS REFS: BE, SCHOOL COMMITTEE MEETINGS

BEC, EXECUTIVE SESSIONS

BEDA, NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

FIRST READING:

SECOND READING:

ADOPTED:

SOURCE: MASC

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committees shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

School Committees desire citizens of the towns to attend their meetings so that they may become better acquainted with the operations and the programs of our Schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

In order that all citizens who wish to be heard before a Committee have a chance and to insure To ensure the ability of the Committees to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The length of the public participation segment shall be determined by the Chair. .
2. Speakers' participation Speakers will be allowed up to three (3) minutes to present their material. The presiding Chair may permit extension of this time limit.
3. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individuals' privilege of address.
4. All remarks will be addressed through the Chair of the meeting.
5. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session Committees will not hear personal complaints of school personnel nor against any member of a School. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
6. Written comments longer than three (3) minutes may be presented to a Committee before or after the meeting for Committee members' review and consideration at an appropriate time.

FIRST READING: September 22, 2009

SECOND READING: May 22, 2012

ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn Regional Committee

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes March 1, 2022

Present:

Dover School Committee

Sara Gutierrez-Dunn

Mark Healey

Colleen Burt

Liz Grossman

Jeff Cassidy

Sherborn School Committee

Amanda Brown

Dennis Quandt

Sangita Rousseau

David Kazis

Nancy Cordell

Dover-Sherborn Regional School
Committee

Kate Potter

Judi Miller

Maggie Charron

Tracey Mannion

Lynn Collins

Angie Johnson

1. Call to order – The meeting was called to order at 6:32 pm via ZOOM.

2. Reports

- Superintendent/Assistant Superintendent Report - Kathleen Smith discussed unmasking (mask optional) at all schools as of March 7th, updated vaccination rates, and available testing options.
 - Communication Specialist - Kathleen Smith introduced Dana Lanham who has been contracted to build the best communications and outreach for stakeholders in the District. Overall objectives include: to understand stakeholder needs and develop communications that fulfill those needs; to create a unified and consistent district communications approach and process while organizing and prioritizing messages and timing; to develop and a look and feel for the overall district that delivers consistency across all four schools and programs; and to deliver metrics, scorecards, and summaries for the district to stakeholders to celebrate success and keep them abreast of progress.
 - Central Office (CO) Audit - Kathleen Smith reported that the District has signed a contract with the Collins Center to 1) study of the organizational structure staffing and practices of CO operations, 2) review of human resources functions, and 3) review of organizational structures and best practices of CO and leadership positions in similar size school district.
- 3. Superintendent-elect Contract** - Judi Miller reviewed the details of the three-year contract that has been negotiated with Beth McCoy.

There were motions to approve the contract with Beth McCoy as presented.

Union#50: motion by Mark Healey, second by Amanda Brown

Vote in favor: Mark Healey, Sara Gutierrez-Dunn, Colleen Burt, Amanda Brown, and Dennis Quandt

DSRSC: motion by Judi Miller, second by Lynn Collins

Vote in favor: Kate Potter, Judi Miler, Maggie Charron, Lynn Collins, Tracey Mannion, and Angie Johnson

DSCVote in favor: Jeff Cassidy, and Liz Grossman

SSC: David Kazis, and Sangita Rousseau

DRAFT

4. Consent Agenda

- Approval of January 13 and January 18, 2022 minutes - there were two changes suggested to be made.

There were motions to approve the Consent Agenda as amended.

DSRSC: motion by Angie Johnson, second by Lynn Collins

Vote in favor: Kate Potter, Judi Miler, Maggie Charron, Lynn Collins, Tracey Mannion, and Angie Johnson

DSC: motion by Liz Grossman, second by Colleen Burt

Vote in favor: Sara Guitierrez-Dunn, Colleen Burt, Mark Healey, Jeff Cassidy, and Liz Grossman

SSC: motion by Dennis Quandt, second by Sangita Rousseau

Vote in favor: Amanda Brown, Dennis Quandt, David Kazis, Nancy Cordell, and Sangita Rousseau

5. Adjournment at 7:55 pm.

Respectfully submitted, Amy Davis

— the — education
COOPERATIVE



Together we create more possibilities!

FY 2021 Annual Report

♥ THANK YOU! ♥

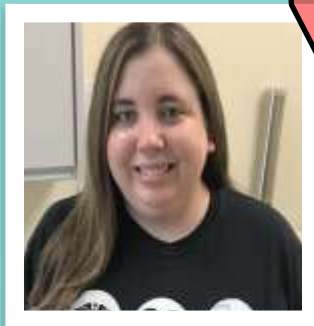
We dedicate TEC's Annual Report to our skilled nursing staff for their courage, compassion and continuous leadership throughout the COVID-19 pandemic. From daily testing to endless contact tracing, their selfless devotion, patience and strength gave the staff, students and families hope each day!



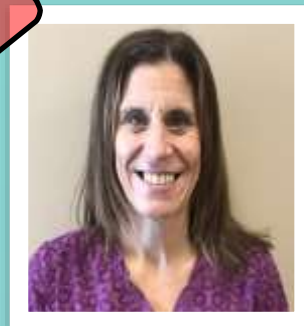
Nurse Leader Kerry Kubera, RN



Marybeth Kilcommons, RN



Allison Rondeau, RN



Laura McCarthy, RN



In Loving Memory of TEC Campus School Student

Sean Munzer

(11/6/2000 - 4/13/2021)

Sean was calm, cuddly, and compassionate

Sean was smart, silly, and strong

Sean was flexible, funny, and friendly

Sean was musical, messy, and magical

Sean was joy

And Sean was love.



People often point out all of the support personnel that helped make a student's life better in some way, but the true hero in all of this is Sean. Sean made all of us better people from having known him.

Sean made each and every day brighter for those around him. Sean's positive attitude brought pleasure to his teachers, therapists, and nurses at school. His friendly nature was felt by his classmates and school community at TEC Campus and in the schools he attended when he was younger.

Sean taught us to work hard and to appreciate the little things, which may not always actually be so little. He taught us to always have a good sense of humor, be in the moment, and spread joy.

And above all else to feel love, give love, and be love.



About The Education Cooperative

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

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

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

Our Programs and Services

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

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

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

You can read more about the exciting work of TEC on our website www.tec-coop.org.

Letter from The Executive Director



Dear TEC Community Members,

It is my pleasure to present TEC's 2020-2021 Annual Report to you. This was a year of exceptional challenges due to the COVID-19 pandemic that endlessly interrupted every aspect of daily life around the world. Yet, the response of our entire TEC learning community showcased our staff's talent, resilience, and dedication to our mission. I am incredibly proud that in spite of near constant chaos all around us, the TEC staff opened our doors for in-person instruction in September and remained open for the entire school year!

Our administrators, teachers, specialists and support staff were determined to welcome our students back to their classrooms for in-person learning experiences while our administrative staff provided critical programs and services. I commend them for their courage and passion to help and support our students, their families, our districts, and each other during such a disconcerting period of time.

TEC developed and maintained strict COVID-19 mitigation protocols for all programs. From planning, training, sanitizing, and masking to testing and isolating, every member of TEC's staff contributed to keeping our entire community safe and healthy. They met every new challenge with relentless determination and courage. Quickly adapting to the multiple changes was not a choice, but a necessity, and things once thought of as essential suddenly did not seem quite so important after all.

In retrospect, we gained new perspective on what really matters. From the classroom to the conference room, we reconsidered old approaches to teaching, learning and communicating that resulted in innovative and effective ways to fulfill our mission. TEC truly lived up to its vision statement as a *proactive, innovative and agile organization!*

In this annual report you will find detailed cost saving information about TEC's student programs and an overview of the range of professional services we provide to our regional learning community. Our organization carried on despite the many unforeseen and disruptive challenges we faced together as the COVID-19 health crisis transformed the world. As always, *working together we created more possibilities!*

We are so grateful to the many people whose support and encouragement helped us through this unusual school year, especially the TEC Board of Directors, our district Superintendents and school leaders who relentlessly lead their districts through unexpected barriers, the unwavering TEC Staff, and all of our devoted educators, school committee members, students and families across our resilient regional collaborative community. We thank you!

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

Executive Director

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 2020–2021 school year. These objectives are embedded in the TEC Annual Strategic Plan and progress is monitored throughout the year through updates provided by TEC Administrators at Board of Directors meetings.

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

- All TEC programs continued to implement student Individualized Educational Programs (IEP) through in-person, remote and hybrid learning environments.
- TEC High School students participated in the pre-employment transition services program (Pre-ETS) where they focused on job exploration, work readiness training, work-based learning experiences, options in post-secondary education, and self-advocacy.
- TEC High School staff completed a book study with author Kathleen McClaskey about Student Personal Learning using the UDL lens. Each TEC High School student completed a Personal Learning Plan (PLP) that incorporated personal strategies needed for each of them to be successful in their classes.
- TEC High School implemented a seminar class for students that addresses essential transition skills.
- A Floyd Family Foundation grant enabled TEC Campus School to purchase assistive technology specifically designed to support students' visual tracking skill development.
- TEC Phoenix Academy students continued with attending a series of outings at Hale Reservoir's challenging ropes courses and other outdoor activities designed to promote the development of self-confidence, life and communication skills.
- TEC High School had 8 graduates and TEC Phoenix Academy had 11 graduates. Each school celebrated with commencement ceremonies that included families.
- TEC Phoenix Academy provided weekly trips to Unity Farm Animal Sanctuary where the students performed chores for the resident animals. Students developed new life skills as well as increased self-confidence through this experience.
- TEC Phoenix Academy has established a partnership with Bill Rehills Driving School, providing students with the opportunity to partake in a driver's education program to develop safe driving skills. This partnership is a much needed transition skill for TPA students.
- TEC Phoenix Academy Staff participated in multiple Mindfulness sessions, with Alice McIntyre, to develop the skill of paying attention in the present moment to see what's truly happening in their classroom.
- Transition II students maintained the TEC Café on the lower level of the Mansion Drive facility, offering snacks and coffee. The students were able to learn and apply vocational and communication skills.
- TEC Campus School continued the ACE® ABA Software System for learners with autism, designed to assess, teach and evaluate progress using evidence based procedures.
- TEC Campus School promoted the ubiquitous use of assistive technology tools by providing access to in-classroom coaching from an Assistive Technology Specialist and an Augmentative Alternative Communications Specialist.
- The TPA Culinary Program continued to provide lunch to seniors through the Norwood Senior Center.
- Coordinated two regional college fairs attended by over 115 colleges, universities and gap-year programs.

TEC Progress Toward Reaching Our Goals

(Continued from previous page)

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

- Cohort 2 of the TEC-Highlander Fuse MA Fellowship completed their 18 month professional development program. Their focus shifted to personalized learning in a remote learning environment. This program was financially sponsored by TEC, and this cohort of highly skilled teachers represents a regional professional learning network spanning 10 member districts.
- Coordinated an ongoing series of regional SEO endorsement courses for teachers and administrators.
- Expanded the TEC Student Data Privacy Alliance. Free to TEC member districts, this program has expanded to support school districts in MA, NH, RI and ME, promoting understanding and accelerating the protection of student data. Districts now have access to 1000 DPAs and 18,000+ signed agreements.
- TEC Staff presented at the following virtual conferences: MASS CUE and Access4Learning.
- Facilitated monthly virtual job alike meetings to support our regional learning community including: Superintendents, Assistant Superintendents, Special Education Directors, Technology Directors, Technology Integration Specialists and Guidance Directors.
- Developed online self-directed workshops to support teachers working remotely due to the COVID-19 pandemic including: Building Your Basic Skills for Remote Learning series in: Google Classroom, Choice Boards, Padlet, Hyper-docs and Meet and Engaging all Students with Differentiated Instruction.
- Developed online, self-directed courses to support the social emotional needs of students including: Connecting Behavioral Health & Social Emotional Learning to Success in School.
- Continued to provide Strategies to Enhance Instruction for English Language Learning in the Classroom and the facilitated SEI Endorsement Course needed for re-licensure.

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

- Bi-monthly staff meetings and budget meetings were implemented to enable more effective communications.
- Developed and implemented a COVID Strategic Plan to reopen all TEC student programs and offices in the fall of 2020.
- Developed a COVID-19 Manual, Guidelines for TEC employees, and a comprehensive staff training program with multiple resources to mitigate the spread of COVID-19.
- Collaborated with TECCA to support their statewide offering of online learning bundles for students forced to learn remotely in districts across Massachusetts due to COVID-19 managing the enrollment of students, the onboarding of member and non-member district-based site coordinators and facilitating communication with Pearson Online and Blended Learning.
- Coordinated a regional Virtual Legislative Breakfast hosted by TEC. Keynote speakers included Education Chairs Senator Jason Lewis, Representative Alice Peisch and Senator Rebecca L. Rausch. Superintendents Jeff Marsden (Medford), Armand Pires (Medway) and Bob Trembley (Framingham) each spoke about their experiences leading a school district through the COVID-19 pandemic.
- Continued to revise the TEC website through an organizational-wide strategic planning process, posting updated COVID-19 information for families and staff members.
- Continued to prepare and post bids to support the procurement needs of participating districts.
- Provided Zoom access to all TEC staff members, allowing remote interaction for instruction, professional development, administration, Board meetings and finance and operations.

Table of Contents

Board of Directors and TEC Leadership	1
Strategic Planning	2
Vision, Mission and Guiding Beliefs	3
Source and Use of Funds	4-5
Enrollments by the Numbers	6
Revenues and Expenditures Trend Analysis	7
TEC Special Education Services	8-17
• Special Education Services Overview	
• Early Childhood, Elementary & Middle School Services	
• Academic Behavioral Learning Environment (ABLE)	
• Transitional Services	
• Testimonials	
• TEC Phoenix Academy	
• TEC High School	
Replacements	18
TEC FY21 Grant Funding	18
TEC Legislative Breakfast	19
TEC Professional Development	20-22
TEC Online Learning	23-25
TEC Student Data Privacy Alliance	26
TEC Highland Institute: FUSE MA Fellows	27
Student Career Exploration & Internships	28-30
Cooperative Purchasing & AEPA	31-33
Cost Effectiveness:	34-36
• Special Education Services	
• Cooperative Purchasing	
• Professional Development	
Cost Savings: TEC vs. Private	37-39
What kept you going through COVID?	40-42

Board of Directors and TEC Leadership

Board of Directors:

Jennifer Fischer-Mueller, Canton
Melissa Pearrow, Dedham
Andrew Keough, Dover-Sherborn
Beverly Hugo, Framingham
Susan Kustka, Holliston

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

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

Superintendents:

Jennifer Fischer-Mueller, Canton
Michael Welch, Dedham
Andrew Keough, Dover-Sherborn
Robert Tremblay, Framingham
Susan Kutska, Holliston

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

David Thomson, Norwood
Bridget Gough, Walpole
Arthur Unobskey, Wayland
Emily Parks, Westwood

SPED Steering Committee:

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

Karen Zaleski, Hopkinton
Mary Bruhl, Medfield
Kathleen Bernklow, Medway
Sue Anne Marks, Millis
Timothy Lu, Natick

Mary Lammi, Needham
Lori Cimeno, Norwood
Therese Green, TECCA
John Queally, Walpole
Richard Whitehead, Wayland
Abby Hanscom, Westwood

Assistant Superintendents for Curriculum and Instruction:

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

Jennifer Parson, Hopkinton
Christine Power, Medfield
Gabrielle Abrams, Medway
Joan Lynn, Millis
Kirk Downing, Natick
Terry Duggan, Needham

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

TEC Administrative Leadership:

Elizabeth McGonagle
Executive Director

Dan Shovak
Director of Finance & Operations

Susan Donelan
Director of Student Services

Jean Kenney
Director of Professional Learning & Leadership

Deborah Caligaris
Principal, TEC High School

John Spears
Director of Information Technology

Meredith Faletra
Principal, TEC Campus School

Sheila Thomas
Principal, TEC Phoenix Academy

Janet Maragus
Human Resources, Manager

TEC's 2021—2025 Strategic Plan is the culmination of analysis and planning done by the Strategic Planning Committee consisting of teachers, school leaders, and TEC staff. This plan establishes a long-range direction for TEC and provides a clear focus for future pursuits by identifying priorities for improvement. Each year we convene the team to update the plan and TEC Administrators report out on our progress at every TEC Board of Directors meeting.



Strategic Plan Goals and Objectives:

1. Student Achievement Goal:

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

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

2. Professional Development Goal:

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

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

3. Operation Goal:

Improve our ability to provide proactive support to TEC programs.

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



Vision, Mission and Guiding Beliefs

Vision Statement:

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

Mission Statement:

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

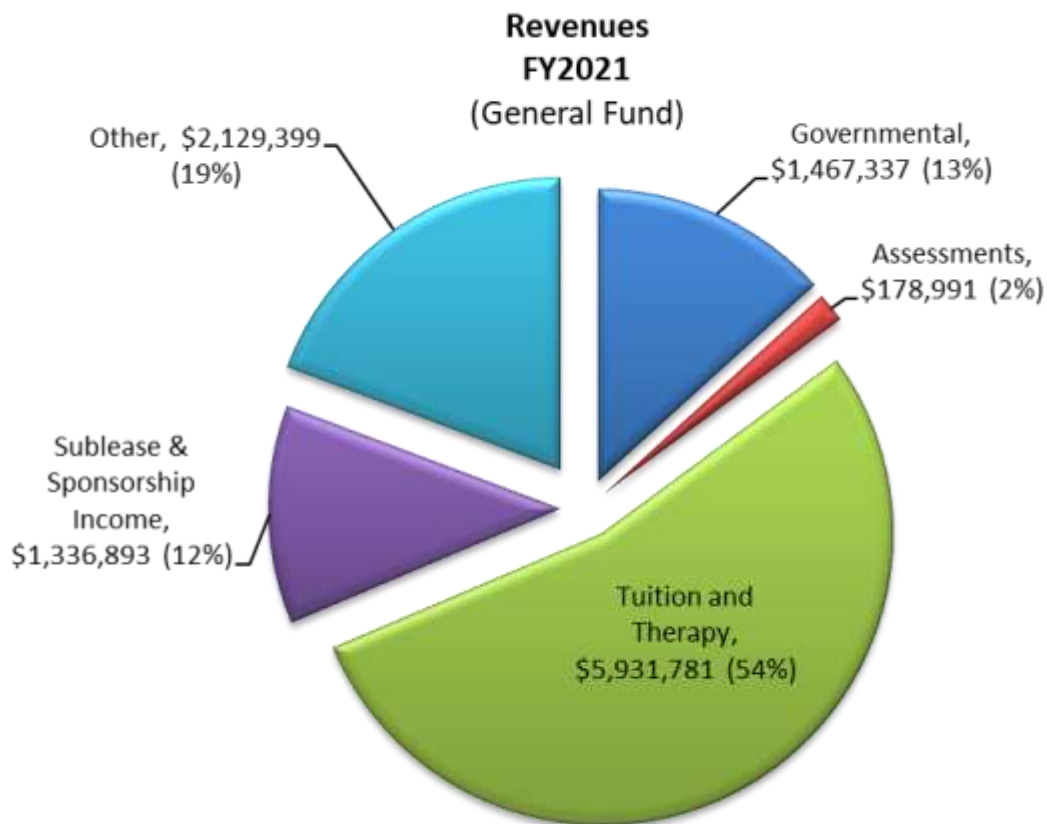
Guiding Beliefs:

We believe...

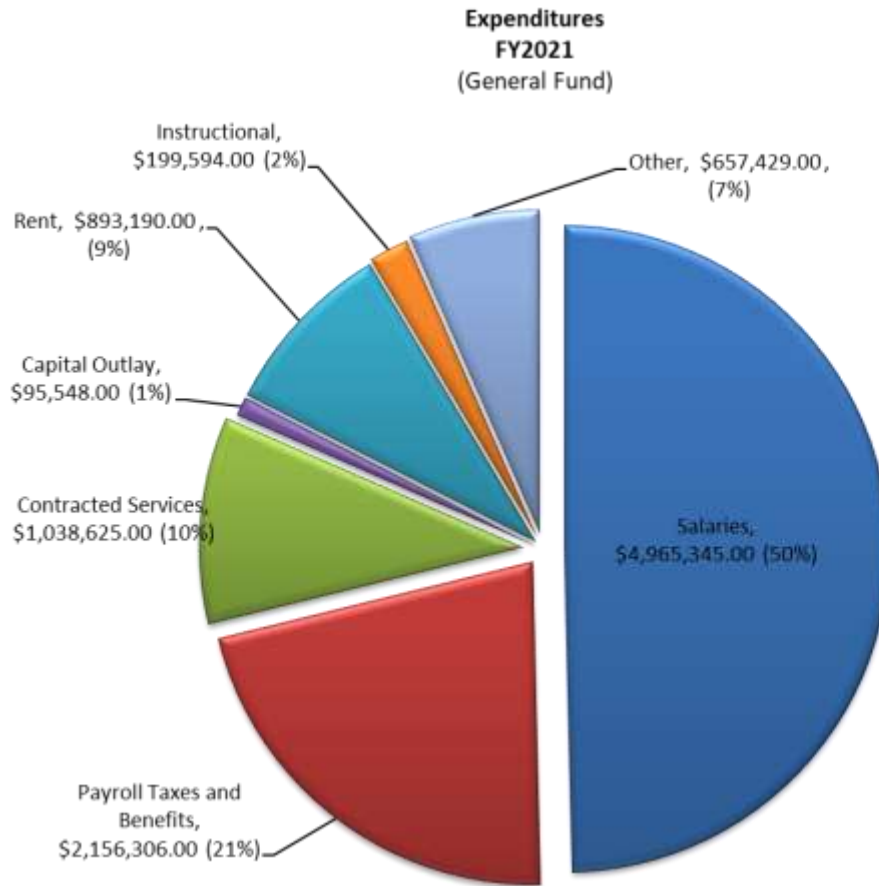
- Inter-district collaboration strengthens all participants and offers the opportunity to do more than one district can do individually
- Each student learns differently and should be provided with personalized learning experiences designed to optimize individual potential to meet their goals
- Data driven student-centered-collaboration should guide planning and practice
- High expectations are integral to student achievement
- It is our responsibility, along with students and families, to prepare our students to be life-long learners as contributing members of a global 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



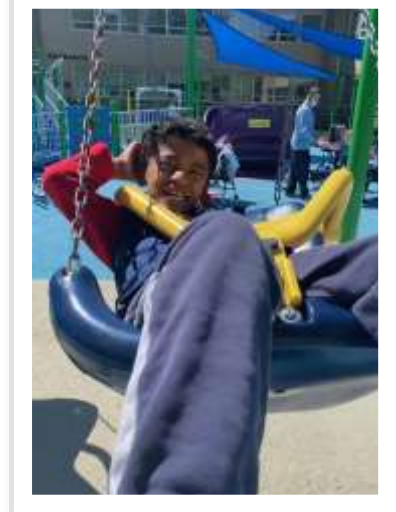
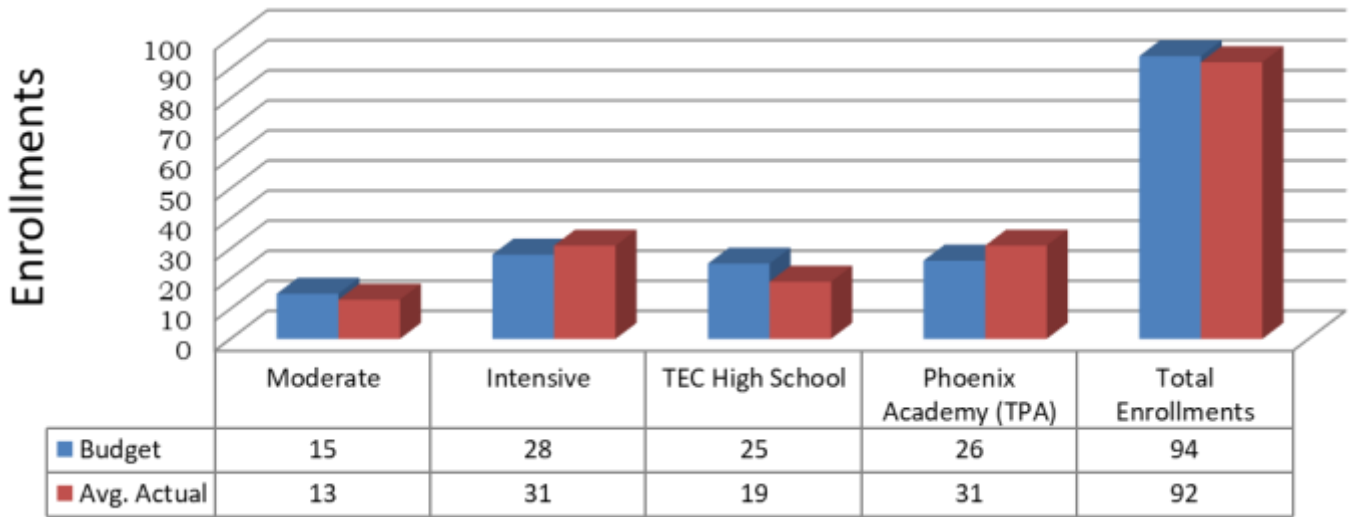
Revenues	Amount	Percentage
Tuition and Therapy	\$5,931,781	54%
Governmental	\$1,467,337	13%
Sublease and Sponsorship	\$1,336,893	12%
Other	\$2,129,399	19%
Assessments	\$178,991	2%
Total	\$11,044,401	100%



Expenditures	Amount	Percentage
Salaries	\$4,965,345	50%
Payroll Taxes and Bene ts	\$2,156,306	21%
Rent	\$893,190	9%
Contracted Services	\$1,038,625	10%
Other	\$657,429	7%
Instruc onal	\$199,594	2%
Capital Outlay	\$95,548	1%
Total	\$10,006,037	100%



Enrollments Budget to Actual FY2021

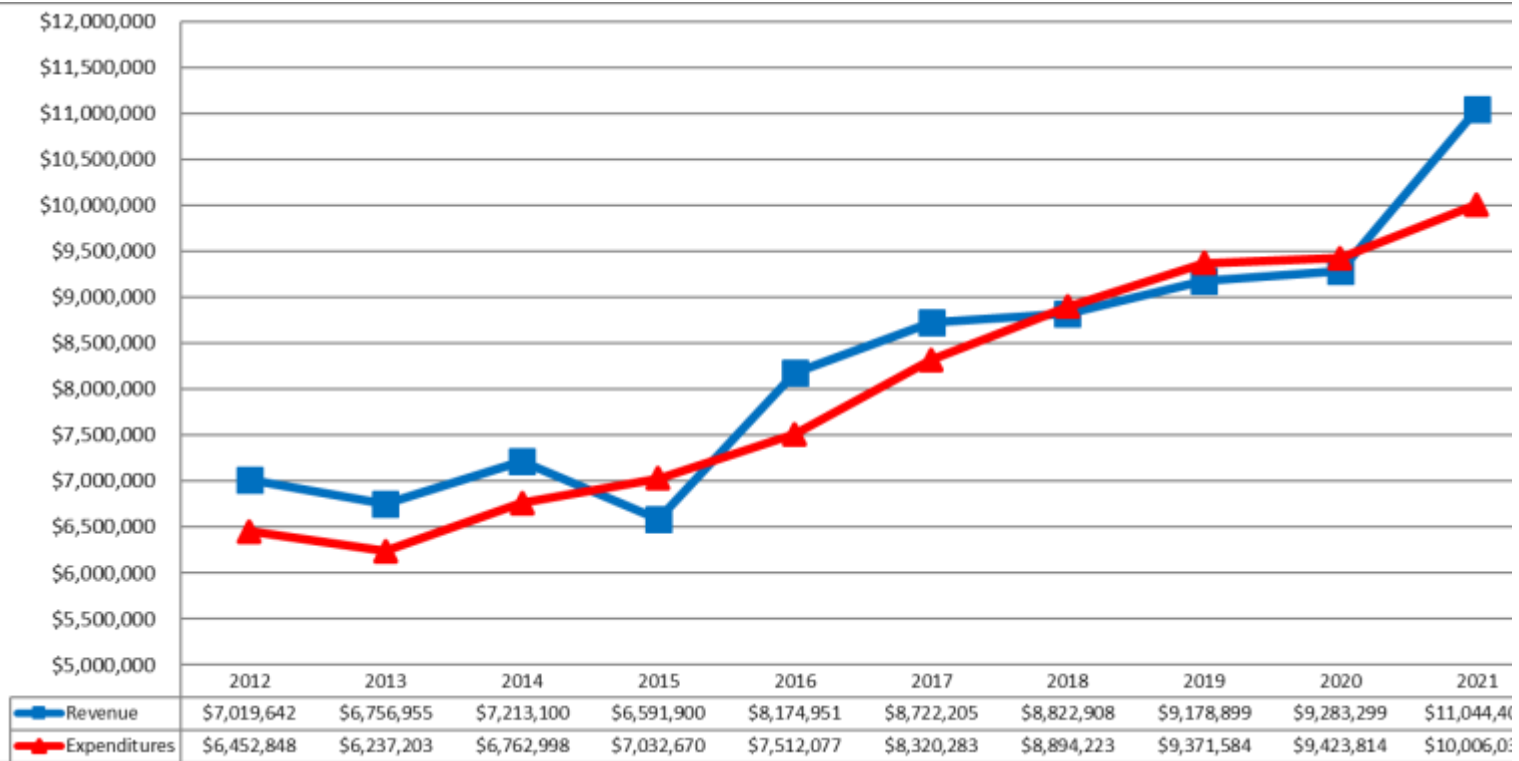


Historical Trend Analysis

FY 2012-2021

Revenues/Expenditures

General Fund



TEC Special Education Services

TEC provides member and non-member school districts with an array of specialized services designed to address the needs of students with moderate to intensive disabilities ages 3-21. The Educational Cooperative (TEC) provides an engaging and supportive learning environment for students with complex learning needs. Our talented, 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.

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



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

All TEC services are designed to provide meaningful and authentic inclusion opportunities in the least restrictive and engaging educational environment. TEC offers services at Westwood High School as well as at our beautiful campus located in East Walpole. The East Walpole campus houses the TEC Campus School, a Public Day Special Education School Program fully approved by DESE, TEC Intensive Programs (Pre-K – age 21) and TEC High School (Grades 8-12).

TEC classrooms offer learners access to highly qualified, DESE licensed, caring teachers, therapists and health care professionals who work as a collaborative learning team focused on the success of each student and supported by the latest educational resources, strategies and assistive technologies.

TEC offers students access to a comprehensive team of educational specialists and services including:

• Speech and Language Therapy	• Board Certified Behavior Analyst	• Fully Accessible Playground
• Occupational Therapy	• Nursing	• Therapeutic Pool Onsite
• Physical Therapy	• Reading Instruction by a Literacy Specialist	• Fitness Center
• Adaptive Physical Education	• Counseling - Licensed Social Workers	• Augmentative and Alternative Communication
• Vision Therapy	• Assistive Technology	• Field Trips
• Music Therapy	• Community-Based Instruction	• Public School Inclusion Opportunities
• Vocational Training	• Pragmatic Language Instruction	• Reverse Inclusion Opportunities
• Social Skills Training	• Visiting Therapy Dog	• Transition Planning & Services

Special Education Services Overview

Potential – Opportunity – Success

We Believe in Your Child

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

TEC’s Philosophy:

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

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

TEC Campus School Intensive Community Ages 3-21

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

The Early Childhood and Elementary Programs are designed for students age 3 through age 10 at the beautiful TEC Campus School in E. Walpole, offering students a warm and engaging learning environment specifically designed to support their social, learning and medical needs.

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

Typical disabilities served in this program are:

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

Program Highlights:

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



TEC Campus School Intensive Continuum Ages 12-21

Middle & High School (also see Transition Services)

Satellite program: Westwood High School

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

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

Our program includes:

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

Satellite program: Westwood High School

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



TEC Campus School

Academic Behavioral Learning Environment (ABLE)

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

Our Students:

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

Program Highlights:

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



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

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

TEC Campus School Transition Services

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

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

Program Highlights:

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



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

Parent Testimonials 2020-2021

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



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

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

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

Every student in his class has devices and buttons and switches in accessible locations so that they can easily communicate, answer questions, make choices—the degree of AAC fluency at this school is outstanding, and exactly the kind of support our son needs, as do we so that we can communicate more easily as a family

He is excited to get on the bus every morning, and he is exhausted and happy at the end of each day, and when we talk about his school day, he smiles. We have never once questioned this move to TEC Campus!”

TEC Phoenix Academy @ The Plimpton School on the campus of Walpole High School

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



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

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

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

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

What's Unique About TEC Phoenix Academy?

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

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

TEC Special Education Services (TPA-cont)

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



at

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



TPA Testimonials from our families:

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

Mike and Linda Berard

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

Mrs. A.

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

Megan and Kenny

TEC High School:

141 Mansion Drive, E. Walpole

Alternative Learning for Success

TEC High School is designed to serve students in grades 8-12 who need a small personalized and supportive learning environment. TEC High School is a special education public day school approved by the Massachusetts Department of Education. The staff is experienced and is DESE licensed. The TEC High School curriculum is developed in accordance with the Massachusetts Curriculum Frameworks. The curriculum delivery is based on the principles of Universal Design for Learning. At TEC High School, experienced, certified classroom teachers and special educators help students master a college preparatory curriculum while full-time licensed clinical staff assist students in reaching their social emotional development goals.

The TEC student experience includes: full integration of technology with a one-to-one Chromebook program; daily Mindfulness practice, weekly DBT (Dialectical Behavioral Therapy) group sessions and yoga; honors classes across the curriculum; art therapy; diverse electives in the arts and sciences, community service and school leadership opportunities; and regular off-campus field trips ensuring engagement with the world beyond the classroom. TEC High School provides students with a challenging and diverse academic curriculum within a caring and supportive learning community.

TEC High School students receive an education with a challenging college prep curriculum, aligned with state standards and individual credit needs, IEP requirements and social-emotional goals. Along with core classes and electives, TEC students receive academic mentoring from subject teachers in a daily academic advisory period. College bound students also receive help in the college admissions process. All students have access to mental health counselors everyday. Students who graduate while enrolled at TEC receive diplomas from their sending schools.



TEC Retirements

Each year we celebrate the retirement of members of the TEC learning community and Board of Directors. On behalf of the entire TEC learning community, we want to say *thank you* for the many years of dedicated service of our esteemed TEC colleagues and wish them future health, happiness and success!



Robert Hilliard
TEC Treasurer
*Thank you for over 30 years of
dedicated service to TEC!*



Dr. Andrew Keough
Superintendent
Dover-Sherborn



Dr. Nancy Gustafson
Superintendent
Millis

Grant Funding FY2021

FY21 Public and Private Grant Receipts:

FY21 State Grant Awards:

Coronavirus Prevention Fund Grant:	\$5,675
IDEA (274) Grant:	\$7,690
Comprehensive School Health Services (CSHS) Grant:	\$10,500

Total State Grant Awards: \$23,865

FY21 Private Grant Awards:

Floyd Family Foundation Grant	\$2,500
MIIA Risk Management Grant	\$3,750

Total Private Grant Receipts: \$6,250

For over 50 years TEC has engaged and informed our elected officials about the challenges facing public education. We are so grateful for their responsive support, encouragement and ongoing commitment to partnering with us. Each year the TEC Board of Directors and our district educational leaders sponsor a Legislative Breakfast to bring together legislators and school officials from across our regional learning community to meet and discuss important educational issues.

This year the event was held virtually via Zoom and facilitated by TEC's Executive Director, Liz McGonagle. The event was attended by educators, school committee members, and state and local elected officials.

TEC was honored to welcome our keynote speakers Education Committee co-chairs **Senator Jason M. Lewis**, **Representative Alice Piesch** and **Senator Rebecca L. Rausch**.

Additionally Superintendents **Je Marsden** (Medford), **Armand Pires** (Medway) and **Bob Trembley** (Framingham) each spoke passionately about their experiences leading a school district through the COVID-19 pandemic.

The legislative event was a success with over 55 participants from across the TEC Districts. Our virtual event enabled more participants to participate and stimulated a deeper conversation. Our discussion culminated with virtual breakout meeting rooms allowing regional groups the opportunity to communicate directly to their local elected officials from their districts.

We want to thank Representatives **David Linsky (Natick)**, **Paul McMurtry (Dedham, Westwood)**, and **Ted Philips (Walpole)** for leading the regional discussions.

Thank you to everyone who participated in this first virtual event!



TEC was honored to have Senator Jason Lewis (and friend) join us via Zoom!

The Education Cooperative provides high quality Professional Development to support districts, schools, teams and individual educators, and support staff to improve their professional practice and enable student success by offering a variety of opportunities: facilitated synchronous and asynchronous online courses, courses that cover a breadth of topics and content areas and are appropriate for all types of educators, administrators, support personnel and paraprofessional staff. Many of these courses offer graduate credit as well as Professional Development Points (PDPs) for licensure renewal. Examples include:

- SEI Teacher Endorsement courses that fulfill DESE licensure requirements.
- Self-paced online courses, several of which can be used to meet state requirements for license renewal; participants can earn Professional Development Points upon successful completion. Our self-paced online courses include:
 - Strategies to Enhance Instruction of ELLs in the Classroom (15 PDPs)
 - Engaging All Learners with Differentiated Instruction (15 PDPs)
 - Connecting Behavioral Health & Social Emotional Learning to Success in School (15 PDPs & 1 graduate credit)
 - Introduction to Coaching in Schools: Supporting Professional Development and Growth through Coaching (15 PDPs)
 - Building Basic Skills for Remote Learning
- Wilson Language Training and Level 1 Certification for Dyslexia specialists
 - These workshops and courses are aligned with the Massachusetts Dyslexia Guidelines
- Workshops that address discrete /current issues in education
 - Title IX
 - LGBTQ+
 - Remote and hybrid learning
- School-based and district-wide initiatives developed to address specific areas of interest for a school / district.
- Cross-district initiatives that bring multiple districts together to address issues shared by TEC participating districts, collaborating to further each district's approach to the issue. This profes-

sional development typically can be designed as a multi-session offering throughout the course of a year.

TEC's online courses have generated renewed enrollment in TEC member districts. Non-member districts have also purchased district licenses in order to secure annual access for these exceptional courses. These courses have been reviewed and updated to include current resources, ensuring viability and application for the future. TEC has also recently upgraded its Moodle platform to provide expanded access to all course elements. The offerings described above are available throughout TEC's member districts and to other districts across the state.

During Fiscal Year 2021, TEC's Professional Development team members collaborated on multiple graduate level courses in partnership with area educators, colleges and universities. The courses addressed all areas of the MA PreK-12 curriculum frameworks and DESE initiatives and were designed to provide educators with relevant, cost effective access to the high quality professional development required for Massachusetts licensure and licensure renewal.

Sheltered English Instruction

To enable educators to meet DESE's mandatory SEI Endorsement requirement, TEC offered multiple 45 hour teacher endorsement courses. These courses focus on strategies to support English Learners, enabling them to access content instruction through evidence based reading, writing, and vocabulary interventions. The SEI courses were offered virtually throughout FY21 as DESE revised the course content to enable synchronous online instruction in March 2020 due to COVID-19. TEC worked closely with DESE to update the course content and requirements for successful course completion.

Other Offerings:

During the **Summer of 2020**, TEC offered over twenty-five workshops for PreK-12 educators and administrators that included curriculum content, special education instruction strategies and literacy support programs, and differentiated instructional pedagogy

to enable all learners to succeed. Examples of the diverse workshops include: Better Behavior Toolbox, History/Social Science standards, storytelling, writer’s workshop, website design, and “Assistive Technology and Universal Design for Learning” in collaboration with DESE. TEC hosted a book discussion group, “The Influence of Race and Racism on Academic Engagement and Achievement” with several sessions facilitated by experienced educators to examine literature from authors such as Angie Thomas (*The Hate U Give*), Lisa Delpit, and Beverly Daniel Tatum, that explores anti-racism and equity.

Fall 2020 offerings included such courses and workshops as continuing “Assistive Technology/Universal Design for Learning” (AT/UDL), Social Emotional Learning, Mindful Approach to Teaching, and Safe Supportive Learning Communities, to name just a few.

Spring 2021 Initial planning generated another sixteen workshops that addressed topics in elementary math for grades K-2 and 3-5, as well as Media Literacy, Autism, and legal issues relative to Title IX and Special Education. Workshops for Physical Education and Art, two areas that have experienced limited opportunities for professional learning, were also promoted. As noted previously, to support educators for a seamless transition to remote and hybrid learning, TEC offered a series of workshops titled, “Building Your Basic Skills for Remote Learning”. These workshops introduced participants to *Google Classroom, Google Meet, Hyperdocs, Choice Boards, and Padlet, tools that enhance communication between students and staff and provide varied options for virtual learning. Additionally, TEC collaborated with member district teachers to develop additional self-paced online courses: Using Jamboard in the Classroom and iPhone Photography for Educators.*

TEC partnered with **Highlander Institute** to offer a series of four 90 minute workshops for district teams to learn more about *Culturally Responsive and Sustaining Pedagogy. During these sessions participants explored issues related to racism in our society and schools and examined their district’s response to it. Through this process, district teams built on their foundational knowledge of these issues, examined implicit*

biases, reflected on their impact, and developed specific goals and action steps relevant to their district’s needs. Multiple resources were provided for participating teams to engage in self-assessment, deeper reflection, and analysis between sessions. TEC is committed to professional learning that promotes equity in all areas.

TEC partnered with noted NCTM educators, Amy Lucenta and Grace Kelemanik, to schedule webinars that provide strategies to address unfinished learning as a result of school closures and remote learning issues. TEC offered a new option for professional learning, a virtual facilitated study group, providing 8 hours of collaboration and strategy development to engage learners. TEC also hosted a full course, *Essential Strategies for Teaching Students with Learning Disabilities to Think Mathematically. It is notable that participants in these offerings were educators from across the country as well as internal participants.*

TEC’s Professional Development team is able to deliver high quality training and multiple opportunities for collaboration to support educators’ professional learning needs in all areas.



TEC provided many professional learning experiences via Zoom throughout the pandemic.

Job Alike Network Meetings

Another highly effective means of professional learning is through job-alike collaboration. Monthly sessions are offered free of charge to TEC members. The agenda are developed by participants and TEC team members. Throughout the pandemic, TEC brought our regional learning community together via Zoom.

The following are current Job Alike Groups:

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

TEC plans to expand Job Alike Groups across several areas of district and school responsibility to facilitate more opportunities for collaboration and sharing of best practices



TEC is a regional leader in online learning and the proud sponsor of TECCA, the TEC Connections Academy Commonwealth Virtual School. TEC and our member districts continue to learn from the experience of supporting the successful growth of this innovative alternative school that is benefiting students across Massachusetts.

TECCA: TEC Connections Academy

TEC sponsored TECCA in its application to be a Commonwealth Virtual School which was approved by the Board of Elementary and Secondary Education in 2014. TECCA is accountable directly to the Department of Elementary and Secondary Education (DESE) and is autonomous of all other public bodies, including TEC.



The mission of TECCA is to offer Massachusetts students a quality online alternative to the traditional classroom by providing a supportive, individualized program of study; effective instruction; engaging learning experiences; and diverse curriculum offerings to stimulate curiosity, advance personal growth, and promote academic achievement.

TECCA continues to pursue excellence and has been accredited by North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Commission on Accreditation and School Improvement (SACS CASI), an accrediting division of Cognia, formerly AdvancED.

Online Learning Options for TEC-Member District Students

Each year TEC provides free online course seats to each TEC member district. TEC's Online Learning Coordinator works closely with TEC-member district guidance departments to support this initiative and facilitates the student enrollment process. In FY 2021 TEC member districts enrolled in a total of 2,113 online courses through TECCA.

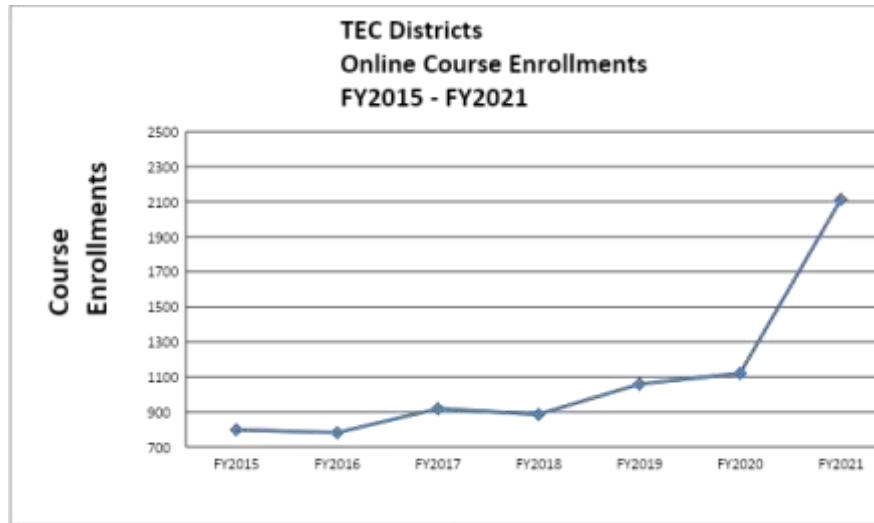
TECCA Board of Trustees

The TECCA Board of Trustees is comprised of talented educational leaders with representation from the TEC member communities as well as business and community members who volunteer their time to ensure that TECCA continues to reflect the high standards and expectations of our regional learning community. Their work has contributed to the success of TECCA and provided access and equity to students across Massachusetts.

- Peter Sanchioni, Ph.D., Board President, Nauck Superintendent of Schools (reired)
- Jean Kenney, Ed.D., Board Vice President/Treasurer, Walpole Assistant Superintendent (reired)
- Grace Magley, Board Secretary, Director of Digital Learning, Nauck
- Bob Maguire, Board Member, Medfield Superintendent (reired)
- Ed DeHorus, Board Member, Teacher, Wayland
- Sandra Einsel, Ph. D., Director of Special Education (reired)
- Jerry Helsing, Parent Representative
- Liz McGonagle, Executive Director, TEC, Sponsor Representative (non-voting)

Online Course Enrollments

Each year TEC member districts, through TEC’s sponsorship of TECCA, have the benefit of receiving a number of free online courses. In FY2015 TEC member districts enrolled in 798 courses of which 199 were free. Six years later, in FY2021, TEC member districts enrolled in a total of 2,113 online courses of which 628 courses were free of charge to TEC’s districts. These charts below show the significant growth in the enrollment in online courses by our member districts over the last 6 years and the number of enrolled courses and free courses by District.



Costs Savings per TEC Member District FY21		
Member District	Free Online Courses	Total Savings
Canton	28	\$8,400
Dedham	1	\$300
Dover-Sherborn	18	\$5,400
Framingham	7	\$2,100
Holliston	80	\$25,500
Hopkinton	85	\$24,000
Medfield	80	\$24,000
Medway	-	-
Millis	50	\$15,000
Natick	80	\$24,000
Needham	80	\$24,000
Norwood	-	-
Walpole	80	\$24,000
Wayland	34	\$900
Westwood	10	\$3,000
Total District Free Courses	628	\$188,400

TECCA and TEC Partner to Support Districts during COVID-19

When the COVID-19 pandemic continued in the fall, it forced schools across Massachusetts to unexpectedly offer students hybrid and online learning models. As the demand for remote learning options skyrocketed, TEC and TECCA provided additional enrollment guidance and support to our member districts.

Yet, many Massachusetts districts had never offered students an online academic program and struggled to manage the overwhelming demand on their resources. When the Department of Elementary and Secondary Education (DESE) reached out to TECCA to provide districts with access to a core bundle of online courses taught by certified online teachers, TECCA provided exceptional leadership.



TEC was proud to partner with TECCA to provide non-member districts frontline support and assistance to enroll students as they rapidly transitioned to a new learning environment. Antoinette LeShore, TEC's Online Learning Coordinator provided ongoing outreach to these districts, enrolling over 5200 non-member district students in online courses during the pandemic!

TECCA Online Course Enrollments of NON-TEC Districts				
District Name	Fall 2020		Spring 2021	
	# of Students	# of Courses	# of Students	# of Courses
Abington	77	371	71	368
Acushnet	103	412	57	228
Bay Path Regional Vocational Tech.	104	405	62	239
Ben Franklin Classical Charter	1	4	0	0
Central Berkshire Regional	104	414	87	348
Cohasset	44	182	43	175
Dartmouth	53	214	52	207
Fairhaven	332	1328	222	867
Foxborough	89	348	73	284
Freetown-Lakeville Regional	220	927	151	617
Harvard	2	8	2	9
Lynn	355	2108	131	696
Plymouth	217	1085	166	815
Savoy, MA Elementary	2	8	1	4
Stoneham	69	350	47	255
Tantasqua Regional	42	168	24	96
Total #	1,814	8,332	1189	5208



TEC Student Data Privacy Alliance

The **TEC Student Data Privacy Alliance (SDPA)** continues to lead the way in student data privacy. Our Alliance is a successful collaborative service model developed to provide schools and districts with administrative and legal support to negotiate privacy terms with their software vendors. Our service was launched in 2016 in response to the needs of the Technology Directors of the TEC member districts. Many had attempted to secure signed Data Privacy Agreements (DPAs) for the online resources in use at their districts but found that without dedicated administrative resources and adequate funding for legal services, it proved to be an expensive and time-consuming struggle that yielded mixed results.

By working together we have achieved internal economies of scale and leveraged our negotiating strength. In cooperation with the SDPC consortium, TEC developed a statewide DPA for MA, NH, RI and ME which articulates the vendor duties and responsibilities required to protect student data in compliance with all applicable federal and state privacy statutes including FERPA, PPR, COPPA, 603 C.M.R. 23.00 and MA General Law Chapter 71, Sections 34D to 34H. We have now adopted the SDPC's national agreement.

TEC's annual service offers districts access to expert legal counsel and an experienced contract administrator who initiates the vendor agreements on their behalf. The alliance has grown to be a national leader in data privacy and supports over 200 school districts in 4 states with over 1,000 signed, enforceable DPAs, and 18,000 "Exhibit Es" which enable members to sign onto the original data privacy agreements, protecting over 530,000 students!

A special thanks to our TEC Technology Directors and Steering Committee members for all the leadership and support they provide. They have contributed to this solution and promoted the program at regional conferences and webinars to support their public school colleagues.



TEC SDPA Steering Committee Members:

- Don Langenhorst (Dedham)
- Eoin O'Corcora (Medfield)
- Dennis Roche (Natick)
- Leisha Simon (Wayland)
- Steve Ouelle (Westwood)
- Ashoke Ghosh (Hopkinton)
- Steve Smith (Cambridge)
- Ramah Hawley (TEC Contract Administrator)
- Felicia Vasudevan (MHT&L)
- Liz McGonagle (TEC)

TEC has already secured MANY agreements...They are an incredible service and if you are still considering having assistance in managing your student data privacy agreements, I strongly urge you to consider them. As a technology director, I can tell you that they are a "life saver"!

***Thomas P. Martellone, Ed.S.,
Director of Innovation & Instructional Technology, Lexington, MA***

TEC Highlander Institute: FUSE MA Fellows

TEC-Highlander Institute: Fuse MA Fellows



The Fuse MA program, a partnership between TEC and Highlander Institute, was designed to support outstanding TEC Member district educators and encourage them to share, implement, evaluate and scale best personalized learning practices. The name FUSE captures how the experience both “ignites” a movement within schools and districts, and intentionally brings together like-minded educators to collaborate and grow.

Highlander and TEC on-boarded a second cohort of fellows with all Cohort 1 Districts returning and three new TEC Districts joining the Fellowship. A professional learning experience funded by TEC on behalf of its members, Cohort 2 began their learning experience in August 2019 with two full days of professional development centered around introducing the fellowship, relationship-building, and sharing the shift in Highlander Institute’s work to include a strong focus on Culturally Responsive and Sustaining Pedagogy.

Many Cohort 2 pilot teachers and fellows had the opportunity to visit each other, plan, and thought-partner in person, however this was quickly cut short by the COVID-19 pandemic in March 2020. Nevertheless, the Fuse MA community found value and comfort in continuing to come together virtually and the program quickly shifted to provide support and connection to participants. From March to June, Highlander Institute, the Fuse Fellows and the Fuse community came together once a month to check in with each other, surface bright spots, share resources such as **Key Considerations for Distance Learning**, and consider how best to support each other during an incredibly challenging and unprecedented time. This model continued through December 2020 as fellows shifted their focus to support their district’s response to a remote learning environment due to the pandemic.

Fuse MA Cohort 1: Jan 2018 - June 2019

- 17 Fellows in 8 districts
- Dedham, Medfield, Millis, Needham, Norwood, TEC High School & Phoenix Academy, Walpole & Wayland
- Approximately 70 pilot teachers across 17 schools

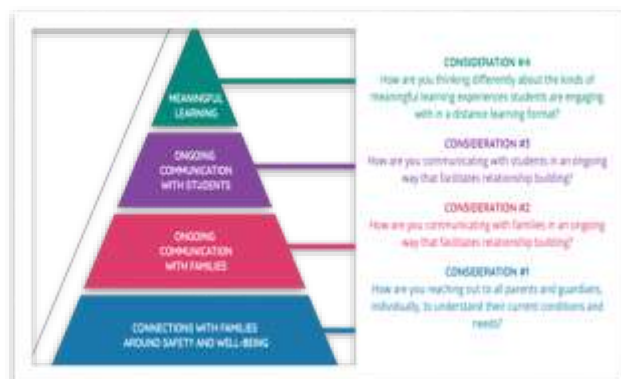
Fuse MA Cohort 2: August 2019—Dec 2020

- 20 Fellows in 10 districts
- Dedham, Dover/Sherborn, Hopkinton, Medfield, Millis, Needham, Norwood, Walpole, Wayland & Westwood
- Approximately 45 pilot teachers across 15 schools

Positive program feedback from participants shows that Fuse MA educators are growing their skills & mindsets, sharing ideas and strategies, stretching their comfort zone, connecting with colleagues and districts outside of their own, feeling supported, challenged, and part of an academic community. Congratulations to all of our talented Fuse Fellows!



Fuse Cohort 2



The Education Cooperative's Internship Program is an inclusive, confidence building personalized career exploration placement program. Through our years of recruiting and placement experience, we have developed outstanding relationships with highly sought after businesses, organizations and public sector employers. The Summer 2021 Internship Program was an extremely successful one, placing 30 more students in placements over the previous summer, due in part to the option of offering remote internships in addition to the typical in-person experience.

The TEC Career Exploration & Internship Program offers interested students the opportunity to explore a variety of career paths by learning about their interests, strengths, and skills through both remote and in-person experiences. Students intern at local organizations (both big and small) where they are mentored by professionals 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 during a gap year, before entering college or the workforce. The hands-on program benefits districts by offering opportunities to their students that may not be available within their community. It is designed primarily for students who have completed at least two years of high school and works closely with over 150 sponsor organizations where they are placed under the supervision of dedicated career mentors. During their internships, 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.

What our interns and parents are saying:

All of our staff enjoy hosting TEC interns and we continue to be impressed with how mature and eager to learn each student has been thus far.

Stephanie Godbout, Mentor, The Boston Ability Center.

INSPIRE | NURTURE | SHARE

My internship was a great introduction to developing critical thinking and communication skills that are needed throughout life. In addition and probably most important, everyone was super nice, explained instructions clearly, and were open to questions no matter how simple or ridiculous.

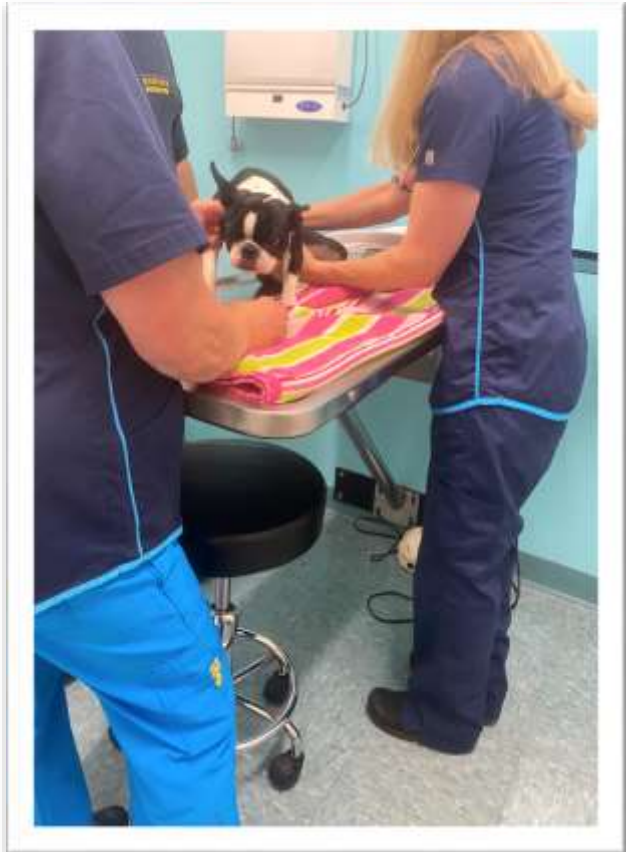
Westwood High Senior, Jake DePietro, Slate Milk

We couldn't be more proud of our daughter for taking full advantage of this opportunity. She learned so much that she will take forward with her as she finds her way through college and beyond. So much learning goes on in hands-on experiences and the service you provided from the initial slideshow addressing the steps in the process (from interviewing to final journal entries) to a final congratulatory email has been confidence building for her.

Karen and Jon Bicknell, Parents of Medford High Senior Maddie Bicknell, Millis Animal Hospital.

I expected the internship to be more shadowing, but it ended up being more interactive and a little more independent than expected which was a positive thing as I like to get my hands dirty and learn through completing physical tasks. The experience that was most valuable for me was talking to my colleagues and managers about this field of study and how I could potentially go into it after my college education. They helped me to get an idea of what I would have to do in the future.

Needham High Senior, Drew Winkler, GeoComp.



Intern Maddie Bicknell at Millis Animal Hospital

Innovation Education Award and



Community Collaborative Partner of the Year

TEC's Internship Program received an award from Brewster Branding, who mentored 4 interns this past summer.

**Congratulations to
TEC's Team!**

Emily Manz, Jen Sullivan and Lauren Merriam

Professional Development Participation by TEC Member District - FY21

District	# of Internships
Canton	-
Dedham	-
Dover-Sherborn	2
Framingham	-
Holliston	2
Hopkinton	8
Medfield	3
Millis	1
Natick	3
Needham	13
Norwood	-
Walpole	3
Wayland	10
Westwood	13
College, Private, Non-member	35
Total	93



Isabella Ma, working remotely at Cultivate Nutrition Counseling

TEC College Fairs

The college search process can be both confusing and time consuming. The Education Cooperative (TEC) college fairs are a convenient way for students and parents to have direct access to a multitude of schools while exploring the many options available. It is a great way to kick-off your college search or "visit" your targeted schools before incurring travel expenses.

Each year, TEC brings together a large selection of colleges and universities 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.



TEC Higher Education Committee

Guidance Counselors from all TEC districts as well as several non-member districts including Waltham and Weston, participate in this successful monthly Job Alike group and share best practices and resources such as curriculum, testing, college admissions, and mental health support.

Despite the pandemic disallowing the regular in-person meeting for the duration of the 2021-2021 academic year, the group continued to meet monthly virtually. Due to the drastic physical, emotional and mental challenges felt by students during the pandemic, many of the topics discussed by the counselors this year centered around how best to support students who are struggling with mental health crisis and difficulties. Conversations focused on how we can best support students when it comes to helping them through difficult times while experiencing feelings of depression, anxiety, suicide, and eating disorders.

Cooperative Purchasing

In fiscal year 2021 TEC continued its commitment to improve efficiencies and increase cost savings through the facilitation of TEC Bids. By utilizing collective volume purchasing, participating school departments are able to obtain the best possible pricing from vendors while taking advantage of a streamlined bid process. TEC bids continue to evolve to better reflect the needs of all participating school departments throughout Massachusetts.

TEC Bids for FY21:

- o Custodial Supplies
- o Athletic and Physical Education Equipment and Supplies
- o Office and Classroom Supplies – Copy Paper, Office, Classroom and Art Supplies, Computer Related Supplies
- o Food Service Supplies – Groceries, Bread, Milk, Ice Cream, Vending and Paper
- o Fuel Oil

Non-Member Annual Participations Costs:

Bid Category	Non Member Participation Cost
Custodial Supplies Bid	\$500
Athletic and Physical Ed Bid	\$500
Office Supplies Bid	\$750
Food Service Supplies Bid	\$1000

Bid Overview FY2021

- **Food Service Bid**
 - o 50 School districts participated in Massachusetts
 - o \$10,160,869 bid value based on district estimates
 - o 604 items bid
- **Custodial Supplies Bid**
 - o 14 school districts participate in Massachusetts
 - o \$640,753 bid value based on district estimates
 - o 386 items bid
- **Athletic and Physical Education Bid**
 - o 10 school districts participate in Massachusetts
 - o \$186,481 bid value based on district estimates
 - o 386 items bid
- **Office Supplies Bid**
 - o 64 school districts participate in Massachusetts
 - o \$67,806,072 bid value based on district estimates
 - o 1,256 items bid
- **Fuel Oil Bid**
 - o 3 school districts participate in Massachusetts

Association of Educational Purchasing Agencies (AEPA)

In addition to our Cooperative Purchasing program TEC has partnered with the Association of Educational Purchasing Agencies (AEPA) to offer volume discount purchases to school districts in the Commonwealth. The AEPA contracts offer savings through bids in such categories as office and classroom furniture, interactive classrooms, industrial arts, technology, printer and digital copiers and many others. Through AEPA each member state agency determines which vendor contracts are signed to best serve their state.

AEPA at a Glance FY2021

Total bid categories for FY21: 11



Bid Categories Offered:

- o Digital Multi-Function Devices, Printers
- o Digital Resources & Instructional Materials
- o Custodial Supplies & Equipment
- o School and Instructional Supplies
- o Office Supplies & Equipment
- o Furniture
- o Athletic Equipment & Supplies
- o Technology Catalog
- o Facility Management Solutions
- o Industrial Arts & Career & Technical Education
- o Security Solutions

“The Education Cooperative is a valuable resource for Massachusetts Food Service Directors. TEC facilitates our ability to work collaboratively, as a group with a Purchasing Coordinator and minimized the individual work needed by each Director.”

Janelle Madden, Food & Nutrition Director, Dover-Sherborn

“TEC has been an invaluable resource to us as directors. It provides us not only the opportunity to increase our buying power, accurate technical assistance as well as an opportunity to collaborate with each other!”

Maria Hall, Director of School Nutrition Walpole Public Schools

**Cost-Effectiveness of Programs:
Cooperative Purchasing**

TEC facilitates Cooperative Purchasing bids that offer significant savings to participating School Districts as a result of volume purchasing. The benefits that TEC provides are measurable and cost-effective. The following is a list of bid offerings for larger quantity items that were awarded by TEC in FY2021 with estimated annual savings based on highest to lowest bid pricing. The TEC Food Bid items are in comparison to the Massachusetts School Buying Group.

Bid	Number of Participating Districts	Bid Items Awarded	Annual Savings Percentage*
(POCAS-21) Office Classroom Supplies & Copy Paper	64	1,256	24% Paper & 41% Office
(FSB-21) Food Service	50	604	17%
(A-PE-21) Athletic & PE	10	272	27%
(C-21) Custodial Supplies	14	386	27%

TEC Bid for Paper & Classroom Supplies (64 participants)			
Sampling of Bid Items	TEC Winning Bid	Highest TEC Bid	Savings per Unit
Paper Bid			
White, 8.5" x 11", sub 20: Purchase by PALLET only (40 cases)	978.80 (pallet)	1,596.40	617.60
White, 8.5" x 11", sub 20: Purchase by case only (10 reams)	27.90 (case)	39.91	12.01
Classroom Supplies Bid			
Construction Paper 76# 9x12 (50pkg)	.62	1.10	.48
Markers, Crayola (8 color set, broad)	1.36	2.75	1.39
Pencils #2 Ticonderoga with Eraser (1dz)	1.26	1.83	.57
Post it Notes Self Stick Removable (3x3, 12/pk)	2.90	3.48	.58



**Cost-Effectiveness of Programs:
Cooperative Purchasing**

TEC Bid for Food Service (50 participants)			
Sampling of Bid Items	TEC Food Bid Comparison with Massachusetts School Buying Group		
Chicken Pastry, Whole Grain White and Dark	68.86	74.81	5.95
Chicken Nuggets, Whole Grain Home-Style Bites (3.9 oz)	68.54	74.87	6.33
Frankfurter, Low Sodium Beef Frank	27.41	29.23	1.82
Deli Beef, Thin "n" Trim Roast Beef Rare	76.96	82.81	5.85
TEC Bid for Athletic & PE Equipment & Supplies (10 participants)			
Sampling of Bid Items			
Field Hockey Penn Monto Tournament Ball	25.20	45.00	19.80
Baseball: Game Ball (D1 Pro Diamond)	64.00	90.71	26.71
Basketball: Game Ball Girls Spalding TF-1000	45.23	59.13	13.90
TEC Bid for Custodial Supplies (14 participants)			
Sampling of Bid Items			
Clean-Up Vomit Kit, 24 Bag Case	33.40	52.56	19.16
Sponges, Cellulose Large (4.3" x 7.8" x 1.5") Heavy Duty	25.92	36.67	10.75
Cleaners, Graffiti, Vandalism mark Remover, (15 oz)	39.98	52.95	12.97
Barrels, Wastebasket, 44 qt. Round, Plastic	20.77	39.97	19.20



Cost Effectiveness of Programs

This section offers quantitative and qualitative data to help readers understand the cost-effectiveness of utilizing the Special Education, Cooperative Purchasing and Professional Development and Online Learning programs offered at TEC.

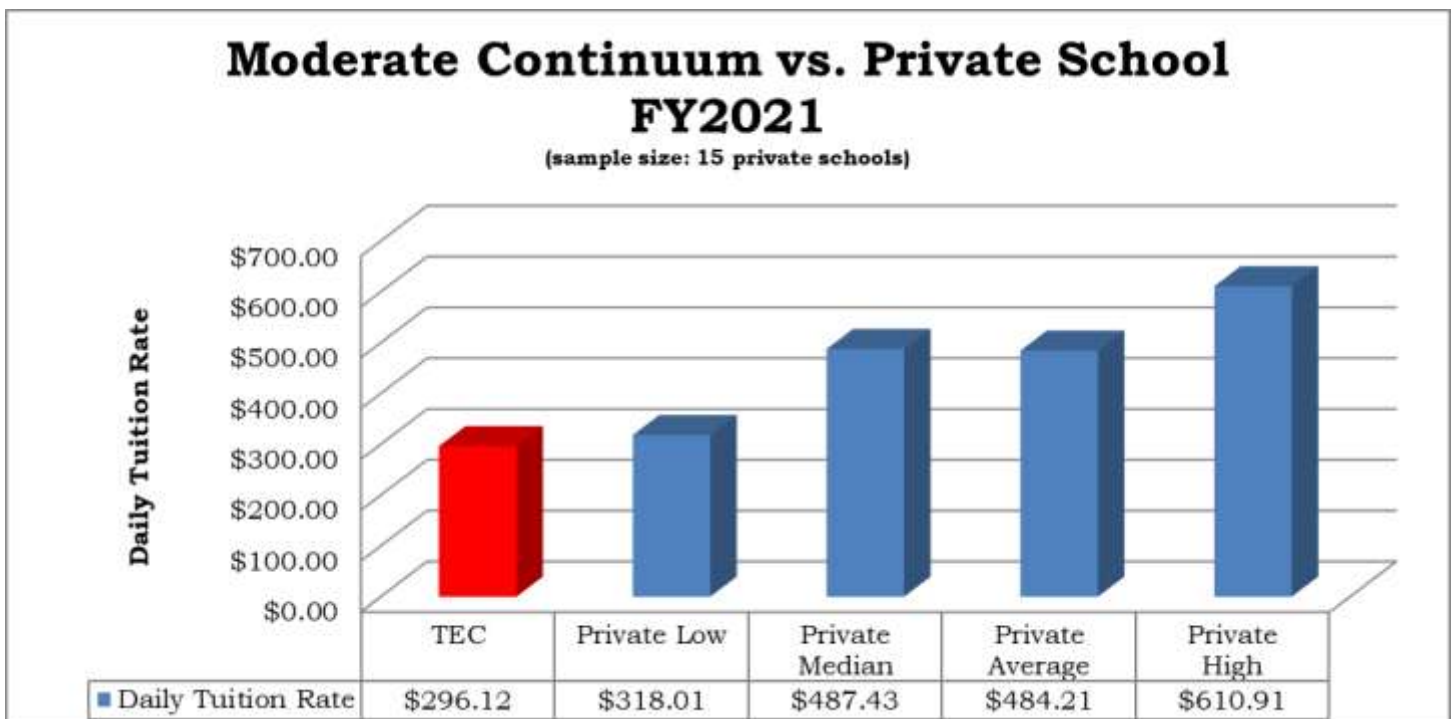
Special Education focuses on the comparable costs incurred by School Districts' placement of students at TEC programs compared to those at comparable private schools that offer substantially similar programs. Comparisons are made with the two different Network Continuum offerings at TEC: Moderate and Intensive, and also with our two public day schools: Phoenix Academy and TEC HS.

Additionally, our Cooperative Purchasing program will evaluate the savings realized from increased bargaining power associated with pooled purchases in the different bid categories offered at TEC. The evaluation focuses on costs savings realized by choosing to utilize our Cooperative Purchasing services and buying from one of TEC's six bids.

Our Professional Development and Online Learning program cost-effectiveness evaluation will focus in the comparable costs associated with professional development and online opportunities being offered at institutions of higher learning.

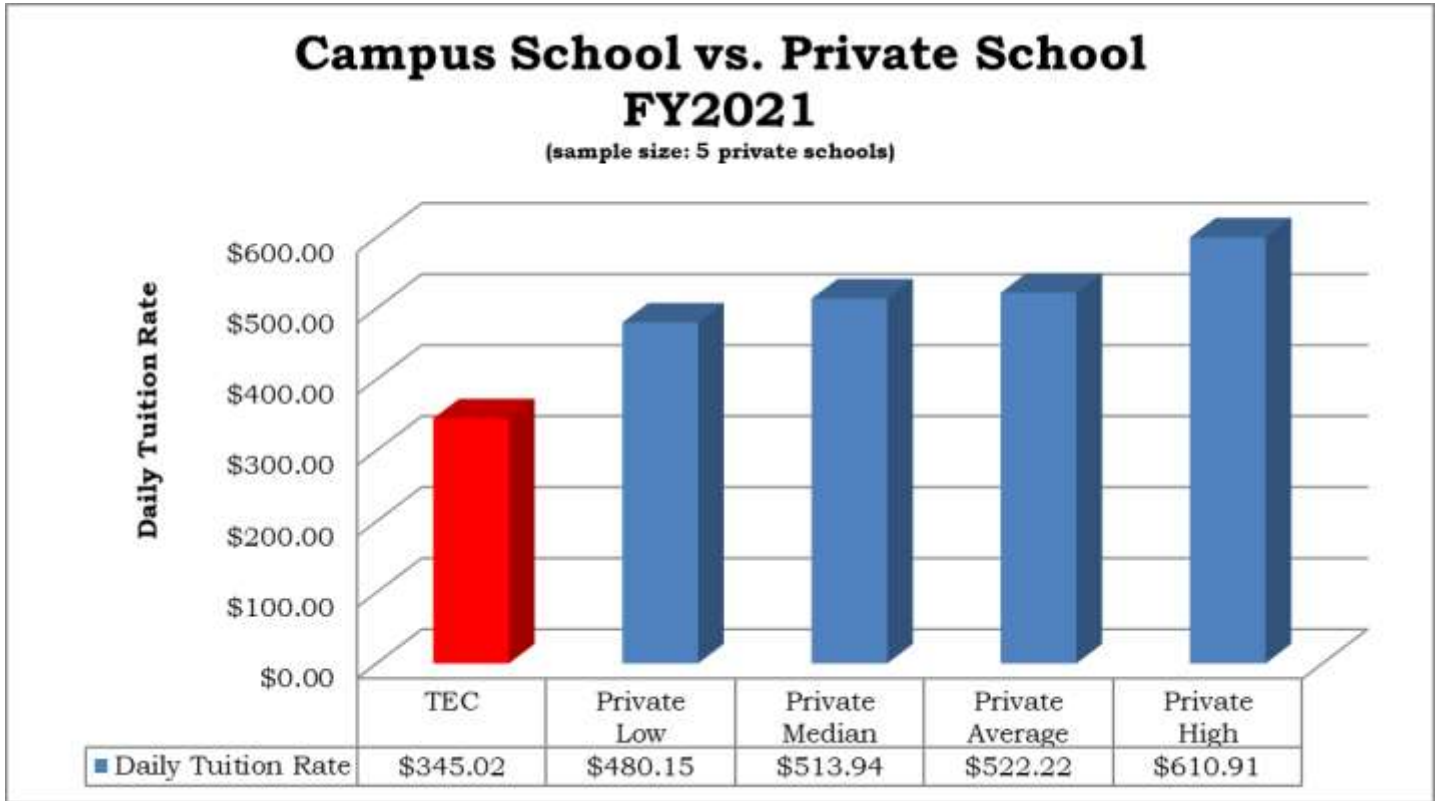
Cost Savings in Special Education: Moderate Continuum

The Moderate Continuum provides high quality, cost-effective educational programs that maximize the academic and life skill development of children, adolescents, and young adults diagnosed with mild to moderate disabilities through highly specialized and eclectic teaching methodologies within substantially separate classrooms of public school environments. The Moderate Continuum at TEC has an annualized in-district tuition rate of \$53,302 or \$296.12 per day. This rate is 39% lower than the median and average rate of similar private school programs.



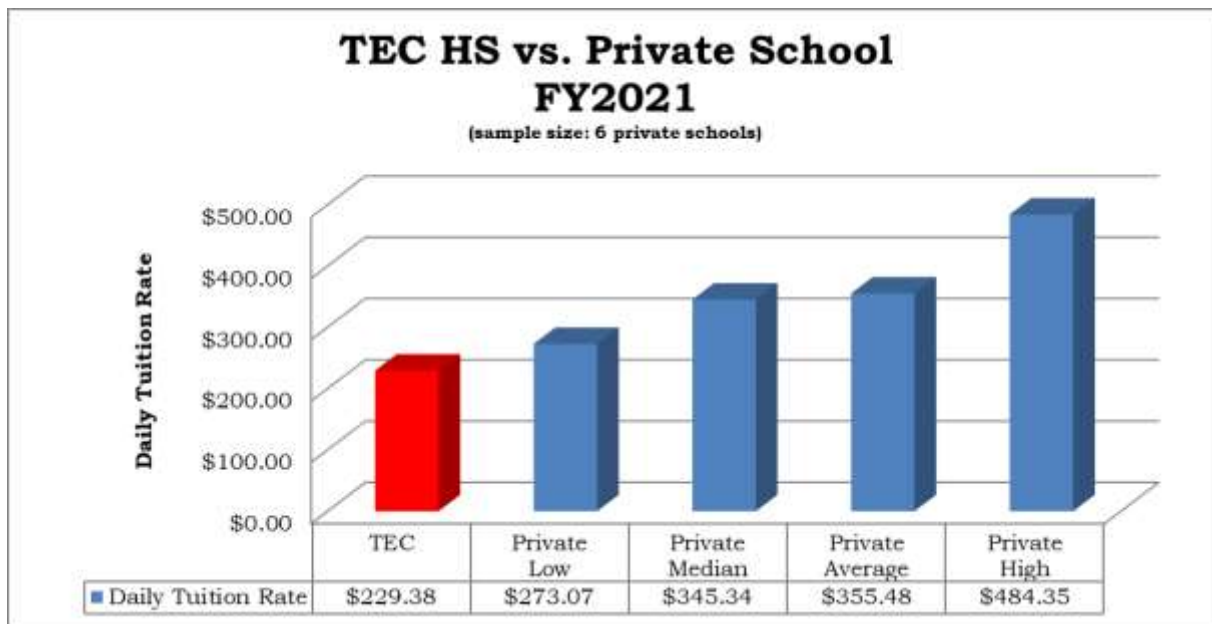
Campus School

The Campus School program provides high quality, cost-effective educational programs that maximize the growth and development of children, adolescents, and young adults diagnosed with intensive special needs through highly specialized and eclectic teaching methodologies within substantially separate classrooms of public school environments. The Campus School program at TEC has an annualized in-district tuition rate of \$62,103 or \$345.02 per day. This rate is 33% lower than the median and 34% lower than the average rate of similar private school programs.



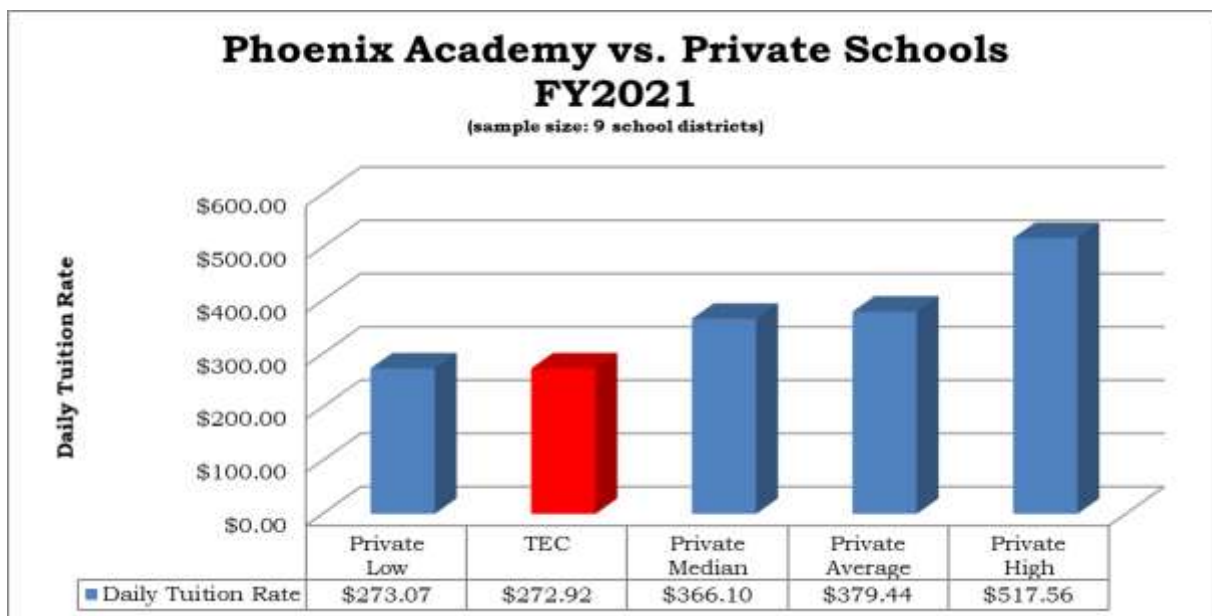
TEC High School

TEC High School is located at the TEC Campus location in Walpole, MA. The goal of the school is to enable students to overcome those academic, social, emotional, and personal issues which have been a source of interference in their past school experiences and to begin to establish positive habits of academic study and improved self-esteem which can result in a substantial pattern of successful functioning for each student. The school functions in a cost-effective manner to provide services to students throughout the metro-west area of the state. The annualized tuition rate at TEC HS is \$41,289 or \$229.38 per day for in-district placements. This rate is 34% lower than the median and 35% lower than the average rate of similar area private schools.



TEC Phoenix Academy (TPA)

Phoenix Academy provides a safe, supportive, and structured environment in which students with complex emotional, behavioral and academic issues are assisted in improving their basic skills, earning credits toward a high school diploma, and developing strategies to improve their ability to function successfully in their communities. The in-district annualized tuition rate is \$49,126 or \$272.92 per day. This rate is 25% lower than the median and 28% lower than the average rate of similar private school programs.



Cost Savings

Per District - TEC vs. Private Schools

FY2021

Moderate Consumption

**Average Annual Savings per Student
(In District) \$33,856**

**Average Annual Savings per Student
(Out of District) \$22,530**

In District	# of Students	Total Savings
Canton	1.00	\$33,856
Dedham	2.00	\$67,712
Dover-Sherborn	No Students	-
Framingham	No Students	-
Holliston	No Students	-
Hopkinton	No Students	-
Medfield	.35	\$11,851
Medway	1.35	\$45,706
Millis	No Students	-
Natick	No Students	-
Needham	2.20	\$74,484
Norwood	1.00	\$33,856
Walpole	1.00	\$33,856
Wayland	1.00	\$33,856
Westwood	No Students	-
Total TEC Members	9.90	\$335,177
Total Out of District	3.00	\$67,591
Grand Total Savings	12.90	\$402,768

FY2021

Campus School

**Average Annual Savings per Student
(In District) \$31,896**

**Average Annual Savings per Student
(Out of District) \$18,359**

In District	# of Students	Total Savings
Canton	No Students	-
Dedham	1.00	\$31,896
Dover-Sherborn	1.00	\$31,896
Framingham	3.15	\$100,474
Holliston	3.00	\$95,688
Hopkinton	1.35	\$43,060
Medfield	No Students	-
Medway	No Students	-
Millis	No Students	-
Natick	No Students	-
Needham	2.30	\$73,361
Norwood	7.00	\$223,273
Walpole	No Students	-
Wayland	1.00	\$31,896
Westwood	2.70	\$86,120
Total TEC Members	22.50	\$717,664
Total Out of District	8.70	\$159,725
Grand Total Savings	31.20	\$877,389

Cost Savings Per District - TEC vs. Private

FY2021

Phoenix High School

Average Annual Savings per Student
(In District) \$19,174

Average Annual Savings per Student
(Out of District) \$14,337

In District	# of Students	Total Savings
Canton	7.20	\$138,051
Dedham	.80	\$15,339
Dover-Sherborn	No Students	NA
Framingham	3.00	\$57,521
Holliston	.90	\$17,256
Hopkinton	No Students	NA
Med eld	No Students	NA
Medway	.10	\$1,917
Millis	No Students	NA
Na ck	No Students	NA
Needham	1.00	\$19,174
Norwood	3.00	\$57,521
Walpole	2.00	\$38,348
Wayland	No Students	NA
Westwood	0.40	\$7,670
Total TEC Members	18.40	352,797
Out of District	12.40	\$177,776
Grand Total Savings	30.80	\$530,573

FY2021

TEC High School

Average Annual Savings per Student
(In District) \$22,698

Average Annual Savings per Student
(Out of District) \$10,123

In District	# of Students	Total Savings
Canton	.70	\$15,888
Dedham	.70	\$15,888
Dover-Sherborn	1.65	\$37,451
Framingham	No Students	NA
Holliston	No Students	NA
Hopkinton	No Students	NA
Med eld	No Students	NA
Medway	No Students	NA
Millis	1.00	\$22,698
Na ck	No Students	NA
Needham	1.00	\$22,698
Norwood	1.00	\$22,698
Walpole	3.35	\$76,038
Wayland	No Students	NA
Westwood	2.10	\$47,665
Total TEC Members	11.50	\$261,024
Out of District	7.30	\$73,896
Grand Total Savings	18.80	\$334,920

Cost Effectiveness Professional Development

TEC continuously works to negotiate with entities with which we form partnerships to present our professional development offerings at the most affordable rates for teachers. Additionally, we seek out grant opportunities that enable us to have the costs defrayed or underwritten, further reducing the direct cost that teachers and/or districts have to pay to secure high quality, current, and relevant professional development.

In FY2020-21, TEC designed and offered over 50 professional development workshops, with many online learning courses. Emphasis was placed on SEI teacher and Administrator endorsement courses as well as supporting teachers transitioning to an online teaching environment due to the pandemic.

We also shared courses low and no cost courses to member districts and partnered with other Education Collaboratives. As a result more teachers were able to take advantage of TEC's professional development opportunities at reduced rates.

The Impact of Negotiated Reduction in Costs Per University Credit Hour for TEC-based Courses:

College/University	On Campus Cost/Credit	TEC Cost/Credit
Worcester State University	\$383	\$125



COVID-Days

The pandemic impacted every part of our lives, but not our hearts! While many schools were closed or operating in hybrid mode, TEC was open for in-person instruction for the entire school year! Here are some reflections from a challenging but rewarding year!



COVID-Days

Although it had been a very challenging time for us all, our staff never ceased to remain positive, vigilant and supportive as well as always finding joy in everyday, no matter how small.



SPECIAL THANKS TO
DAN SHOYAK AND RICK CAPPELLO
AND THE FACILITIES MAINTENANCE STAFF MATT & JIM
FOR KEEPING US SANITIZED, SAFE AND COVID 19 COMPLIANT!

Thank You!



RICK CAPPELLO



JIM MCMAHON



MATT PULIE

— the education
— COOPERATIVE



Together we create more possibilities...



Contact Information & Mailing Address:

The Education Cooperative

141 Mansion Drive, Suite 200

East Walpole, MA 02032

Elizabeth McGonagle, Executive Director

Phone: 781-352-5700 www.tec-coop.org



the education
COOPERATIVE

FY2023
BUDGET PROPOSAL

Liz McGonagle, Executive Director
Daniel Shovak, Director of Finance & Operations
Susan Donelan, Director of Student Services

March 18, 2022

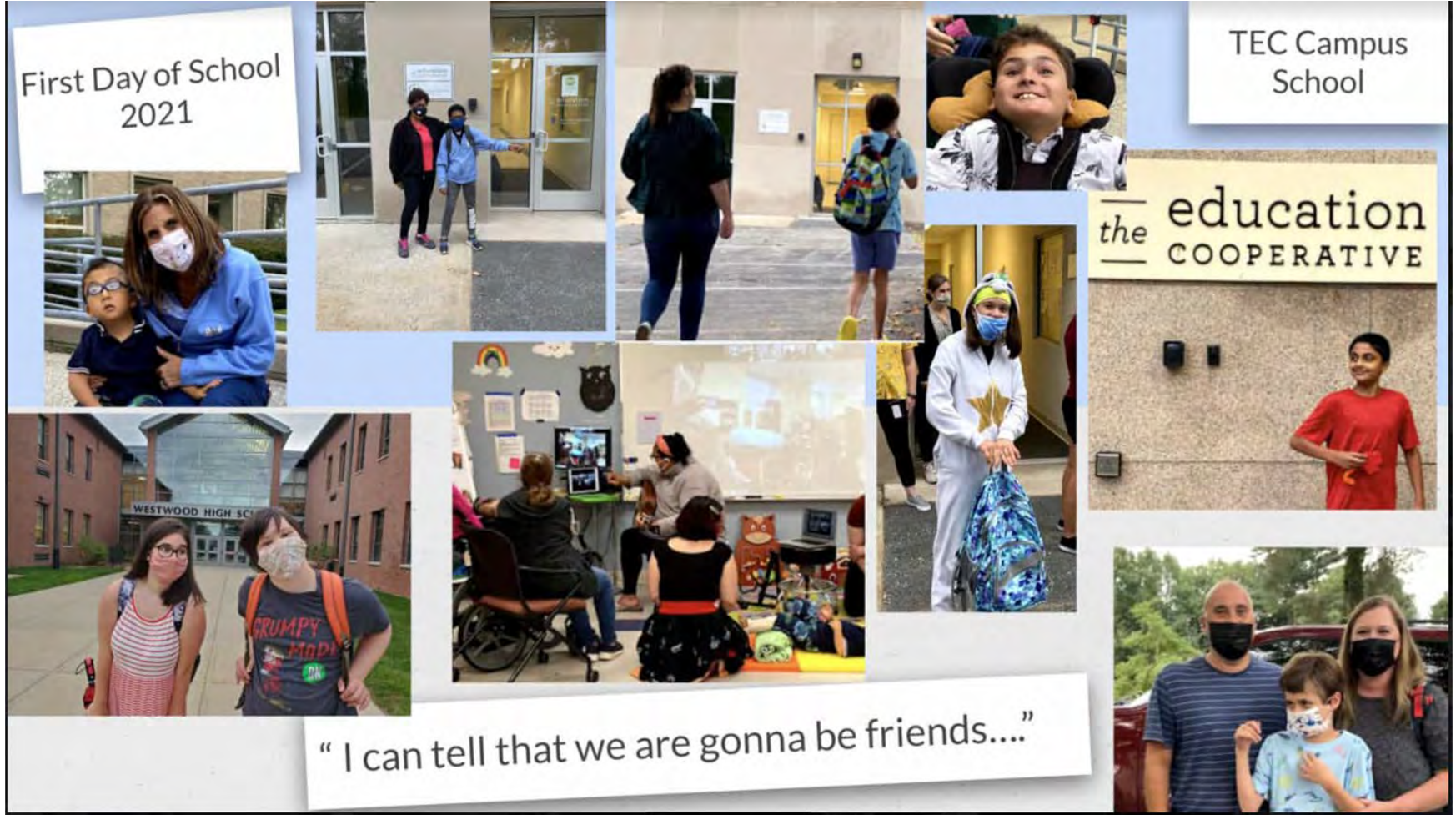


Together we create more possibilities!

Staff Winter-palooza!



Together we create more possibilities!



♥ THANK YOU! ♥

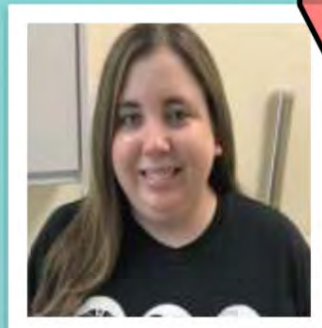
We dedicate TEC's Annual Report to our skilled nursing staff for their courage, compassion and continuous leadership throughout the COVID-19 pandemic. From daily testing to endless contact tracing, their selfless devotion, patience and strength gave the staff, students and families hope each day!



Nurse Leader Kerry Kubera, RN



Marybeth Kilcommons, RN



Allison Rondeau, RN



Laura McCarthy, RN

TEC Shining Stars



**Chef Andrew Bevilacqua and
Culinary Aide Diane Holloway Carnes**



TEC Saves Districts

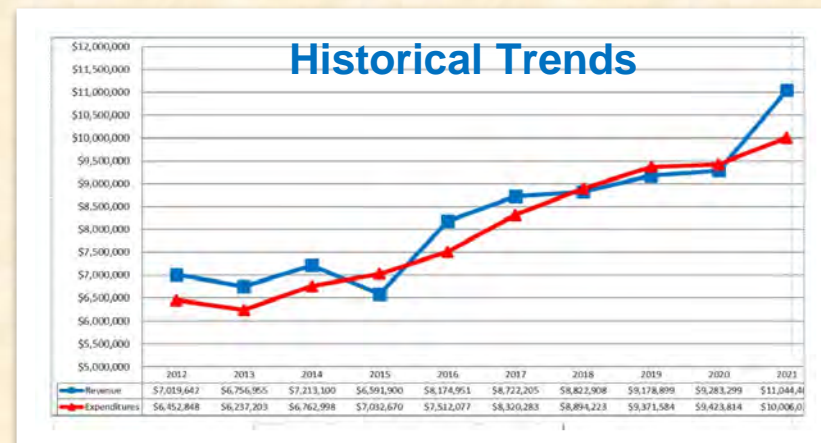


TEC Member Tuition Savings	Year	Average Annual Tuition Savings for Member Districts
	2021	\$ 1,666,662
	2020	\$ 1,488,624
	2019	\$ 1,153,198
	2018	\$ 1,135,842

Cooperative Purchasing and AEPA Savings (No \$2,750 Fee)	Bid Year 2021	Average Savings %	# Districts (2518 Bid Items)
	Classroom Supplies & Copy Paper	24% paper 41% office	64
	Food Service	17%	50
	Athletic & PE	27%	10
	Custodial Supplies	27%	14

Member District Benefits

- ❑ Discounted Tuitions for Student Programs & Career Internships
- ❑ Online Courses: 80 free online courses = \$24,000 per district
- ❑ No cost participation in:
 - ✓ Cooperative Purchasing Programs
 - ✓ TEC Student Data Privacy Alliance Services
 - ✓ Job Alike Networking Groups
 - ✓ Low Cost Professional Development



TEC Student Data Privacy Alliance



— education
the COOPERATIVE

Student Data Privacy Alliance Member

- **Free to TEC member districts** (\$58,000⁺ savings for members)
- 250+ School districts in MA, NH, RI, ME and VT
- 20,000+ Data Privacy Agreement Documents
- Leading the country in signed DPA vendor agreements

Budget Highlights

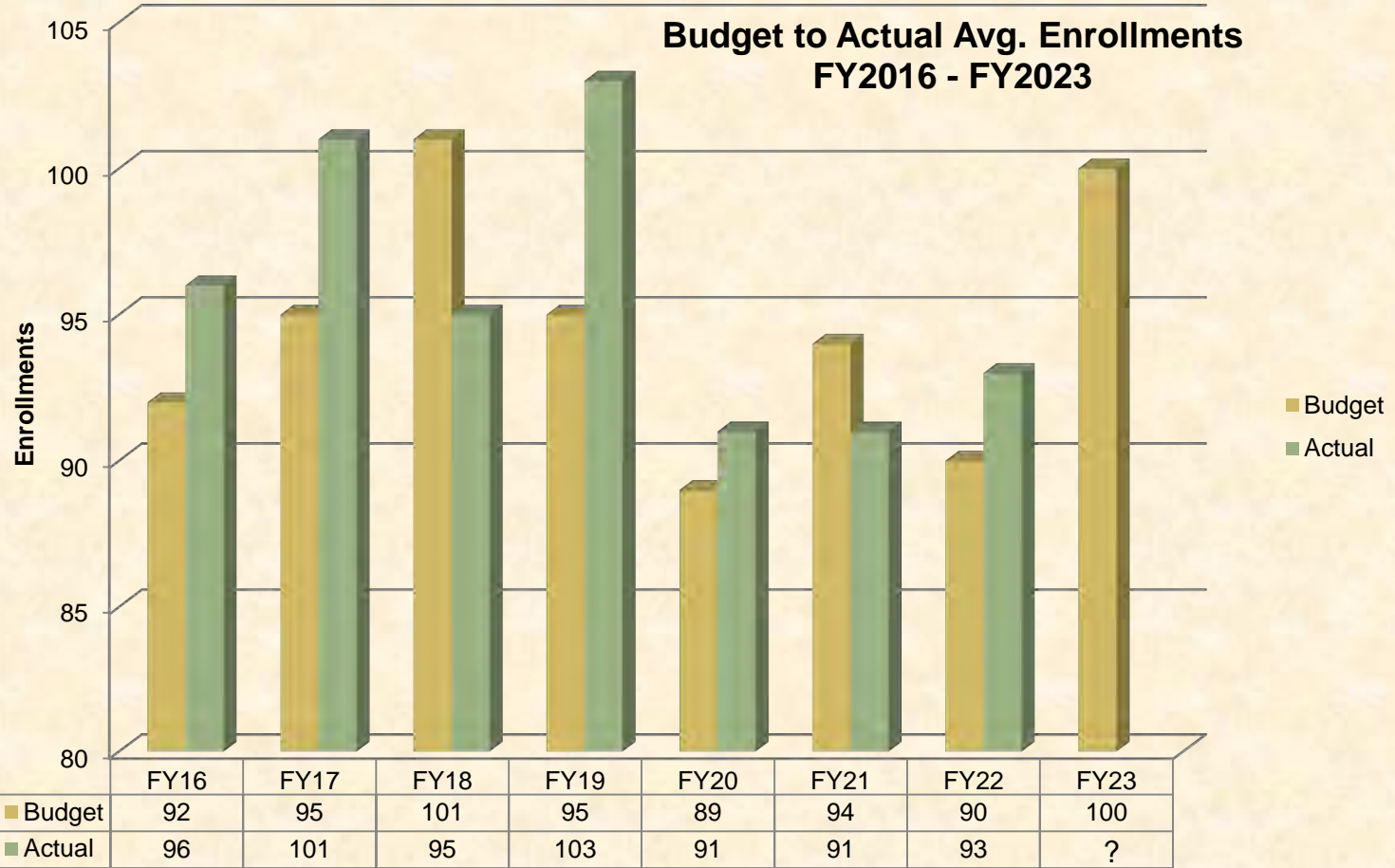


- ❑ Proposed operating budget of **\$10,854,770**
- ❑ Budget increase of 4.4%
- ❑ Enrollment of **100** students
 - Increase of 10 students from FY22 budget
 - 12% increase
 - Current actual enrollment: 104
- ❑ FY'23 Enrollment Reductions:
 - 10 graduating seniors in TEC High School
 - 7 graduating seniors in TEC Phoenix Academy
 - 2 Campus School students aging out
- ❑ Personnel – increase of 6.64 FTEs
- ❑ No tuition increases in the Campus School and Campus School summer program
- ❑ Tuition increases in TEC HS Program (in and out-of-district), Phoenix Academy (out-of-district only), and additional therapies

FY23 Budget Accomplishments

- ❑ Sustains improvements in all Special Education Programs
- ❑ TEC High School transitioned to a Public Day School
- ❑ Funding for additional staffing to include:
 - ❑ BCBA 1.0 FTE HS Programs
 - ❑ SPED Teacher .60 FTE TEC HS
- ❑ Maintains the TEC Campus School facility and provides funding for transition of Common Area Maintenance to TEC
- ❑ Provides for capital expense funding
- ❑ Provides 80 no-cost online student courses per district
- ❑ Provides no-cost TEC Student Data Privacy Alliance to members

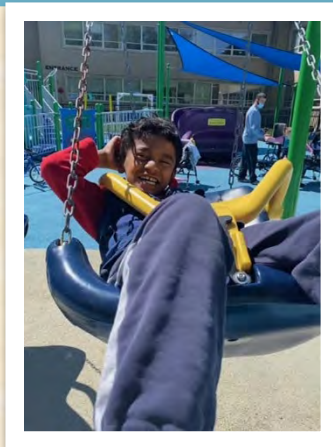
Enrollments



Enrollment by Program

Change in Budgeted Enrollments FY 2022 – FY 2023

Program	Budgeted FY22	Proposed FY23	Total Increase/ (Decrease)
Campus School	46	50	+4
Phoenix Academy	28	30	+2
TEC High School	16	20	+4
Total	90	100	+10



FY 2023 Tuition Rates

Proposed Tuition Rates

Program	Change	Tuition Rate	
		TEC	Non-TEC
Campus School	No change	\$62,103	\$75,640
Campus School Summer Program	No change	\$11,112	\$13,216
TEC HS	10% increase	\$45,418	\$59,250
Phoenix Academy	10% increase (out-of-district only)	\$49,126	\$59,250
Extra Therapies	\$12/hr increase	\$78.00/hour	\$90.00/hour
Vision Therapy	\$12/hr increase	\$87.00/hour	\$100.00/hour
Bill Back Aide 1:1	No change	\$28.00/hour	\$33.00/hour

Staffing Expenses

Salaries account for 54% of budget - 99.39 FTEs

- ❑ Step scale increase for those on step scale, no COLA
- ❑ Proposed 4.0% salary increase for administrative, support and instructional staff not on scale
- ❑ \$2,500 stipend TEC HS teacher for additional IEP responsibilities
- ❑ \$4,000 increase for the Director of Professional Learning
- ❑ \$7,000 increase for the Assistant to the Director of Student Services
- ❑ \$2/hr increase for the Phoenix Academy Administrative Assistant



Personnel Increase

Personnel increase of 6.64 FTE's

Staffing Changes

Additions

Campus School

- 1.00 Teacher
- .20 SPED Coordinator
- 1.60 Aides and BB Aides
- 1.38 Therapists
- .40 Administrative Assistant

Phoenix Academy

- .50 BCBA
- .40 Counseling
- .20 Music Therapy

TEC HS

- .65 Science Teacher
- .60 SPED Teacher
- .50 BCBA

Administration

- .06 Payroll Coordinator

Net Change Summer Program .60 FTEs

Reductions

Campus School

- (.37) Lifeguard
- (.53) Consulting Services

Phoenix Academy

No Reductions

TEC HS

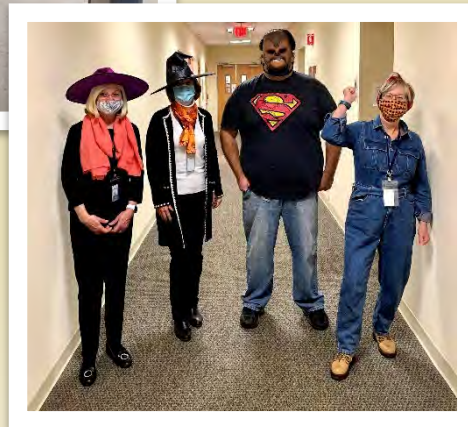
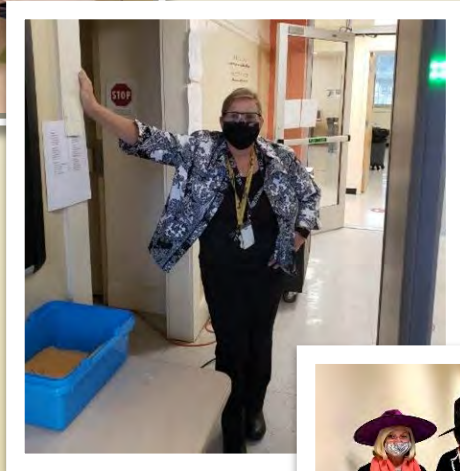
- (.20) Speech and language

Administration

- (.13) Custodial
- (.14) IT Specialist
- (.08) Executive Secretary

Total Change Of 6.64 FTE's

Building and Operations



- ❑ Health Insurance:
Premium Increase of 6.0%
- ❑ Facility Lease Costs:
Total increase of \$1,055 for fiscal year

Capital Purchases

Capital Purchases	Program	Quantity	Recommended Funding
Whiteboard and Projector	Phoenix Academy	1	\$5,200
Cubicles with office Setup	TEC HS	2	\$6,200
CAM Equipment	Administration	1	\$194,400
Relocation	Campus School	1	\$32,000
Total Capital Expenditures			\$237,800

Questions?

