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

Tuesday, June 11, 2024
6:30 PM
Dover-Sherborn Middle School Library

Livestream via Dover-Sherborn Cable Television

AGENDA

1. **Call to Order**
2. **Union #50 Reorganization**
3. **Community Comments**

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

   (Zoom session will close after Community Comments)
4. **Superintendent Comments**
5. **Discussion Items**
6. **Action Items**
   - Educational Assistants Contract (FY25-26) **A.R.**
   - Appointment of Dover-Sherborn METCO Representatives **A.R.**
7. Approval of Joint SC Minutes April 2, 2024
8. **Consent Items** **A.R.**
   - Appoint Elizabeth McCoy to TEC and ACCEPT Board of Directors
9. **Informational Items**
   - Draft School Committee 2024-2024 Meeting Schedule
   - TEC and ACCEPT Annual Reports and FY25 Budgets
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.

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The Public Schools of Dover and Sherborn
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www.doversherborn.org

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

TO: Dover, Sherborn and Dover-Sherborn Regional School Committee Members
FROM: Elizabeth McCoy, Superintendent and Dawn Fattore, Business Administrator
RE: Tentative Agreement for DSEA Unit B – Educational Assistants
DATE: June 10, 2024

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

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

The key points of agreement include:

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

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

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

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

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

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

Housekeeping Changes

Update Language where appropriate:

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

Preamble

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

ARTICLE ~~I~~1
Recognition

1.2 Membership

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

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

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

ARTICLE ~~II~~2
Nature of Employee Positions

2.1 Notification

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

2.3 Transfers

If an educational assistant's assignment is altered (i.e. student goes to out of district program or moves during the course of the school year), the administration may transfer personnel to meet students' needs. However, an Educational Assistant II who is involuntarily transferred to an Educational Assistant I assignment shall not have their pay reduced for the remainder of the school year.

2.4 Probation

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

ARTICLE ~~III~~ 3
Association Representation and Access to Premises

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

ARTICLE ~~IV~~4
Longevity

Longevity is based on the following schedule:

3+ years of service	~~$250~~ 500
5+ years of service	~~$500~~ 1,000
10+ years of service	~~$700~~ 1,500
15+ years of service	~~$850~~ 2,000
~~20+ years of service~~	~~$1,000~~

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

ARTICLE ~~V~~5
Hours of Work and Overtime

5.1 Hours of Work
(new proposed language - add after Weekly timesheet reference)

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

5.2 Substitute Pay

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

ARTICLE ~~VII~~7
Sick Leave

Accumulation of sick days will begin as of the date of employment at the rate of one and one ~~quarter~~half (1.~~2~~5) FTE days per month until the beginning of the fiscal year (July 1) to a maximum of ~~thirteen (13)~~ fifteen (15) FTE days. Beginning the first fiscal year after the date of employment, ~~thirteen (13)~~ fifteen (15) FTE days will be added to any unused sick days to a maximum of one hundred ~~twenty (120)~~ fifty (150) days.

Sick leave of up to seven (7) days in any school year may be used to care for an ill dependent child ~~son or daughter~~. Sick leave of up to five (5) days in any school year may be used to care for all other ill members of the immediate family (~~mother, father~~parent, spouse, or anyone of whom the educational assistant is legal guardian). Additional use of sick leave may be granted at the discretion of the Superintendent.

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

ARTICLE ~~VIII~~8
Leaves of Absence

~~**8.1 Family Medical Leave**~~

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

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

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

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

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

~~**8.2 Use of Paid Sick Time**~~

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

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

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

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

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

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

8.1 Parental and Child Rearing Leave

A. Birth mothers, partners of birth mothers and adoptive or foster parents, shall be granted parental leave for the purpose of giving birth, adoption and/or foster care placement of a child under the age of 18 in accordance with applicable Federal and State Statutes including but not limited to the Massachusetts Parental Leave Act and the Family Medical Leave Act (FMLA). The Committee will maintain and make available to educators an informational reference that outlines applicable federal and state statutes.

1. Such leaves shall be taken concurrently, subject to the following: the eight (8) weeks of leave pursuant to the Massachusetts Parental Leave Act starts from the day of the birth but is only counted during scheduled working time. The twelve (12) weeks of FMLA leave commences at birth but is only counted during scheduled working time. A request for such leave shall be made at least two (2) months before the anticipated birth, adoption or foster placement except in situations where that is not possible.
2. Educational assistants may use accrued sick time and personal time for up to eight (8) weeks of parental leave. The days taken shall be deducted from an educational assistant's available sick leave days and/or personal days. The balance of days taken shall be unpaid.
3. Birth mothers may further use sick time to the extent that they remain disabled, as documented by a medical professional.

B. Parental leave is also available to partners of birth mothers, adoptive or foster parents and birth mothers who have not exhausted twelve (12) weeks parental leave taken pursuant to A. above. Such leave provided in A. above excludes all non-school days. This leave may be taken for a total of twelve weeks (12) combined with any leave taken under A. above. Said leave is available during the first year of a newborn's life and during the first year after adoption or foster care placement. Said leave may be taken in up to two (2) separate blocks of time.
    a. Educational assistants may use accrued sick time for up to a total of eight (8) weeks combined with any paid leave taken pursuant to A. above. The days taken shall be deducted from an educational assistant's available sick leave days and/or personal days. Any remaining time taken shall be unpaid.
    b. A request for such leave shall be made at least two (2) months before the anticipated starting date, except in situations where that is not possible.

8.3~~2~~Bereavement Leave

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

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

8.43 Jury Leave

8.~~5~~4 Personal Days

8.~~6~~5 Professional Leave

8.~~7~~6 Snow Delay/Emergency Situations

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

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

8.8~~7~~ Military/National Guard

8.8 Religious Leave

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

ARTICLE ~~IX~~9

Professional Development ~~Days~~

9.1 Professional Development Days – language stays the same

9.2 Tuition/Course Reimbursement

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

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

ARTICLE ~~X~~10– Performance Evaluation

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

Revised Evaluation Tool was approved – see attached

ARTICLE ~~XII~~12
Grievance and Arbitration

12.1 Grievance

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

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

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

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

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

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

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

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

12.2 Arbitration

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

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

B. Each party shall bear the expense of its representatives, participants, and witnesses and for the preparation and representation of its own case. The fees and expenses (if any) of the Arbitrator and the American Arbitration Association shall be shared equally by the parties, provided that the obligation of the Committee to pay shall be limited to the obligation which the Committee can legally undertake in that connection. In no event shall any present or future member of the Committee have any personal obligation for any payment under any provision of this Agreement.

C. Notwithstanding anything to the contrary, no dispute or controversy shall be a subject for arbitration unless it is a grievance as defined in Article 12.1 of this Agreement. The Arbitrator shall have no power to add to, subtract from, or modify any of the terms of this Agreement. The parties are agreed that no restrictions are intended on the rights and powers of the Committee except those specifically and directly set forth in express language in specific provisions of this Agreement. The Arbitrator shall arrive at their decisions solely upon facts, evidence, and contention as presented by the parties during arbitration proceedings.

D. If either party disputes the arbitrability of any grievance in any appropriate Court of Law or Equity, it is agreed that said Court shall determine the question of arbitrability *de novo* applying the principles set forth in Section C above without according any weight to any decision on arbitrability that may have been previously made by the Arbitrator and/or any administrative agency in a similar case.

E. Subject to the limitations in Section C and D above, the decision of the Arbitrator shall be final and binding upon the parties hereto and upon any employee or employees affected thereby.

ARTICLE ~~XVII~~17
Resignations

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

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

ARTICLE ~~XIX~~19
Miscellaneous Benefits

19.2 Retirement Incentive

Educational assistants with ten (10) years' service in the Dover, Sherborn and Dover-Sherborn Regional School Districts or any combination thereof, will be entitled to a lump sum amount of up to a maximum of $1,200, payable within 30 days of retirement date. The amount to be determined shall be computed at the rate of $10 per day times unused cumulative sick leave up to 120 days. In order to receive the lump sum retirement payment, the employee must notify the Superintendent in writing of their intention to retire prior to January 1st of the fiscal year in which the employee intends to retire and remain employed with the Districts through the end of the said fiscal/school year. In the case of forced disability retirement, the notification can be waived.

19.6 Dues Deduction

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

ARTICLE ~~XX~~20
Negotiations Procedure

The provisions of this agreement will remain in effect through June 30, 20246, and shall thereafter be automatically renewed from year to year unless by June 29, 20246, either party notifies the other in writing of its desire to either modify or terminate this agreement.

ARTICLE ~~XXII~~22
Duration

This Agreement shall commence July 1, 2023~~3~~4and extend through June 30, 20246.

~~Attachment 1~~Appendix A
Classification Schedule

Educational Assistant I (General Education)
Support general education staff throughout the day.

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

Educational Assistant II (Special Education)
Support both special and general education staff delivering services to students on Individualized Education Plans.

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

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

	FY25 *(5%)*	**FY26** *(3%)*
EA I	$23.23	$23.92
EA II	$26.69	$27.49

Appendix C
Performance Evaluation

Dover-Sherborn Public Schools
Educational Assistant Formative Evaluation

Staff: _____ Date: _____

Evaluator(s): _____ Date of Hire: _____

Assignment: _____

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

Category Rubric:
N-Does Not Meet Standard S- Sometimes Meets Standard C-Consistently Meets Standard NA-Not Applicable

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

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

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

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

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

Comprehensive Evaluation

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

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

Evaluator: _____

I have received the above report.

_____ _____

Educational Assisitant's Signature Date

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

_____ _____

Evaluator's Signature Date

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

Educational Assistant Response after reviewing the evaluation (optional):

Signatures

DOVER SCHOOL COMMITTEE

_____ _____

Jeff Cassidy, Chairperson Date

SHERBORN SCHOOL COMMITTEE

_____ _____

Christine Walsh, Chairperson Date

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

_____ _____

Mark Healey, Chairperson Date

DOVER-SHERBORN EDUCATION ASSOCIATION

_____ _____

Leonie Glen, DSEA Co-President Date

_____ _____

Judy Gooen, DSEA Co-President Date

The Public Schools of Dover and Sherborn
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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent
Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

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

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

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

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

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

DRAFT

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

Present:
Dover School Committee
Liz Grossman
Jeff Cassidy
Goli Sepehr
Jessie Hole
Martha Castle

Sherborn School Committee
Dennis Quandt
Christine Walsh
Becca Hammond
Kristen Aberle

Dover-Sherborn Regional School Committee
Judi Miller
Colleen Burt
Kate Potter
Angie Johnson
Mark Healey
Maggie Charron

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

There were motions to approve the changes to the ACCEPT Agreement as presented.
RSC: motion by Mark Healey, second by Maggie Charron
Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.
SSC: motion by Becca Hammond, second by Kristen Aberle
Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond
DSC: motion by Jeff Cassidy, second by Goli Sepehr
Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

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

There were motions made that if each of the three committees do not approve the same motion to make a change to the current school calendar, the three districts will maintain the status quo with regard to the holidays that are given as days off from school.
RSC: motion by Colleen Burt, second by Kate Potter
Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.
SSC: motion by Becca Hammond, second by Kristen Aberle
Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond
DSC: motion by Jeff Cassidy, second by Goli Sepehr
Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

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

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

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

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

7. Consent Agenda

- January 30, 2024 minutes

There were motions to approve the Consent Agenda.
RSC: motion by Mark Healey, second by Maggie Charron
Vote in favor: Judi Miller, Angie Johnson, Kate Potter, Colleen Burt, Maggie Charron, and Mark Healey.
SSC: motion by Becca Hammond, second by Kristen Aberle
Vote in favor: Dennis Quandt, Christine Walsh, Kristen Aberle, and Becca Hammond
DSC: motion by Martha Castle, second by Goli Sepehr
Vote in favor: Liz Grossman, Goli Sepehr, Jeff Cassidy, Martha Castle and Jessie Hole.

8. **Informational Items**
   - Closure on Contract MOA's (JACSE & Educational Assistants)
   - Summary of FY25 Budgets
9. **Items for April 24, 2024 Meeting: METCO Headquarters, Boston MA -** Superintendent Evaluation
10. **Adjourn at 9:18 pm**

Respectfully submitted, Amy Davis

The Public Schools of Dover and Sherborn
157 Farm Street
Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent
Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

To: Joint School Committee
From: Elizabeth McCoy, Superintendent

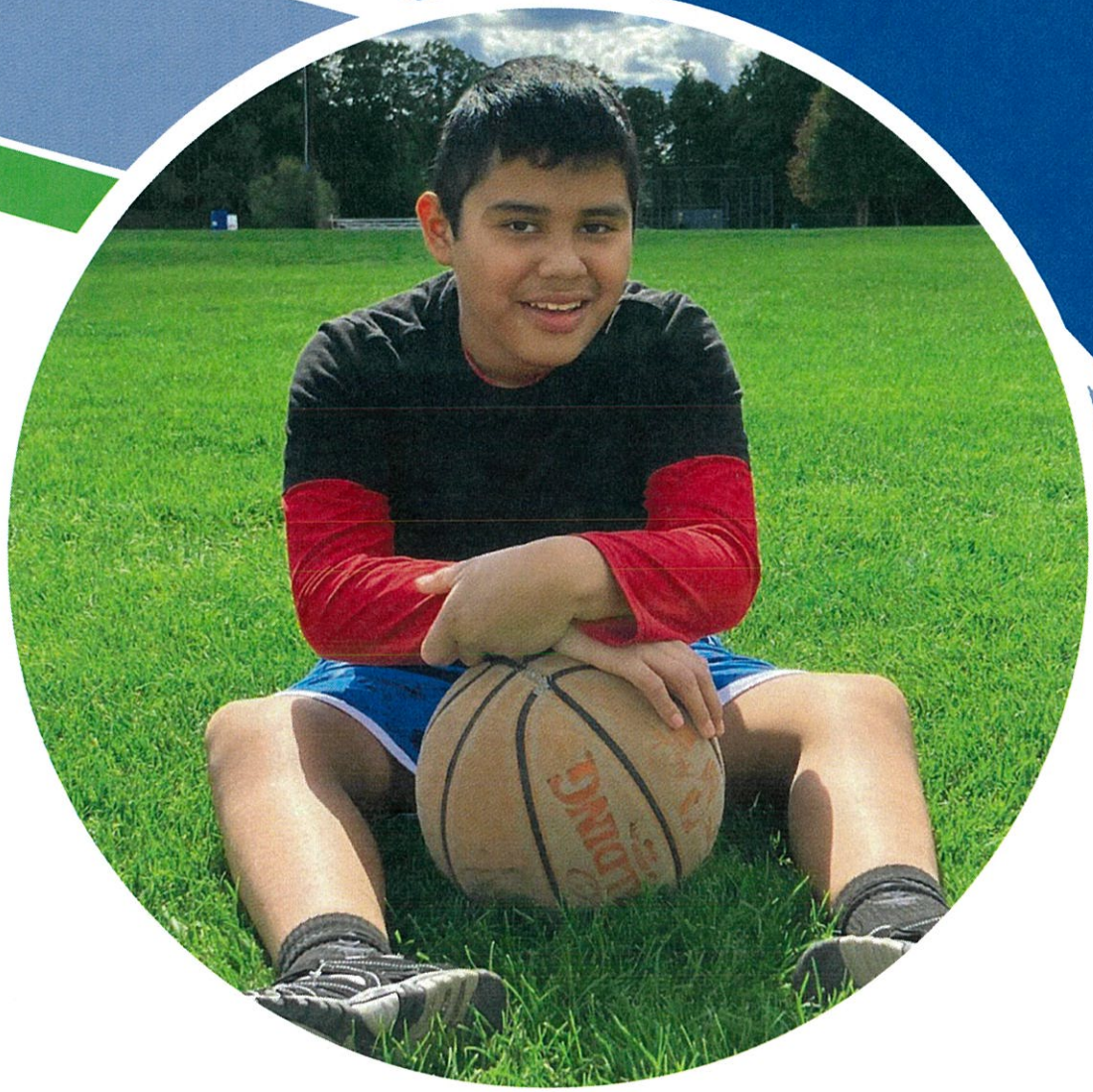
RE: Appointment to ACCEPT and TEC Board of Directors
Date: June 11, 2024

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

2024-2025 SCHOOL COMMITTEES MEETING SCHEDULE

Dates are subject to change

REGIONAL SCHOOL COMMITTEE MEETINGS	SHERBORN SCHOOL COMMITTEE MEETINGS	DOVER SCHOOL COMMITTEE MEETINGS	JOINT SCHOOL COMMITTEE & UNION #50 MEETINGS
Tuesday, September 10, 2024 **5:30 pm start**	Tuesday, September 17, 2024	Tuesday, September 24, 2024	Tuesday, September 10, 2024
Tuesday, October 8, 2024	Tuesday, October 15, 2024	Tuesday, October 22, 2024	
Tuesday, November 5, 2024	Tuesday, November 12, 2024*	Tuesday, November 19, 2024*	
Tuesday, December 3, 2024*			
Tuesday, January 14, 2025		Tuesday, January 14. 2025 **5:30 pm start**	Tuesday, January 28, 2025
Tuesday, February 4, 2025	Tuesday, February 4, 2025 **5:30 pm start**		
Wednesday, February 12, 2025* **			
Tuesday, March 4, 2025**	Tuesday, March 11, 2025**	**Thursday**, March 6, 2025**	
Tuesday April 1, 2025 **5:30 start time**			Tuesday April 1, 2025
Tuesday, May 6, 2025	Tuesday, May 6, 2025 **5:30 pm start**		Tuesday April 29, 2025
		Tuesday May 13, 2025	
	Tuesday, June 3, 2025	Tuesday, June 3, 2025--**5:30 pm start**	
Tuesday, June 10, 2025 **5:30 pm start**			Tuesday, June 10, 2025
Regional School Committee meetings begin at 6:30 p.m. in the Library at DS Middle School, ***unless otherwise noted.***	*Sherborn School Committee meetings begin at 6:30 p.m. in the Library at DS Middle School,* ***unless otherwise noted.***	*Dover School Committee meetings begin at 6:30 p.m. in the Library at DS Middle School,* ***unless otherwise noted.***	*Joint School Committee meetings begin at 6:30 p.m. in the Library at the DS Middle School,* ***unless otherwise noted.***
* Meeting to include first pass of the FY26 Budget	* Meeting to include first pass of the FY26 Budget	* Meeting to include first pass of the FY26 Budget	
** Meeting to include final action on FY26 Budget	** Meeting to include final action on FY26 Budget	**Meeting to include final action on FY26 Budget	
*** Budget Meeting with Dover Warrant and Sherborn Advisory Committees - tentative			



ACCEPT
Education Collaborative

ANNUAL REPORT
2022-2023



Dr. Donna Flaherty
Executive Director
ACCEPT Collaborative

Dear ACCEPT Education Collaborative Community,

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

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

The following report shares the detailed information regarding all ways in which ACCEPT Education Collaborative works to provide the best possible programs and services that help districts maximize cost efficiency, provide educational professional development, and improve our students' outcomes through varied programs and services. Thank you for your contributions to our work at ACCEPT Education Collaborative. We look forward to continuing our partnership as we continue our mission to service the needs of students, families, educators and communities.

Donna Flaherty, Ed.D.

Dr. Donna Flaherty
Executive Director
ACCEPT Collaborative



What are Collaboratives?

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

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

(Massachusetts Organization of Educational Collaboratives, 2016)

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MISSION AND VISION

Since 1974, ACCEPT has provided excellence and innovation in educational practice for school districts in Metrowest Boston.

Working collaboratively, ACCEPT offers opportunities for districts to stretch dollars and better meet the needs of students. This allows districts to maximize their investments in learning and growth. Flexible and adaptable, ACCEPT quickly responds to the individual needs of member districts with new programs and services. ACCEPT is supported primarily by fee-for-service activities, with an annual operating budget of almost $18.6 million.

In 2018-2019 ACCEPT marked its 45th year of serving students, families, and districts in the Metrowest area. Over the years, ACCEPT has evolved and grown in educational programs and transportation services, as well as professional development, school consultation, program and student evaluations, home-based services, Medicaid reimbursement, and more.

OUR MISSION

The mission and purpose of ACCEPT is to leverage the collective power and resources of member school districts to provide excellent, cost-effective regional programs and services to unlock the potential of students, their families, educators and communities.

- We anticipate and respond to evolving educational needs with innovative, forward-thinking, high-quality, best-in-class programs and services.
- We complement and extend in-district options by leveraging our expertise, utilizing economies of scale, and building strength through collaboration.

ACCEPT GUIDING PRINCIPLES:

→ **Respect for diversity and human differences**

→ **Best practices**

→ **Continuous improvement**

→ **Open and honest communication & integrity**



BOARD OF DIRECTORS

The ACCEPT Education Collaborative is governed by a Board of Directors comprised of the 16 superintendents of the member school districts. Member district staff who serve on the Special Education, Curriculum, Technology, and Business Operations committees make recommendations to the Executive Director relative to program development and service delivery. ACCEPT is organized according to Massachusetts General Law Chapter 40, Section 4e.



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



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



Mr. James Adams
Superintendent
Ashland Public Schools



Ms. Elizabeth McCoy
Superintendent
Dover-Sherborn Public Schools



Dr. Robert Tremblay
Superintendent
Framingham Public Schools



Mr. Lucas Giguere
Superintendent
Franklin Public Schools



Mr. Brad Crozier
Superintendent
Sudbury Public Schools



Dr. David Lussier
Superintendent
Wellesley Public Schools



Dr. Jeffrey Marsden
Superintendent
Medfield Public Schools



Dr. Armand Pires
Superintendent
Medway Public Schools



Mr. Robert Mullaney
Superintendent
Millis Public Schools



Dr. Bella Wong
Interim Superintendent
Natick Public Schools



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



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



The ACCEPT Advantage:

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

PLAN FOR SUCCESS

THEORY OF ACTION

If we leverage the collective power and resources of member school districts to provide excellent, cost-effective regional programs and services to unlock the potential of students, their families, educators and communities then we create an environment where all staff are fulfilled, valued, and appreciated; establish flexible, proactive recruiting and staffing structures across all departments that sustain growth based on stakeholders' needs; build and expand partnerships for all stakeholders; establish robust, innovative programs and services to meet the needs of students, families, and school districts; and develop and implement a collaborative and transparent process for budget development that identifies accurate revenue and expenses.

FOUR PILLARS OF SUCCESS			
Staffing and Culture	Partnerships and Communities	Programs and Services	Budget, Finance, and Operation
STRATEGIC OBJECTIVES			
1a. Create an environment where all staff are fulfilled, valued, and appreciated. 1b. Establish flexible, proactive recruiting & staffing structures across all departments that sustain growth based on stakeholders' needs.	2. Build and expand partnerships for all stakeholders.	3. Establish robust, innovative programs and services to meet the needs of students, families, and school districts.	4. Develop and implement a collaborative and transparent process for budget development that identifies accurate revenue and expenses.

PILLAR 1: STAFFING AND PROFESSIONAL CULTURE:

Strategic Objective 1a: Create an environment where all staff are fulfilled, valued, and appreciated

Strategic Objective 1b. Establish flexible, proactive recruiting & staffing structures across all departments that sustain growth based on stakeholders' needs

Initiative 1.2: Increase internal and external professional development opportunities

Accomplishments in 2022-2023:

- In collaboration with Bridgewater State University, developed a Social/Emotional Learning Graduate Certification Program constructed of five graduate-level courses taught by professional ACCEPT staff
- Increased the tuition and professional development course reimbursement amount for staff to encourage continuous professional learning
- ACCEPT developed full-day professional development for whole districts
- Expanded our outreach to colleges and universities to foster collaborative connections
- Continued to develop personalized district professional development packages customized to specific criteria
- Continued to develop and implement professional development opportunities for all districts to take advantage of that meet the specific needs of smaller professional groups such as speech and language pathologists, nurses, physical education, art, OT/PT, BCBAs, etc.
- ACCEPT values its employees and works to hire from within through trainings and mentorships
- Program staff are offered the opportunity to participate in external professional development trainings at no cost when seats are available

Initiative 1.3: Establish connections with colleges and universities for recruitment and teacher training

Accomplishments in 2022-2023:

- In collaboration with Bridgewater State University, developed a Social/Emotional Learning Graduate Certification Program constructed of five graduate level courses taught by professional ACCEPT staff
- Developed new relationships with MA Bay Community College, Fitchburg State University, Bridgewater State University, and Endicott College
- Through ACCEPT's work with the Education Leadership Institute (ELI) whose goal is to develop Principals and Assistant Principals through an 18-month program, ACCEPT has developed a collaborative relationship with Fitchburg State University

Initiative 1.4: Provide orientation, training, and mentoring to support staff in all areas

Accomplishments in 2022-2023:

- ACCEPT has created the positions of lead teaching assistants to provide guidance and training to TAs on the job beyond initial training and professional development
- ACCEPT has improved its mentoring program for teachers and new staff ensuring it is meeting state standards and providing a third year of mentoring as necessary

- Expanded our orientation and initial training to guide staff successfully through their first weeks on the job
- ACCEPT has increased the depth and breadth of new administrator training

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

Accomplishments in 2022-2023:

- Recalibrated salary grids to ensure equity across steps and lanes
- Increased opportunities for free self-care options
- ACCEPT began the process of analyzing insurance packages to improve its employee offerings
- Continued the process of analyzing short-term, long-term, and life insurance carriers for employees
- Employee discounts were sought and developed in the areas of travel, car rentals, food, groceries, child care, and family activities

PILLAR 2: PARTNERSHIPS AND COMMUNITIES

Strategic Objective 2: Build and expand partnerships for all stakeholders

Initiative 2.1: Create a committee to plan, organize, and implement events and staff appreciation for ACCEPT

Accomplishments in 2022-2023:

- A monthly staff newsletter is published to recognize the excellent work and personal accomplishments of staff
- Monthly outings for staff were organized and attended
- Increased number of staff appreciation activities were provided
- Various staff were publicly recognized at the end of each week for the exceptional work they did

Initiative 2.2: Develop and organize SEPAC/PTO, and combine with other parent programs

Accomplishments in 2022-2023:

- An expansion of the Parent Advisory Committee was developed to meet the continued and varying needs of our parent group for workshops and shared information relative to disabilities
- The Home-Based Department increased evening activities to bring families together in an effort to improve students' social skills and develop families' support structures
- ACCEPT partnered with outside agencies, such as MA Bay Community College and the ARC of Massachusetts, to provide parents necessary information to improve their child and family's lives and outcomes

Initiative 2.4: Develop a framework to establish, maintain, and sustain partnerships with businesses, families, higher education, community programs, and member districts

Accomplishments in 2022-2023:

- The School Consultation department has increased its outreach to and contracts with districts thereby increasing the number of districts and geographic areas to provide consultation and evaluation services
- Published monthly parent newsletters featuring updates on Program events, student activities, family resources, important dates, and student highlights in each Program
- Hybrid monthly Parent Forums that included professional development, workshops and connections for families and guardians
- ACCEPT expanded its external vocational placements for our aged 18-22 year old Program to include four new community partnerships including Regis College, Wegmans, MetroWest Humane Society, and Fatima Shrine
- The high school Program partnered with Medway Public Schools to offer a Unified Basketball Team experience to interested ACCEPT students
- ACCEPT has increased the number and type of monthly job-alike opportunities for professional educational groups to include Assistant Superintendents of Curriculum & Instruction, Special Education Directors, Business Managers, Team Chairs/ETLs, Principals & Assistant Principals, Transition Leaders, Preschool & Early Elementary Directors, Board Certified Behavior Analysts, and SEL/DEI Directors
- ACCEPT continued for the 22nd year to provide the year-long New Special Education Directors Leadership Institute and to meet the current needs of new Special Education Directors ACCEPT began a second year of the Leadership Institute for cohorts
- ACCEPT facilitated the Education Leadership Institute for the development of new principals and assistant principals

Initiative 2.5: Establish and maintain partnerships with higher education institutions to support students, staff members, and programs.

Accomplishments in 2022-2023:

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

PILLAR 3: PROGRAMS AND SERVICES

Strategic Objective 3: Establish robust, innovative programs and services to meet the needs of students, families, and school districts

Initiative 3.1: Offer a standard scope and sequence academic curriculum with measurable benchmarks & clear vertical alignment to prevent gaps.

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

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

Accomplishments in 2022-2023:

- Train the Trainer professional development for select staff in Restorative Justice Practices
- Classroom Restorative Circles was introduced to staff and in the classrooms for practice
- Program staff were provided monthly curriculum information and professional development that is focused on diversity, equity, and inclusion
- An increase of diversity and equity topics and practices were incorporated into daily classroom curriculum
- Provided targeted professional development to the ACCEPT Leadership Team and the overall ACCEPT staff in DEI following the guidelines of MASS REDI standards

Initiative 3.6: Develop external Professional Development offerings that reflect diverse and relevant topics related to teaching and learning

Accomplishments in 2022-2023:

- In order to improve our offerings based on the needs of school districts, ACCEPT conducted a comparative analysis of all MA collaboratives and private organizations that provide programs and services similar to ACCEPT
- ACCEPT conducted a member school district survey to establish and produce the professional development needs of our member districts
- ACCEPT developed a fluid strategic plan to produce professional development activities, workshops, and

packages that reflect the needs of our families, general educators, school districts, and community

- Due to the growing Professional Development Department, it was necessary to hire a full time, qualified professional development coordinator to ensure a quality product and customer service
- Based on the input from our stakeholders, ACCEPT developed revised professional development offerings that represent the current needs of school districts

PILLAR 4: BUDGET, FINANCE, AND OPERATIONS

Strategic Objective 4: Develop and implement a collaborative and transparent process for budget development that identifies accurate revenue and expenses

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

Accomplishments in 2022-2023:

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

Initiative 4.2: Increase accountability and understanding of the budget

Accomplishments in 2022-2023:

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

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

Accomplishments in 2022-2023:

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

PROGRESS IN ACHIEVING PURPOSE

Since its formation in 1974, ACCEPT has established trusted partnerships with districts to achieve the objectives and purposes set forth in its Collaborative Agreement. The following table highlights progress in 2022-2023.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2022-2023
ELEVATE STUDENT OUTCOMES Deliver efficient, cost-effective, and high-quality programs and services that minimize the impact of student disabilities and maximize student outcomes including achievement, independence, and participation in the community.	• Throughout the school year, program staff received extensive Professional Development to include: Restorative Justice Practices, SEL in the classroom, SIPPS reading program, AAC training, new IEP S/W, Writer's workshop, Big Ideas Math, Fostering Mathematical Practices, Amplify Reading, Odell Literacy, best practices in lesson planning & collaborative lesson planning, Safety Care training and teacher evaluation calibration. • A Social Emotional Learning Coordinator was welcomed to ensure our SEL initiative continues • An increase of diversity and equity topics and practices were incorporated into daily classroom curriculum • Favorable staff-to-student ratios are at the heart of the ACCEPT model • Collaboration with the Medway Public School District's Middle and High School Principals to align ACCEPT's general education curriculum with the Medway Public Schools curriculum • Life Skills Program began working on full scaled, vertically aligned curriculum guides • The Transition Program increased the number of businesses that welcome students for volunteering and developing job skills • Develop Curriculum Review Cycle for the purposes of maintaining relevant, engaging, and rigorous curriculum and resources • Professional Development in Literacy informed by the Massachusetts Dyslexia Guidelines continues • Data Teams were formed to analyze and respond to academic, social/emotional, and behavioral student data

RESPOND TO DISTRICT NEEDS WHERE COLLABORATION IS A SENSIBLE APPROACH Develop and implement programs and an array of services that increase educational opportunities for students, families, educators, and districts when it is determined that such programs and services can most effectively, efficiently, and economically be provided on a collaborative basis and complement, strengthen, and meet the evolving needs of member districts.	• ACCEPT increased the number of general education teacher and administrator professional development offerings • In Collaboration with Bridgewater State University, ACCEPT developed a SEL Certification program consisting of 5 graduate courses and taught by professional ACCEPT staff. • Increased parent professional development offerings • ACCEPT conducted a member school district survey to establish and produce the professional development needs of our member districts • ACCEPT updated the strategic plan to produce professional development activities, workshops, and packages that reflect the needs of our families, general educators, school districts, and community • Completed an increasing number of in-district program evaluations and provided consultations to build capacity to keep students in-district for member and non-member districts • Expanded expertise in the area of trauma-informed services, restorative justice, and parent training.
EXPAND PROGRAMS TO MEET NEW NEEDS Expand program options in alignment with the mission and purpose of the Collaborative to help districts maximize cost-efficiency and program effectiveness through a collaborative effort.	• ACCEPT has expanded its work utilizing the MA Dyslexia Guidelines • ACCEPT has provided extensive trainings in Restorative Justice for ACCEPT staff and external districts • ACCEPT has provided 4 evening social events for our Home-Based and Life Skills students • Facilitated hybrid monthly job-alike groups to support our professional learning communities: Superintendents, Assistant Superintendents, Director of Student Services & Special Education, BCBAs, Team Chairs, Principals, Administrative Assistants, and Preschool Directors • Academic therapeutic programs for students Pre-K to age 22 years

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2022-2023
TRANSPORT STUDENTS WITH DISABILITIES Provide safe, reliable, and efficient transportation services for students with disabilities.	• 299 students transported to various programs and specialized schools • ACCEPT maintains a fleet of 88 vans providing flexibility and efficiency in dispatching drivers; ACCEPT continues to supplement capacity by contracting with local transportation companies • Bid for 12 new vehicles to replace our vans to ensure ongoing safety for our staff and students • Purchased 3 vans and 2 transit vans • ACCEPT increased driver professional development to include understanding disabilities and social justice
OFFER PROFESSIONAL DEVELOPMENT FOR CONTENT, SKILLS, AND SHARING OF PRACTICE Offer quality professional development opportunities to general and special education teachers, administrators, and related service providers, focused on closing achievement gaps, preventing unnecessary referrals to special education, and personalizing learning for students.	• Coordinated an ongoing series of SEI endorsement courses for teachers and administrators • ACCEPT has provided many Program Evaluations for member and non-member districts to improve the services provided to students • Conducted the 21st new Special Education Directors Leadership Institute • Welcomed multiple cohorts to the Education Leadership Institute to develop Principals and Assistant Principals • ACCEPT hosted job-alike groups for Special Education Directors, Business Managers, Curriculum Directors, BCBA professionals, pre-school coordinators, and elementary and high school special education coordinators • Developed personalized professional development offerings specific to individual district needs • Established relationships with Bridgewater State University, Fitchburg State University and began discussions with MA Bay Community College • An increase of diversity and equity topics and practices were incorporated into daily classroom curriculum • Provided targeted professional development to the ACCEPT Leadership Team and the overall ACCEPT staff in DEI following the guidelines of MASS REDI standards

PARTNERSHIPS FOR LEARNING

Thank you to the many generous organizations, businesses, and individuals in the MetroWest area whose partnerships ACCEPT students and staff have benefited from in 2022-2023.

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

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

Natick Public Schools Food Service provides our students at the Center for Learning and Growth breakfast and a hot lunch daily. Natick Food Service delivers the meals, and students in our Transition programs learn food service vocational skills including customer service, maintaining high standards for food handling, and tracking of lunch payments and meals delivered.

Medway Public Schools has warmly welcomed ACCEPT's staff and students at Medway's Middle and High Schools again this year. A big thank you to Medway for their collaboration and helping to make ACCEPT inclusion programs outstanding.

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

Casual for a Cause is a tradition at ACCEPT, raising funds and awareness for many causes and organizations that align with our mission. During the school year several days are dedicated to "Casual for a Cause," where donations are requested and the staff enjoy a casual dress down day. In the past year ACCEPT has supported Muscular Dystrophy Association's Deno's Dash 5K, Boston Children's Hospital's Miles for Miracles Team for Jillian, and the Boston Marathon Jimmy Fund Walk. The Staff once again generously contributed to the ACCEPT Helping ACCEPT Fund and the Holiday Giving Tree to help our students and families and also collected personal supplies for the Shadows Shelter for Women during the holiday season.







Special Education (Pre-K - Transition)

- Academic and Therapeutic
- Academic and Life Skills
- Academic and Language-Based Transition
- Extended School Year

Educator Development

- Professional Development for Educators
- Customized Training for Districts
- Online Learning
- Special Education Leadership Institute

Collaborative Offerings

Our Expert Staff Includes:

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

(Massachusetts Organization of Educational Collaboratives, 2016)

SPECIAL EDUCATION PROGRAMS

At ACCEPT, we work with parents and districts to design individualized, evidence-based programs for each student addressing academics, behavioral and therapeutic needs, life skills, and specialized services based on the IEP. The goal is to build strengths and self-confidence, and to maximize potential for students in elementary, middle, and high school grades.

Our programs address autism spectrum disorders, emotional/behavioral needs, global impairments and medically involved disabilities, cognitive/intellectual disabilities, language disorders, ADHD/ADD, and nonverbal learning disability. ACCEPT programs are supported by a highly trained, specialized team of teachers and specialists, who are hired for their hearts and for their minds.

PROGRAM	TYPE OF DISABILITY
Academic and Therapeutic	Emotional, Autism, Neurological
Academic and Life Skills	Autism, Communication, Developmental Delay, Intellectual, Neurological, Health, Multiple Disabilities, Physical
Academic and Language-Based	Autism, Communication, Neurological, Specific Learning, Emotional, Health, Intellectual
Transition	Full range of disabilities

ACADEMIC AND THERAPEUTIC

The programs in the Therapeutic strand bring together clinical, therapeutic, and behavioral services with rigorous academics, and support to strengthen skills. We use an integrated team model that seamlessly blends individualized clinical services within the practices and routines of the school day to help students learn the skills they need in the places they will use them, with more practice opportunities. Each student participates in all classroom activities, and teachers and therapists can focus on skills that are immediately useful leading to better generalization of the skills. The academic curriculum is challenging and engaging, aligned with Massachusetts Curriculum frameworks.

Individualized clinical services include:

- A therapeutic milieu providing consistent routines and clinical supports.
- Embedded group social skills instruction and counseling, individual counseling and clinical check-ins, and coping strategy practice.

ACADEMIC AND LIFE SKILLS

The programs in the Life Skills strand blend academics, daily living, personal/social and occupational skill development with behavioral and social supports in a highly individualized program, tailored to the student's unique profile, based on the IEP. This makes every day an opportunity for students to develop self-confidence, self-control, and the life skills to pursue their passions. The program is a great fit for students who have complex language and learning difficulties, have issues with behavior or coping, and

need moderate to significant modification to the Massachusetts Curriculum Frameworks in order to make effective progress.

Features include:

- Academics and life skills curriculum tailored to the needs of each student.
- Consistent and predictable routines and structures, shared with families and home providers for adaptation to the home.
- Expected classroom and community behaviors that are communicated, practiced, and reinforced throughout the day.
- Individual and small group explicit instruction, which may include Social Thinking techniques, video modeling and feedback, self-rating scales, and more.

ACADEMIC AND LANGUAGE-BASED

The programs in the Language-Based strand prepare students for a successful elementary school experience by addressing moderate language and learning difficulties. Comprehensive academic, behavioral, and clinical service supports center on developing oral, social, and written language skills to enhance communication and comprehension of academic content. Each student's program is individualized and based on the IEP, with curriculum aligned with Massachusetts Curriculum Frameworks. Individual and small group instruction with low student-to-teacher ratios targets communication and social skills, academics, executive functioning skills and compensatory strategies to increase student independence.

TRANSITION PROGRAMS – AGES 18-22

Transition programs prepare students for a successful passage to adult living. We view each student as the unique individual they are and, using their IEP and results from transition and vocational assessments,



develop a personalized transition plan to maximize independence, vocational potential, participation in the community, and help students meet their postsecondary vision. At the heart of our transition programs is an integrated team model that seamlessly blends functional academics, community experiences, social skills development, specialized services, vocational training, and independent living skills.

Value and Cost Comparisons - School Year						
LOCATION	Type of program	Member Tuition	Non-Member Tuition	Member Savings	Average Private School Tuition	Average Savings Over Private School
ACCEPT CENTER FOR LEARNING AND GROWTH OR MEDWAY PUBLIC SCHOOLS	Academic and Therapeutic	$53,100	$63,720	$10,620	$87,611	$34,511
	Academic and Life Skills	$53,100	$63,720	$10,620	$104,161	$51,061
	Academic and Language-Based	$53,100	$63,720	$10,620	$78,223	$25,123
	Transition	$58,680	$70,416	$11,736	$90,275	$37,175

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

EXTENDED SCHOOL YEAR (SUMMER)

The Extended School Year programs are designed to prevent substantial regression of skills and provide a bridge between academic years. Structured individual, small group, and classroom instruction is provided consistent with the students' Individualized Education Programs.

Value and Cost Comparisons - Extended School Year						
LOCATION	Type of program	Member Tuition	Non-Member Tuition	Member Savings	Average Private School Tuition	Average Savings Over Private School
ACCEPT CENTER FOR LEARNING AND GROWTH OR MEDWAY PUBLIC SCHOOLS	Academic and Therapeutic	$7,275	$8,730	$1,455	$8,614	$1,339
	Academic and Life Skills	$7,275	$8,730	$1,455	$8,614	$1,339
	Academic and Language-Based	$7,275	$8,730	$1,455	$8,614	$1,339
	Transition	$8,150	$9,780	$1,630	$12.333	$4,183

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

EDUCATOR DEVELOPMENT



Our professional development experts include leading educators and members of the ACCEPT senior staff who make it their mission to stay ahead of trends and respond quickly to district needs.

PROFESSIONAL DEVELOPMENT WORKSHOPS, COURSES, AND ONLINE OFFERINGS

ACCEPT believes that what matters most in student achievement is high quality teaching and support that takes into account the whole student. Professional development programs are designed to meet the instructional, management, and leadership challenges that educators face. Our innovative workshops and courses are offered in a variety of formats including online, hybrid, and in-person options. Our website is updated regularly to reflect our full listing of Fall/Winter and Spring offerings.

PROFESSIONAL DEVELOPMENT WORKSHOPS

ACCEPT focuses on professional development to improve critical areas of practice. Our sessions utilize experts in the field and contain high levels of collaboration, critical thinking, and activities that are applicable to practice.

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

- Calibrating Teacher Evaluations
- Maximizing Mentorships Series

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

SOCIAL EMOTIONAL LEARNING CERTIFICATE PROGRAM

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

CUSTOMIZED TRAININGS FOR DISTRICTS

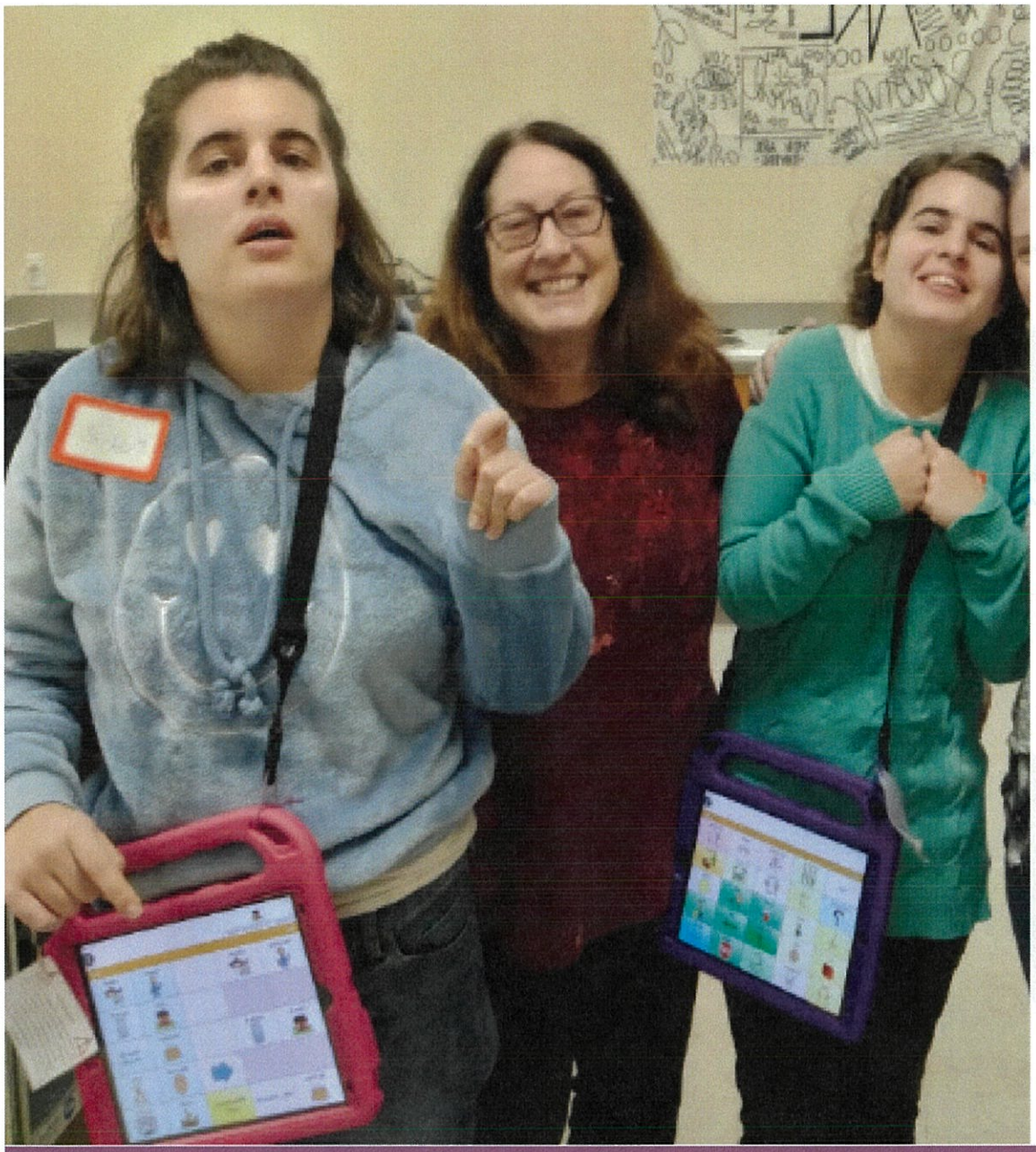
ACCEPT has developed programs that offer total flexibility, allowing districts to receive comprehensive instruction utilizing multi-modal teaching techniques including reading materials. Customized professional development workshops are tailored to each district's specific needs. Our presenters and facilitators, who are highly skilled practitioners, have expertise in a wide range of topics.

VALUE AND COST COMPARISONS

ACCEPT's Educator Development offerings are high value, both in quality and cost. Post-workshop evaluations, as well as the number of educators who register for ACCEPT workshops and courses year after year, are indicators of the quality and practicality of offerings in helping educators address their current challenges. ACCEPT offerings are at or below the cost of other workshops offered in the MetroWest area. A review of offerings from CREST Institute, The Reading Institute and The Collaborative, shows a range of $190 to $300 per day for a workshop. The average cost of an ACCEPT workshop range between $90 and $250.







HOME-BASED THERAPEUTIC PROGRAM

CONSULTATION AND EVALUATION SERVICES FOR DISTRICTS

VHS ONLINE (VIRTUAL HIGH SCHOOL)

TRANSPORTATION SERVICES

MEDICAID REIMBURSEMENT SERVICES

Collaborative Services

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

HOME-BASED SERVICES

ACCEPT Home-Based Services are provided in the home and/or in the student's community, and are tailored to address each student's individual needs. The focus is on training the family/parents to better support their child as well as to improve the students' independent living skills across the home and community. Parents and families are an active part of every session. The ultimate goal of services is for the parent/family to carry out programs so that the student is successful in their natural environment and to supplement and facilitate the child's educational progress. These services provide an opportunity to integrate the effective strategies being used at school into the student's home and community.

To determine the scope and sequence of services, initial assessments may include:

- Home Functional Behavior Assessments (FBA)
- Adaptive Living Skills Assessment (Home and Community)



Assessment results guide the selection of service delivery models:

- Direct service model
- Parent training
- 8-Session parent training

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

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

VALUE AND COST COMPARISONS

ACCEPT's home-based service rates for member districts are 10% – 55% lower than the rates of comparable private agencies. Some area agencies charge $250 per hour for a functional behavioral assessment (FBA) compared to ACCEPT member district rate of $126 per hour. A typical FBA requires 14-16 hours so the savings for a district can be as much as $1,984 for a single assessment.

CONSULTATION AND EVALUATION SERVICES

ACCEPT offers a variety of consultation services and technical assistance to help school districts build their capacity to meet the needs of diverse student populations. Our team of expert consultants works with districts to improve and enhance a range of special education programs and services with a strong emphasis on collaboration and long-lasting partnerships. Our goal is to support districts in developing high-quality, sustainable special education programs and services in the most efficient and economical way possible.

Our school consultation team provides both student-specific and program-wide consultation services focusing on evidence-based interventions for specialized student populations, assessment methods, implementing specialized curricula, and development of behavioral supports. A variety of evaluation services are also available, including student-specific evaluations as well as special education program evaluations.

Consultation Services

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

Special Education Program Evaluation Services

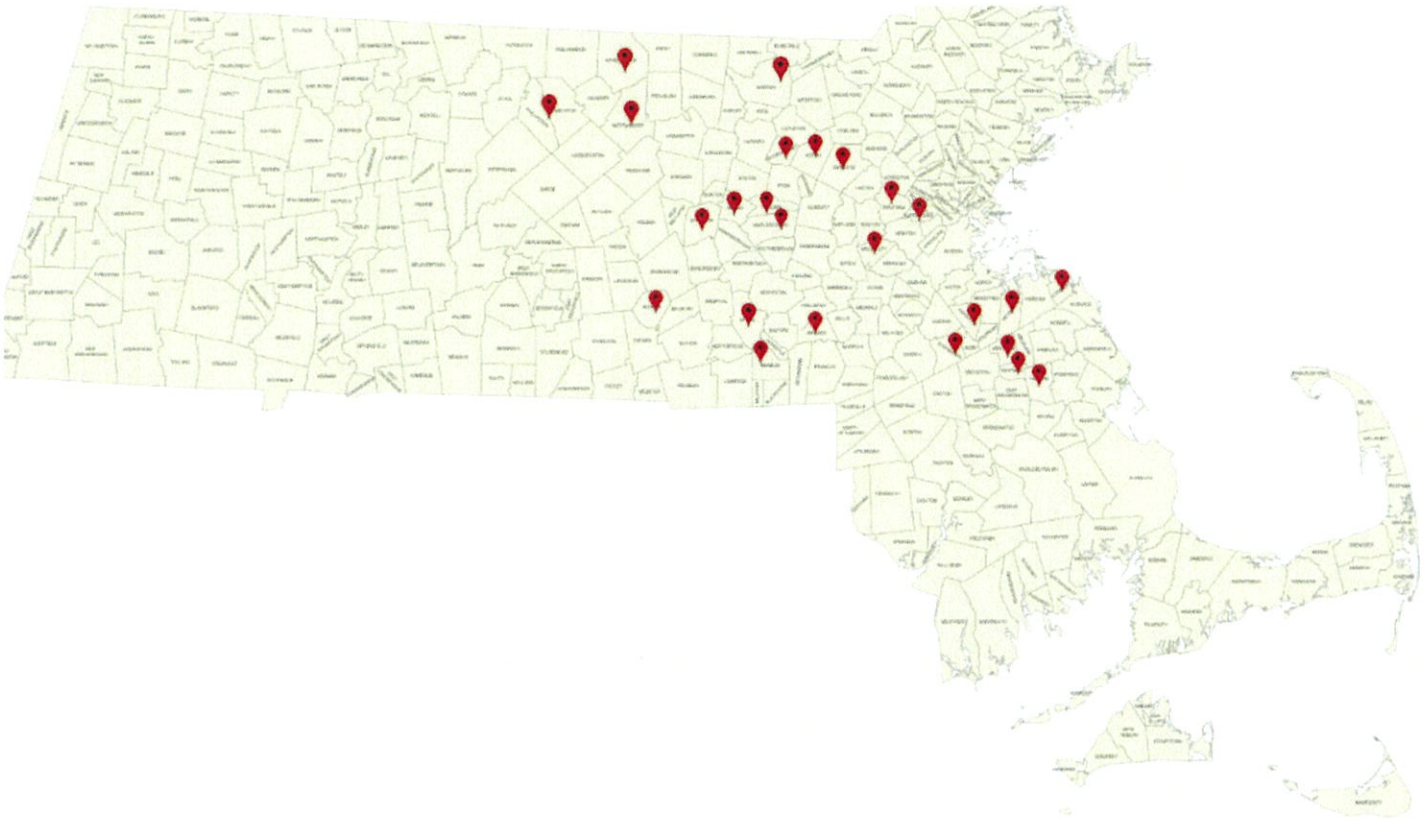
Special Education Program Evaluations: e.g., Autism programs, Therapeutic programs, Inclusion services, Transition programs, Inclusive Early Childhood programs

Student Evaluation Services

- Transition Assessments
- Functional Behavior Assessments/Trauma-Informed FBA
- Psychological Assessments
- Augmentative and Alternative Communication (AAC) Assessments
- Speech/Language Assessments
- Occupational Therapy Assessments
- Physical Therapy Assessments

Value and Cost Comparisons

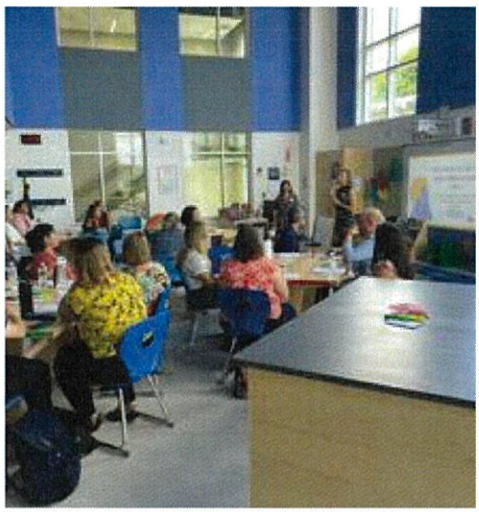
ACCEPT's consultation and evaluation services rates for member districts are 25% – 30% lower than the rates of comparable private agencies. For non-member districts, rates are 10% – 15% lower than private agencies.



ACCEPT'S Program Evaluation Services:

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







VHS (VIRTUAL HIGH SCHOOL)

VHS provides districts with a wide range of high quality online courses that offer flexible credit recovery, opportunities for accelerated students, unique electives, career-focused coursework, summer courses, and more.

VHS is also well-suited to the needs of students at ACCEPT High School Academy. ACCEPT teachers customize the courses utilizing blended learning that accommodates the individual learning needs of each student. The VHS modules are rigorous and meet graduation credit and syllabus requirements. There were 302 students from Middle School through age 22 participating in these courses this past year. More information is available at vhscollaborative.org.

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

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

VALUE AND COST COMPARISONS

As part of the Consortium, member district teaching member districts paid $180 per VHS seat. Rates for districts who purchase seats only range from $310 - $350 depending upon the number of seats purchased. These rates compare very favorably to a district's costs for in-school classrooms, especially in classes with lower enrollments. In addition, a high quality online course is an efficient solution for students who have individual needs that do not fit the usual school offerings and calendar.

TRANSPORTATION

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

Each day 299 students are picked up at their homes, delivered to over 104 destinations, either their special education program at ACCEPT or other schools in Massachusetts, and safely returned home at the end of the day. A fleet of 88 vans and 77 drivers and 19 monitors meet the individual needs of each student ensuring a comfortable and positive experience.

Each van transports 1-4 students creating a complex system of routing, varying by start and end times of programs, pick up and drop off locations, and daily variations due to absences, snow days, differences in school calendars location by location. Communication is an ongoing challenge, with no room for error. Transportation routing software, GPS systems, cameras, and mobile devices all enhance safety and efficiency. We are currently in the process of restructuring the department in hopes of being better able to serve our families and districts.

VALUE AND COST COMPARISONS

ACCEPT utilizes a cost per mile model to price transportation for member districts. Estimates are calculated annually providing districts with the data necessary to budget for the year. The cost per mile model allows districts to easily submit for transportation reimbursements. The driver and vehicle shortage continues to impact our transportation services limiting our ability to provide anything more than out of district transportation services. We will monitor the changes in the industry and seek efficiencies that will help maintain high-quality service while also reducing costs where possible.



MEDICAID REIMBURSEMENT

Since 1994, ACCEPT Education Collaborative has been assisting both member and non-member districts with recouping money spent on school-based health and related medical services through the School-Based Medicaid Program (SBMP). Over the past 29 years, this program has returned over $80 million to participating cities and towns.

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

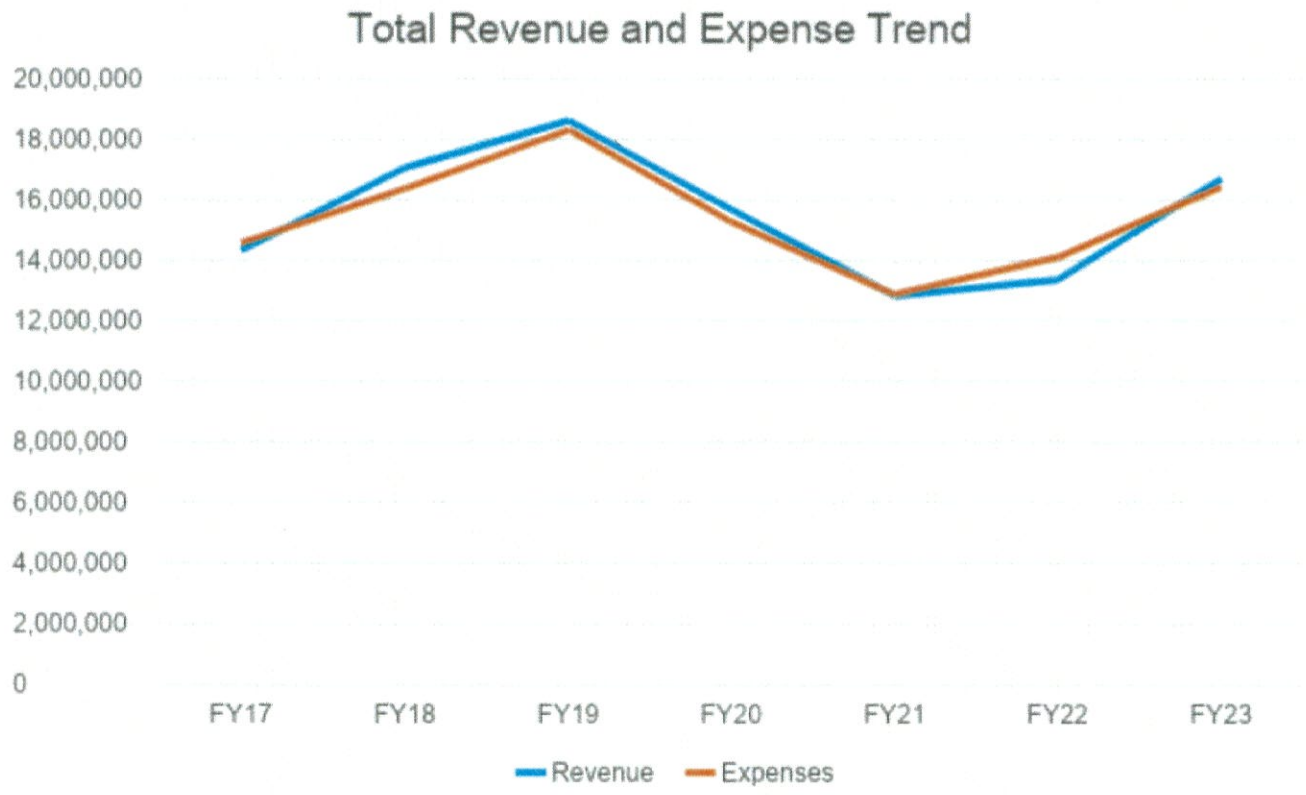
ACCEPT's School-Based Medicaid Services Include:

- Program set-up & ongoing maintenance
- Quarterly identification of eligible students
- Submission of electronic claims for direct services
- Follow-up with out-of-district programs to obtain service documentation for students
- Preparation of quarterly administrative activity claims on behalf of the districts
- Calculation of annual Direct Service Cost Reports
- Ongoing assistance with understanding constantly evolving state regulations and program changes
- Creation of custom reports for districts
- Unlimited training for district staff on the Medicaid reimbursement process and systems
- Assistance for the district if selected for an audit



FINANCIALS

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



2022-2023 ADVISORY COMMITTEE MEMBERS

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

SPECIAL EDUCATION

Dr. Donna Flaherty, ACCEPT Facilitator
Brittany Smeltekop, Ashland
Kate McCarthy, Dover-Sherborn
Laura Spear, Framingham
Ildefonso Arellano, Framingham
Paula Marano, Franklin
Jessica Beatty, Holliston
Dr. Karen Zaleski, Hopkinton
Mary Bruhl, Medfield
Ryan Place, Medway
Nealy Urquhart, Millis
Tim Luff, Natick
Erin Miller, Natick
Julie Muse-Fisher, Needham
Mary Lammi, Needham
Michael Dolan, South Middlesex Regional
Stephanie Juriansz, Sudbury
Jeffrey Lappin, Sudbury
Kathleen Bernklow, Wellesley

CURRICULUM LEADERSHIP

Dr. Gina Flanagan, ACCEPT Facilitator
Gabrielle Abrams, Medway, Facilitator
Michael Caira, Ashland
Denton Conklin, Dover-Sherborn, ACCEPT Facilitator
Tina Rogers, Franklin
Joanne Menard, Holliston
Jeffrey LaBroad, Hopkinton
Christine Power, Medfield
Maureen Knowlton, Millis
Susan Balboni, Natick
Rebecca Swasey, South Middlesex Regional
Kim Swain, Sudbury
Sandra Trach, Wellesley

BUSINESS OPERATIONS

Jaime Patriarca, ACCEPT Facilitator
Chris Mathieu , Ashland
Dawn Fattore, Dover/Sherborn
Lincoln Lynch, IV, Framingham
Miriam Goodman, Franklin
Keith Buday, Holliston
Susan Rothermich, Hopkinton
Michael A. LaFrancesca, Medfield
Patricia Leonhardt, Medway
Terry Wiggin, Millis
Peter Gray, Natick
Bryan Lynch, Natick
Dolores Sharek, South Middlesex Regional
Anne Gulati, Needham
Donald Sawyer, Sudbury
Cindy Mahr, Wellesley

THANK YOU

To the many organizations & businesses who provided vocational experiences & community outings.

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



ACCEPT Collaborative Budget 2024-2025

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

the education COOPERATIVE

ANNUAL REPORT
FY 2023

141 Mansion Drive, Suite 200
E. Walpole, MA 02032
781-352-5000
www.tec-coop.org





Together we create more possibilities.

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FY'23 Board of Directors and District Leadership

Board of Directors

Derek Folan, Canton
Ian Kelly, Dedham
Elizabeth McCoy, Dover-Sherborn
Beverly Hugo, Framingham
Susan Kutska, Holliston
Carol Cavanaugh, Hopkinton
Jeffrey Marsden, Medfield
Armand Pires, Medway
Robert Mullaney, Millis
Matthew Brand, Natick
Matthew Spengler, Needham
David Thomson, Norwood
Nancy Gallivan, Walpole (Chair)
Jeanne Downes, Wayland
Dori Parmelee, Westwood

Superintendents

Derek Folan, Canton
Miichael Welch, Dedham
Elizabeth McCoy, Dover-Sherborn
Robert Tremblay, Framingham
Susan Kutska, Holliston
Carol Cavanaugh, Hopkinton
Jeffrey Marsden, Medfield
Armand Pires, Medway
Robert Mullaney, Millis
Anna Nolin, Natick
Daniel Gutenkanst, Needham
David Thomson, Norwood
Bridget Gough, Walpole
Omar Easy, Wayland
Emily Parks, Westwood

Assistant Superintendents for Curriculum & Instruction

Sarah Shannon Canton
Heather Smith, Dedham
Denton Conklin, Dover-Sherborn
Amy Bright, Framingham
Joanne Menard, Holliston
Jeffrey LaBroad, Hopkinton
Christine Power, Medfield
Gabrielle Abrams, Medway
Maureen Knowlton, Millis
Susan Balboni, Natick
Carmen Williams, Needham
Alex Wyeth, Norwood
William Hahn, Walpole
Parry Graham, Wayland
Allison Borchers, Westwood

Student Services Directors

Meaghan Byrne, Canton
Sara Stetson, Dedham
Kate McCarthy , Dover-Sherborn
Laura Spear, Framingham
Jessica Beattie, Holliston
Karen Zaleski, Hopkinton
Mary Bruhl Medfield
Ryan Place, Medway
Neary Urquhart, Millis
Erin Miller, Natick
Julie Muse-Fisher, Needham
Lori Cimeno, Norwood
John Queally, Walpole
Barbara Cataldo, Wayland
Abigail Hanscom, Westwood

TEC Leadership

Elizabeth McGonagle
Executive Director

Bradford Jackson
Interim Executive Director

Daniel Shovak
Director of Business and Finance

Zachary Abrams,
Director of Student Services

Jean Kenney
Director of Professional Learning and Leadership

John Spears
Director of Technology

Michelle Fusco
Human Resources Manager

Meredith Faletra
Program Director, TEC Campus School

Deborah Caligaris
Principal, TEC High School

Antonio Nicolazzo
Principal, TEC Phoenix Academy

Letter from the Executive Director



Dear TEC Community Members,

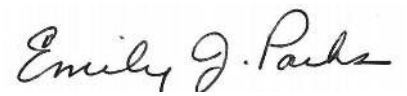
It is my pleasure to present TEC's 2022-2023 Annual Report to you. TEC is a wonderful, thriving organization with a staff that works every day to fulfill our mission, serve our member districts, and work toward our goals. As the new Executive Director, I am very appreciative of the strong foundation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

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

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

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

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



EMILY J. PARKS
Executive Director
eparks@tec-coop.org
781-352-5000

About TEC

Established in 1968, by a group of visionary educational leaders, The Education Cooperative (TEC) was Massachusetts' first educational collaborative. Today, TEC develops and coordinates educational and organizational programs to meet the needs of our member communities and their students in a way that complements and strengthens their school programs and expands opportunities for their students, educators and communities in the most cost-effective manner.



Special Education Programs

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

Other Programs and Services

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

TEC Member Districts

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

At TEC We Believe

Our Vision

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

Our Mission

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

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

—Armand Pires, Superintendent, Medway Public Schools



Our Guiding Beliefs

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

Our Strategic Goals

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

1. Student Achievement

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

1.1 To collaborate on data collection from a variety of sources to analyze and to design instructional programs to meet the diverse needs of all students.

1.2 To develop new opportunities for students by expanding existing and seeking new community relationships.

1.3 Create a Professional Development Plan that is specific to each program.

2. Professional Development

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

2.1 To maintain successful programs and create additional innovative learning opportunities to promote student growth.

2.2 To sustain successful programs and create additional innovative learning opportunities to promote the growth of PreK-12 educators.

2.3 To maintain successful programs and create additional opportunities and services for TEC member districts.

3. Operations

Improve our ability to provide proactive support to TEC programs.

3.1 To evaluate and update (as needed) our operational systems to improve efficiency & eliminate redundancy.

3.2 To improve communications within the organization.

3.3 To provide & maintain a safe cost-effective infrastructure that supports all aspects of TEC.

Progress Toward Our Goals

The Education Cooperative actively develops and coordinates educational and organizational programs to meet the needs of our member communities and their students. Below is an overview of the objectives established in the TEC Collaborative Agreement that were accomplished during the 2022-2023 school year. These objectives are embedded in the TEC Annual Strategic Plan and progress is monitored throughout the year through updates provided by TEC Administrators at Board of Directors meetings.



Student Achievement:

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

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

Professional Development:

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

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



Operations:

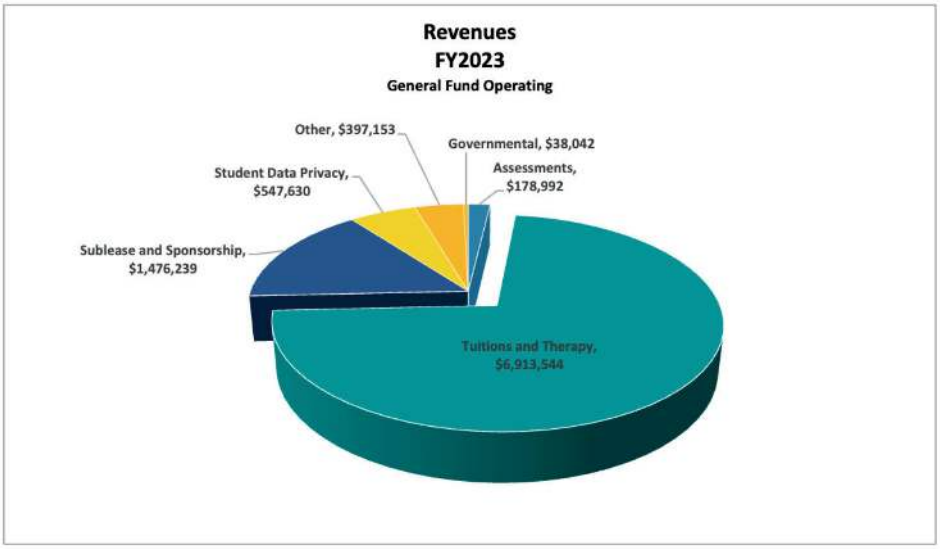
Improve our ability to provide proactive support to TEC programs.

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

FY'23 Source and Use of Funds: Revenues

General Fund

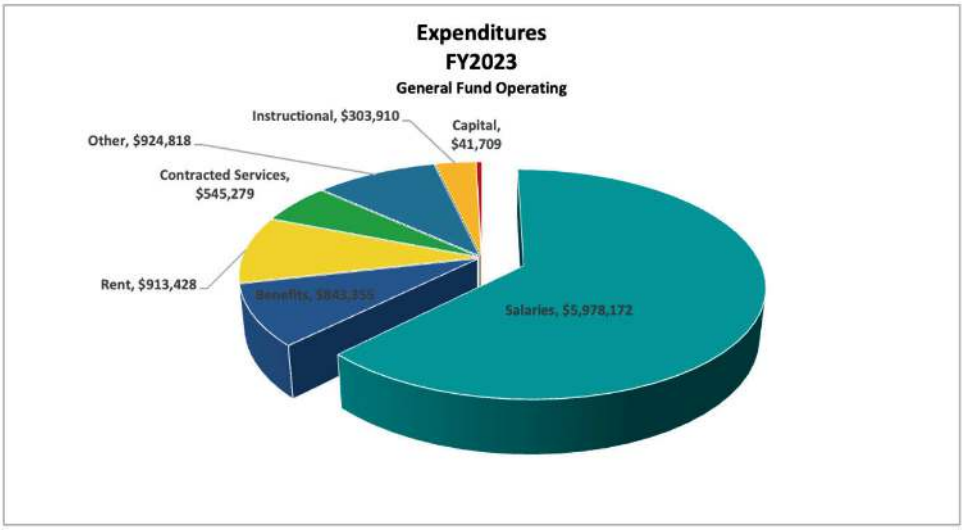
As illustrated in the chart on the , TEC's largest source of funds in FY'23 was Tuition and Therapy, comprising 72.4% of its revenue. By comparison, member assessments contributed only 1.9% of revenue. The remaining 25.7% of TEC's revenue was drawn from a variety of sources, including the TECCA sponsorship,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



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

FY'23 Source and Use of Funds: Expenditures

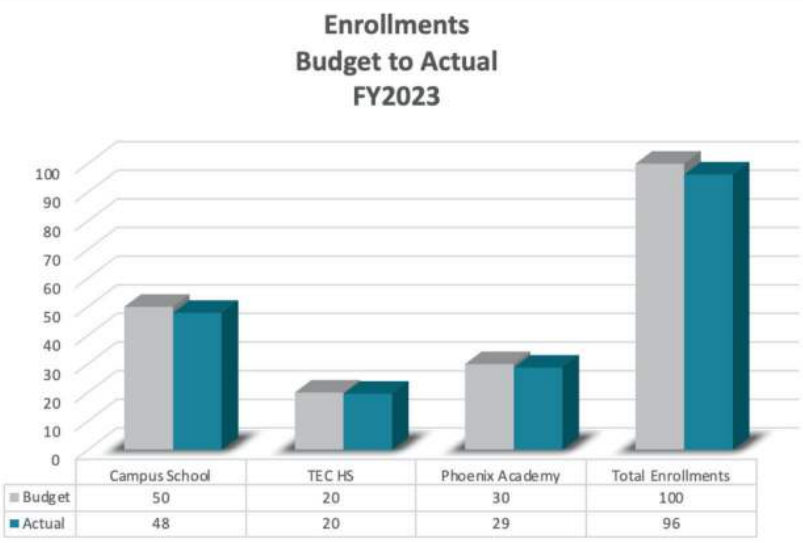
General Fund



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

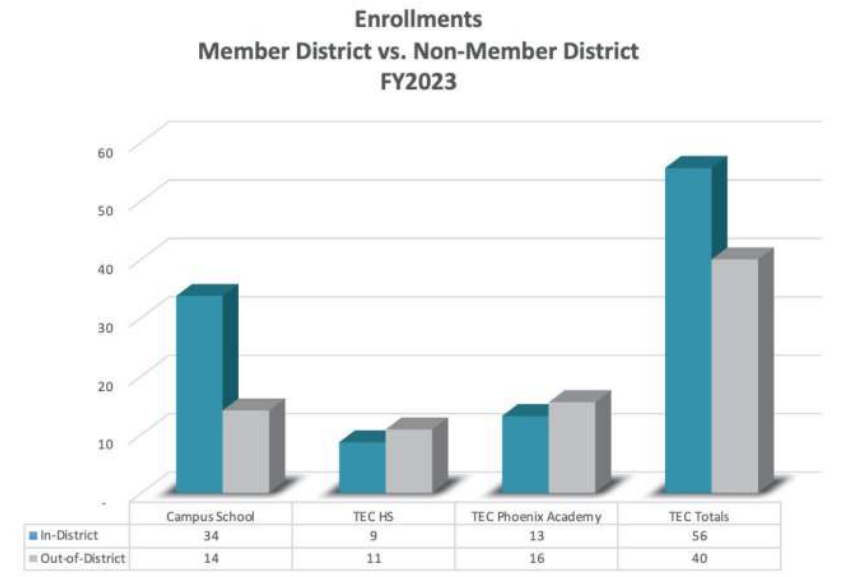
FY'23 Enrollment and Enrollment Trends

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



	Campus School	TEC HS	Phoenix Academy	Total Enrollments
Budget	50	20	30	100
Actual	48	20	29	96

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



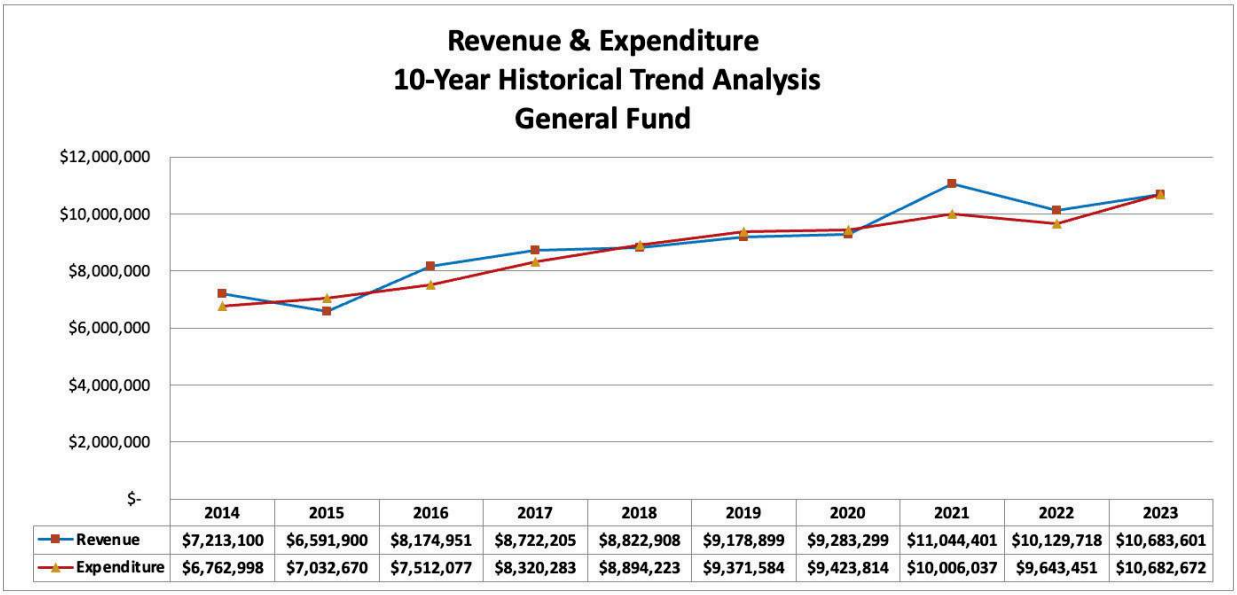
	Campus School	TEC HS	TEC Phoenix Academy	TEC Totals
In-District	34	9	13	56
Out-of-District	14	11	16	40

FY'23 Grant Awards

FY'23 State Grants	
American Rescue Plan	$3,756
Comprehensive School Health Services (CSHS)	$30,000
TOTAL State Grants	**$33,756**

FY'23 Private Grants	
Floyd Family Foundation	$2,500
TOTAL Private Grants	**$2,500**

Historical Trends Analysis



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Revenue	$7,213,100	$6,591,900	$8,174,951	$8,722,205	$8,822,908	$9,178,899	$9,283,299	$11,044,401	$10,129,718	$10,683,601
Expenditure	$6,762,998	$7,032,670	$7,512,077	$8,320,283	$8,894,223	$9,371,584	$9,423,814	$10,006,037	$9,643,451	$10,682,672

SPECIAL EDUCATION SERVICES AT TEC

TEC provides member and non-member public school districts with an array of specialized services designed to address the needs of students with moderate to intensive disabilities ages 3-21 in an engaging and supportive learning environment. TEC's beautiful 8-acres main campus is located in East Walpole and houses the TEC Campus School and TEC High School, with a satellite transition program at Westwood High School for students aged 14-18. TEC Phoenix Academy is located in the historic Plimpton Building on the campus of Walpole High School.

TEC offers access to a team of skilled specialists who are able to provide comprehensive services to meet each students' needs, including:

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



At TEC, our DESE licensed, experienced and caring educators work as an integrated team to empower students to embrace their dreams and goals, take control of their lives, and be actively involved in their own learning process in order to reach their full potential.

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

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

TEC Schools Overview

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

School	Location	Ages/ Grades	Student Profiles	Program Description
TEC Campus School (TCS)	TEC Main Campus 141 Mansion Dr E. Walpole (Satellite program at Westwood HS)	Ages 3-21	• Developmental Delays • Multiple Disabilities • Neurological Impairment • Intellectual Impairment • Complex Medical Conditions • Vision Impairment • Cerebral Palsy • Autism • Anxiety Disorder • ADHD	• Small classroom settings utilizing an integrated related services approach • Highly trained instructional, therapeutic, and medial staff • Individualized multi-sensory instruction, medical support and behavioral support • Strong focus on communication and functional living skills • Field trips and community-based inclusion opportunities
TEC Phoenix Academy (TPA)	Plimpton School 319 Common St Walpole	Grades 7-12	• Academic, emotional and/or behavior challenges • Depression • Anxiety • ADHD • Oppositional Defiance Disorder • Trauma History	• Small, structured academic setting with a therapeutic milieu • Skilled mental health counselors • Collaboration and consultation with outside support service providers • Collaborative and Proactive Solutions (CPS) model
TEC High School (TCS)	TEC Main Campus 141 Mansion Dr E. Walpole	Grades 8-12	• Anxiety • Depression • Mood Disorders • Trauma History • School Avoidance • Social Challenges	• Small, structured academic setting • Counseling support • Dialectical Behavior Therapy • College counseling

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









INTENSIVE CONTINUUM (AGES 3-21)

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

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

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

Our students' profiles may include:

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

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

PROGAM HIGHLIGHTS

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







Satellite Program at Westwood High School

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











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

TRANSITION SERVICES (AGES 18-21)

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

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

PROGAM HIGHLIGHTS

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



TEC PHOENIX ACADEMY (TPA) GRADES 7-12

At the Plimpton School on the Campus of Walpole High School

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

- Anxiety
- Depression
- Mood disorders
- Oppositional defiance disorder

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









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

What's Unique about TEC Phoenix Academy?

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

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

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

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

PROGRAM HIGHLIGHTS

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

"He absolutely loves the school and talks about it all the time!"
--TPA Parent



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

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

Our students' profiles may include:

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

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

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



PROGAM HIGHLIGHTS

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

What's Unique About TEC High School?

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

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

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

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

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

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





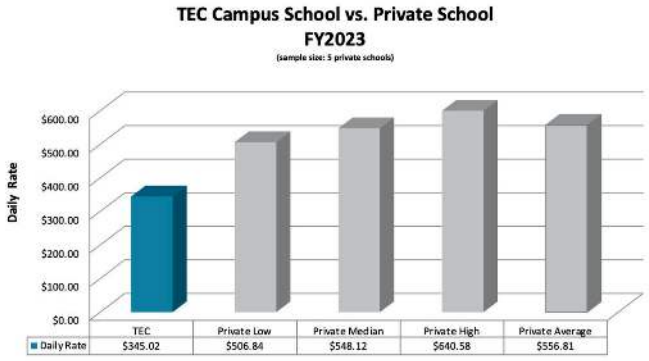


Special Education Programs: Cost Effectiveness

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

TEC Campus School (TCS)

TEC Campus School provides high quality, cost-effective education programs that maximize the growth and development of children, adolescents, and young adults with identified intensive special needs through highly specialized teaching methodologies within substantially separate classrooms of public school environments. The Campus School program at TEC has an annualized in-district tuition rate of $62,103 or $345.02 per day. This rate is 37% lower than the median and 30% lower than the average rate of similar private school programs.



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

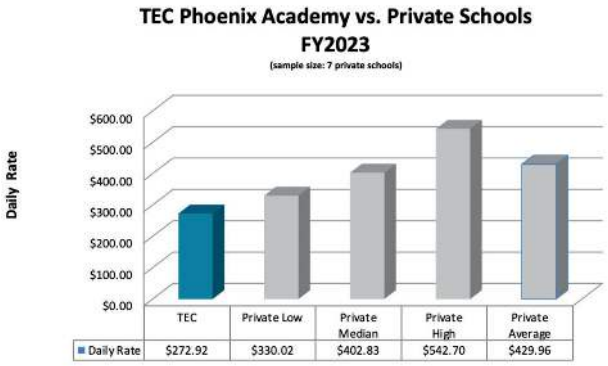
FY'23 Per District Savings - TCS vs. Private		
Member District	**# of students**	**District Savings**
Canton	0.70	$26,687
Dedham	3.00	$114,372
Dover-Sherborn	1.00	$38,124
Framingham	5.00	$190,620
Holliston	3.90	$148,684
Hopkinton	2.00	$76,248
Medfield	0	N/A
Medway	2.00	$76,248
Millis	0	N/A
Natick	0	N/A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

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

Special Education Programs: Cost Effectiveness (cont.)

TEC Phoenix Academy (TPA)

TEC Phoenix Academy provides a safe, supportive, and structured environment in which students with complex emotional, behavioral, and academic challenges are assisted in improving their basic skills, earning credits toward a high school diploma, and developing strategies to improve their ability to function successfully in their communities. The in-district annualized tuition rate is $49,126 or $272.92 per day. This rate is 32% lower than the median and 37% lower than the average rate of similar private school programs.



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

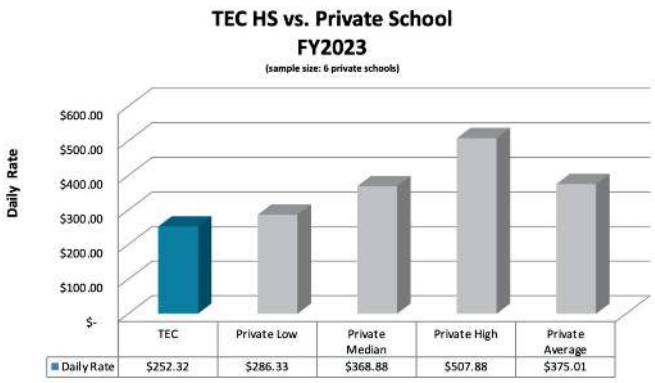
FY'23 Per District Savings - THS vs. Private		
Member District	**# of students**	**District Savings**
Canton	3.85	$108,828
Dedham	0	N/A
Dover-Sherborn	0.35	$9,983
Framingham	1.20	$33,920
Holliston	0.95	$26,854
Hopkinton	0	N/A
Medfield	0	N/A
Medway	1.10	$31,094
Millis	0.70	$19,787
Natick	0.25	$7,067
Needham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

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

Special Education Programs: Cost Effectiveness (cont.)

TEC High School (THS)

The goal of TEC High School is to enable students to overcome academic, social, emotional, and personal issues which have been a source of interference in their past school experiences and to begin to establish positive habits of academic student and improved self-esteem which can result in a substantial pattern of successful functioning for each student. The school functions in a cost-effective manner to provide services to students throughout the metro-west area of MA. The annualized tuition rate at TEC High School is $45,418 or $252.32 per day for in-district placements. This rate is 32% lower than the median and 33% lower than the average rate of similar area private schools.



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

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

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

Professional Learning

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

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

Job-Alike Groups

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

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

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

Highlighted FY'23 PD Opportunities:

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

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

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

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

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

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

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

TEC Student Data Privacy Alliance

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

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

28,972

signed data privacy agreements (DPAs) across five states

Massachusetts: 12,137
New Hampshire: 11,098
Rhode Island: 1,875
Maine: 2,210
Vermont: 1,652

Value of TEC SDPA's Collaborative Approach:

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

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

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

TEC Student Data Privacy Alliance: Cost Effectiveness

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

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

TEC FY'23 SDPA Steering Committee:

Elizabeth McGonagle, Executive Director, TEC
Ramah Hawley, Director, TEC SDPA, TEC
Cynthia Tougas, SDPA Support Coordinator, TEC
Don Langenhorst, Director of Technology, Dedham PS
Ashoke Ghosh, Director of Technology, Hopkinton PS
Eoin O'Corcora, Director of Technology, Medfield PS
Dennis Roche, Technology Director, Natick PS
Leisha Simon, Director of Technology , Wayland PS
Steve Ouellette, Director of Technology, Learning, & Innovation, Westwood PS

Career Exploration, Internships, & College Fairs

The Education Cooperative's Internship Program is an inclusive, highly-personalized career exploration placement program open to students from any high school or college. For more than 20 years, we have developed outstanding relationships with highly sought after businesses, organizations and public sector employers. The TEC Career Exploration & Internship Program offers students the opportunity to explore a variety of career paths by learning about their interests, strengths, and skills. Students intern at local businesses where they are mentored by a professional and experience the real world of work, gain employability skills, and are able to make well-informed career choices in the future. The Internship Program supports students' career exploration and college readiness by allowing students to hone in on their interests before entering college. The Internship Program benefits districts by offering opportunities to their students that may not be available within their community. Our program is designed primarily for rising high school juniors and seniors and works closely with our over 150 sponsor organizations where they are placed under the supervision of dedicated career mentors. In 2022-2023 a total of 85 students participated in summer and academic (school year) internships through TEC. During their internship, students receive one-on-one career counseling from an Internship Coordinator and learn new skills including: resume development and writing, interviewing, career exploration and self-reflection and professional networking.





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

– Lucie, Westwood High School
USS Constitution Museum, Charlestown

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

– Evelyn, Needham High School
Equitable, Wellesley

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

TEC College Fairs

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

Each year, TEC brings together a large selection of colleges, community colleges, universities, military and gap year programs from around the world to showcase their program offerings to hundreds of potential college applicants. Students are encouraged to attend and speak to representatives and gather information. Our college fairs are free and open to all students, families and guidance counselors. Typically, TEC hosts two college fairs each year; a spring fair in late March at Westwood High School, and a fall fair in early October at Waltham High School. Both College Fairs are free to attend and all interested students and families are welcome!





TEC Higher Education Committee

Guidance Counselors from all TEC districts participate in this successful monthly job alike group and share best practices and resources such as curriculum, testing, college admissions, etc. During the 2022-2023 academic year, this job alike discussed relevant timely topics including how best to support students through mental health crises, navigating the transition process for educators from Naviance to SCOIR, the college application process and admissions trends, and much more. Discussion of these topics informed professional learning opportunities that were developed and provided by TEC.

TEC Online Learning

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

TEC Connections Academy (TECCA):

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

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

Online Learning Options for TEC-Member District Students

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

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

TECCA Board of Trustees:

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

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

TEC Cooperative Purchasing and AEPA

Cooperative Purchasing

In FY'23, TEC continued its commitment to improve efficiencies and increase cost savings through the facilitation of the TEC bids. By utilizing collective volume purchasing, participating school departments are able to obtain the best possible pricing from vendors while taking advantage of a streamlined bid process. TEC bids continue to evolve to better reflect the needs of all participating school departments throughout Massachusetts.

TEC Bids for FY'23

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

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

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

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

Custodial supplies

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

Athletic and PE Equipment and Supplies

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

Fuel Oil

- 3 MA districts participated

Cost Effectiveness of Cooperative Purchasing FY'23

TEC facilitates cooperative purchasing bids that offer **significant savings** to participating school districts as a result of volume purchasing. The benefits that TEC provides are measurable and cost-effective. Table 1 provides estimated annual savings in FY'23 for categories of purchases made through TEC cooperative purchasing bids. Table 2 illustrates the savings per unit on several large quantity items purchased via the TEC bid.

Table 1

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

TEC Cooperative Purchasing and AEPA (cont.)

Table 2

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

TEC Cooperative Purchasing and AEPA (cont.)

Table 2 (cont.)

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

Association of Educational Purchasing Agencies (AEPA)

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

AEPA Bid Categories Offered for FY'23

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

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

--Maria Hall, Walpole Public Schools, Food Service Director

Dedication

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



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

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

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



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

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

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

Thanks, Liz!



the education COOPERATIVE

FY2023 ANNUAL REPORT

the education COOPERATIVE

Approved FY'25 Budget

REVENUES and FUND SOURCES	
Fund Balance	$631,071
Assessments	$178,991
Tuitions/Therapies	$8,237,806
Other	$2,782,313
Total Revenues	**$11,830,181**
EXPENSES	
Salaries & Benefits:	
Instructional Salaries	$6,029,298
Administrative Salaries	$1,714,013
Benefits	$961,488
Total Salaries & Fringe	**$8,704,799**
Operational and Capital Costs	
Rent	$1,115,824
Instructional Expense	$357,034
Capital Expense	$431,200
Other	$1,221,324
Total Operational Costs	**$3,125,382**
Total Budget:	**$11,830,181**
Net Income:	**$0**