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

Tuesday, January 28, 2025
6:30 PM
Dover-Sherborn Middle School Library

Livestream via Dover-Sherborn Cable Television

AGENDA

1. **Call to Order**
2. **Community Comments**

   https://meet.google.com/gre-owyp-oeu (session will close after Community Comments)
3. **Superintendent Comments**
   - Progress on District & Superintendent Goals
   - General Updates
   - Technology Update
   - Communication Update
   - Student Services Update
4. **Discussion Items**
   - Review of District Bullying & Prevention Plan (first read)
   - Update from Policy Subcommittee Sections F, H, L (first read)
5. **Action Items**
   - 2025-26 District Calendar **A.R.**
   - Amendment to TEC Collaborative Agreement **A.R.**
6. **Consent Items**
   - Approval of Joint School Committee Minutes – September 10, 2024 **A.R.**
7. **Informational Items**
   - Summary of Proposed FY26 Budgets
   - Challenge Success Survey 2024 Executive Summary-MS
   - Challenge Success Survey 2024 Executive Summary-HS
   - ACCEPT & TEC Annual & Quarterly Reports
8. **Items for April 1, 2025 Meeting**
9. **Adjourn**

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

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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 Committees
From: Elizabeth McCoy
Re: Superintendent & District Goals Update 2024-25
Date: January 28, 2025

As part of the formative evaluation process, I have outlined updates regarding each of the district and superintendent goals (see bold italicized text below). I will provide additional details at Tuesday's meeting and am happy to answer questions at that time.

DISTRICT'S IMPROVEMENT GOALS 2024-25

Goal 1: Best Practices

Further implement the District's 9 Best Practices to engage students as active learners in the development of skills depicted in the Dover-Sherborn Portrait of a Graduate.

- ***Last year, in grade level and department teams, educators identified classroom "look fors" for each of the 9 Best Practices (i.e. In order for a lesson to demonstrate Relevance #4 - What would the teacher be doing? What would the students be doing? What would the task entail?). This summer, Assistant Superintendent Conklin and I drew from the 28 submitted documents and synthesized a PK-12 list of indicators that serve to further define the district's vision for teaching and learning.***

- ***Assistant Superintendent Conklin and I presented at the 2024 Massachusetts Association of School Superintendents (MASS) Summer Institute to over 50 superintendents from across the state. The presentation provided an overview of the district's process of identifying the 9 Best Practices and sharing next steps in our journey toward a shared instructional vision.***

- ***At the August District Leadership and Instructional Leadership Retreats, administrators and teacher leaders vetted the district-wide "look fors" and provided feedback. Once finalized, they shared the indicators with their school-based teams as a means to clarify instructional expectations across schools.***

- ***Building leaders developed goals focused on supporting educators to increase implementation of the 9 Best Practices across classrooms. Educators created goals around increasing strategies in one or more Best Practices of their choosing.***

- ***Every month I conduct walkthroughs with each of the building leaders focused on evidence of the Best Practices in classroom instruction. During our debrief sessions, principals and I share our findings and discuss how to provide educators with targeted, constructive feedback to improve their practice.***

- ***Assistant Superintendent Conklin and I do our best to lead by example by implementing the Best Practices at Leadership Team meetings. Building leaders are encouraged to do the same with their faculties, modeling for educators the strategies expected in classrooms such as Agency (#3), Collaboration (#7) and Growth (#9).***

- ***The full day of Professional Development in December provided educators an opportunity to gain additional strategies relative to their prioritized Best Practices. Teachers chose from a variety of workshops, including Building Thinking Classrooms and phenomenon-based learning.***

Goal 2: Student Voice

Elevate student voice as a means to increase students' sense of belonging and inform classroom, school and district policy and practice.

- ***The District Leadership and Instructional Leadership Teams welcomed over 30 students to their summer retreats. Together, administrators and students analyzed the results of last year's Challenge Success Survey which gathered information on topics such as student engagement, homework, stress levels and sleep. By examining quantitative data and sharing lived experience, the group identified evidence of progress as well as areas for growth.***

- ***Secondary educators reviewed the results of the Challenge Success Survey at their September faculty meetings. Analysis of data relative to student engagement underscored efforts to further implement the 9 Best Practices across classrooms.***

- ***Assistant Superintendent Conklin and I have convened a Superintendent Advisory Council of 24 middle and high school students. To date, we have identified current and future opportunities for students to provide "Voice #2" relative to their experience, dissected the 9 Best Practices and outlined indicators in student-friendly terms, and begun drafting a survey for students to provide feedback to classroom teachers.***

- ***District administrators and instructional leaders (30) have participated in the Shadow a Student initiative to better understand the joys and pressures of school, such as peer relationships, academic engagement, scheduling demands and homework. All K-12 educators have been invited to do the same and are currently being assigned student hosts.***

Goal 3: Streamlined Communication

Streamline tools and strategies to improve communication, increase collaboration and strengthen engagement with families and the community.

- ***All home-school communication now flows through the ParentSquare platform, including district, school and classroom newsletters, emails, pictures and calendar invites. The Technology Department has***

provided live, virtual and video training for educators, parent leaders and families. Additional support will be provided based on feedback and need.

- ***A communication survey was distributed to all K-12 families relative to their preferred frequency of updates, their use of ParentSquare, and the usability of the new district website. Feedback will inform future communications, education and system updates.***

- ***I have held/scheduled meetings with all four school-based parent groups (Chickering CSA, Pine Hill PTO, Middle School POSITIVE and High School PTO) and the Guidance Advisory Group (GAC) to provide updates relative to district initiatives and answer any questions they may have.***

- ***I participated in a Writing for Busy Readers workshop with Harvard professor Todd Rogers and gained strategies on how to write so busy people read, understand, and respond to messages. I intend to provide an overview to the District Leadership Team as we continue to refine our communications.***

SUPERINTENDENT GOALS 2024-25

Goal 1: Educator Feedback (Student Learning)

Calibrate and refine educator observations to ensure focused and constructive feedback relative to educator, school and district goals.

- ***Assistant Superintendent Conklin and I met with the High School Department Chairs on October 8th and November 13th to review expectations for observations and identify sample sources of evidence relative to the application of the 9 Best Practices in classrooms.***

- ***At its October 9th meeting, district leaders reviewed proposed educator goals and worked collaboratively to refine them to ensure alignment with district and school initiatives. This then prepared administrators for meetings with faculty members to review and approve their individual goals.***

- ***Every month I conduct walkthroughs with each of the building leaders focused on evidence of the Best Practices in classroom instruction. During our debrief sessions, principals and I share our findings and discuss how to provide educators with targeted, constructive feedback to improve their practice.***

- ***In response to feedback heard initially during our entry process and more recently from various staff members, we are conducting an audit of our professional growth model (instructional leadership, mentoring, professional development, and supervision-evaluation) to determine to what extent we are providing the appropriate support and resources for educators to achieve professional practice, student learning, school and district goals.***

- ***The Leadership Team is scheduled to work on calibrating observations and evaluation ratings at their January 29th, February 12th and March 26th meetings. By sharing sample write-ups, reviewing DESE rating indicators and analyzing exemplars, the goal is to increase consistency of (high) expectations across schools and the depth of targeted and actionable feedback provided to educators.***

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Goal 2: Professional Networking (Student Learning)

Engage with local, state and national superintendents to gain additional strategies to communicate with stakeholders, navigate challenges and maintain momentum on district goals and initiatives.

- ***I have attended five of the six Leading Now Cohort 14 sessions aimed at helping superintendents navigate politically-charged environments and stay the course on their commitment to all students. I have also met with my assigned executive coach to talk through difficult scenarios and identify ways to increase efficiency and maintain work-life balance.***

- ***I am currently in my third and final year of the New Superintendent Induction Program focused on collaborating problem-solving through use of a consultancy protocol.***

- ***I continue to meet monthly with superintendent peers through the TriValley Roundtable and TEC Collaborative to discuss current topics, such as the change in MCAS requirement, the science of reading, among others. This is also an opportunity to informally connect with job-alikes and ask questions relative to aspects of the role where I continue to learn and grow.***

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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 Committees

FROM: Kate McCarthy, Director of Student Services

DATE: January 24, 2025

RE: Bullying Prevention and Intervention Policy

Attached please find drafts of the Bullying Prevention and Intervention Policy and Incident Reporting Form.

All changes are highlighted in yellow.

Revisions were made to the Investigation Flow Chart to clarify the policies focus on Bullying.

Revisions were made to the Incident Reporting and Investigation Form as follows:

- addition of the state definition of bullying;
- addition of a categorization of the report behaviors;
- formatting shifts to allow for additional information to be included in the investigation portions;
- addition of space for added interviews;
- addition of a timeline portion of the investigation; and
- addition of charts for communication and follow up.

We respectfully request that the school committees review the revisions. A second read will be scheduled for your next round of meetings. Once the documents are approved, they will be submitted to the Department of Elementary and Secondary Education for final review.

Thank you for your continued support of student safety and well-being. We are happy to answer questions you may have at the joint meeting on January 28th, 2025.

DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN

Dover School Committee
Jeffrey Cassidy
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Jessie Hole
Goli Sepehr

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Dover-Sherborn Public Schools
Elizabeth McCoy, Superintendent
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Kate McCarthy, Director of Student Services

Public Comment:	January 28, 2025
School Committee First Reading:	January 28, 2025
School Committee Second Reading and Approval:	
Submitted to Department of Elementary and Secondary Education:	

DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION PLAN

TABLE OF CONTENTS

INVESTIGATION FLOW CHART……2

STATEMENT OF PURPOSE……..3

LEADERSHIP…….4

TRAINING AND PROFESSIONAL DEVELOPMENT……..……..6

ACCESS TO RESOURCES AND SERVICES……...7

ACADEMIC AND NON-ACADEMIC ACTIVITIES……...9

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION……10

COLLABORATION WITH FAMILIES……..…17

PROHIBITION AGAINST BULLYING AND RETALIATION……...17

PROBLEM RESOLUTION SYSTEM ……..18

RELATIONSHIP TO OTHER LAWS……18

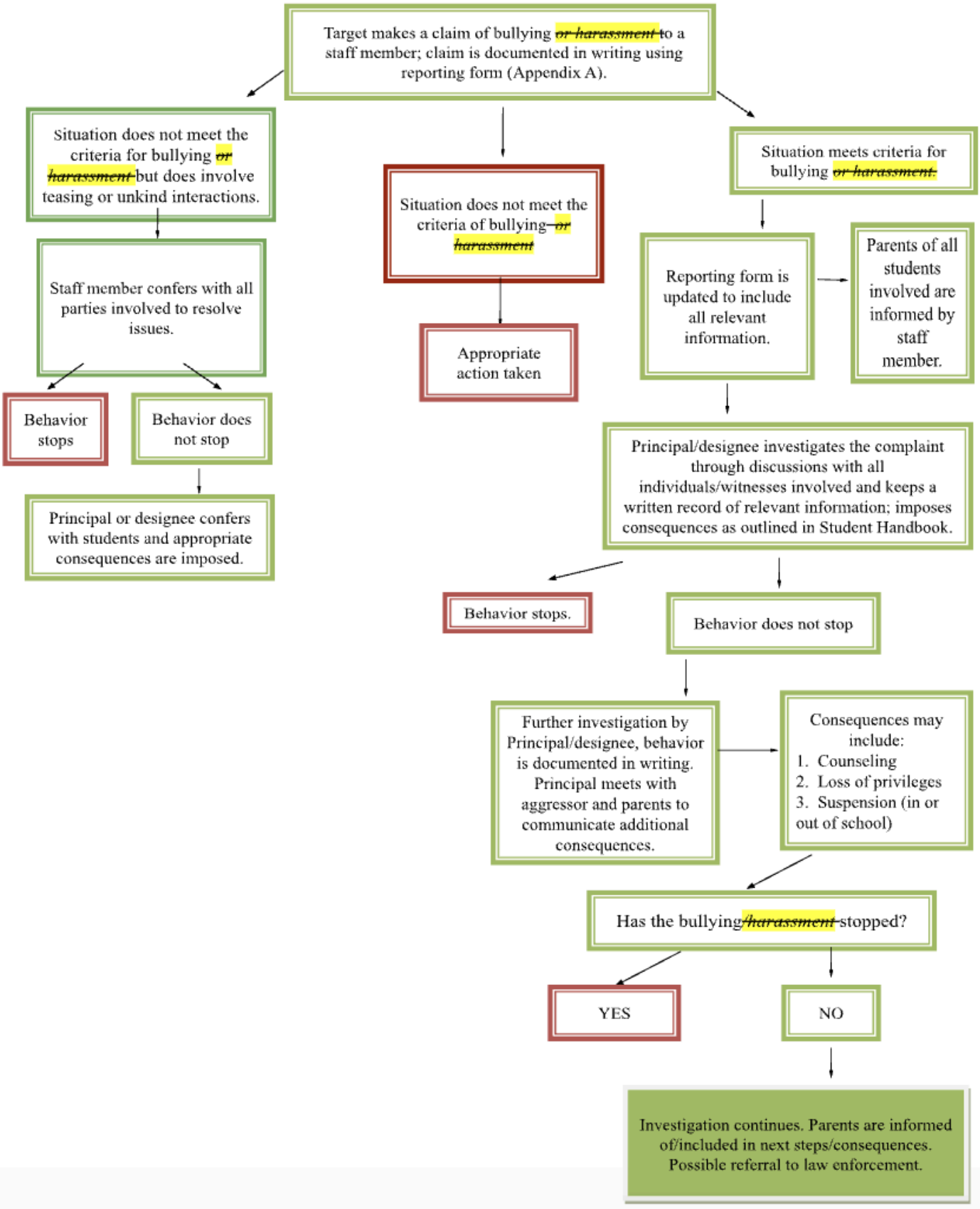
APPENDIX A (INCIDENT REPORTING FORM)……..….19

The Dover School District, the Sherborn School District and the Dover-Sherborn Regional School District are hereinafter referred to as the "Dover-Sherborn Public Schools" or the "Schools").

STATEMENT OF NONDISCRIMINATION

The Dover-Sherborn Public Schools do not discriminate on the basis of race, color, ethnicity, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, disability, pregnancy, genetic information, veteran status, homelessness, or any other category protected by law.

INVESTIGATION FLOW CHART



STATEMENT OF PURPOSE

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

I. DEFINITIONS

Definitions essential to the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan:

Aggressor is a student or member of the school Staff who engages in Bullying or Retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of the school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyber-Bullying is Bullying, as defined above, through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. Cyber-Bullying" includes, but is not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-Bullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person or

- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of Bullying;

- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of Bullying. M.G.L. c. 71, § 37O.

Hostile Environment, as defined in M.G.L. c. 71, § 37O, is a situation in which Bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

Target is a student against whom Bullying or Retaliation has been perpetrated.

II. LEADERSHIP

School leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Schools partner with various representatives of community leadership in promoting a positive school climate that is safe for all student learners.

A. Public involvement in developing the Plan:

As required by M.G.L. c. 71, § 37O, the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan was developed in consultation with Staff, school volunteers, community representatives, local law enforcement agencies, students, parents, and guardians. We invited all interested community members to provide public comment relative to the proposed Plan before the Plan was adopted by the Dover, Sherborn and Dover-Sherborn Regional School Committees at their respective December 2010 meetings. Additionally, the Schools solicited comments from various school organizations such as CSA, PTO, POSITIVE, Special Education Parent Advisory Councils and Guidance Advisory Council.

B. Assessing needs and resources:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of Bullying or Retaliation within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families, students and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on Bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist our Schools and districts in identifying resource gaps and the most significant areas of need. Based on these findings, our Schools will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

At least once every four years beginning with the 2015/16 school year, Dover-Sherborn Public Schools will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of Bullying in our Schools. Additionally, we will annually report Bullying incident data to the Department. In addition, our Schools will utilize surveys to obtain input from staff, parents and guardians on school climate and school safety issues. Data from each school will be collected and analyzed on the

prevalence and characteristics of Bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform future decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

C. Planning and oversight:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan has identified that the building Principal or designee is the individual who is responsible for receiving all reports on Bullying and Retaliation (see VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION). The building Principal or designee is responsible for collecting and analyzing building data on Bullying to assess the present problem and to measure improved outcomes. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Dover-Sherborn Public Schools Professional Development Committee, under the supervision of the Assistant Superintendent, as well as building Principals/Headmasters are responsible for planning for the ongoing professional development that is required by the law.

The building Principal or designee is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of Bullying. Each building Principal or designee is responsible for implementing the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading the parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently if necessary.

The Superintendent or designee is responsible for developing new or revising current policies and protocols under the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and for designating key staff to be in charge of reviewing and updating them on an annual basis. The School Committees are responsible for the approval of any new policy.

D. The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan Priority Statement:

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing Bullying and Retaliation and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of aggression. Measures of prevention including social competency curricula help to inform our practices. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of Bullying and Retaliation. The building Principal is responsible for the implementation and oversight of the Plan except when a reported Bullying or Retaliation incident involves the Principal or the Assistant Principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee, shall be responsible for investigating the report

and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

We recognize that certain students may be more vulnerable to become targets of Bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. We will identify specific steps we will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to Bullying, harassment, or teasing.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

The Dover-Sherborn Public Schools ongoing professional development plans reflect the requirements under M.G.L. c. 71, § 37O and provide ongoing professional development for all Staff, including contracted service providers.

A. Annual staff training on the Plan:

Annual training for all school staff on the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of Bullying or Retaliation, and an overview of the Bullying Prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development:

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to Bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent Bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop Bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the Bullying;
- research findings on Bullying, including information about specific categories of students who have been shown to be particularly at risk for Bullying in the school environment;
- information on the incidence and nature of Bullying; and
- Internet safety issues as they relate to Bullying.

Professional development will also address ways to prevent and respond to Bullying or Retaliation

for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and Bullying behaviors.

C. Written notice to staff:

Each school will provide all staff with an annual written notice of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the school employee handbook.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of Bullying and Retaliation. Schools will also address the emotional needs of these students' families. The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the Schools' capacity to prevent, intervene early, and respond effectively to Bullying and Retaliation, available services reflect an understanding of the dynamics of Bullying and provide approaches to address the needs of targets, aggressors and bystanders. The Schools' provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

A. Identifying resources:

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Dover-Sherborn Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

B. Counseling and other services:

School counselors, nurses, school psychologists and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, school psychologists and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various schools:

- one-on-one and small group counseling
- case management services
- crisis intervention
- Social Emotional Learning curriculum and skills support
- classroom meetings to resolve problems
- school counseling curriculum on issues of respect, sexual harassment and student success skills
- social thinking education groups
- MARC Student Ambassadors (Massachusetts Aggression Reduction Center)
- mindfulness groups and lessons
- lunch/friendship groups
- study skills/time management groups
- parent-teacher conferences
- parent workshops
- transition planning
- parent guidance
- behavioral plan development
- classroom observations
- teacher consultation

~~The Dover-Sherborn Public Schools consult with Dr. Elizabeth Englander, a professor of Psychology and the founder and Director of the *Massachusetts Aggression Reduction Center* at Bridgewater State University, a Center which delivers anti-violence and anti-Bullying programs, resources, and research for the Commonwealth of Massachusetts. She is a nationally recognized expert in the area of Bullying, childhood causes of violence and aggression, child development, and characteristics of juvenile and adult violent offenders. Dr. Englander provides social skills programs to parents and to students of the Dover-Sherborn Public Schools to help prevent Bullying. She offers education and training to faculty and staff on identification and intervention services for students exhibiting Bullying behaviors. In addition, trained professionals from Youthcare provide consultative services to the Dover-Sherborn Public Schools to address the needs of students on the autism spectrum.~~

C. Students with disabilities:

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

D. Other students who may be at risk.

The district recognizes that students may be more vulnerable to Bullying and Retaliation based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. Staff shall provide additional support to vulnerable students, as necessary, to provide them with the skills, knowledge and strategies needed to prevent or respond to Bullying, Retaliation, or harassment.

E. Referral to outside services:

Dover-Sherborn Schools have building specific referral processes in place. Parents/guardians are encouraged to contact their child's school counselor for assistance in identifying appropriate and timely services.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Dover-Sherborn Public Schools will provide age-appropriate instruction on Bullying prevention in each grade that is incorporated into the Schools' evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for Bullying prevention and social skills development.

A. Specific Bullying prevention approaches:

Bullying prevention curricula are informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of Bullying or Retaliation, including seeking adult assistance;
- helping students understand the dynamics of Bullying, including the underlying power imbalance;
- emphasizing Cyber safety, including safe and appropriate use of electronic communication technologies per acceptable use policies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and

- providing parents and guardians with information regarding the Schools' Bullying prevention curricula

Initiatives will also teach students about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

B. General teaching approaches that support Bullying prevention efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our Bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents and guardians regarding the Schools' goals and expectations for students and students' safety;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to Bullying and Retaliation, the Dover-Sherborn Public Schools have policies and procedures in place for receiving and responding to reports of Bullying and Retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of Bullying occur.

A. Reporting Bullying or Retaliation:

Reports of Bullying or Retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing by the staff member. All employees are required to report such events as soon as reasonably possible to the Principal or designee any instance of Bullying or Retaliation when the staff member becomes aware of or witnesses the incident. Reports made by students, parents or guardians, or other non-employees may be made anonymously. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. The Schools will make reporting resources available to the school community including, but not limited to, the Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form, available on the

Dover-Sherborn Public Schools' website. [1] See Appendix A for Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form.

Use of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Incident Reporting Form is not required as a condition of making a report. Schools will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the Principal or designee; and 3) post it on the school's website.

At the beginning of each school year, the Schools will provide the school community, including Staff, students, and parents or guardians, with written notice of its policies for reporting acts of Bullying and Retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan that is made available to parents or guardians.

1. Reporting by Staff

A Staff member will report such events as soon as reasonably possible to the Principal or designee when they witness or become aware of conduct that may be Bullying or Retaliation. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

Students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student shall report it to the Principal or designee. If the Principal is the alleged aggressor, the report should be made to the Superintendent. If the Superintendent is the alleged aggressor, the report should be made to the School Committee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying or Retaliation with a staff member, or with the Principal or designee.

B. Responding to a report of Bullying or Retaliation:

1. Safety

Before fully investigating the allegations of Bullying or Retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the Principal or designee contacts parents or guardians prior to an investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or designee will implement appropriate strategies for protecting from Bullying or Retaliation a student who has reported Bullying or Retaliation, a student who has witnessed Bullying or Retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of Bullying or Retaliation. The confidentiality of students and witnesses reporting alleged acts of Bullying or Retaliation will be maintained to the extent possible given the school's obligation to investigate the matter.

2. Obligations to Notify Others

a. Notice to parents or guardians:

Upon determining that Bullying or Retaliation has occurred, the Principal or designee will notify the parents or guardians of the target and the student who is the alleged aggressor or the staff member who is the alleged aggressor, of this determination as soon as reasonably possible, and of the procedures for responding to it.

b. Notice to Another School or District:

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will notify by telephone as soon as reasonably possible the Principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR.

c. Notice to Law Enforcement:

At any point after receiving a report of Bullying or Retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds involving an individual not enrolled in the school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with local law enforcement/school resource officer, and other individuals the Principal or designee deems appropriate.

C. Investigation Procedure:

1. Pre-Investigation:

Even before fully investigating allegations of Bullying or Retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

2. Investigation:

The Principal or designee will investigate as soon as reasonably possible all reports of Bullying or Retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved and/or information related to the staff member involved.

Procedures for investigating reports of Bullying and Retaliation are consistent with district policies and procedures as detailed in each handbook. If necessary, the Principal or designee will consult with the Superintendent/Assistant Superintendent.

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address this matter.

3. Written statement of the complaint:

The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

4. Interviews:

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that Retaliation is strictly prohibited and will result in disciplinary action. The Principal or designee shall remind the alleged aggressor, target, and witnesses of the importance of the investigation and of their obligation to be truthful. The following are general guidelines for responding to a report of Bullying or Retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying or Retaliation behavior and to assess the level of need for additional social skills development.

Interviews will be conducted by the Principal or designee, or other staff members as determined by the Principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given the obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that Retaliation against persons whom they believe might have reported the incident or cooperated with the investigation is strictly prohibited and will result in disciplinary action.

D. Determinations:

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute Bullying or Retaliation. The Principal or designee will make a determination based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991).

If, after investigation, Bullying or Retaliation is substantiated, the Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying behavior or Retaliation and to assess the level of need for additional social skills development.

If a School Principal or designee determines that Bullying or Retaliation has occurred, they shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the aggressor, the Principal shall notify the appropriate local law enforcement agency and notify the superintendent.

A Principal or designee, upon determining that Bullying or Retaliation has occurred, shall promptly contact the parents or guardians of the alleged target(s) and when the alleged aggressor(s) is a student or a staff member, parents or guardians of the alleged aggressor(s). Actions being taken to prevent further acts of Bullying and Retaliation shall be discussed.

If Bullying or Retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of steps that may be taken to prevent the recurrence of Bullying or Retaliation:

- holding parent conferences;
- transferring student's classroom or school;
- limiting or denying student access to a part, or area, of a school;

- enhancing adult supervision on school premises;
- excluding from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
- providing relevant educational activities for individual students or groups of students. Guidance counselors and others in the school setting who have been trained in working with students on interpersonal issues may be helpful in providing such programs;
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student;
- arranging for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them; (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- providing counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students;
- disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law, any applicable Collective Bargaining Agreements, and the district's policies and procedures.

E. Closing the Complaint and Possible Follow-Up

School staff will provide notice as soon as reasonably possible to the parent/guardian of the target(s) and the aggressor(s) about whether or not the complaint was substantiated and, if substantiated, what action is being taken to prevent any further acts of Bullying or Retaliation. Specific information about disciplinary action taken will not be released to the target's parents or guardians—unless it involves a directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the Principal or designee will contact the Target to determine whether there has been any recurrence of the prohibited conduct. The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

The Principal or designee will notify the parents or guardians of the target and the aggressor as soon as reasonably possible about the results of the investigation and, if Bullying or Retaliation is found, what action is being taken to prevent further acts of Bullying or Retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations and due process is followed in all cases as documented in school handbooks. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a directive that the target must be aware of in order to report violations.

The Principal or designee will inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the Bullying determination.

F. Responses to Bullying and Retaliation:

The Dover-Sherborn Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of Bullying and/or Retaliation.

1. Teaching Appropriate Behavior through Skills-Building

Upon the Principal or designee determining that Bullying or Retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-Bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-Bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and with each school's policies and procedures.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation shall be in accordance with state law and the Dover-Sherborn Public Schools' policies and procedures.

If the Principal or designee determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

Disciplinary actions for employees who are found to have committed an act of Bullying or Retaliation will be in accordance with state law and the Dover-Sherborn Public Schools' policies and procedures.

3. Promoting Safety for the Target and Others

The Principal or designee(s) will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them as soon as reasonably possible.

VII. COLLABORATION WITH FAMILIES

The Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each of our Schools as well as the district to prevent and respond to Bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the Bullying Prevention and Intervention curricula used by the Schools include: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of Bullying; and (iii) online safety and Cyber-Bullying. Parents and guardians will also be notified in writing each year about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan.

Schools will collaborate with School Councils and overarching parent organizations (School Councils, PTO, CSA, POSITIVE, Guidance Advisory Council, and SEPAC) to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-Bullying curricula and any social competency curricula used by the school(s).

Schools will annually inform parents or guardians of enrolled students about the anti-Bullying curricula that are being used. This notice will include information about the dynamics of Bullying, including Cyber-Bullying and online safety. The Schools will send parents written notice each year about the student-related sections of the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and the Dover-Sherborn Network and Internet Acceptable Use Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Each school will post the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan and related information on its website.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Dover-Sherborn Public Schools will not tolerate any unlawful or disruptive behavior, including any form of Bullying or Retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate as soon as reasonably possible all reports and complaints of Bullying and Retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Dover-Sherborn Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Acts of Bullying are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus

stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and

- at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

IX. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, ancestry, sexual orientation, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Dover-Sherborn Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

APPENDIX A

INCIDENT REPORTING FORM

APPENDIX A
DOVER-SHERBORN PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

Please complete the form below to report an incident of bullying. Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of the school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Person(s) completing the form: _____	Date of Report: _____	
Location of Incident: _____	Date of Incident: _____	Time of Incident:_____
Name of Target: _____	Name of Aggressor: _____	Check whether you are the: ☐ Target of the behavior ☐ Reporter (not the target)
*While reports may be made anonymously, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.		
Check whether you are the: ☐ Student ☐ Parent ☐ Other (specify) _____	If you are a student, please indicate your grade :_____ If you are a staff member, please indicate your school and/or work location: _____	
Contact Information: Email - _____	Phone - _____	

Witnesses (list people who saw the incident or have information about it):		
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____
Name:	☐ Student ☐ Staff	Other_____

Please describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional pages if necessary.

Please select the behaviors that best describe what happened(select all that apply):	
☐ Teasing ☐ Hurtful, demeaning remarks or actions ☐ Maliciously excluding from group ☐ Defacing clothes or other property ☐ Physical violence ☐ Public humiliation	☐ Cyberbullying ☐ Threat ☐ Retaliation ☐ Aggression encouraged by others ☐ Rumors or spreading of falsehoods ☐ Other_____

All of the information on this form is accurate and true to the best of my knowledge.

Signature:_____ Date:_____

FOR ADMINISTRATIVE USE ONLY

Person Receiving Report:	Role of Person Receiving Form:	Date of Report Received:
_____	_____	_____
Location of Incident:	Date of Incident:	Time of Incident:
_____	_____	_____

Student/Staff Interviews

Person Being Interviewed:	Role:	Date of Interview:
_____	☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	_____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed:	Role:	Date of Interview:
_____	☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	_____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed:	Role:	Date of Interview:

_____	☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	_____

Summary of Interview: (Name of Staff Completing Interview: _____)

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	Date of Interview: _____

Summary of Interview: (Name of Staff Completing Interview: _____)

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	Date of Interview: _____

Summary of Interview: (Name of Staff Completing Interview: _____)

Person Being Interviewed:	Role: ☐ Reporter	Date of Interview:

_____	☐ Aggressor ☐ Victim ☐ Witness	_____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Person Being Interviewed: _____	Role: ☐ Reporter ☐ Aggressor ☐ Victim ☐ Witness	Date of Interview: _____
Summary of Interview: (Name of Staff Completing Interview: _____)		

Family Interviews

Person Being Interviewed: _____	Role: ☐ Parent/Guardian of Victim ☐ Parent/Guardian of Aggressor	Date of Interview: _____
Description of Interview:		

Person Being Interviewed: _____	Role: ☐ Parent/Guardian of Victim ☐ Parent/Guardian of Aggressor	Date of Interview: _____
Description of Interview:		

Timeline of Events

Historical Information

Have there been any prior documented incidents by the alleged aggressor? ❍Yes ❍ No

DOCUMENTATION AND NOTIFICATION REQUIREMENTS		
Name of Aggressor: _____	Name of Victim (s): _____	
Date of Incident: _____	Date Investigation Began: _____	Date of Investigation Completed: _____

Where did the incident happen (choose all that apply?)

❍ Classroom ❍ Lunchroom ❍ School Bus ❍ Locker Room/Area ❍ Restroom ❍ Hallway ❍ Bus Stop ❍ Parking Lot ❍ On the way to/from school ❍ Playground ❍ Internet ❍ Cell Phone ❍ At a school-sponsored activity or event off school property ❍ Other (please specify) _____

Check all items below that apply to incident:

VERBAL
❍ name-calling ❍ taunting/ridiculing ❍ mocking ❍ making offensive comments ❍ teasing ❍ demeaning comments ❍ other (please state) _____
PHYSICAL
❍ kicking ❍ hitting/punching ❍ pushing ❍ pinching ❍ stalking ❍ inappropriate touching ❍ physical Injuries (please state) _____❍ other (please state)_____
EMOTIONAL
❍ offensive graffiti ❍ excluding from group ❍ spreading rumors ❍ being forced to do something against their will ❍ taking possessions/money
EMOTIONAL DISTRESS TO VICTIM
❍ Evidence of anxiety (including physical symptoms) ❍ evidence of internalizing behavior - increased isolation, socially removed ❍ changes in school attendance: absences, tardies, ❍ changes in grades - school performance ❍ changes in affect ❍ avoidance of elements of the school day including school bus ❍ other (please state) _____
ELECTRONIC AGGRESSION
❍ offensive text messages ❍ offensive emails ❍ sending degrading images ❍ posting rumors or lies about someone ❍ assuming a person's electronic identity with the intent of causing harm ❍ other (please state) _____
IMBALANCE OF POWER
❍ bullying based on disability ❍ anonymity of online behavior ❍ perceived social status discrepancy ❍ social skills deficit/struggles exploited ❍ creation of social isolation ❍ taunting, tormenting, harassing behavior that is perceived as a power imbalance ❍ Other (please state) _____

Physical evidence, if available: ❍ graffiti ❍ notes ❍ email ❍ websites ❍ video/audio

Findings and Next Steps

Incident reported to the parent/guardian of an alleged victim within one school day of receipt of bullying complaint? ❍ Yes ❍ No Date Reported:_____ Initial of school official: _____

Incident reported to the parent/guardian of an alleged aggressor within one school day of receipt of bullying complaint? ❍ Yes ❍ No Date Reported: _____ Initial of school official: _____

Based on this investigation, the school administration determines the following:
There was a determination of bullying? ❍ Yes ❍ No

Interventions/Consequences (check all that apply)

Victim	Perpetrator	Intervention/Consequences	Notes
		None were Warranted	
		Student conference(s) with administrator	
		Positive behavior interventions	
		Teacher notification plan	
		Other school staff notification	
		Parent meeting(s)	
		Referral to 504, MTSS, Special Education Team	
		Counseling/therapeutic interventions Check - in check out assigned Safety Plan School bus planning/notification	
		Loss of privileges Community Service In-school suspension Out-of-school suspension	
		Other (specify):	

Notification Documentation

Upon completion of an investigation, the principal/designee will notify the reporter and parents/legal guardian of the students involved in the findings and the results of the investigation.

Student	Mode of Contact	Date of Contact	Initials of Staff	Notes
Student (Target) _____				
Student (Aggressor) _____				
Parent/Guardian of Target				
Parent/Guardian of Aggressor				
Other _____				
Other _____				

Summary of Investigation

Summary of Interview: (Name of Staff Completing Interview: _____)

Follow Up Plan

Individual	Follow Up Actions	Schedule for Follow Up	Initial When Completed
Student (Target)			
Student (Aggressor)			
Parent of Victim			
Parent of Aggressor			

Principal/Designee Signature: _____ Date: _____

Superintendent Signature: _____ Date : _____

SECTION F: FACILITIES PLANNING AND DEVELOPMENT

Section F of the NEPN classification system contains policies, regulations, and exhibits on facility planning, financing, construction, and renovation. It also includes the topics of temporary facilities and school closings.

GENERAL NOTE: The drafts that follow are a merger of current Dover-Sherborn policies with the draft policies recommended by the Massachusetts association of School Committees (MASC).

Changes will generally fall within five categories:

- **No changes made/Only references or titles updated.**
- **Significant edits but original policy largely remains.**
- **Changes are so numerous, a complete replacement is recommended.**
- **Policy does not currently exist in manual, and adding it is recommended.**

Policy is actually procedure, and does not belong in the policy manual.

Where necessary, language has been updated to reflect the most currently available legal language and grammatical conventions. Some policies have been combined for simplicity. Draft Notes in blue are included at the top of each policy to clarify what changes were made and why, and will not be included in the final language.

(DS) indicates that the policy is the current Dover-Sherborn policy. (MASC) indicates the current draft MASC policy.

"- R" denotes a regulation that accompanies a policy.

"-E" denotes an exhibit that provides additional information.

When the final versions are approved, the strikethroughs, notes, and sources will be removed.

SECTION F
FACILITIES DEVELOPMENT

FA FACILITIES DEVELOPMENT GOALS (DS)
~~FA~~ ~~FACILITIES DEVELOPMENT GOALS (MASC)~~
Policies are similar. Would recommend removing the DS only policies that follow in favor of incorporating the ideas into this policy.

~~FA-E~~ ~~FACILITIES DEVELOPMENT GOALS (DS)~~
DS only. Redundant. Recommend removal.

FB FACILITIES PLANNING (DS)
Retention is at the discretion of the committee.

~~FB-1~~ ~~FACILITIES PLANNING (DS)~~
Retention is at the discretion of the committee.

~~FBAA~~ ~~BUILDING COMMITTEE (DS)~~
DS only. Covered by FB and subcommittee policies in Section B. Recommend removal.

~~FBAB~~ ~~LIASON (DS)~~
Recommend removing this DS only policy and incorporating the ideas into FBAA if retained.

~~FBAC~~ ~~STAFF (DS)~~
~~FBAD~~ ~~COMMUNITY (DS)~~
~~FBAE~~ ~~STATE AND FEDERAL AGENCIES (DS)~~
~~FBAF~~ ~~PUBLIC INFORMATION PROGRAM (DS)~~
~~FBB~~ ~~ENROLLMENT PROJECTIONS (DS)~~
Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

FCB RETIREMENT OF FACILITIES (DS with MASC update)
DS with MASC reference update.

~~FCC~~ ~~LEASING AND RENTING TO MEET EXPANSION NEEDS (DS)~~
~~FEA~~ ~~DEVELOPING EDUCATIONAL SPECIFICATIONS (DS)~~
~~FEC~~ ~~CONSULTANTS (DS)~~
~~FEE~~ ~~INVESTMENT IN SITES (DS)~~
~~FEEA~~ ~~SITE (DS)~~
Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~FF~~ ~~NAMING NEW FACILITIES (DS)~~
FF NAMING NEW FACILITIES (MASC)
MASC model policy is more thorough. Recommend MASC version.

FFA **MEMORIALS (MASC)**
MASC only. Helpful to have for reference.

~~**FG SCHOOL COMMITTEE INSPECTION AND ACCEPTANCE (DS)**~~
DS only. Could be covered in other policies. Retention is at the discretion of the Committee.

~~**FH STAFF TRAINING FOR OCCUPANCY (DS)**~~
Feels more procedure than policy. Recommend removal.

~~**FI PUBLIC DEDICATION (DS)**~~
Not necessary as a stand alone policy. If the Committee wants to retain the sentiment, recommend moving to FF or FFA.

File: FA

FACILITIES DEVELOPMENT GOALS

DRAFT NOTE: Policies are similar. Would recommend removing the DS only policies that follow in favor of incorporating the ideas into this policy.

The School Committees believe that any educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and facilities that help to implement the program must go hand in hand.

Therefore, it is the Committees' goal to provide the facilities needed for the number of students in the Schools, and to provide the kind of facilities that will best support and accommodate the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

In planning facilities, the Committees recognize that capital outlay funds are limited, and that priorities must be established to make the best use of resources. The Committees' first objective is to develop a plan that eliminates overcrowding and minimizes the need for extended day programs and double sessions. Whenever possible, the cultural as well as educational needs of the community are considered in planning facility expansions.

Architects retained by the Committees are expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

LEGAL REF.: ~~603 CMR 26:07~~
M.G.L. 70B
963 CMR 2.00

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

~~File: FA~~

~~FACILITIES DEVELOPMENT GOALS~~

~~The School Committee believes that educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and of school facilities that help implement that program must go hand in hand.~~

~~Therefore, it is the Committee's goal to provide the facilities needed for the number and educational requirements of students in the school district and to provide the kind of facilities that will best support the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.~~

~~Recognizing that school facilities are long term community investments, the Committee will develop projects that reflect cost effective designs, are consistent with good engineering practice, and use high quality construction, with attention to current and future technological practices for students, faculty, and school staff. Sites will be chosen to meet the educational need, maximize the use of any available community resources, and minimize any possible adverse education, environmental, social, or economic impacts on the community.~~

~~SOURCE: MASC – Reviewed 2022~~

~~LEGAL REFS: M.G.L. 70B~~
~~963 CMR 2.00~~

~~File: FA-E~~

~~FACILITIES DEVELOPMENT GOALS~~

DRAFT NOTE: DS only. Redundant. Recommend removal.

~~Facilities~~

~~(1) Every new school which is to be constructed and every addition to an existing school or program for modernization of an existing school shall be designed or planned so as to ensure that the educational opportunities to be offered within that school following its construction, expansion or reconstruction will be available equally to all students thereof without regard to the race, color, sex, religion, sexual orientation, disability, homelessness, or national origin.~~

~~(2) The goal of each school shall be to provide males and females with equal facilities and conveniences within a school which are separated for reasons of privacy, e.g. showers, locker rooms, changing rooms, toilets and lavatories. Any school to be constructed shall make such provision and any plan for the expansion or modernization of an existing school shall include whatever provision is necessary in order to achieve compliance with 603 CMR 26.07.~~

~~LEGAL REF.: 963 CMR 2.00~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: FB

FACILITIES PLANNING

DRAFT NOTE: DS only. Retention is at the discretion of the committee.

School Building Committee

~~Town Administrators (?)~~ The Joint School Committees will create a school building committee for specific building projects for the schools of each town. These committees act as the administrative authority for the projects, subject to approval of various actions by a School Committee and town.
The school building committee has the following responsibilities:

1. To study and make recommendations to the town with respect to school building needs.

2. To review thoroughly with the Superintendent and the School Committee the educational requirements in relation to school buildings.

3. To review previous studies and initiate needed studies with or without consultative assistance.

4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent, working through Principals, for the school staff to contribute in the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

LEGAL REFS.: M.G.L. 70B
Massachusetts School Building Authority, Chapter 208 of the Acts of 2004,
963 CMR 2.00
M.G.L. 71:16

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

File: FB-1

FACILITIES PLANNING

DRAFT NOTE: DS only. The above policy reflects all three Committee's responsibility in planning.

School Building Committee

The Regional School District Committee creates a school building committee for specific building projects for the region. These committees act as the administrative authority for the projects, subject to approval of various actions by the School Committee.

The school building committee has the following responsibilities:

1. To study and make recommendations to the District with respect to school building needs.

2. To review thoroughly with the Superintendent Director and the School Committee the educational requirements in relation to school buildings.

3. To review previous studies and initiate needed studies with or without consultative assistance.

4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent Director for the school staff to contribute in the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

LEGAL REFS.: M.G.L. 71:16; 71:37C and D; 71:68; 71:70
Massachusetts Board of Education Regulations Governing the School Building Assistance Act, Chapter 645 of the Acts of 1948 as amended,
FY 79
Board of Education 603 CMR, 38:00 and 603 CMR 26:07

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

~~File: FBAA~~

~~BUILDING COMMITTEE~~

DRAFT NOTE: DS only. Covered by FB and subcommittee policies in Section B. Recommend removal.

~~The local School Committees will have representation on school building committees whenever they are legally established. (Chapter 71, Section 68 General Laws)~~

~~The chairman of the Dover Sherborn Regional School District Committee shall serve as an ex officio member, together with two additional members of the Committee, one from Dover and one from Sherborn, on any regional school building committee.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

~~File: FBAB~~

~~LIAISON~~

DRAFT NOTE: Recommend removing this DS only policy. Covered by FB and subcommittee policies in Section B.

~~The School Committees agree that they shall inform any appointed building committees that they are desirous that the planning and designing of any educational facility to be constructed should reflect current and projected curricular aims and education philosophies and that to this end they will, through the Superintendent and his/her staff, promote such information to the building committees through the development of the formal "educational specifications" required by the state Board of Education and/or the Massachusetts Department of Elementary and Secondary Education.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

~~File: FBAC~~

~~STAFF~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA, if not already reflected.

~~A liaison for planning purposes will communicate with all staff members involved in instructional and administrative supervision of the schools and their facilities.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FBAD~~

~~COMMUNITY~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA, if not already reflected.

~~The school construction program must represent the cooperative endeavors of many people. Its success is a measure of the ability of many functionaries to cooperate. New educational programs, proposes new construction, and/or innovations to educational methods shall be discussed in public at regular School Committee meetings and/or with local citizen groups or selected committees.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FBAE~~

~~STATE AND FEDERAL AGENCIES~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA, if not already reflected.

~~The School Committees will work with state and federal agencies as prescribed by law and will, in addition, cooperate with all governmental units in order to provide the best possible school facilities while obtaining the greatest efficiency and economy in the use of the tax dollar.~~

~~The School Committees shall inform any appointed building committees that they intend to extend their aid in assisting the building committees in their work. To this end, they agree to cooperate in contacts made with the State Department of Education, Governance, Environmental and Support Services (G.E.S.S.) in order to gain a state financial subsidy. Further, they agree to use the authority of the Committees to apply for federal financial aid and private sector aid for any full or partial funding of aspects of the project which may be determined to be of educational value to the project and which is so approved by the Committees.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

File: FBAF

PUBLIC INFORMATION PROGRAM

DRAFT NOTE: Would recommend removing this DS only policy. Covered by A and B.

The School Committees accept their responsibility for keeping the public informed as to the processes to be followed in planning for needed school facilities. This will be done through hearings, School Committee meetings, school newsletters, press releases, postal patron mailings, cable TV, and other suitable means.

The School Committees shall inform the building committees that they "stand ready" to cooperate and assist in the provision of information to the public regarding need of the project as well as other relevant information. Further, they agree to supply to the building committees relevant information from the files, records and curricula programs of the school department which may help the work and cause of the building committees. To this end, the Committees agree that the Superintendent shall support such action and so involve his/her staff to the extent time is available, in his/her judgment, to honor reasonable requests.

The School Committees and/or the building committees may use the office of the Superintendent to provide informative news releases to the mass media or by other means as the Superintendent deems necessary and desirable.

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover Sherborn

~~File: FBB~~

~~ENROLLMENT PROJECTIONS~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA, if not already reflected.

~~The Dover-Sherborn Public Schools annually project school enrollments for planning purposes.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: FCB

RETIREMENT OF FACILITIES

DRAFT NOTE: DS with MASC reference update.

When a school building becomes inadequate by virtue of age, condition, size of site, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, or becomes unnecessary because of lack of need, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committees which facilities appear to justify further analysis.

The School Committees may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of students, including alternative plans according to Committee policy
4. Transportation factors, including numbers of students bused, time, distance, and safety
5. Alternative uses of the building
6. Cost/Savings
    a. Personnel
    b. Plant Operation
    c. Transportation
    d. Capital Investment
    e. Alternative Use
7. Continuity of instructional and community programs

LEGAL REFS.: M.G.L. 71:16

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

~~File: FCC~~

~~LEASING AND RENTING TO MEET EXPANSION NEEDS~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~The School Committees controlling the Dover, Sherborn, and Dover-Sherborn Public Schools may enter into temporary arrangements for the purchase, leasing or renting of non-public facilities or portable classrooms to relieve overcrowding in existing school buildings. In addition, expenditures may be authorized to correct minor deficiencies (such as lighting) in the leased facilities.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FEA~~

~~DEVELOPING EDUCATIONAL SPECIFICATIONS~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~To ensure that facilities being planned are designed best to implement the educational program, the Superintendent will direct the preparation of educational specifications to apply when planning and building school facilities.~~

~~The Superintendent shall recommend the educational specifications to the School Committees for their approval before their transmission to the building committees. Such educational specifications will include at least the following:~~

~~Description of the students to be housed~~

1. ~~The kinds of educational activities which will be in operation.~~

2. ~~The kinds and amounts of furniture and equipment needed.~~

3. ~~The relationships among areas of plant and site (e.g. band room and library; playing fields and locker rooms; front office and general school control).~~

4. ~~Special site considerations of aesthetics, traffic patterns, cooperative community use, and the like.~~

5. ~~Any other kinds of unique information that will give guidance to an architect in arriving at a solution.~~

    a. ~~Special characteristics~~
    b. ~~Movable equipment~~
    c. ~~Fixed equipment~~
    d. ~~Semi-expendable equipment~~
    e. ~~Grounds~~
    f. ~~Location and interrelationships~~
    g. ~~Area function~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FEC~~

~~CONSULTANTS~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected. Procurement laws…

~~The School Committees recognize the complexities of providing physical facilities in our communities. This responsibility is complicated by the demands for change made by a dynamic educational program.~~

~~Consultants and other appropriate resource personnel may be used to augment the Schools' personnel when needed and recommended by the Superintendent of Schools or the School Committees and their subcommittees and approved by the School Committees.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

~~File: FEE~~

~~INVESTMENT IN SITES~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~The School Committees believe that early and long-range planning is the wisest and best policy.~~

~~The School Committees encourage and ask that provisions for school sites be included in any long-range planning studies conducted in either Dover or Sherborn.~~

~~The School Committees look with favor on taking options on such sites that conform to the criteria of the School Committees for such sites.~~

~~The selection and acquisition of sites should result from close collaboration between the School Committees and the boards of selectmen.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FEEA~~

~~SITE~~

DRAFT NOTE: Would recommend removing these DS only policies in favor of incorporating the ideas into FA and/or FB, if not already reflected.

~~The School Committees believe that site selection and development should start from the premise that the school is an integral and inseparable part of the total community. Since the school is a community institution, it should reflect this relationship physically as well as ideologically.~~

~~The manner and extent to which a site serves the Schools' educational needs should be considered as only one aspect of its adequacy. Its adequacy should also be appraised in respect to its potential for contributing to the scope and depth of many of the cultural functions in the community.~~

~~The processes of selection concern the entire administrative and supervisory staffs and others with special skills and insights. The Superintendent of Schools, therefore, is instructed to establish such criteria and procedures as are necessary to assure the citizens and school committees that the best possible sites are being acquired for the least expenditure of public funds.~~

~~In regard to determining sites, the Superintendent shall make recommendations to the School Committees on which they may pass and forward to appropriate town officials and others who may then become involved.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

~~File: FF~~

~~NAMING NEW FACILITIES~~

DRAFT NOTE: MASC model policy is more thorough. Recommend MASC version.

~~Naming a school is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school name. A name with educational significance or inspiration physical locations; geographical areas; distinguished local, state, and national leaders whose names will lend dignity and stature to the school; or significant or pertinent events should be chosen.~~

~~The Superintendent will prepare for the approval of the Committees a procedure to follow in recommending names for school buildings. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming new facilities.~~

~~It is expected that an orderly announced procedure with a prompt decision on the name shall occur before the planning starts.~~

~~LEGAL REFS.: M.G.L. 71:16~~
~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: FF

NAMING NEW FACILITIES

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.

The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.

Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTA/PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

SOURCE: MASC – Reviewed 2022

File: FFA

MEMORIALS

DRAFT NOTE: MASC only. Helpful to have for reference.

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SOURCE: MASC – Reviewed 2022

~~File: FG~~

~~SCHOOL COMMITTEE INSPECTION AND ACCEPTANCE~~

DRAFT NOTE: DS only. Could be covered in other policies. Retention is at the discretion of the Committee.

~~The School Committees and/or their designated representatives would like to be invited to participate with the school building committees in the inspection of a completed project. It is expected that the Committees will be informed regarding dispensation of "punch list" items regarding the building committee's "close out" responsibilities.~~

~~Prior to expiration of the guarantees on the building for one year after completion, the School Committees shall confer with the building committee regarding the status of the buildings and their standard of satisfaction in an attempt to enlighten the building committee on their experiences with the buildings during the first period of a year's occupancy.~~

~~Recommendations shall be made for the acceptance of the building to the School Committees by the Superintendent after administrative staff inspections which shall include those conducted by the building Principal and the Business Manager, as well as by the school building committee.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

SOURCE: Dover-Sherborn

~~File: FH~~

~~STAFF TRAINING FOR OCCUPANCY~~

DRAFT NOTE: Feels more procedure than policy. Recommend removal.

~~Staff training prior to the occupancy of a particular building shall be a part of the in-service training program. The training shall be directed by the appropriate supervisor, conducted by the building Principal, and coordinated with the Business Manager. Non-instructional staff members shall be trained by the supervising personnel from the central office. Technical personnel shall be trained by staff members from the Business Office, or the private enterprises which are supplying the equipment to be used in the building.~~

~~Advance notice of the occupancy date of such construction shall be sought from the building committee and they shall be requested to arrange for the participation and cooperation of representatives of subcontractors, particularly in heating and ventilation services, to meet with school personnel and conduct an orientation to the operation of the installations done in their particular roles. Further cooperation in this realm shall be sought from both the architect and the general contractor.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

~~File: FI~~

~~PUBLIC DEDICATION~~

DRAFT NOTE: Not necessary as a stand alone policy. If the Committee wants to retain the sentiment, recommend moving to FF or FFA.

~~The School Committees shall express to the building committee their desire to participate in dedication exercises. Further, it shall be the position of the Committees that requests for the inclusion of Committee and staff personnel, and in selected instances, students, in the dedication exercises shall be made to the building committee; names of individuals shall be submitted with such requests. Further, the Committees shall submit to the building committee names and addresses of people they wish to have invited by the building committee to such exercises. This should include all parties instrumental in the success of the building project. An offer of cooperation in the planning and carrying out of the dedication exercises shall be made by the Committees.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: HA

NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the students of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee, or its representatives, and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities, nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. 150E

SOURCE: MASC – Updated 2022

~~File: HB~~

~~NEGOTIATIONS LEGAL STATUS~~

DRAFT NOTE: As this is the School Committee's policy manual, the MASC model policy sites Section 1. Employee rights are covered elsewhere in non-discrimination and staff related policies. Recommend MASC version.

~~All negotiations between the School Committees and recognized employee groups are conducted subject to Chapter 150E of the Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:~~

> ~~Employees shall have the right of self organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.~~

~~Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of the School Committees and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.~~
~~Established by law~~

~~LEGAL REF.: M.G.L. 150E:1 et seq.~~

~~FIRST READING: January 26, 2010~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: HB

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 1 of that chapter, as follows:

> "In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives."

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: MASC - Updated 2022

LEGAL REF.: M.G.L. 150E:1 et seq.

File: HF

SCHOOL COMMITTEES' NEGOTIATING AGENTS

DRAFT NOTE: DS with MASC updates.

The School Committees are responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committees may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committees will appoint the negotiator and the fee or salary for ~~his~~ their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.

    a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committees, and their participation in negotiations must be recommended by the Superintendent and approved by the Committees.

    b. ~~He/she~~ They will direct accumulation of necessary data needed for negotiations, such as comparative information.

    c. ~~He/she~~ They will follow guidelines set forth by the Committees as to acceptable agreements and will report on the progress of negotiations.

    d. ~~He/she~~ They will make recommendations to the Committees as to acceptable agreements.

2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

LEGAL REF.: M.G.L. 71:37E

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

File: HF

SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, working conditions of employees, and all other mandated subjects of bargaining, represented by the units.

    a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.

    b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.

    c. They will follow guidelines set forth by the Committee as to acceptable agreements and will regularly report on the progress of negotiations in a properly posted executive session.

    d. They will make recommendations to the Committee as to acceptable agreements.

2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC – Updated 2022

LEGAL REF.: M.G.L. 71:37E

SECTION L: EDUCATION AND AGENCY RELATIONS

Section L of the NEPN classification system contains policies, regulations, and exhibits on the school district's relationship with other education agencies – including other school systems, regional or service districts, private schools, colleges and universities, education research organizations, and state and national education agencies.

GENERAL NOTE: The drafts that follow are a merger of current Dover-Sherborn policies with the draft policies recommended by the Massachusetts association of School Committees (MASC).

Changes will generally fall within five categories:

- **No changes made/Only references or titles updated.**
- **Significant edits but original policy largely remains.**
- **Changes are so numerous, a complete replacement is recommended.**
- **Policy does not currently exist in manual, and adding it is recommended.**

Policy is actually procedure, and does not belong in the policy manual.

Where necessary, language has been updated to reflect the most currently available legal language and grammatical conventions. Some policies have been combined for simplicity. Draft Notes in blue are included at the top of each policy to clarify what changes were made and why, and will not be included in the final language.

(DS) indicates that the policy is the current Dover-Sherborn policy. (MASC) indicates the current draft MASC policy.

"- R" denotes a regulation that accompanies a policy.

"-E" denotes an exhibit that provides additional information.

When the final versions are approved, the strikethroughs, notes, and sources will be removed.

SECTION L
EDUCATION AGENCY RELATIONS

LA **EDUCATION AGENCY RELATIONS GOALS (DS/MASC)**
Policies match. No action Required.

~~**LB/LBC RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS/PRIVATE SCHOOLS (DS)**~~
LB **RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS (MASC)**
There is a lot of overlap in the DS policies. Recommend MASC versions for clarity.

~~**LBC PRIVATE SCHOOL RELATIONS (DS)**~~
LBC **RELATIONS WITH NONPUBLIC SCHOOLS (MASC)**
There is a lot of overlap in the DS policies. Recommend MASC versions for clarity.

~~**LC EDUCATION RESEARCH AND SERVICE CENTERS (DS)**~~
Covered in ILD STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH. Recommend removal.

LDA **STUDENT TEACHING AND INTERNSHIPS (DS/MASC)**
Policies match. No action Required.

~~**LDAA PRACTICE TEACHING (DS)**~~
Covered in LDA. Recommend removal.

File: LA

EDUCATION AGENCY RELATIONS GOALS

DRAFT NOTE: Policies match. No action Required.

The School Committees appreciate the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. They believe that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the Schools and to other educational agencies, the Committees establish these broad goals:

1. To encourage liaison with other educational agencies.

2. To supply educational services to and/or share with other educational agencies.

FIRST READING: January 25, 2011
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn/MASC

File: LB/LBC

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS/PRIVATE SCHOOLS

DRAFT NOTE: There is a lot of overlap in the DS policies. Recommend MASC versions for clarity.

The School Committees will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school system involvement in state and federal decision making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school systems, the school committees want to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the superintendent will include in reports to the committees an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

Private Schools

In accordance with state law, the School Committees will approve a private school when it is satisfied that the instructional program of the school equals that of the Schools in thoroughness, efficiency, and progress made.

The Committees recognize that many worthwhile contributions are made to this community be parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when this cooperation is not expressly prohibited by law.

LEGAL REFS.: M.G.L. 40:4E; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

FIRST READING: January 25, 2011
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

File: LB

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school district involvement in state and federal decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school districts, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

SOURCE: MASC – Reviewed 2022

LEGAL REFS.: M.G.L. 40:4E; 71:48; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

NOTE: Policies under this category and its subcategories are usually specific in naming the cooperatives, collaborative, and special agencies with which the school district is associated to provide special services and programs.

~~File: LBC~~

~~PRIVATE SCHOOLS RELATIONS~~

DRAFT NOTE: There is a lot of overlap in the DS policies. Recommend MASC versions for clarity.

~~The School Committees will cooperate with parochial and private schools in matters of mutual benefit where not expressly prohibited by law.~~

~~The Superintendent is encouraged to explore areas of mutual benefit with the administrative officers of such schools and to recommend desirable courses of action.~~

~~FIRST READING: January 25, 2011~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

File: LBC

RELATIONS WITH NONPUBLIC SCHOOLS

In accordance with state law, the School Committee will approve a private school when it is satisfied that the school equals that of the municipality's public schools in thoroughness, efficiency, and progress made.

All of the following steps are required for approval of a private school:

1. The school submits a letter of application to the Superintendent of Schools.
2. The school completes all items on the "Checklist for Approval of a Private School" and submits required documentation.
3. The Superintendent or designee reviews the submitted materials.
4. The Superintendent or designee visits the school.
5. The school makes a presentation to the School Committee.
6. The Superintendent makes a recommendation to the School Committee.
7. The School Committee takes formal action on the recommendation.
8. The school is notified of the School Committee's decision.

The School Committee will act reasonably and in good faith to carry out its statutory approval function.

If substantial changes are made in the private school's program, the school must seek renewed approval.

The School Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

SOURCE: MASC – Updated 2022

LEGAL REFS.: M.G.L. 40:4E; 71:48 and 71D; 71B:4; 74:4-7A; 76:1

~~File: LC~~

~~EDUCATION RESEARCH AND SERVICE CENTERS~~

DRAFT NOTE: Covered in ILD STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH. Recommend removal.

~~It is the policy of the Dover Sherborn Public Schools to cooperate as far as possible with colleges, universities, and other agencies in promoting potentially profitable research. Because of the very large number of requests to make questionnaire and interview studies in our schools, it has been necessary to set up rather definite criteria for such studies.~~

~~Decisions in connection with research involving students, teachers, or other employees are based on the following policies:~~

- ~~The project should be so designed that it can be expected to produce valid and reliable results.~~
- ~~It should be expected to contribute something useful and of value for the improvement of education.~~
- ~~Questionnaires and interview questions must be submitted in advance to the superintendent and must not include items which invade the area of personal rights of which raise questions of a personal nature relative to status, race, creed, or color.~~
- ~~Outlines must be submitted and should be of sufficient scope and depth to justify the time and effort to be consumed.~~
- ~~In general, it will be the policy not to interrupt the work of pupils or teachers unless there seems to be real potential in the study.~~
- ~~In the case of university student projects, prior written approval by a faculty member of the institution attended will be required. This faculty member shall have some responsibility related to the student's project.~~

~~FIRST READING: January 25, 2011~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover Sherborn~~

File: LDA

STUDENT TEACHING AND INTERNSHIPS

DRAFT NOTE: Policies match. No action required.

The Committees encourage the administration to cooperate with teacher-training institutions in the placement of student teachers in the schools. All initial arrangements with the colleges and universities will be subject to committee or administration approval.

The Committees authorize the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the Schools will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will devise procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the Committees' policies.

FIRST READING: January 25, 2011
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn/MASC

~~File: LDAA~~

~~PRACTICE TEACHING~~

DRAFT NOTE: Covered in LDA. Recommend removal.

~~Residents of Dover and Sherborn attending teacher education institutions may complete their practice teaching assignments in the Dover-Sherborn Public Schools.~~

~~Student nurses from local hospitals may observe in the Dover-Sherborn Public Schools for several days with the Principal's permission.~~

~~Students enrolled in school administration programs may be allowed to observe and/or complete an internship in the Dover-Sherborn Public Schools.~~

~~Non-resident students attending teacher education institutions are also encouraged to complete their practice teaching assignments in the Dover-Sherborn Public Schools.~~

~~FIRST READING: January 25, 2011~~
~~SECOND READING: May 22, 2012~~
~~ADOPTED: May 22, 2012~~

~~SOURCE: Dover-Sherborn~~

SECTION F
FACILITIES DEVELOPMENT

FA **FACILITIES DEVELOPMENT GOALS**

FB **FACILITIES PLANNING**

FCB **RETIREMENT OF FACILITIES**

FF **NAMING NEW FACILITIES**

FFA **MEMORIALS**

File: FA

FACILITIES DEVELOPMENT GOALS

The School Committees believe that any educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and facilities that help to implement the program must go hand in hand.

Therefore, it is the Committees' goal to provide the facilities needed for the number of students in the Schools, and to provide the kind of facilities that will best support and accommodate the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

In planning facilities, the Committees recognize that capital outlay funds are limited, and that priorities must be established to make the best use of resources. The Committees' first objective is to develop a plan that eliminates overcrowding and minimizes the need for extended day programs and double sessions. Whenever possible, the cultural as well as educational needs of the community are considered in planning facility expansions.

Architects retained by the Committees are expected to plan for simplicity of design; sound economics, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.

LEGAL REF.:

M.G.L. 70B
963 CMR 2.00

File: FB

FACILITIES PLANNING

School Building Committee

The Joint School Committees will create a school building committee for specific building projects for the schools of each town. These committees act as the administrative authority for the projects, subject to approval of various actions by a School Committee and town.
The school building committee has the following responsibilities:

1. To study and make recommendations to the town with respect to school building needs.

2. To review thoroughly with the Superintendent and the School Committee the educational requirements in relation to school buildings.

3. To review previous studies and initiate needed studies with or without consultative assistance.

4. To employ the services of architects and cost estimators and such other professional assistance as it may deem necessary.

Staff Planning

Arrangements will be made by the Superintendent, working through Principals, for the school staff to contribute in the planning of new school buildings. Teachers will be given the opportunity to submit suggestions for possible inclusion in the educational specifications.

LEGAL REFS.: M.G.L. 70B
Massachusetts School Building Authority, Chapter 208 of the Acts of 2004,
963 CMR 2.00
M.G.L. 71:16

File: FCB

RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, or becomes unnecessary because of lack of need, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committees which facilities appear to justify further analysis.

The School Committees may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of students, including alternative plans according to Committee policy
4. Transportation factors, including numbers of students bused, time, distance, and safety
5. Alternative uses of the building
6. Cost/Savings
    a. Personnel
    b. Plant Operation
    c. Transportation
    d. Capital Investment
    e. Alternative Use
7. Continuity of instructional and community programs

LEGAL REFS.: M.G.L. 71:16

File: FF

NAMING NEW FACILITIES

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/guardians and students, should be considered in naming school facilities.

The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.

Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTA/PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

File: FFA

MEMORIALS

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SECTION H
NEGOTIATIONS

HA **NEGOTIATIONS GOALS**

HB **NEGOTIATIONS LEGAL STATUS**

HF **SCHOOL COMMITTEES' NEGOTIATING AGENTS**

File: HA

NEGOTIATIONS GOALS

The School Committees recognize that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for students of these communities. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committees believe that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committees and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committees' legal responsibilities nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. 150E

File: HB

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 1 of that chapter, as follows:

> "In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives."

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

LEGAL REF.: M.G.L. 150E:1 et seq.

File: HF

SCHOOL COMMITTEES' NEGOTIATING AGENTS

The School Committees are responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committees may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committees will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.

    a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committees, and their participation in negotiations must be recommended by the Superintendent and approved by the Committees.

    b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.

    c. They will follow guidelines set forth by the Committees as to acceptable agreements and will report on the progress of negotiations.

    d. They will make recommendations to the Committees as to acceptable agreements.

2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

LEGAL REF.: M.G.L. 71:37E

SECTION H: NEGOTIATIONS

Section H of the NEPN classification system contains policies, regulations, and exhibits on the process of negotiating with bargaining units recognized by the school board and authorized under state law.

GENERAL NOTE: The drafts that follow are a merger of current Dover-Sherborn policies with the draft policies recommended by the Massachusetts association of School Committees (MASC).

Changes will generally fall within five categories:

- **No changes made/Only references or titles updated.**
- **Significant edits but original policy largely remains.**
- **Changes are so numerous, a complete replacement is recommended.**
- **Policy does not currently exist in manual, and adding it is recommended.**

Policy is actually procedure, and does not belong in the policy manual.

Where necessary, language has been updated to reflect the most currently available legal language and grammatical conventions. Some policies have been combined for simplicity. Draft Notes in blue are included at the top of each policy to clarify what changes were made and why, and will not be included in the final language.

(DS) indicates that the policy is the current Dover-Sherborn policy. (MASC) indicates the current draft MASC policy.

"- R" denotes a regulation that accompanies a policy.

"-E" denotes an exhibit that provides additional information.

When the final versions are approved, the strikethroughs, notes, and sources will be removed.

SECTION H
NEGOTIATIONS

HA **NEGOTIATIONS GOALS (DS)**
~~**HA** **NEGOTIATIONS GOALS (MASC)**~~
DS with MASC reference update.

~~**HB** **NEGOTIATIONS LEGAL STATUS (DS)**~~
HB **NEGOTIATIONS LEGAL STATUS (MASC)**
As this is the School Committee's policy manual, the MASC model policy sites Section 1. Employee rights are covered elsewhere in non-discrimination and staff related policies. Recommend MASC version.

HF **SCHOOL COMMITTEES' NEGOTIATING AGENTS (DS)**
~~**HF** **SCHOOL COMMITTEE NEGOTIATING AGENTS (MASC)**~~
DS with MASC updates.

File: HA

NEGOTIATIONS GOALS

DRAFT NOTE: DS with MASC reference update.

The School Committees recognize that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for students of these communities. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committees believe that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committees and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committees' legal responsibilities nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. 150E

FIRST READING: January 26, 2010
SECOND READING: May 22, 2012
ADOPTED: May 22, 2012

SOURCE: Dover-Sherborn

SECTION L
EDUCATION AGENCY RELATIONS

LA	EDUCATION AGENCY RELATIONS GOALS
LB	RELATIONS WITH OTHER SCHOOLS AND SCHOOL
LBC	RELATIONS WITH NONPUBLIC SCHOOLS
LDA	STUDENT TEACHING AND INTERNSHIPS

File: LA

EDUCATION AGENCY RELATIONS GOALS

The School Committees appreciate the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. They believe that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the Schools and to other educational agencies, the Committees establish these broad goals:

1. To encourage liaison with other educational agencies.

2. To supply educational services to and/or share with other educational agencies.

File: LB

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The School Committee will cooperate with other schools and with local, state, and regional agencies and organizations to:

1. Seek solutions of educational problems of common concern.
2. Offer support services of high quality to our children.
3. Equalize educational opportunities for all children.
4. Acquire federal and state grants.
5. Promote local school district involvement in state and federal decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities that may be efficiently used on a cooperative basis, and the coordination of school calendars and activities.

Before joining any cooperative programs, education collaborative, or participating in any joint educational services with other school districts, the School Committee wants to be sure that in all instances the best interests of our school children will be served. In carrying out this policy the Superintendent will include in reports to the Committee an evaluation of the desirability and feasibility of cooperation with other schools and agencies on matters of mutual interest.

LEGAL REFS.: M.G.L. 40:4E; 71:48; 71:71D; 71B:4; 74:4 through 74:7A; 76:1

File: LBC

RELATIONS WITH NONPUBLIC SCHOOLS

In accordance with state law, the School Committee will approve a private school when it is satisfied that the school equals that of the municipality's public schools in thoroughness, efficiency, and progress made.

All of the following steps are required for approval of a private school:

1. The school submits a letter of application to the Superintendent of Schools.
2. The school completes all items on the "Checklist for Approval of a Private School" and submits required documentation.
3. The Superintendent or designee reviews the submitted materials.
4. The Superintendent or designee visits the school.
5. The school makes a presentation to the School Committee.
6. The Superintendent makes a recommendation to the School Committee.
7. The School Committee takes formal action on the recommendation.
8. The school is notified of the School Committee's decision.

The School Committee will act reasonably and in good faith to carry out its statutory approval function.

If substantial changes are made in the private school's program, the school must seek renewed approval.

The School Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

LEGAL REFS.: M.G.L. 40:4E; 71:48 and 71D; 71B:4; 74:4-7A; 76:1

File: LDA

STUDENT TEACHING AND INTERNSHIPS

The Committees encourage the administration to cooperate with teacher-training institutions in the placement of student teachers in the schools. All initial arrangements with the colleges and universities will be subject to committee or administration approval.

The Committees authorize the administration to honor the reasonable rules and training guidelines of the sending institution.

In all arrangements made with colleges and universities, the Schools will be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration will devise procedures for evaluating the performance of student teachers that meet requirements of the sending institution and fit with the Committees' policies.

Dover-Sherborn Academic Calendar

DRAFT 2025-2026

Elementary Schools: 7:50 AM - 2:15 PM
Middle/High Schools: 8:35 AM - 3:10 PM

Elementary Early Release: 11:15am
Middle/High Early Release: 12:00pm

2025

AUGUST/SEPTEMBER

S	M	T	W	T	F	S
24	**25**	**26**	**27**	**28**	29	30
31	**1**	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	**23**	24	25	26	27
28	29	30				

(23 days)

OCTOBER

S	M	T	W	T	F	S
			1	**2**	3	4
5	6	7	8	9	10	11
12	**13**	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

(21 days)

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	**11**	12	13	14	15
16	17	18	19	20	21	22
23	24	25	**26**	**27**	**28**	29
30						

(17 days)

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	**24**	**25**	**26**	27
28	**29**	**30**	**31**			

(16 days)

2026

JANUARY

S	M	T	W	T	F	S
				1	**2**	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	**19**	20	21	22	23	24
25	26	27	28	29	30	31

(19 days)

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	**16**	**17**	**18**	**19**	**20**	21
22	23	24	25	26	27	28

(15 days)

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

(22 days)

APRIL

S	M	T	W	T	F	S
			1	2	**3**	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	**20**	**21**	**22**	**23**	**24**	25
26	27	28	29	30		

(16 days)

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	**25**	26	27	28	29	30
31						

(20 days)

JUNE

S	M	T	W	T	F	S
	1	2	3	**4**	5	6
7	8	9	10	11	12	13
14	15	**16**	17	18	**19**	20
21	22	23	24	25	26	27
28	29	30				

(12 + 5 snow days)

IMPORTANT DATES

AUGUST

25	EDUCATOR & EA PROFESSIONAL DEVELOPMENT
27	FIRST DAY OF SCHOOL GRADES 1-12
28	FIRST DAY OF PRE-K & KINDERGARTEN

SEPTEMBER

1	LABOR DAY - NO SCHOOL
23	ROSH HASHANAH - NO SCHOOL

OCTOBER

2	YOM KIPPUR - NO SCHOOL
13	INDIGENOUS PEOPLES' DAY - NO SCHOOL

NOVEMBER

11	VETERANS DAY - NO SCHOOL
26	EARLY DISMISSAL - ALL
27-28	THANKSGIVING BREAK - NO SCHOOL

DECEMBER

1	EDUCATOR PROF. DEVELOPMENT - NO SCHOOL for students
24-31	WINTER BREAK - NO SCHOOL

JANUARY

1	NEW YEAR'S DAY- NO SCHOOL
2	WINTER BREAK- NO SCHOOL
19	MARTIN LUTHER KING, Jr. DAY - NO SCHOOL

FEBRUARY

16-20	FEBRUARY BREAK - NO SCHOOL

APRIL

3	GOOD FRIDAY - NO SCHOOL
20-24	SPRING BREAK - NO SCHOOL

MAY

25	MEMORIAL DAY - NO SCHOOL

JUNE

4	HIGH SCHOOL GRADUATION
16	LAST DAY of SCHOOL (181st day)
	If no snow days, the last day for students will be June 16
	With 5 snow days, the last day for students will be June 24
19	JUNETEENTH - NO SCHOOL (if school is still in session)

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: Dover, Sherborn, and Dover-Sherborn Regional School Committees

From: Elizabeth McCoy, Superintendent

Re: Request for Amendment to TEC Collaborative Agreement

Date: January 24, 2025

King-Philip Regional School District and the Sharon Public Schools have requested membership in the TEC Collaborative which requires an amendment to their Agreement. There are also several other smaller proposed changes, mostly for the purpose of clarifying language.

Please see the attached letter from Executive Director Emily Parks, a summary of proposed amendments and a draft of the new Agreement.

In order for these changes to be made, the school committee(s) of each member district must vote in favor of the amendments.

I respectfully request that the Dover, Sherborn, and Dover-Sherborn Regional School Committees review the attached documents and call for a vote at Tuesday's meeting.

Emily J. Parks
Executive Director

Dan Shovak
Director of Finance & Operations

the education COOPERATIVE

Zachary Abrams
Director of Student Services

Jean Kenney
Director of Professional
Learning & Leadership

TO: TEC Superintendents and School Committee Members

FROM: Emily Parks, Executive Director

DATE: December 13, 2024

RE: Vote to Amend the TEC Collaborative Agreement

As you know from prior communications, TEC is undergoing a process to amend the TEC Collaborative Agreement in order to expand membership in TEC to King-Philip Regional School District and the Sharon Public Schools, effective July 1, 2025.

At its meeting on December 13, 2024, the TEC Board of Directors voted unanimously to approve the new Collaborative Agreement. With that vote, the Agreement goes to TEC member district school committees for their review and approval. I am requesting that you include this action item on an upcoming agenda. **In order to reach our deadlines, each school committee needs to take its vote by January 31, 2025.** If a majority of member districts vote affirmatively to approve the Agreement, it will be forwarded to DESE for final approval.

I am attaching the draft Collaborative Agreement (with and without markup). Once all of the school committees have voted, I will send the Agreement to SC Chairs via Docusign for electronic signatures.

Please feel free to reach out to me or to your TEC Board of Directors representative if you have any questions or concerns.

Proposed Changes to TEC Collaborative Agreement
October 25, 2024

		= Substantive change
		= Suggestion from DESE
		All other changes are cleaning up language for the purpose of clarity or consistency throughout the document.
Preamble	1	• Adding King-Philip and Sharon as members • Moved language to the preamble that previously was at the end of Article 1 for clarity • Updated dates
I.C	2	• Deleted redundant language
II.B	3	• Clarified that appointments to Board are annual (as legally required) • Cleaning up language
II.B. 6	4	• Cleaning up language
II. B. 9	4	• Training is now online ("complete" rather than "attend") • Clarifying that SC can appoint another representative if prior rep fails to complete training
II.B. 12	4	• Clarifying requirement for annual report
II.B. 13	5	• Clarifying "independent" financial audit
II. I	6	• Cleaning up language
VI. A	10	• New effective date
VI. B. 2	10	• Suggestion from DESE that they be notified of request to terminate the agreement ASAP
VI.C	11	• Changing required notice to withdraw from 6 months to 12 months
VI. D.8	13	• Adding language that after a district is admitted, but before the effective date of the admission, may designate a non-voting rep (as per 603 CMR 50.03(3)(b)2)
VII. D	14	• Cleaning up language
VII. E	14	• Deleting "Notwithstanding any provision to the contrary herein…" as this provision is the law
IX	15	• Modifying language for clarity
XI.B	17	• Cleaning up language • Updating dates • Clarifying language per DESE (approved by Commission "on behalf of BESE," rather than approved by BESE)

the education COOPERATIVE

COLLABORATIVE AGREEMENT

Effective July 1, 2025

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CONTENTS

ARTICLE I – MISSION, OBJECTIVES, FOCUS AND PURPOSES 1
A. Mission Statement 1
B. Objectives 1
C. Focus/Purposes 1
ARTICLE II – GOVERNANCE 2
A. Name 2
B. Formation and Duties of TEC Board 2
C. Authority to Contract 4
D. Meetings and Notice 4
E. Minutes 5
F. Quorum 5
G. Minimum Vote for Action 5
H. Board Officers 5
I. Compliance with Policies of the DESE 5
J. Compliance with M.G.L. c. 40, § 4E 5
ARTICLE III – BUDGETS 5
A. Annual Budget Preparation and Assessment of Costs 5
B. Presentation to Board 6
C. Board Approval 6
D. Transmitting the Budget and Payment Terms 7
E. Budget Amendments 7
F. Transmittal of Budget Amendment 7
G. Procurement of Goods and Services 7
ARTICLE IV – PROGRAMS AND SERVICES 7
A. Educational Programs 7
B. Coordinating Services 8
C. Services to Non-Member Districts 8
D. New Programs 8
ARTICLE V – CONDITIONS OF MEMBERSHIP 8
A. Attendance at Board Meetings 8
B. Removal 9

DRAFT

ARTICLE VI – DURATION, TERMINATION, WITHDRAWAL AND NEW PARTICIPATION 9
A. Effective Date of this Agreement.....9
B. Method of Termination of TEC.....9
C. Withdrawal From this Agreement.....10
D. New Member Districts.....11
ARTICLE VII – THE COLLABORATIVE FUND.....12
A. The TEC Fund.....12
B. Financial Accounting for TEC Fund.....12
C. Financial Statements of TEC Fund.....13
D. Independent Audit.....13
E. Treasurer.....13
ARTICLE VIII – BORROWING, LOANS AND MORTGAGES.....14
A. Process to Borrow Funds.....14
B. Real Property.....14
ARTICLE IX – SURPLUS FUNDS.....14
ARTICLE X - CAPITAL RESERVE.....15
ARTICLE XI – AMENDMENT AND SEVERANCE.....15
A. Amendment.....15
B. Severance.....16

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The Education Cooperative
Collaborative Agreement
Effective July 1, 2025

The School Committees of Canton, Dedham, Dover, Dover/Sherborn, Framingham, Holliston, Hopkinton, King-Philip Regional, Medfield, Medway, Millis, Natick, Needham, Norwood, Sharon, Sherborn, Walpole, Wayland and Westwood, Massachusetts, (hereinafter referred to as "Member Districts"), acting for and on behalf of said Towns and Regions respectively, enter into this Collaborative Agreement (hereinafter referred to as "Agreement") for the purposes authorized by M.G.L. c. 40, § 4E which includes the formulation and provision of educational programs and services on a collaborative basis among the Member Districts. This Agreement and any subsequent amendments hereto, shall not take effect unless and until approved by the school committees of the Collaborative's member districts and approved by the Massachusetts Board of Elementary and Secondary Education (referred to as "BESE"), upon recommendation by the Commissioner of the Department of Elementary and Secondary Education("Commissioner").

After the approval of the Member Districts and BESE, this Agreement will replace the original Agreement, dated 1979-80, and most recently amended June 20, 2020, and will become effective upon July 1, 2025.

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ARTICLE I – MISSION, OBJECTIVES, FOCUS AND PURPOSES

A. Mission Statement

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

B. Objectives

The overall objectives of TEC include:

1. To enhance and expand learning opportunities to meet the diverse needs of all students; 2. To enhance and expand professional development that meets and anticipates Member Districts' needs; 3. To strengthen our relationships and partnerships with member and non-member communities, and 4. To improve our ability to provide proactive support to TEC programs.

C. Focus/Purposes

Notwithstanding any other provision of these articles, TEC is organized exclusively for educational purposes, as specified in Section 501 (c) (3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by any entity exempt from Federal income tax under said code. No substantial part of the activities of TEC shall be carrying on of propaganda, or otherwise attempting to influence legislation, or participating in, or intervening in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

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TEC does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, disability, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and courses of study. TEC is an Equal Opportunity Employer. This Agreement will permit TEC to focus on the continuation of programs and services supplied under previous Agreements among the Member Districts. Said programs and services supplement and strengthen the education programs and services offered by each Member District. The cost-savings aspects of said programs and services include the effective apportionment of expenses and budgetary items among all participants. These expenses would be significantly greater for each Member District if it were required to establish and fund each program and service individually.

ARTICLE II – GOVERNANCE

A. Name

The entity hereby established shall be known and referred to as The Education Cooperative, a Massachusetts Educational Collaborative established under the authority of M.G.L. c. 40, § 4E, as amended.

B. Formation and Duties of TEC Board

All programs conducted pursuant to this Agreement shall be approved, undertaken and administered by an Education Collaborative Board, which shall be known as the Board of Directors of The Education Cooperative (hereinafter referred to as "the Board"). The Board's membership shall consist of one school committee representative or Superintendent from each Member District (hereinafter referred to as "appointed representative(s)"). Each appointed representative will be annually appointed and will have one (1) vote. In addition, the Commissioner shall appoint an individual to serve as a liaison from the Department of Elementary and Secondary Education (hereinafter referred to as "DESE") to the Board. Appointed representatives shall not delegate their powers or send a representative in their place as a voting member.

The Board shall manage TEC and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of TEC. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate and maintain policies for TEC, including but not limited to policies relative to personnel, students, finance and internal controls, and health and nursing, to hire all staff, and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E and 603 CMR 50.00.

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2. The Education Cooperative shall be a public entity.
3. The Board shall be responsible for:
    a. ensuring adherence to this Agreement and progress toward achieving the purposes and objectives set forth in the Agreement;
    b. determining the cost-effectiveness of programs and services offered by TEC;
    c. determining the appropriateness and cost-effectiveness of any borrowing, loans, or mortgages, in accordance with Article VIII; and
    d. approving all borrowing and the purchase and sale of real estate in accordance with Article VIII.
4. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.
5. The Board is a public employer, shall hire all employees of TEC, and ensure that all employees possess the necessary and required credentials and approvals, including, but not limited to, those required by M.G.L. c. 71, § 38G, 603 CMR 7.00, M.G.L. c. 74, 603 CMR 4.00, and all acts and regulations amendatory thereof.
6. The Board shall hire an Executive Director to oversee and manage the operation of TEC; a Business Manager, or an employee with responsibilities similar to those of a town accountant, to oversee TEC finances; at least one school nurse to support TEC programs; and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. c. 40, § 4E. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and Business Manager, and that these employees shall not serve as a member of the Board or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E. The Board shall review the Executive Director's and Treasurer's performances annually.
7. The Board shall be vested with the authority to enter into agreements with Member and Non-Member Districts, or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
8. The Board shall be responsible for ensuring that any borrowing, loans, or mortgages is cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its Member Districts, and consistent with the terms of this Agreement, including the provisions of Article VIII.
9. Each appointed representative must complete the training required by DESE as outlined in M.G.L. c. 40, § 4E, 603 CMR 50.05, and 603 CMR 50.12(3). Should an appointed representative fail to complete the required training within the timelines set in law and regulations, the Member District shall automatically become an inactive member of the Board, shall not count towards a quorum, and shall not have voting rights on the Board, but shall continue to have all other rights and obligations of membership. The Member District shall become an active member and voting rights shall be reinstated once the appointed representative completes the training or a new representative is appointed.
10. Each appointed representative shall be responsible for providing timely information and updates to its appointing Member District(s) on TEC activities, as outlined in M.G.L. c. 40, § 4E and 603 CMR 50.04(2), and for providing other information as required or requested.

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11. Appointed representatives shall be public employees subject to M.G.L. c. 268A. No appointed representative shall serve on the board of directors or as an officer or employee of a related for-profit or non-profit organization, as defined in M.G.L. c. 40, § 4E, as most recently amended. The Executive Director, Treasurer, and Business Manager shall not serve as an appointed representative, or as an officer, or employee of any related for-profit or non-profit organization. No employee of an educational collaborative shall be employed at any related for-profit or non-profit organization.
12. The Board shall ensure that an annual report for the preceding fiscal year be prepared, and upon approval by the Board and no later than January 1 of each year, submit such report to the Commissioner and the chair of each member district.
13. The Board shall establish and maintain an internet website in accordance with M.G.L. c. 40, § 4E, which shall include, at a minimum:
    a. a list of the appointed representatives on the Board;
    b. copies of the minutes of open meetings held by the Board;
    c. a copy of the Agreement and any amendments;
    d. a copy of the Annual Report and Annual Independent Audit required by M.G.L. c.40, § 4E, and 603 CMR 50.08; and
    e. contact information for key TEC staff members.

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C. Authority to Contract

With the approval of the Board, the Executive Director may contract for the purchase of supplies and materials and for the services of such persons as it deems necessary in order to carry on its functions. The Executive Director, acting on behalf of and with approval of the Board, may contract with corporations, individuals, associations, agencies, and/or any other entities in order to obtain and provide services for a Member District(s).

The Board may apply, through an appropriate vote, for state, federal, corporate or foundation grants, and may enter into contracts to obtain the funds necessary to carry out the purpose for which TEC was established.

D. Meetings and Notice

The Board shall hold at least six (6) meetings per fiscal year. A "fiscal year" is defined as the period commencing July 1 and ending the following June 30. Notice of each Board meeting and agenda shall be provided in accordance with the Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25, and posted on the TEC website. All meetings shall be subject to such Open Meeting Law. Duplicate notice of such meetings shall be sent to the appointed representatives of each Member District at least three (3) days, with the exclusion of Saturday, Sunday and holidays, before such meeting, unless such meeting shall have been scheduled by the Board at a previous meeting and notice of such scheduling shall have been given to all appointed representatives absent. The Executive Director, or designee, will act as Executive Secretary to the Board. The Executive Director shall attend all Board meetings but shall not be entitled to a vote.

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E. Minutes

Minutes of each Board meeting will be taken in accordance with the Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25. Minutes will be approved by the full Board at an open meeting and then posted on the TEC website.

F. Quorum

A majority of the appointed representatives serving on the Board shall constitute a quorum for all purposes.

G. Minimum Vote for Action

The affirmative vote of the majority of the appointed representatives present at any meeting of the Board shall be required to decide any question, including the adjournment of a meeting.

H. Board Officers

The Board shall annually organize itself by electing a Chairperson, and Vice-Chairperson by a majority vote of the appointed representatives present at the first Board meeting of the year. The Chairperson, by vote of the Board, may appoint subcommittees as needed to make recommendations to the Board concerning policies. These subcommittees shall be subject to Massachusetts Open Meeting Law, M.G.L. c. 30A, §§ 18-25.

I. Compliance with Policies of the DESE

It is the intention of this Agreement to fully comply with the policies and procedures of DESE, in accordance with 603 CMR 50.00.

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J. Compliance with M.G.L. c. 40, § 4E

It is the intention of this Agreement to fully comply with M.G.L. c. 40, § 4E.

ARTICLE III – BUDGETS

A. Annual Budget Preparation and Assessment of Costs

1. The Board shall annually determine the collaborative budget consistent with the timelines, terms, and requirements in M.G.L. c. 40, § 4E, regulations promulgated by BESE, and this Agreement.
2. By March 31 of each year, the Board shall propose a budget for the upcoming fiscal year. The budget shall identify all of the programs or services to be offered by TEC in the upcoming fiscal year and the corresponding costs.
3. The budget shall contain all planned financial activity for the upcoming fiscal year and support TEC's mission

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statement, and long and short-range goals.

4. Expenditures from grant funds, trust funds and other funds not designated as general funds that, by law, may be expended by the Board without further appropriation shall be segregated in the budget.
5. The general fund budget shall segregate all operating expenditures, capital expenditures, debt service payments, and deposits to capital reserve.
6. The budget shall be classified into such line items as the Board shall determine, but shall, at a minimum, delineate amounts for operating expenditures, including, administration, instructional and rental expenses and capital expenditures, including debt service payments and deposits to capital reserve.
7. The budget shall include the methodology used to determine tuition prices for students from Member and Non-Member Districts as well as the methodology to determine fees for services and membership dues. Non-Member District tuitions will be set at no more than 30% above the Member District tuitions as determined by the Board annually during the budget process. This surcharge will be used, in addition to the Member District assessment, to offset the total administrative cost of TEC. All tuitions and fees will be based on the total cost of providing TEC's programs, including administration, divided by the number of students or users expected to enroll in each program or service.
8. As applicable, capital costs shall be included in the budget and built into the total costs of the programs. Capital costs will be built into the tuition(s) and/or fee(s) of the program(s) and/or service(s) that will benefit from the capital expenditure.
9. Membership dues, if assessed, shall be assessed to each Member District on July 1st of each year. The amount will be assessed based on a set amount shared equally amongst all member districts as determined by the Board. This set amount will be reduced based on the pro rata population of the total number of TEC Member District special education students in TEC programs on December 1st of the previous year and as determined annually by a majority vote of the Board. The membership dues, in addition to the Non-Member District surcharge, will offset the total administrative cost of TEC.

B. Presentation to Board

The proposed budget shall be presented at a public meeting and notice shall be provided to each Member District ten (10) working days before the date of the Board meeting at which the proposed meeting will be discussed.

C. Board Approval

At a Board meeting at least ten (10) working days following the Board meeting at which the budget was first proposed, the Board shall approve, by at least majority vote, the budget for the upcoming fiscal year. Notice of the Board meeting will be given to each Member District and the public, consistent with the Open Meeting Law, and no less than ten (10) working days before the date of the Board meeting.

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D. Transmitting the Budget and Payment Terms

1. The Treasurer shall certify and transmit the budget and the tuition rates, membership dues, payment terms, and fees for services for the upcoming fiscal year to each Member District no later than June 30th of the preceding fiscal year.
2. The Collaborative shall submit invoices to all districts for services and tuitions on a quarterly basis. Invoices will be mailed thirty (30) days prior to payment being due.
3. Membership dues will be invoiced annually on July 1st.
4. Fees for services, dues and tuitions shall be paid within thirty (30) days from invoicing.

E. Budget Amendments

All budget amendments shall be proposed at a public meeting of the Board. Any amendment that does not result in an increase in tuition rates, membership dues, or fees for services shall be approved by the Board by a majority vote. Any amendment to the budget that results in an increase in the tuition rates, membership dues, or fees-for services shall be:

1. Reported to the Member Districts by the appointed representative for the Member District within ten (10) working days of the public meeting at which the amendment was first proposed;
2. Voted on by the Board at a second public meeting of the Board no earlier than thirty (30) working days after the Board meeting at which the amendment was first proposed; and
3. Adopted by a majority vote of the Board.

F. Transmittal of Budget Amendment

The Treasurer shall certify and transmit amended tuition rates, membership dues and fees for services to each Member District no later than ten (10) working days following the majority affirmative vote by the Board.

G. Procurement of Goods and Services

TEC is subject to M.G.L. c. 30B for the procurement of goods and services.

ARTICLE IV – PROGRAMS AND SERVICES

A. Educational Programs

TEC shall provide educational programs and services which shall complement and strengthen the school programs of Member Districts and increase educational opportunities for children when it is determined that such programs and services can most effectively and/or economically be provided on a collaborative basis. In addition, TEC will continue to increase and expand its level of service in general education, occupational-vocational education, staff development and training, educator licensure programs, cooperative purchasing, online teaching and learning, and research and

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development of innovative programs, consistent with M.G.L. c. 40, § 4E. TEC shall provide educational programs for special education students and may offer other programs and services as the Board may deem appropriate, consistent with M.G.L. c. 40, § 4E.

B. Coordinating Services

TEC shall provide such other coordinating services as permitted by applicable law and regulations, and as the Board may establish to be in the best interest of the Member Districts.

C. Services to Non-Member Districts

TEC shall offer educational or training programs or related services to selected non-Member Districts on an individual contract basis; provided, however, such educational or training programs or related services shall not result in an additional cost to any Member District.

D. New Programs

The Board may authorize the Executive Director the power to add new programs to meet specific needs of Member Districts that arise during the fiscal year, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

ARTICLE V – CONDITIONS OF MEMBERSHIP

A. Attendance at Board Meetings

Each appointed representative is expected to attend every Board meeting. In the event that an appointed representative is not able to attend, he/she shall notify the Executive Director or his/her designee of the absence. If the appointed representative misses one-half of the meetings within a fiscal year, the Board will notify the respective Member District. The school committee of the Member District will determine if a new appointed representative should be appointed to ensure representation on the Board.

No appointed representative on the Board shall serve as a member of a board of directors or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c.40, § 4E, as most recently amended.

No appointed representative shall receive an additional salary or stipend for his/her service as an appointed representative.

No appointed representative shall delegate his/her powers, or send a representative in his/her place as a voting appointed representative, and no Member District shall delegate the rights, responsibilities, or duties of its appointed representative to any other individual, unless the Member District is replacing the appointed representative with that individual.

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B. Removal

In the event that membership dues have not been paid and/or a Member District has in some way failed to meet the terms of this Agreement, written notice of possible suspension of voting rights shall be sent to the Member District by the Executive Director, on behalf of the Board. The Member District will have 45 calendar days from the date of the notice to respond in writing to the notice and resolve the issue(s) noted. In the event the issue(s) remains unresolved beyond the 45-day notice, the Board may suspend the voting rights of the Member District by a majority vote.

ARTICLE VI – DURATION, TERMINATION, WITHDRAWAL AND NEW PARTICIPATION

A. Effective Date of this Agreement

This Agreement shall become effective on July 1st after the approval of the Member Districts' School Committees, Member charter school boards and the BESE. This Agreement shall be effective following all requisite approvals and shall continue thereafter until such time as it is amended. No agreement or subsequent amendment shall take effect unless and until approved by the Member Districts and by the BESE, upon the recommendation of the Commissioner.

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B. Method of Termination of TEC

1. A Member District may request that the Board initiate proceedings to terminate this Agreement by giving notice to all other Member Districts and the Executive Director at least twelve (12) months before the end of the intended final year.
2. Within thirty (30) days of a request that the Board initiate termination proceedings, the Board shall discuss the request to terminate TEC, determine next steps and notify DESE.
3. A unanimous vote of the Board is required in order to initiate termination proceedings. Should the Board vote to initiate termination proceedings, notice must be provided to all Member Districts within ten (10) working days of such vote.
4. The Agreement shall be terminated at the end of any fiscal year following a unanimous vote in favor of termination by the school committees and/or charter school boards of the Member Districts.
5. The Agreement shall only be terminated at the end of a fiscal year.
6. Any vote to terminate TEC must be taken no less than one hundred eighty (180) days prior to its intended effective date.
7. The Executive Director shall notify the Member Districts, the Commissioner and DESE in writing at least two hundred twenty (220) days before the intended effective date of termination.
8. Following the affirmative votes of the Member Districts to terminate the Agreement, a final independent audit will take place and will be provided to all appointed representatives and Member Districts as well as to

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the Commissioner, including an accounting of assets and liabilities (debts and obligations) of TEC and the proposed disposition of same.

9. Following the affirmative vote of the Member Districts to terminate the Agreement, the Board shall notify the Commissioner of the official termination date of TEC, and shall submit the documentation required by 603 CMR 50.11 to the Commissioner.
10. Prior to termination, the Board shall:
    a. determine the fair market value of all assets for TEC, including, but not limited to, real estate, capital property, equipment and supplies owned by TEC;
    b. determine the process for the appropriate disposition of federal/state funds;
    c. identify the Member District responsible for maintaining all fiscal records;
    d. identify the Member District responsible for maintaining employee and program records;
    e. ensure records relating to individual students are returned to the sending school districts;
    f. determine the means of meeting all liabilities (debts and obligations) of TEC, including obligations for post-employment benefits. All liabilities must be met by TEC before any monies are distributed to Member Districts; and
    g. ensure the appropriate disposition of all assets of TEC, including any unencumbered funds held by the Collaborative, and any capital property and real estate owned by TEC. Unless the Board determines otherwise, all assets shall be sold and the monies shall be distributed to the Member Districts on an pro-rata basis based on the students enrolled in each district during the most recently completed fiscal year.
11. Should the DESE revoke and/or suspend the approval of the Agreement, the Board will follow all instructions from the Commissioner, and Sections VI.B.8-11, inclusive, shall be implemented to the extent these procedures are consistent with the order of the DESE terminating the Agreement.

C. Withdrawal From this Agreement

Any Member District may withdraw from the Agreement as of July 1 by giving written notice by July 1st of the prior fiscal year. Said withdrawal notice shall be sent to the following: (1) the Chair of the School Committee of each participating Member District; (2) the School Superintendent of each Member District; (3) the Executive Director; and (4) the Board. Said withdrawal notice must also include the following: (1) Notification addressed to the chair of the Board and the Executive Director that the Member District has voted to withdraw from TEC with the effective date of withdrawal; and (2) A copy of the minutes from the school committee or charter school board meeting in which the Member District voted to withdraw from TEC.

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Within thirty (30) days of notification of a Member District's intent to withdraw from TEC, the Executive Director must provide written notification of such intent to the Commissioner. An amendment shall be prepared in accordance with Article VIII to reflect changes in the Agreement caused as a result of the change in membership of TEC. The

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Board must approve this amendment reflecting said withdrawal by a majority vote.

In order to be effective on July 1 of a fiscal year, the amendment must be approved to reflect the withdrawal of any Member District by the Member Districts and by the BESE by April 30 of the prior fiscal year.

Upon withdrawal, a former Member District shall not be entitled to any assets or a portion of any assets of TEC, including any surplus funds that may have been carried over from prior years and any capital reserve fund that may have been established by the Board.

The withdrawing school committee or charter school board must fulfill all of its financial obligations and commitments to TEC. A school committee or charter school board that has withdrawn from TEC will continue to be liable to TEC for its pro-rata share of any debts, claims, demands, or judgments against TEC, including obligations for post-employment benefits, incurred during the period of said school committee's or charter school board's membership, based on the number of students enrolled in the district during the last full fiscal year of membership.

Upon withdrawal, the withdrawing district will be reimbursed any funds prepaid to TEC by the Member District for tuition or services under M.G.L. c. 40, § 4E. The withdrawing district will not be reimbursed any surplus funds, if available.

The withdrawal of any Member District(s) at any time shall not affect the status of the Agreement and the same shall remain in full force and effect until specifically changed or amended by the Board, and approved by the Member Districts and the BESE.

If, after the withdrawal of a Member District(s), less than two Member Districts remain, the Board will initiate termination proceedings as provided in this Article.

D. New Member Districts

A school district, through its school committee, or charter school board, may become a member of TEC consistent with the following terms:

1. At least 180 days prior to the beginning of a new fiscal year, the prospective Member District shall submit to the Chair of the Board and the Executive Director of TEC notification of intent to join TEC and a copy of the school committee/charter school board minutes that indicates an affirmative vote of the committee/charter school board to seek membership in TEC.
2. Upon receipt of the prospective Member District's notification of intent to join TEC and the minutes, the Board will consider the request.

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3. Upon a majority vote of the Board, the Agreement may be amended to add the new Member District.
4. The Agreement shall be amended consistent with Article XI.
5. The authorizing votes of the Member Districts' school committees may provide for the deferral of the admission of a new Member District until July 1 of the subsequent fiscal year.
6. The admission of a new Member District to TEC shall become effective only after the execution and delivery by the current Member Districts and the applicant school committee or charter school board of an amendment to the Agreement agreeing to be bound by all the terms and conditions thereof, and approval by the BESE.
7. A school committee or charter school board may be admitted to TEC as of July 1st of any fiscal year provided that all required approvals, including that of the BESE, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new Member District is to be admitted to TEC.
8. Following the final approval for admission to the collaborative and continuing until the actual date of such admission, the school committee may designate a non-voting representative to the Board of Directors.

ARTICLE VII – THE COLLABORATIVE FUND

A. The TEC Fund

The Board shall establish and manage a fund to be known as The Education Cooperative Educational Collaborative Fund (hereinafter referred to as "the TEC Fund"). The TEC Fund is to be subject to the terms and conditions herein and as said Board shall determine.

B. Financial Accounting for TEC Fund

TEC shall maintain a financial accounting system, in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements prescribed jointly by the Commissioner and the Department of Revenue, in consultation with the state auditor. At a minimum, the financial accounting system shall delineate:

1. administration and overhead;
2. rental of real property;
3. program costs;
4. capital expenditures, including fixed assets, real property or the improvement of real property;
5. debt payments;
6. deposits into a capital reserve; and
7. all additional disclosures required in 603 CMR 50.08(2).

The TEC Fund shall be the depository of all monies paid by the Member Districts and Non-Member Districts, and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations,

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or any other source; all such monies shall be paid directly to the Board and deposited in the TEC fund in compliance with M.G.L. c. 40, § 4E.

C. Financial Statements of TEC Fund

The Board shall ensure that TEC annually, no later than January 1 of each year, prepares financial statements, including:

1. a statement of net assets (government-wide);
2. a statement of activities (government-wide);
3. a governmental funds balance sheet;
4. a governmental funds statement of revenues, expenditures, and changes in fund balance;
5. a general fund statement of revenues, expenditures and changes in fund balance, budget and actual;
6. a statement of fiduciary net assets;
7. a statement of changes in fiduciary fund net assets; and
8. a capital plan identifying current capital obligations or future planned capital projects.

D. Independent Audit

The Board shall ensure that an independent audit is completed annually, and, upon the approval by the Board and no later than January 1 of each year, submit the audit report for the preceding fiscal year to the chair of each Member District, DESE and the State Auditor.

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E. Treasurer

The Board shall appoint a Treasurer upon such terms and conditions, including compensation for his services, as the Board may determine. The Treasurer may, but need not necessarily be, the Treasurer of a Member District. No member of the Board shall be eligible to serve as Treasurer. The Treasurer shall give bond annually for the faithful performance of his duties as Treasurer in a form approved by the Department of Revenue and in such sum, not less than the amount established by said Department of Revenue, as shall be fixed by the Board.

Deleted: Notwithstanding any provision to the contrary herein,…

The Treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to TEC without further appropriation.

The Treasurer may make appropriate investments of the money of TEC consistent M.G.L. c. 44, § 55B. All payments and investments must be approved by a majority vote the Board.

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ARTICLE VIII – BORROWING, LOANS AND MORTGAGES

A. Process to Borrow Funds

TEC, by an appropriate vote of the Board, may borrow money or enter into short- or long-term agreements or mortgages, provided that all borrowing, loans and mortgages shall be discussed at a public meeting of the Board and the following terms shall apply:

1. the Board shall investigate options related to borrowing, loans and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
2. the Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans and mortgages are cost-effective, in the best interests of TEC and its Member Districts, consistent with the terms of the Agreement, consistent with standard lending practices, and are the most favorable available at the time of the application; and
3. the Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans and mortgages are necessary to carry out the purposes for which TEC is established.

B. Real Property

In the event that such borrowing loan or mortgage is for the acquisition or improvement of real property:

1. the Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which a final vote is taken;
2. the Board shall provide notice to each Member District within thirty (30) calendar days of applying for real estate mortgages; and
3. the Board shall approve such action by a majority vote.

ARTICLE IX – SURPLUS FUNDS

Unexpended general funds, as defined in 603 CMR 50.00, at the end of the fiscal year, plus any previous year's surplus funds, as determined through the financial statements, will be considered cumulative surplus.

The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, and any amounts prepaid for services or tuitions in accordance with M.G.L., c. 40, § 4E.

The Board will retain no more than 25 percent in cumulative surplus.

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On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.

The Board shall annually determine whether such surplus funds are within the established 25 percent limit, and whether the funds will be retained by TEC or whether all or some portion will be refunded to the Member Districts.

In the event an amount is to be refunded to the Member Districts, each Member District share will be apportioned in accordance with the average student membership enrolled at TEC from each district during the most recently completed fiscal year.

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ARTICLE X - CAPITAL RESERVE

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The Board may create a capital reserve fund to support costs associated with the acquisition or improvement of fixed assets, including real property, with a unit cost of $5,000 or greater and a useful life of one year or more.

Similar items purchased together or items to be used as one system, which total $5,000 or greater in aggregate, should also be capitalized.

In order to create a capital reserve fund

a. a capital plan must be developed and approved by the Board;
b. 2/3 vote of the Member Districts must approve the establishment of the capital reserve fund; and
c. the request for approval must state the reason for the reserve and a limit on the balance that may be held in the reserve. 603 CMR 50.07 (10).

Deposits and expenditures from the capital reserve fund must be included in the budget and may be used only for the project or purpose stated in the capital plan.

ARTICLE XI – AMENDMENT AND SEVERANCE

A. Amendment

Any voting appointed representative, Member District, or the Executive Director may propose an amendment to the Agreement. The proposed amendment shall be presented in writing to the Executive Director of TEC and the Chair of the Board. Prior to the Board meeting at which the amendment is first discussed, the Executive Director shall cause copies thereof to be sent to all appointed representatives and the chairs of the school committees of the Member

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Districts, with notice as to the time and place of the first reading of the proposed amendment.

Following the first reading of any proposed amendment and any changes as requested by the Board, the Executive Director shall submit the proposed amendment to the DESE for initial review. Following DESE review, the Executive Director shall make such changes as the DESE requires. The Executive Director shall cause copies of the revised amendment to be sent to all appointed representatives and the chairs of the Member Districts with notice as to the time and place of the second reading of the amendment. The proposed amendment shall be read a second time at a Board meeting subsequent to the DESE review and revision, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment.

Following approval by the Board, the amended Agreement shall be submitted by the Chair of the Board to the Member Districts for a vote to approve the amended Agreement. Once a majority of Member Districts have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement, in accordance with 603 CMR 50.00, to the Commissioner and BESE for approval. No amendment to the Agreement shall be effective until approved and authorized by a majority of the Member Districts and by the BESE. Member Districts shall not delegate the authority to approve agreements or amendments to the Agreement to any other person or entity.

Deleted: by the BESE

B. Severance

If any part or parts of the Agreement or amendments hereto shall be deemed inapplicable or void by any court of competent jurisdiction, such part or parts shall be deemed as severed from this Agreement and any subsequent amendments, and the remaining part or parts of this Agreement and amendments shall survive.

This Agreement will take effect on July 1, 2025 following all required votes of approval as listed on the signature pages of this document, and the Commissioner, on behalf of the Massachusetts Board of Elementary and Secondary Education, no later than April 30, 2025.

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IN WITNESS WHEREOF, the School Committees of the Member Districts, acting for and on behalf of the Member Districts, and the Commissioner, on behalf of BESE, in approval of this Agreement and in acknowledgement of receipt of a copy hereof, have all hereunto set their hands and seals on the respective dates hereinafter indicated.

Approved by the Commissioner on behalf of the Board of Elementary and Secondary Education

_____ _____

Commissioner of Elementary and Secondary Education Date of Approval

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Approved by school committees:

Chair, Town of Canton School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Dedham School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Dover School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Dover-Sherborn School Committee

_____ _____
Print Name Signature

Date: _____

Chair, City of Framingham School Committee

_____ _____
Print Name Signature

Date: _____

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Chair, Town of Holliston School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Hopkinton School Committee

_____ _____
Print Name Signature

Date: _____

Chair, King-Philip Regional School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Medfield School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Medway School Committee

_____ _____
Print Name Signature

Date: _____

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Chair, Town of Millis School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Natick School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Needham School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Norwood School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Sharon School Committee

_____ _____
Print Name Signature

Date: _____

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Chair, Town of Sherborn School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Walpole School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Wayland School Committee

_____ _____
Print Name Signature

Date: _____

Chair, Town of Westwood School Committee

_____ _____
Print Name Signature

Date: _____

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Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes September 10, 2024

Present:

Dover School Committee
Jeff Cassidy
Martha Castle
Kate Cook

Sherborn School Committee
Christine Walsh
Becca Hammond
Kristen Aberle
Megha Kadiyala

Dover-Sherborn Regional School Committee
Mark Healey
Colleen Burt
Kate Potter
Angie Johnson
Toa Ashk
Kevin Crotty

1. **Call to order –** The meeting was called to order at 6:47 PM in the DSMS Library.
2. **Community Comments -** none
3. **Superintendent Comments -** Superintendent McCoy reviewed her presentation to the faculty on the first day back. It can be found **here**. She also discussed District Goals: Best Practices, Student Voice, Streamlined Communication; and Superintendent Goals: Educator Feedback and Professional Networking.
4. **Assistant Superintendent Comments -** Assistant Superintendent Conklin highlighted the summer Professional Development programs and new staff orientation.
5. **Discussion Items**
   - School Committee Norms - no changes suggested
   - Responsive Use Digital Citizenship Agreement: 1st read - Brandon Hall, Director of Educational Technology, presented drafts of the Elementary and Secondary Responsible Use & Digital Citizenship Agreements. While the District's Responsible Use Policy serves as the formal document guiding educator and student use of technology, the proposed agreements outline healthy online behaviors in age-appropriate student-friendly language. The goal is for all students to sign the agreement each fall.
6. **Action Items**
7. **Consent Agenda**
   - June 11, 2024 minutes

There were motions to approve the Consent Agenda.
RSC: motion by Kate Potter, second by Colleen Burt
Vote in favor: Mark Healey, Kate Potter, Colleen Burt, Toa Ashk, Angie Johnson, and Kevin Crotty.
SSC: motion by Becca Hammond, second by Kristen Aberle
Vote in favor: Christine Walsh, Kristen Aberle, Becca Hammond, and Megha Kadiyala
DSC: motion by Martha Castle, second by Kate Cook
Vote in favor: Jeff Cassidy, Martha Castle, and Kate Cook.

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8. **Informational Items**
    - Holiday Guidelines - a committee of administrators, educators, and students developed a framework that outlines religious/cultural holiday work policies as a pilot for the 2024/25 school year.
9. **Items for January 28, 2025 meeting**
10. **Adjourn at 7:44 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

Summary of Proposed FY26 Budgets

As of January 28, 2025

Dover: V2.0

Total Operating Budget: **$11,453,288** **1.33% increase**

In-District: $9,078,255 5.53% increase
OOD: 2,375,000* 12.04% decrease

**100% of costs, no Circuit Breaker Reimbursement reflected*

Capital Request: $75,000 (Flooring Project)

Sherborn: V1.0

Total Operating Budget: **$8,442,285** **2.43% increase**

In-District: $7,333,285 1.39% increase
OOD: 1,109,000** 9.91% increase

***Net of $300,000 of Circuit Breaker Reimbursement*

Capital Request: $30,000 (Flooring Project)

Region: V1.0

Total Operating Budget***: **$29,470,646** **2.06% increase**

Dover's Assessment: $13,492,913 1.69% increase
Sherborn's Assessment: $11,938,551 2.79% increase

****Reflects retirement of Middle School Building Debt as of May 2025*

Capital Request: $2.0 million (Turf Field/Track/Fencing/Lighting Replacement Project)

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

CHALLENGE SUCCESS

Transform the Student Experience

Challenge Success – Stanford Surveys of School Experiences: Middle School Student Version – **Dover-Sherborn Middle School**
Winter/Spring 2024
EXECUTIVE SUMMARY REPORT

SURVEY BACKGROUND

The Challenge Success – Stanford Surveys of School Experiences are online surveys that ask students and parents to give their perspectives on a variety of areas related to their school lives. These areas include: perspectives on homework, extracurricular activities, free time, sleep, physical health, stress related to school and academics, cheating, academic engagement, teacher support, and parent expectations. The results of the student survey are intended to help your school identify students' perspectives on what the school currently does well, as well as areas for growth. The data and findings can be useful tools in guiding practice and policy changes.

Dover-Sherborn Middle School students took the Student Survey in **March 2024**. Approximately 423 students completed the middle school survey. Parents were given the opportunity to opt their children out of the survey and students were asked to give their assent in order to take the survey. Student responses are confidential; students were not asked for their names, birthdates, or identification numbers.

This report highlights a few key findings. The full results are available in your school's dashboard. We encourage sharing this executive summary report with key stakeholders across your school community.

KEY FINDINGS

School Perception

- **"Caring and Welcoming"** used by **46% of students**, is the most common categories of words students use to describe Dover-Sherborn Middle School. The next most common categories are "Fun" and "Difficult or Stressful" used by 28% and 18% of students, respectively.
- 76% of students say they have an adult they can go to if they have a personal problem. 86% of students have a peer they can go to.
- **The most common major source of stress** students experience is **"Grades, tests, quizzes, finals or other assessments "** (64% of students)**.**

Workload and Engagement

- Students report doing **an average of 1.6 hours of homework per weeknight**, and 1.3 hours per weekend. 37% of students feel that they have "too much" homework.
- **36% of students are Doing School**, meaning they "often" or "always" do their work, but "rarely" or "never" value it or enjoy it. An additional **37% of students are Purposefully Engaged**, meaning they "often" or "always" do their work, and value it, but "rarely" or "never" enjoy it. **21% of students are Fully Engaged,** meaning they "often" or "always" do their work, enjoy it, and value it.**3% of students are Disengaged**, meaning they neither do, enjoy, nor find value in their schoolwork. 3% fall into other patterns of engagement.

Sleep

- Students report getting an **average of 8.2 hours of sleep per weeknight**.

CHALLENGE SUCCESS

Transform the Student Experience

Challenge Success – Stanford Surveys of School Experiences:
High School Student Version – **Dover-Sherborn High School**
Winter/Spring 2024
EXECUTIVE SUMMARY REPORT

SURVEY BACKGROUND

The Challenge Success – Stanford Surveys of School Experiences are online surveys that ask students and parents to give their perspectives on a variety of areas related to their school lives. These areas include: perspectives on homework, extracurricular activities, free time, sleep, physical health, stress related to school and academics, cheating, academic engagement, teacher support, and parent expectations. The results of the student survey are intended to help your school identify students' perspectives on what the school currently does well, as well as areas for growth. The data and findings can be useful tools in guiding practice and policy changes.

Dover-Sherborn High School students took the Student Survey in **March 2024**. Approximately 507 students completed the high school survey. Parents were given the opportunity to opt their children out of the survey and students were asked to give their assent in order to take the survey. Student responses are confidential; students were not asked for their names, birthdates, or identification numbers.

This report highlights a few key findings. The full results are available in your school's dashboard. We encourage sharing this executive summary report with key stakeholders across your school community.

KEY FINDINGS

School Perception

- **"Caring and Welcoming"** used by **25% of students**, is the most common categories of words students use to describe Dover-Sherborn High School. The next most common categories are "Difficult or Stressful" and "Small" used by 18% and 18% of students, respectively.
- 77% of students say they have an adult they can go to if they have a personal problem. 90% of students have a peer they can go to.
- **The most common major source of stress** students experience is **"Grades, tests, quizzes, finals, or other assessments"** (73% of students)**.**

Workload and Engagement

- Students report doing **an average of 2.1 hours of homework per weeknight**, and 2.3 hours per weekend. 37% of students feel that they have "too much" homework.
- **45% of students are Doing School**, meaning they "often" or "always" do their work, but "rarely" or "never" value it or enjoy it. An additional **24% of students are Purposefully Engaged**, meaning they "often" or "always" do their work, and value it, but "rarely" or "never" enjoy it. **9% of students are Disengaged**, meaning they neither do, enjoy, nor find value in their schoolwork. **19% of students are Fully Engaged,** meaning they "often" or "always" do their work, enjoy it, and value it. 3% fall into other patterns of engagement.

Sleep

- Students report getting an **average of 7.2 hours of sleep per weeknight**.



ACCEPT
Education Collaborative

ANNUAL REPORT
2023–2024



Dr. Donna Flaherty
Executive Director
ACCEPT Collaborative

Dear ACCEPT Education Collaborative Community,

ACCEPT Education Collaborative is pleased to announce our 50th year in operation supporting children, families, and districts with their educational needs. Nelson Mandela said, "There can be no keener revelation of a society's soul than the way in which it treats its children." 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 2023 - 2024, 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, an expanded library, classroom libraries, hiring a reading teacher, and professional development for all Program staff. The Home-Based Services Department increased the number of BCBAs and therapists while also developing 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. Districts seek out our Medicaid Department Leader to train and guide their staff towards increased monetary rewards. ACCEPT's Transportation Department acquired 8 new vans and two new wheelchair vans to effectively and safely shuttle our districts' students.

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.



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 24 educational collaboratives statewide have grown to encompass a range of educational services and programs.

(Massachusetts Organization of Educational Collaboratives, 2016)

TABLE OF CONTENTS

5 ..... ABOUT ACCEPT EDUCATION COLLABORATIVE

6 ..... BOARD OF DIRECTORS

8 ..... PLAN FOR SUCCESS

15 ..... PROGRESS IN ACHIEVING PURPOSE

19 ..... COLLABORATIVE OFFERINGS

SPECIAL EDUCATION PROGRAMS

Pre-K - Transition 20

Extended School Year 22

EDUCATOR DEVELOPMENT

Professional Development for Educators 23

Special Education Directors Leadership Institute 25

Educator Leadership Institute 26

27 ..... COLLABORATIVE SERVICES

Home-Based Services 28

Consultation and Evaluation Services 29

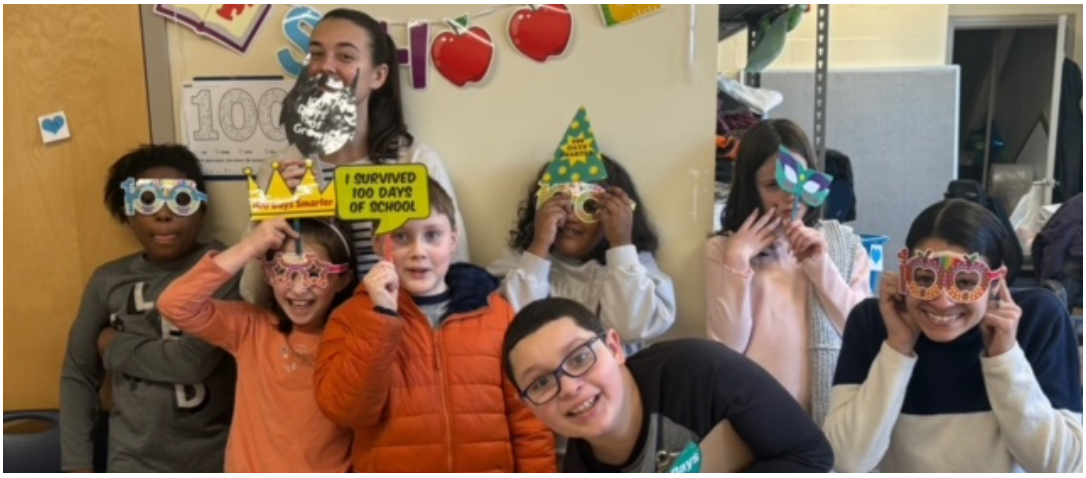
VHS (Virtual High School) Online Learning 30

Transportation for Special Education Students 31

Medicaid Reimbursement Services 32

34 ..... FINANCIALS

35 ..... ADVISORY COMMITTEE MEMBERS



MISSION AND VISION

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

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

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 15 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, Superintendent
Chair of the ACCEPT Board of Directors
Holliston Public Schools
370 Hollis Street
Holliston, MA 01746

Dr. Carol Cavanaugh, Superintendent
Vice Chair of the ACCEPT Board
Hopkinton Public Schools
89 Hayden Rowe Street
Hopkinton, MA 01748

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

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

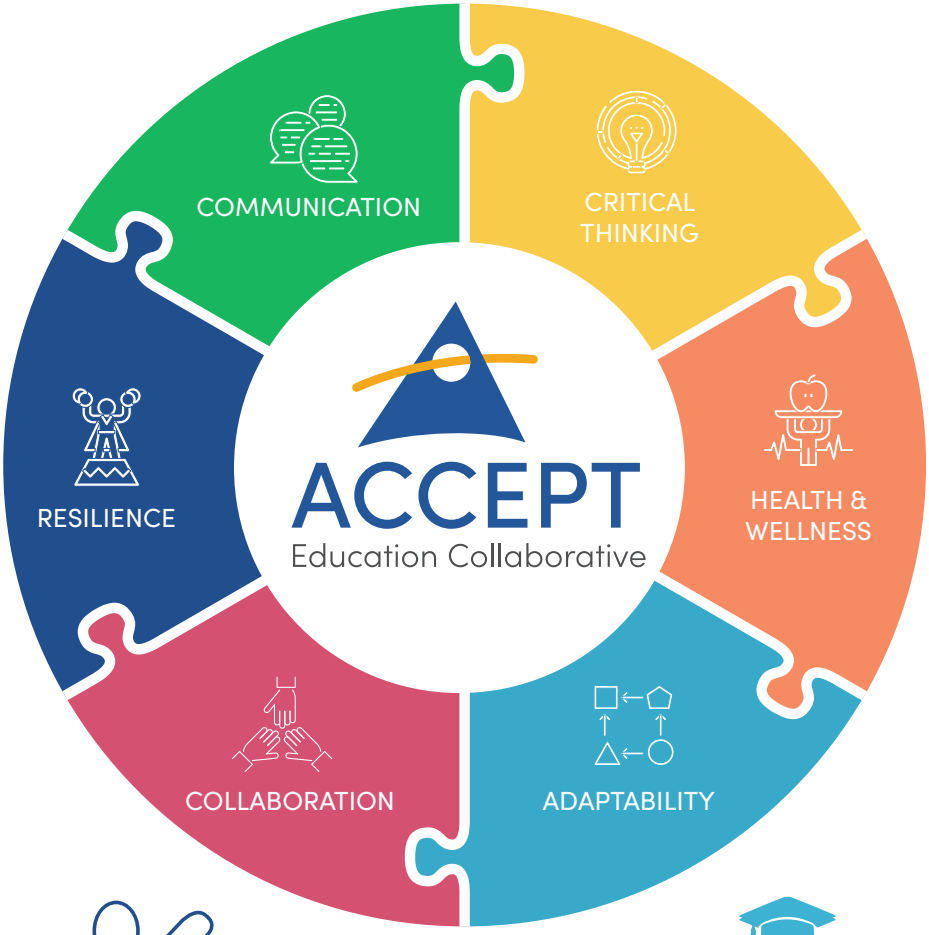
Mr. Jon Evans Superintendent South Middlesex Regional Vocational Technical School District

Mr. Brad Crozier Superintendent Sudbury Public Schools

Dr. David Lussier Superintendent Wellesley Public Schools

Mrs. Amber Bock, Superintendent Westborough Public Schools

Current Member Districts: Ashland Public Schools, Dover-Sherborn Public Schools, Framingham Public Schools, Franklin Public Schools, Holliston Public Schools, Hopkinton Public Schools, Sudbury Public Schools, Wellesley Public Schools, Westborough Public Schools, Medfield Public Schools, Medway Public Schools, Millis Public Schools, Natick Public Schools, Needham Public Schools, South Middlesex Regional Vocational Technical School District





PORTRAIT OF A GRADUATE

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 Operations
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 2023-2024:

- Increased the number of non-member districts enrolled in online and virtual professional development workshops and courses
- Graduated 30 professionals from the Education Leadership Institute (ELI) as Principals and Assistant Principals
- 45 new special education directors received PDPs for attending the 2-year long New Special Education Directors Leadership Institute
- Continued to provide ACCEPT staff members access to ACCEPT's professional development workshops at no cost to the employee
- Continued to offer DESE SEI Endorsement courses for teachers and administrators
- In collaboration with Bridgewater State University, continued and improved a Social/Emotional Learning Graduate Certification Program constructed of five graduate-level courses taught by professional ACCEPT staff
- 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 that meet the specific needs of smaller professional groups such as speech and language pathologists, nurses, physical education & art teachers, occupational & physcial therapists, BCBAs, etc.
- Developed both asynchronous and synchronous multi-part professional development for the DESE's new IEP

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

Accomplishments in 2023-2024:

- ACCEPT partnered with Bridgewater State University to offer a significantly reduced cost teacher licensure program for our staff. We currently have 3 staff members who were awarded the BSU Teacher Licensure grant
- Developed a relationship with MassBay Community College to provide dual enrollment to ACCEPT's high school and Transition programs students
- 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
- Developed relationships with local colleges and universities to increase the number of interns that work in our Programs.

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

Accomplishments in 2023-2024:

- Developed an asynchronous and synchronous series of workshops to orient new Teaching Assistants to their new job responsibilities
- Provided a mentor to the new Senior Leadership member
- Implemented a program to meet with new staff periodically during their first year to ensure a smooth transition and job needs are met
- Created the positions of lead teaching assistants to provide guidance and training to TAs on the job beyond initial training and Professional Development
- AContinued to improve 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
- Increased the depth and breadth of new administrator training

Initiative 1.5: Provide flexible schedules and planning time for all departments

Accomplishments in 2023-2024:

- Collaborated with Program staff to ensure each Program schedule supports professional staff planning time
- Continued to work closely with each department to ensure staff are able to fill the responsibilities of their job through individualized attention to flexibility and scheduling

Initiative 1.6: Develop personalized professional goals and support plans

Accomplishments in 2023-2024:

- Provided individualized plans for staff working towards initial and provisional licenses
- Developed and implemented workshops throughout the school year to assist staff in obtaining their initial and provisional licenses
- Provided staff with a no-cost SEI Endorsement series of workshops

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 2023-2024:

- Continued to publish a monthly newsletter to recognize the excellent work and personal accomplishments of staff
- Arranged at least one staff outing each month
- Increased number of staff appreciation events

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

Accomplishments in 2023-2024:

- Expanded the Parent Advisory Committee 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
- Continue to expand partnerships with outside agencies, such as MassBay Community College and the ARC of Massachusetts to provide parents with necessary information to improve their children's and families' lives and outcomes

Initiative 2.3: Develop a framework to establish, maintain, and sustain partnerships with businesses, families, higher education, community programs, and member districts

Accomplishments in 2023-2024:

- Continued to publish monthly parent newsletters featuring updates on Program events, student activities, family resources, important dates, and student highlights in each Program
- Continued hybrid monthly Parent Forums that included professional development, workshops, and connections for families and guardians
- Expanded external vocational placements for high school and aged 18-22 year old Program to include childcare and teaching assistant work as new areas
- The high school Program partnered with Medway Public Schools to offer a Unified Basketball Team experience to interested ACCEPT students
- Continued to increase the number and type of monthly job-alike opportunities for professional educational groups to include Administrative Assistants, Out-of-District Coordinators, 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 to provide the year-long New Special Education Directors Leadership Institute for the 23rd year. To meet the current needs of new Special Education Directors, ACCEPT began a second year of the Leadership Institute for cohorts
- Continued to facilitate the Education Leadership Institute (ELI) for the development of new Principals and Assistant Principals

Initiative 2.4: Establish and maintain partnerships with higher education institutions to support students, staff members, and programs

Accomplishments in 2023-2024:

- In partnership with Bridgewater State University, ACCEPT continued the development of a Social Emotional Learning Certificate program comprising four graduate courses to ensure continuous improvement
- A partnership with MassBay Community College to provide high school and transition students dual enrollment for classes in the area of Health Care
- Through the ELI Program, ACCEPT developed a new partnership with Fitchburg State University

PILLAR 3: PROGRAMS AND SERVICES

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

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

Accomplishments in 2023-2024:

- Developed the Portrait of an ACCEPT Graduate through the work of staff from all four programs, members of the leadership team, and parents working in collaboration
- Established a team to begin the review of the math curriculum
- Continue to utilize iReady and Amplify MClass (Dibels) to provide targeted data in Reading and Mathematics to guide student growth and classroom instruction
- Increased the rigor of the 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
- Continued to develop 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 3.2. Increase therapeutic staffing & supports to provide a more intensive service than public school districts

Accomplishments in 2023-2024:

- Clinical team expanded their practice by pushing into classes to deliver the social emotional curriculum initiatives
- Increased collaboration/consultation meetings with all professional staff to review and analyze data, develop or modify students' success plans and share strengths of program and services
- Continue to implement the new social emotional curriculum and collect and analyze data to improve student outcomes

Initiative 3.3: Develop a diversity, equity, and inclusion plan that impacts programs, services, partnerships, staffing, and professional culture

Accomplishments in 2023-2024:

- Continued to use classroom Restorative Circles
- Began the development of a tiered system of supports for SEI beginning with Restorative Justice and Restorative Circles
- Program staff were provided monthly curriculum information and professional development that is focused on diversity, equity, and inclusion
- Provided targeted professional development to the ACCEPT Leadership Team and the overall ACCEPT staff in DEI following the guidelines of MASS REDI standards

Initiative 3.4: Develop external Professional Development offerings that reflect diverse and relevant topics related to teaching and learning

Accomplishments in 2023-2024:

- Conducted a comparative analysis of all MA collaboratives and private organizations that provide programs and services similar to ACCEPT and continued to improve our offerings based on the needs of school districts
- 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 2023-2024:

- 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 FY24 budget and met regularly to enhance the understanding of the budgeting process
- Developed a budget that supports the Collaborative's vision, mission, and goals; allocates and manages expenditures consistent with Collaborative goals and available resources

Initiative 4.2: Increase accountability and understanding of the budget

Accomplishments in 2023-2024:

- Established a task list to ensure the Finance department is meeting weekly, quarterly and yearly objectives throughout the year
- Began the development of a new Finance Operations and Procedures Manual
- Implemented weekly finance and operations staff meetings to improve communication between the leadership team and finance and operations staff
- 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 2023-2024:

- 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 with a target date of a December 2024 completion
- Conducted training sessions about iVisions for Administrators and Administrative Assistants to be continued in the next fiscal year
- Conducted a review of the job descriptions and responsibilities for all members of the Finance and Operations Department with a calibration of duties and responsibilities.
- 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 2023-2024.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2023-2024
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.	• The program staff have continued to receive 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 as we continue our journey of continuous improvement. • A continuation of diversity and equity topics and practices were incorporated into daily classroom curriculum and staff meetings • Favorable staff-to-student ratios are at the heart of the ACCEPT model • Continued collaboration and cooperation 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 • Collaboration with the Medway Police Department and the Natick Police Department has been established • Life Skills Program continues to develop full scaled, vertically aligned curriculum guides • The Transition Program increased the number of businesses that welcome students for volunteering and developing job skills • Development of Curriculum Review Cycle for the purposes of maintaining relevant, engaging, and rigorous curriculum and resources in mathematics has begun • Professional Development in Literacy informed by the Massachusetts Dyslexia Guidelines continues

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 continued a SEL Certification program consisting of 5 graduate courses and taught by professional ACCEPT staff • In collaboration with Bridgewater State University, ACCEPT developed a program to assist our staff in achieving an initial license in teaching • Increased parent professional development offerings • Conducted a member school district survey to identify the professional development needs of our member districts • 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 continues to expand its work utilizing the MA Dyslexia Guidelines and has now begun to analyze the mathematics curriculum • ACCEPT continues to expand and deepen trainings in Restorative Justice for ACCEPT staff and external districts • ACCEPT has provided 8 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 • Created a Pre-K program for the 2023-2024 school year
OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2023-2024
TRANSPORT STUDENTS WITH DISABILITIES Provide safe, reliable, and efficient transportation services for students with disabilities.	• 155 students transported to various programs and specialized schools • ACCEPT maintains a fleet of 81 vans providing flexibility and efficiency in dispatching drivers • New vans were added to the fleet including two wheelchair vans to meet the changing needs of our member districts • ACCEPT continues to supplement capacity by contracting with local transportation companies

PARTNERSHIPS FOR LEARNING

Thank you to the many generous organizations, businesses, and individuals in the MetroWest area whose partnerships ACCEPT students and staff have enjoyed and benefited from in 2023-2024.

Cooking Autism provided the Joe Callahan Life Skills grant to fund after-school cooking classes for our students. A teacher from Little Chefs Cooking School taught three cooking classes which the students immensely enjoyed, and provided a variety of cooking skills to help them become more independent in the kitchen.

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. One family made a generous donation and ACCEPT received a matching donation from the Fidelity Giving Marketplace. 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 they 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 Directors Leadership Institute
- Educator 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	$31,595

**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 current offerings.

Asynchronous Training:

- Mentoring
- Navigating the Teacher Evaluation System
- Nuts and Bolts of the New IEP
- Paraprofessional Training
- Registered Behavior Technician Certification Course

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 2023-24 focused on topics that were most meaningful to the everyday practice of a wide variety of educational professionals. These workshops included:

- Artificial Intelligence
- SEI Endorsement
- Orton-Gillingham Training
- 15-hour training for recertification in Special Education and English Language Learning
- Specialized courses for Librarians, Occupational & Physical Therapists
- Training for Administrative Professionals

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.

MONTHLY JOB-ALIKE GROUPS

- Assistant Superintendents & Curriculum Directors
- BCBAs
- Early Childhood Coordinators
- Instructional Coaches
- Occupational Therapists and Physical Therapists
- SEL Leaders
- Special Education Directors
- Team Chairs

CUSTOMIZED TRAININGS FOR DISTRICTS

ACCEPT has developed programs that offer total flexibility, allowing districts to receive comprehensive instruction utilizing multi-modal teaching techniques including reading materials. Customized professional development workshops are tailored to each district's specific needs. Our presenters and facilitators, who are highly skilled practitioners, have expertise in a wide range of topics. For example, ACCEPT has provided customized district training for educators and administrators that focuses on CoTeaching, Sheltered English Immersion, Mentoring and the New IEP form and process.

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. The average cost of an ACCEPT workshop ranges between $90 and $250.

SPECIAL EDUCATION LEADERSHIP INSTITUTE

The New Special Education Directors Leadership Two-Year-Long Institute is a great opportunity for Directors of Special Education and/or Student Services who are new to their roles!

This recently expanded program will provide two years of support that exposes participants to new research and approaches in special education and student services leadership. Participants will develop and strengthen proactive management and leadership skills to implement a responsive and legally compliant special education service delivery system in their districts. Each director will be provided an experienced director to serve as a mentor-coach to help guide them through their learning opportunities. Additionally, they will meet fellow new Directors and create lasting bonds and friendships.

The syllabus for the two year-long program includes content on social emotional learning, cultural proficiency, addressing equity issues in education, state & federal mandates, data analysis, interpretation and application to strategic planning. This leadership program provides many opportunities for discussion and collaborative problem-solving. Because navigating the role and substantial responsibilities of a Director of Special Education/Student Services is a highly complex and political undertaking, requiring the leader to develop and strengthen both leadership and management skills, while also staying up-to-date on best practices and compliance, our syllabus weaves four strands throughout this two year-long experience.

- **Leadership** – Leadership as a Special Education/ Student Services Director means frequent collaboration with other district-wide and building-based leaders; this program will include topics to help strengthen these critical relationships so that students with learning challenges have truly meaningful educational experience opportunities.
- **Technical Knowledge and Skill Development** – Efficient operational and compliance oversight helps to improve outcomes of students with IEPs and protect the rights of students and their families.
- **Equity/Inclusive Practices** – Identifying, understanding and improving the equity gap in education through systemic analysis of data and educational practices. While many of us have recently been involved in DEI training, this institute will provide different perspectives and information regarding this critical work; Directors are often the 'voice at the table' to ensure equity for the vulnerable students, families, and staff is part of every decision. We are all part of the solution.

Capstone/Mentoring and Small Group Problems of Practice – Put theory into action! Using a Results Driven Accountability (RDA) approach, and the DESE Planning for Success Model, directors will identify a 'problem of practice', a targeted area for improvement, chosen by each director based on an 'equity gap' unique to district, and one that is evident through analysis of district-specific data.

As success in a leadership role is impacted by one's networking ability, we have planned these seminar dates to be in-person. Participants will have the opportunity to connect with other special education/student services directors, as well as mentor-coaches during our seminar dates.

EDUCATOR LEADERSHIP INSTITUTE

ACCEPT's Educator Leadership Institute (ELI) is a licensure program preparing teachers and administrators for Principal/Assistant Principal PreK-8 or 5-12. Upon completion of the coursework, ELI endorses the cohort of candidates to the Massachusetts Department of Elementary and Secondary Education for licensure. Candidates may also choose to receive a master's degree in partnership with Fitchburg State University. Each new cohort begins in January.

ELI graduates apply for and are often chosen for top administrative leadership positions in both suburban and urban settings. ELI has been successful in placing over 200 graduates in leadership positions in the greater metro Boston area. Since its founding in 2003, ELI graduates have assumed educational leadership positions in a diversity of school districts.

ELI prepares teachers and administrators with leadership potential for Principal/Assistant Principal PreK-8 and 5-12 positions. Upon completion of the coursework, ELI endorses the cohort of candidates to the Massachusetts Department of Elementary and Secondary Education for licensure.

The program consists of graduate course work and a supervised practicum. The next 18-month program, starting in January 2025 and ending in June 2026, can be completed while maintaining a full-time teaching or administrative position.

Sample Courses:

- Topics: Leadership for Effective Change (3 credits)
  Courses Description: This course speaks to the 'how' of educational administrative leadership, and more specifically how to facilitate effective educational change. Candidates inductively learn their lessons by reflecting on experiences within the school where they work. School-based problems and opportunities, classroom simulations and case studies seek to replicate what administrators actually do. Candidates develop their leadership skills by observing and practicing a variety of leadership tasks. This course has a heavy emphasis on theory and best practice underpinnings but has an even weightier experiential base. The fundamental principles and concepts of education change lay the groundwork for the execution of PAL task 2 which will be completed during the practicum portion of the program.
- Topics: Using Data to Address the Opportunity/Achievement Gap Through Effective School Improvement Planning (3 credits)
  Course Description: The identification and effective use of all types of data are the foundation of this course. Candidates are required to analyze school-based data from a variety of sources to formulate school improvement plans. Candidates are taught to delve deeply into data from EDWIN to understand gaps in student performance and identify cohorts of underperforming students. Candidates examine various support systems that are available to assist students and learn strategies that engage teachers in developing plans for continuous improvement and narrowing achievement gaps. There is a heavy emphasis on data analysis skills, accompanied by authentic activities that allow students to practice working with a group of teachers to analyze data and create a plan for improvement. These courses help candidates prepare for and begin the completion of PAL task 1.



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 districts we have intimate knowledge of their challenges and readily customize services to meet the specific needs. Our demonstrated ability to respond to the evolving environment and regulatory changes are true differentiators of ACCEPT's 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 2023-2024 school year we provided services for 15 families in 7 member districts and 2 non-member districts. We also completed 11 home assessments.

This year the Home-Based Department received a grant for an organization called Cooking Autism. With this grant money we provided four after-school cooking classes for our families. We hired a chef from Little Chefs in Natick and she taught our students culinary education skills through making delicious recipes. The students received small group instruction with high levels of staff support. The students utilized visual schedules to make the recipes and then had the opportunity to socialize with other peers while enjoying their culinary delights! While the students cooked in the kitchen, the Home-Based Coordinator facilitated parent education courses which focused on topics such as Increasing Physical Activity in the Home, Reducing Screen Time and Sibling Interactions. Based on the parent and student feedback, the classes were well received and we hope to continue them next year.

Some community events which we offered to our Home-Based families this year included: Wings for Autism at Boston Logan Airport and pottery painting at an art studio in Wellesley.

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 $142 per hour. A typical FBA requires 14-16 hours so the savings for a district can be over $1,700 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 345 students 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:

- American Sign Language 1 & 2
- Animal Behavior and Zoology
- Architectural CAD
- Art History
- Biochemistry
- Bioethics
- Business Law
- Business Math
- Chinese 1
- Constitutional Law
- Criminology
- Differential Calculus
- Economics
- Entrepreneurship
- European History
- Film and Literature
- Forensic Science
- 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
- Nuclear Science
- Oceanography
- Philosophy
- Portuguese
- Psychology of Crime
- Screenwriting
- Sports and Society
- Statistics

VALUE AND COST COMPARISONS

As part of the Consortium, 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 more than 155 students are picked up at their homes, delivered to over 69 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 81 vans and 55 drivers and 21 monitors meet the individual needs of each student ensuring a comfortable and positive experience.

Each van transports 1-8 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 to be better able to serve our families and districts.

VALUE AND COST COMPARISONS

ACCEPT utilizes a cost per mile model to price transportation for member districts. Estimates are calculated annually providing districts with the data necessary to budget for the year. The cost per mile model allows districts to more easily submit for transportation reimbursements. The driver and vehicle shortage continues to impact our transportation services, limiting our ability to provide anything more than out of district transportation services. We 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 30 years, this program has returned over $83 million to participating cities and towns.

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

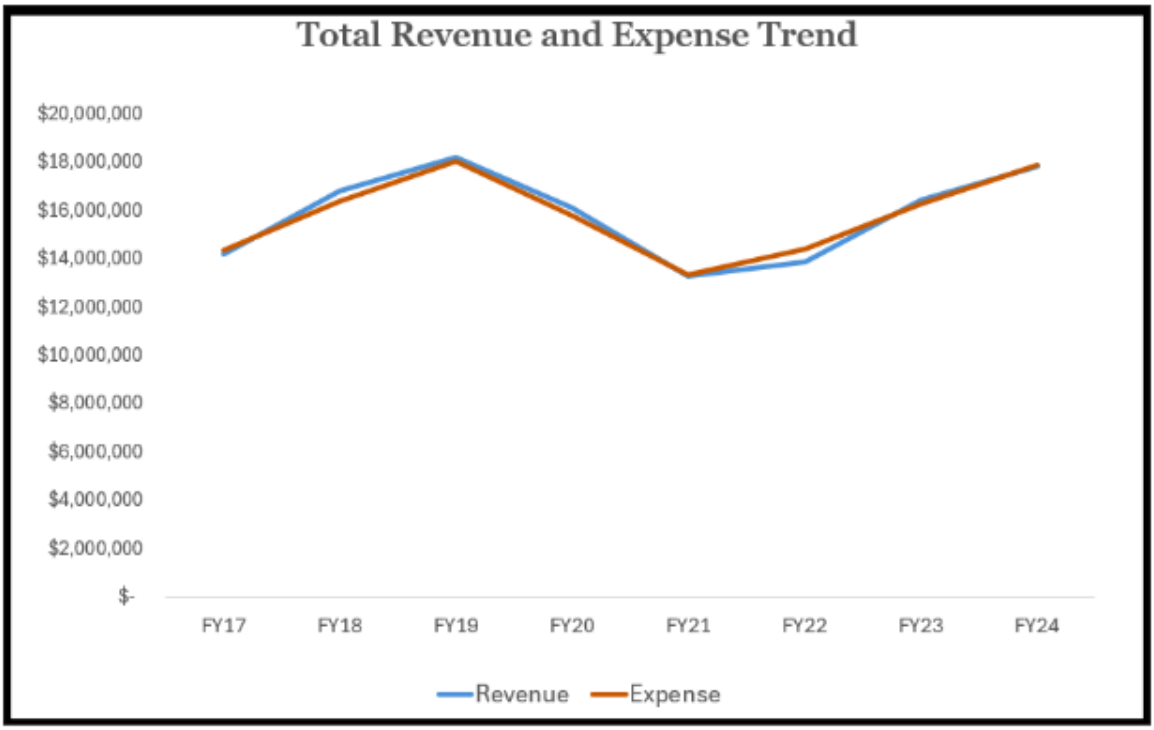


DISTRICT-BY-DISTRICT REIMBURSEMENT DETAIL

School District	Direct Service Reimbursement	Administrative Activity Reimbursement	Total Payments FY24
Acton Boxborough Regional	$126,950	$120,549	$247,499
Ashland	$2,401	$49,205	$51,606
Bedford	$68,599	$44,097	$112,696
Carlisle	n/a	$10,449	$10,449
Framingham	$546,355	582,070	$1,128,425
Franklin	$24,864	$167,500	$192,364
Holliston	$28,861	$64,614	$93,475
Hopkinton	$4,407	$43,191	$47,598
Lincoln/Sudbury Reg.	n/a	$100,953	$100,953
Littleton	$12,117	$56,177	$68,294
Medfield	$12,365	$33,179	$45,544
Medway	$15,283	$40,184	$55,467
Millis	$8,253	$38,460	$46,713
Natick	$122,714	$170,965	$293,679
Northern Berkshire Reg.	n/a	$11,201	$11,201
South Middlesex Reg.	$0	$3,699	$3,699
Sudbury	$64,406	$45,539	$109,946
Walpole	$202,954	$151,473	$354,427
TOTAL	**$1,240,529**	**$1,733,505**	**$2,974,035**

FINANCIALS

	Revenue	% of Total Revenue	Expense	% of Total Expense
School Year Tuition and Services	$ 9,743,424	54.61%	$ 10,367,739.00	57.87%
Transportation	$ 5,217,548	29.25%	$ 5,199,293.00	29.02%
Home-Based	$ 327,868	1.84%	$ 331,024.00	1.86%
Professional Development/ Consulting	$ 626,760	3.51%	$ 733,235.00	4.09%
VHS	$ 103,270	0.57%	$ 87,374.00	0.49%
ELI	$ 281,072	1.57%	$ 286,354.00	1.59%
Summer ESY	$ 1,077,128	6.06%	$ 579,708.00	3.24%
Medicaid Reimbursment	$ 178,166	1.00%	$ 126,586.00	0.71%
Administration	$ 284,586	1.59%	$ 203,478.00	1.13%
Total	**$ 17,839,822.00**	**100%**	**$ 17,914,791.00**	**100%**



2023-2024 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 Hawkins, Ashland
Kate McCarthy, Dover-Sherborn
Natalie Kierul, Framingham
Paula Marano, Franklin
Jessica Beattie, Holliston
Abby Hanscom, Hopkinton
Mary Bruhl, Medfield
Ryan Place, Medway
Nealy Urquhart, Millis
Erin Miller, Natick
Stephanie Wyman, Needham
Mary Lammi, Needham
Michael Dolan, South Middlesex Regional
Stephanie Juriansz, Sudbury
Jeffrey Lappin, Sudbury
Kathleen Bernklow, Wellesley
Sherrie Stevens, Westborough

CURRICULUM LEADERSHIP

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

BUSINESS OPERATIONS

Donna Flaherty, ACCEPT Facilitator
George McCormack, 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
Matt Gillis, 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
Education Collaborative

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Transportation 508.620.3875 • Fax 508.655.5008

December 30, 2024

Re: Memo to the Board

To ACCEPT Board of Directors,

As with any organization that services students with disabilities, we have a fluid enrollment process with variable student numbers. Our central mission is to prepare students to return to their home district. Our student enrollment on opening day was 120 students with our end of Q2 number at 119 students (107 placements and 12 extended evaluations). We continue to receive student referrals and process those as quickly as possible to ensure appropriate placement of students. Our priority centers on our member districts' students.

There are currently 14 Home Based Services cases being served by 8 BCBA supervisors and 10 direct therapists. In addition to home services for students and parent training, ACCEPT is conducting 7 functional behavioral assessments with 2 additional FBAs in progress within homes. Home Based Services has increased their outreach to families for community gatherings.

The Transportation Department provides out of district transportation for 7 member districts. Currently, we transport 137 students across the state of Massachusetts through the efforts of 53 drivers and 23 monitors to 69 schools in 40 towns and cities.

With regard to finances, as of December 19, 2024 ACCEPT has open invoices of $1,781,440 for services rendered. $4,921,745 has been received and is accounted for in our year to date Profit and Loss Report dated December 13, 2024. To date ACCEPT has expended $6,980,315 presenting ACCEPT with a current net deficit of ($277,130) at the end of the second quarter. The Budget to Actual and Profit to Loss contain one payroll period, one accounts payable warrant and the majority of the November billing.

Attached, please find the Treasurer's report for Quarter Two of the fiscal year 2025.

Respectfully Submitted,

Donna Flaherty, Ed.D.

Executive Director

ACCEPT
Education Collaborative

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To: ACCEPT Board of Directors
From: Barbara Durand, Treasurer
Date: January 2, 2025
RE: Quarterly Treasurer's report

CASH ACCOUNT:

Balance on Hand 1.2.25	$2,185,139.10
Aging Receivables 12.13.24	$1,781,440.00
	$3,966,579.10

STATEMENT 18 MONTH CD: $ 169,463.54 (Required as part of Building Lease)

DONATION ACCOUNTS: $ 96,486.99

CAPITAL INVESTMENT ACCOUNT:

Original Investment Oct 2024	$1,200,000.00
Fees	$ (1,214.90)
Realized/Unrealized	$ (15,704.01)
Int/Div/Investments	$ 8,249.72
Balance of Account 12.31.24	$1,191,330.81

OPEB INVESTMENT ACCOUNT:

Beginning Balance July 1 2024	$1,257,738.29
Internal Funding	$ 25,000.00
Int/Div/Investments	$ 32,337.91
Realized/Unrealized	$ 23,989.43
Fees	$ (2,604.30)
Balance of Account 12.31.24	$1,336,461.33

The Collaborative continues to maintain excellent cash reserves, both in cash on hand and investment accounts.

Reconciliation Items:

The Director of Finance, Treasurer and Executive Director are reviewing the Task Checklist every other week to ensure all tasks are being done timely.
Bank reconciliation reports are up to date as of November 30, 2024.
Payments to MTRS and the state retirement system are up to date.
Federal and State taxes are being paid timely with each payroll process.
The Finance Department is preparing to issue W-2's and 1099's to employees and vendors by the deadline of January 31, 2025.

FY25 Budget to Actual

AS OF 12/13/2024

Description	Budget	Actual	% Used
Advertising	$ 34,700.00	$ 879.00	3%
Assessment Material	$ 7,120.00	$ 3,120.00	44%
Benefits Health	$ 933,661.00	$ 321,461.00	34%
Benefits Life	$ 1,050.00	$ 398.00	38%
Benefits Retirement	$ 470,765.00	$ 159,313.00	34%
Equipment	$ 261,140.00	$ 138,349.00	53%
GASB 45 (OPEB)	$ 25,000.00	$ -	0%
Insurance	$ 503,000.00	$ 195,990.00	39%
Rent	$ 1,011,000.00	$ 348,798.00	35%
Occupancy Utilities/ Maint/ Security	$ 268,250.00	$ 116,154.00	43%
Outside Services	$ 939,165.00	$ 490,304.00	52%
Medicare/WC/SUI	$ 247,551.00	$ 59,134.00	24%
Professional Development	$ 198,582.00	$ 63,429.00	32%
Software/Subscriptions	$ 151,576.00	$ 105,332.00	69%
Supplies / Furniture	$ 327,673.00	$ 140,672.00	43%
Travel	$ 12,750.00	$ 2,064.00	16%
Tuition Reimbursement	$ 30,000.00	$ 724.00	2%
Vehicle Fuel & Tolls	$ 450,000.00	$ 175,536.00	39%
Vehicle Repair & Maint.	$ 417,000.00	$ 164,295.00	39%
Wages	$ 12,297,372.00	$ 4,494,363.00	33%
Total	**$ 18,587,355.00**	**$ 6,980,315.00**	**35%**

FY25 PROFIT AND LOSS

AS OF 12/13/2024

	Admin	Programs	Trans.	Home Based	ESY	VHS	ELI	PD	Medicaid	Total
Collected Revenue	$ 69,038	$ 1,705,337	$ 1,330,170	$ 101,649	$1,068,501	$ 84,000	$ 30,580	$101,355	$ 21,307	$ 4,511,937
Outstanding Invoiced Services		$ 1,434,187	$ 650,056	$ 19,034	$ 36,078	$ 19,500	$ 500	$ 17,190	$ 14,703	$ 2,191,248
Total Revenue	**$ 69,038**	**$ 3,139,524**	**$ 1,980,226**	**$ 120,683**	**$1,104,579**	**$103,500**	**$ 31,080**	**$ 118,545**	**$ 36,010**	**$ 6,703,185**
Salaries	$ 538,631	$ 1,967,015	$ 1,074,999	$ 109,874	$ 655,886	$ 2,200	$ 61,189	$ 47,917	$ 36,652	$ 4,494,363
Employee Benefits	$ 91,296	$ 259,371	$ 106,702	$ 16,381	$ 41,104	$ 402	$ 1,491	$ 15,900	$ 7,659	$ 540,306
Operating Expenses	$ 304,222	$ 465,365	$ 622,640	$ 300	$ 10,115	$ 82,050	$ 57,524	$ 36,230	$ 18,402	$ 1,596,848
Leases and Rentals	$ 88,453	$ 231,678	$ 28,667							$ 348,798
Total Expenses	**$ 1,022,602**	**$ 2,923,429**	**$ 1,833,008**	**$ 126,555**	**$ 707,105**	**$ 84,652**	**$ 120,204**	**$ 100,047**	**$ 62,713**	**$ 6,980,315**
Net Income Before Admin Allocation	$ (953,564)	$ 216,095	$ 147,218	$ (5,872)	$ 397,474	$ 18,848	$ (89,124)	$ 18,498	$ (26,703)	**$ (277,130)**
Admin Allocation	$ 953,564	$ (541,619)	$ (270,981)	$ (22,500)	$ (49,022)	$ (4,970)	$ (17,820)	$ (38,441)	$ (8,211)	$ -
Operating Net Income	**$ -**	**$ (325,524)**	**$ (123,763)**	**$ (28,372)**	**$ 348,452**	**$ 13,878**	**$(106,944)**	**$ (19,943)**	**$ (34,914)**	**$ (277,130)**

FY25 MEMBER OUTSTANDING RECEIVEABLES

AS OF 12/19/2024

District	30 days	31-60 days	61-90 days	91-120 days
Ashland Public Schools	$ 71,062		$ 450	
Dover / Sherborn Public Schools	$ 68,535			
Framingham Public Schools	$ 172,944	$ 36,761		
Franklin Public Schools	$ 6,071			
Holliston Public Schools	$ 35,955			
Hopkinton Public Schools	$ 119,485	$ 147,806		
Medfield Public Schools	$ 48,146	$ 525		
Medway Public Schools	$ 63,031			
Millis Public Schools	$ 6,443		$ 225	
Natick Public Schools	$ 140,378	$ 14,815		
Needham Public Schools	$ 49,701			
South Middlesex Regional				
Sudbury Public Schools	$ 17,570			
Wellesley Public Schools	$ 36,371			
Westborough Public Schools	$ 10,896			
Totals	**$ 846,588**	**$ 199,907**	**$ 675**	

Total	**$ 1,047,170**

FY25 NON-MEMBER OUSTANDING INVOICES

AS OF 12/19/2024

Customer	30 Days	31- 60 Days	61-90 Days	91-120 Days
Atlantis Charter School	$ 300.00	$ -	$ -	$ -
Ayer - Shirley Regional School District	$ 9,319.52	$ -	$ -	$ -
Bedford Public Schools	$ 1,125.00	$ -	$ -	$ -
Bellingham Public School	$ 8,849.66	$ -	$ -	$ -
Beverly Public Schools	$ 300.00	$ -	$ -	$ -
Blackstone-Millville Regional School District	$ 6,494.00	$ -	$ -	$ -
Blue Hills Regional Technical School	$ -	$ -	$ 275.00	$ -
Boston Public Schools	$ 25,237.00	$ 31,089.00	$ 31,977.88	$ -
Bridgewater-Raynham Regional SD	$ -	$ 15,408.88	$ -	$ -
Burlington Public Schools	$ 1,690.00	$ -	$ -	$ -
Cambridge Public Schools	$ 549.00	$ -	$ -	$ -
Canton Public Schools	$ 6,494.00	$ -	$ -	$ -
Chelmsford Public Schools	$ 285.00	$ -	$ -	$ -
Clinton Public Schools	$ -	$ -	$ 150.00	$ -
Concord Public Schools	$ 17,511.00	$ -	$ -	$ -
Danvers Public Schools	$ 285.00	$ -	$ -	$ -
Dedham Public Schools	$ 1,268.00	$ 8,632.00	$ 8,250.00	$ -
Douglas Public Schools	$ 60,461.83	$ 8,895.81	$ 8,472.20	$ -
Easton Public Schools	$ 6,616.00	$ 8,144.00	$ -	$ -
Fall River Public Schools	$ 1,880.00	$ -	$ -	$ -
Groton-Dunstable Regional School District	$ 5,628.00	$ -	$ -	$ -
Hawlemont Regional School District	$ 300.00	$ -	$ -	$ -
Hingham Public Schools	$ 7,191.00	$ -	$ -	$ -
Lawrence Public Schools	$ 12,215.68	$ 14,847.68	$ -	$ 800.00
Leominster Public Schools	$ -	$ -	$ 800.00	$ -
Lincoln - Sudbury Regional School	$ 30,637.39	$ -	$ -	$ -
Littleton Public Schools	$ -	$ 920.80	$ 350.00	$ -
Longmeadow Public Schools	$ 940.00	$ -	$ -	$ -
Lowell Public Schools	$ 570.00	$ -	$ -	$ -
Marlborough Public Schools	$ 69,686.36	$ 46,881.04	$ -	$ -
Maynard Public Schools	$ -	$ -	$ 975.00	$ -
Middleton Schools	$ 285.00	$ -	$ -	$ -
Millbury Public Schools	$ 6,494.00	$ -	$ -	$ -
Milton Public Schools	$ 31,184.00	$ -	$ -	$ -
Nantucket Public Schools	$ -	$ -	$ -	$ 210.00
Nashoba Regional School District	$ -	$ -	$ 7,640.00	$ -
North Attleboro	$ 7,191.00	$ -	$ -	$ -
Northboro-Southboro Public School	$ 24,754.80	$ -	$ -	$ -
Norwood Public Schools	$ 48,088.96	$ -	$ -	$ -
Pembroke Public Schools	$ 7,191.00	$ -	$ -	$ -
Prospect Hill Academy Charter School	$ 8,264.60	$ -	$ -	$ -

Rockport Piblic Schools	$ -	$ -	$ 275.00	$ -
Sandwich Public Schools	$ -	$ -	$ 300.00	$ -
Shore Educational Collaborative	$ 570.00	$ -	$ 2,600.00	$ -
Shrewsbury Public Schools	$ 285.00	$ -	$ -	$ -
Somerset Berkley Regional	$ -	$ -	$ 1,025.00	$ -
Southeastern Regional School District	$ -	$ -	$ -	$ 400.00
Tantasqua Regional School District:Tantasqua	$ -	$ -	$ 300.00	$ -
Uxbridge Public Schools	$ -	$ 18,090.00	$ -	$ -
Wachusett Regional School District	$ 940.00	$ 650.00	$ -	$ -
Walpole Public Schools	$ 6,908.80	$ -	$ -	$ -
Waltham Public Schools	$ 26,828.72	$ 1,870.00	$ -	$ -
Watertown Public Schools	$ 13,586.96	$ -	$ -	$ -
Wayland Public Schools	$ 36,702.88	$ -	$ 2,600.00	$ -
Westport Community Schools	$ -	$ -	$ -	$ 600.00
Westwood Public Schools	$ 6,986.88	$ -	$ -	$ -
Whitman-Hanson Regional School District	$ 6,889.28	$ -	$ -	$ -
Worcester Public Schools	$ -	$ 1,856.26	$ -	$ -
Total	**$ 508,985.32**	**$ 157,285.47**	**$ 65,990.08**	**$ 2,010.00**

Total Non Member	**$ 734,270.87**

Member: $1,047,170

Non Member: $734,270

Grand Total Outstanding: $1,781,440

the education COOPERATIVE

ANNUAL REPORT
FY 2024

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E. Walpole, MA 02032
781-352-5700
www.tec-coop.org



Table of Contents

Board of Directors and TEC Leadership 1

Letter from the Executive Director 2

About TEC 3

Vision, Mission, and Guiding Beliefs 4

Our Strategic Goals 5

Progress Toward Our Goals 6

FY'24 Source and Use of Funds 8

Revenue and Expediture Trends 11

Special Education Services 12

- TEC Schools Overview
- TEC Campus School
- TEC Phoenix Academy
- TEC High School
- Special Education Program: Cost Effectiveness
- FY24 Enrollment and Enrollment Trends

Professional Learning 24

TEC Student Data Privacy Alliance (SDPA) 25

Career Exploration, Internships, & College Fairs 27

TEC Online Learning 29

Cooperative Purchasing 30

FY'24 Board of Directors and District Leadership

Board of Directors

Derek Folan, Canton
Ian Kelly, Dedham
Elizabeth McCoy, Dover-Sherborn
Judith Styer, Framingham
Susan Kustka, 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)
Erin Mueller, Wayland
Timothy Piwowar, Westwood

Superintendents

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Nan Murphy, Dedham
Elizabeth McCoy, Dover-Sherborn
Robert Tremblay, Framingham
Susan Kustka, Holliston
Carol Cavanaugh, Hopkinton
Jeffrey Marsden, Medfield
Armand Pires, Medway
Robert Mullaney, Millis
Bella Wong, Natick
Daniel Gutekanst, Needham
David Thomson, Norwood
Bridget Gough, Walpole
David Fleishman, Wayland
Timothy Piwowar, Westwood

Assistant Superintendents for Curriculum & Instruction

Deborah Rooney, 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
Jose Muñoz, Norwood
William Hahn, Walpole
Betsy Gavron, Wayland
Allison Borchers, Westwood

Student Services Directors

Susan Donelan, Canton
Sara Stetson, Dedham
Kate McCarthy, Dover-Sherborn
Laura Spear, Framingham
Jessica Beattie, Holliston
Abigail Hanscom, Hopkinton
Mary Bruhl, Medfield
Ryan Place, Medway
Neary Urquhart, Millis
Erin Miller, Natick
Stephanie Wyman, Needham
Lori Cimeno, Norwood
John Queally, Walpole
Deborah Dixon, Wayland
Susan Maselli, Westwood

TEC Leadership

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Executive Director

Bradford Jackson
Treasurer

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,

As I reflect on my first year as Executive Director of The Education Cooperative (TEC), I am filled with gratitude for the warm welcome I have received and for the opportunity to learn about this incredible organization. Through my entry process, I gained a deeper understanding of TEC's many strengths, as well as exciting opportunities to build on our past successes. It was inspiring to see the hard work and commitment of our staff, educators, and partners, all focused on providing a high-quality educational experience for the 92 students enrolled at TEC and the 509 students who participated in TEC Online Learning or Career Internship Programs.

One of the most striking aspects of TEC is the strong sense of community that permeates everything we do. Our collective commitment to creating meaningful learning opportunities for students is evident in the collaboration and hard work of so many. The fiscal health of the organization remains strong, and we are well-positioned for continued growth and success, thanks to the careful stewardship of resources.

I would like to express my sincere thanks to our Board of Directors and member districts for their ongoing support. Your partnership is essential to TEC's success, and I am grateful for your continued confidence in our mission.

FY24 was a year of important accomplishments for TEC. Our TEC Student Data Privacy Alliance experienced remarkable growth, expanding from five states to eight, including New York. This expansion reflects our commitment to supporting schools and districts with essential student data privacy services.

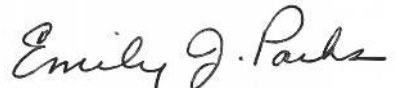
In March, we partnered with the Tri-County Superintendents Roundtable to host a legislative breakfast with more than 150 participants. This event, catered by our TEC Phoenix Academy students, was a great opportunity to connect with legislators and discuss the challenges and opportunities facing our schools and communities.

In addition, we made a key decision for the future of TEC Phoenix Academy by identifying and negotiating a lease to relocate the school to a new space at the former Johnson Middle School. This move, which took place for the start of the 2024-2025 school year, provides more space and enhances the learning environment for our students.

Finally, we also took an important step in ensuring long-term financial stability by amending the purpose and cap of our capital reserve, allowing for future investments in our infrastructure and services.

Looking ahead, I am excited about the possibilities for growth and innovation at TEC. Together, we will continue to build on our strengths, explore new opportunities, and remain focused on our shared goal of providing exceptional educational experiences for all students.

Thank you once again to everyone who contributes to the success of TEC. I am honored to be part of this wonderful community, and I look forward to all we will accomplish together in the coming years.



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

About TEC

Established in 1968, by a group of visionary educational leaders, The Education Cooperative (TEC) was Massachusetts's 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 licensed 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/or 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 districts
- TEC Student Data Privacy Alliance—protecting students in MA, ME, MO, NH, OH, RI, NY, & 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.





> *"Being a member of TEC has been invaluable for Walpole Public Schools. For our students who need out-of-district placements, TEC offers cost-effective, high-quality special education programs that we can trust. In addition, TEC's free job-alike groups provide fantastic opportunities for our staff to network and engage in professional development with colleagues from other districts. It's a great way to share ideas, learn from others, and continue growing as educators."*
>
> —Bridget Gough
> Superintendent, Walpole 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;
- Supporting educators with a comprehensive array of professional development opportunities improves student outcomes.

Our Strategic Goals

TEC's 2022—2027 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 2023-2024 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.

- Using a "train the trainer model" and with consultant support, TEC provided professional development across all programs to prepare to implement the new IEP in 2024-2025.
- TEC High School (THS) utilized a new flex time block to routinely implement dialectical behavioral therapy (DBT) groups shaped around students' individual needs, as assessed through their DBT diary cards.
- TEC High School (THS) focused on personalizing learning by utilizing each student's personal profile and dialectic behavioral therapy (DBT) data sheets when designing lesson plans.
- After assessing the efficacy of several curricula, TEC Campus School (TCS) piloted *Readtopia*, a new literacy curriculum, and adopted *AI Learners* to address primary math goals for students with cognitive visual impairment (CVI). TCS also selected and began implementing *Enhance Curriculum* for functional life skills.
- TEC Campus School increased the number of students and frequency of access to the community for functional, vocational, recreational, and social purposes. A plan for additional nursing and access to wheel chair vans to support further expansion of community-based programming was incorporated into the budget planning process.
- TEC Phoenix Academy (TPA) implemented a weekly staff meeting to improve the use of student data to address instructional and behavioral skill gaps.

Professional Development:

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



- TEC launched a partnership with Regis College to provide tuition discounts to TEC and member district employees and their family members for bachelor completion and masters degree programs, with a particular focus on special education licensure.
- TEC staff conducted focus groups in member districts to understand educators' current and changing needs for professional development content and models.
- In collaboration with TEC's SEI course instructors, TEC offered *Thinking Deeply About MLs in Your Classroom* to support educators' work with English Learners and Newcomers.
- TEC partnered with Carol Pelletier Radford, author of several books and resources to support mentors and novice educators, to provide professional development in an innovative podcast format.
- TEC engaged teacher leaders in our member districts through an "Educator Rejuvenation" group in which participants' shared successes, challenges, and effective strategies for student engagement and personalized learning.

Operations:

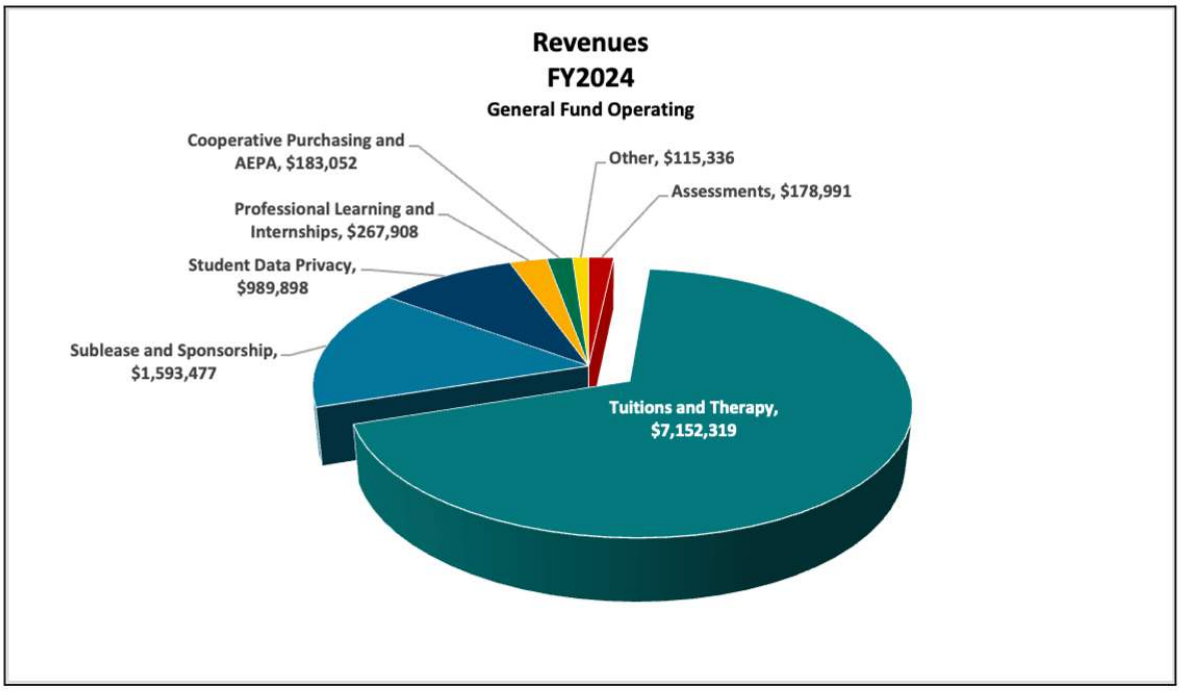
Improve our ability to provide proactive support to TEC programs.

- The TEC Student Data Privacy Alliance (SDPA) expanded from five to eight states, with an additional two states poised to join at the start of FY25, furthering its mission of protecting student data online and generating additional revenue to support TEC's educational programs.
- The Operations Department partnered with Docuware to automate the TEC SDPA registration and renewal process, creating a more efficient process and allowing for more effective use of program data going forward.
- The Executive Director completed a multi-month entry process, resulting in the identification of 9 guiding questions for future work and strategic planning.
- In consultation with member Student Services Directors, TEC identified the need to expand the grades served by TEC Phoenix Academy and completed the development and planning process for expansion in 2024-2025.
- TEC identified a new student information management system (Power School) and provided professional development to program staff in preparation for data migration and implementation in 2024-2025.
- TEC identified a new location for TEC Phoenix Academy, negotiated a long-term lease, and completed the design process for renovations of the new space to support program needs.
- TEC redesigned its website to better feature and market its educational programs to prospective families.

FY24 Source and Use of Funds: Revenues

General Fund

As illustrated in the chart below, TEC's largest source of funds in FY24 was Tuition and Therapy, comprising 68.6% of its revenue. By comparison, member assessments contributed only 1.7% of revenue. The remaining 29.7% 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 FY24.

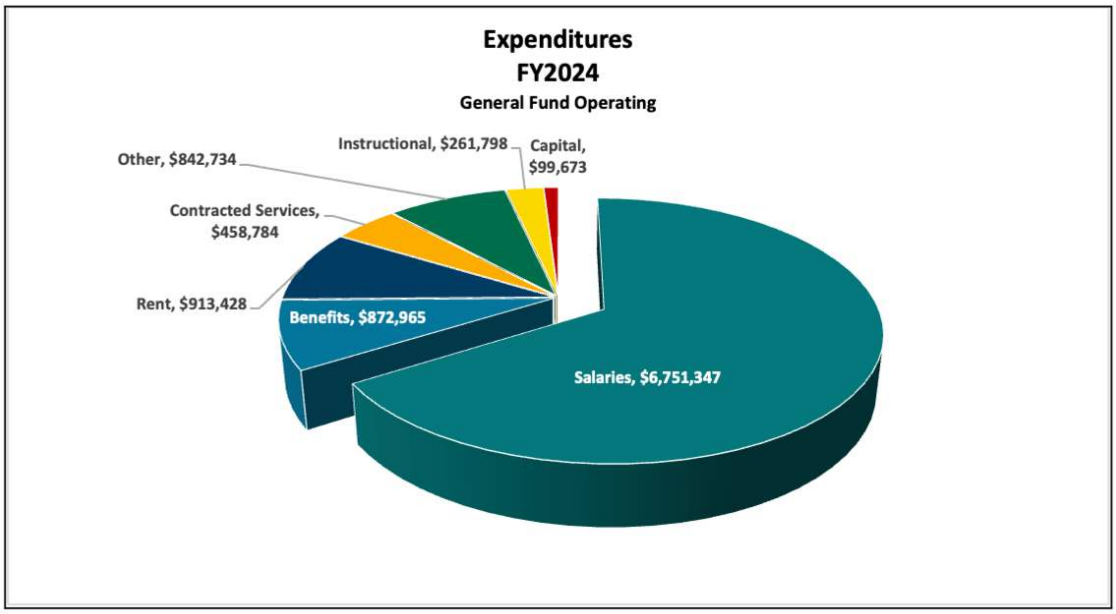


Revenues	Amount	Percentage
Assessments	$178,991	1.7%
Tuitions and Therapy	$7,152,319	68.2%
Sublease and Sponsorship	$1,593,477	15.2%
Student Data Privacy	$989,898	9.4%
Professional Learning and Internships	$267,908	2.6%
Cooperative Purchasing and AEPA	$115,336	1.7%
Other	$73,371	1.1%
Total	**$10,480,981**	**100%**

FY24 Source and Use of Funds: Expenditures

General Fund

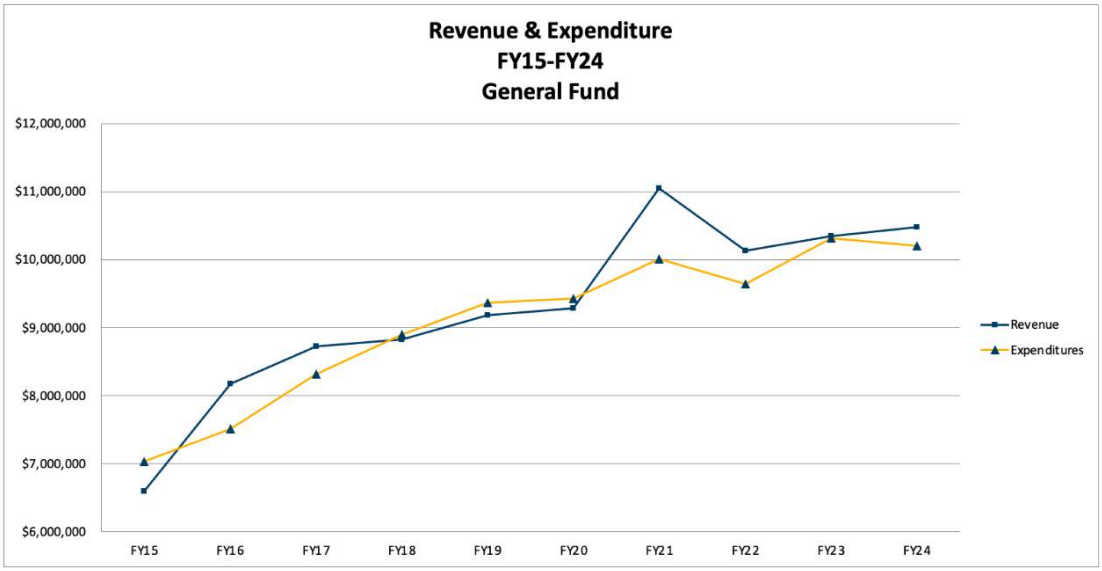
As seen below, nearly 75% of TEC's annual expenditures consists of salaries and benefits for our employees, the majority of which work in our special education programs providing direct services to students. This percentage represents a small increase over FY22 and FY23, resulting from an adjustment to the salary scales midyear in FY23.



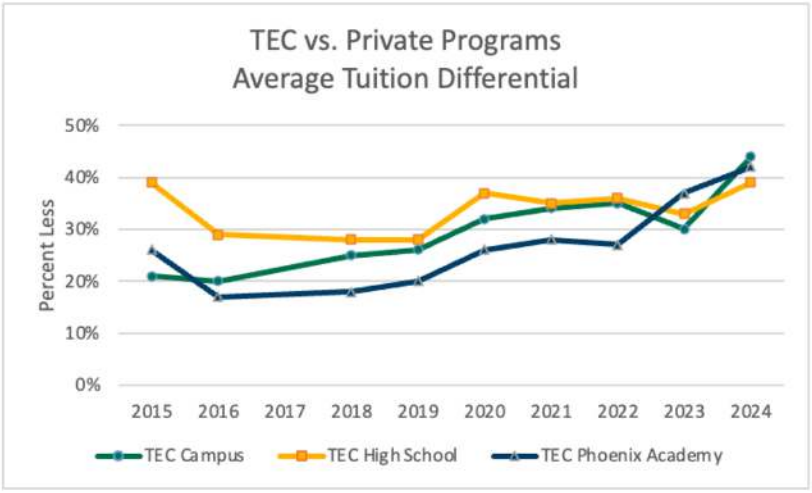
Expenditures	Amount	Percentage
Salaries	$6,751,347	66.2%
Benefits	$872,965	8.6%
Rent	$913,428	9.0%
Contracted Services	$458,784	4.5%
Other	$842,734	8.3%
Instructional	$261,798	2.6%
Capital	$99,673	1.0%
Total	**$10,200,729**	**100%**

Revenue and Expenditure Trends

The table below illustrates a 10-year look-back of revenues and expenditures of TEC's general fund. With the exception of FY2021 when TEC received a Payroll Protection Loan during the COVID pandemic (which was subsequently forgiven), TEC's revenues and expenditures have increased over the last decade at a similar rate. There were two years during this time period when TEC ended the fiscal year with an excess cumulative surplus with the TEC Board reinvesting the funds into the collaborative with transfers to capital reserve and the OPEB trust.



As is true today, over the last 10 years, the largest source of revenue for TEC has been special education tuition. Though tuition rates have necessarily increased, TEC has continued to provide a cost effective alternative to private special education programs. The table below shows the average tuition differential between each of TEC's special education programs and comparable private placements.



As seen above, in FY24 TEC tuition rates ranged from 38% to 43% less than comparable private programs. Moreover, the tuition differential between TEC's programs and private placements has increased over time, suggesting that TEC has been effective at controlling costs and cultivating diverse revenue streams to support our operating budget.

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 ages 14-18. In 2023-2024, TEC Phoenix Academy was located in the historic Plimpton Building on the campus of Walpole High School, with plans to move at the end of the school year to the former Johnson Middle School building in Walpole.

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

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Counseling
- Adaptive Physical Education
- Vision Therapy
- Music Therapy
- Vocational Training
- Social Skills Training
- BCBA Services
- Nursing
- Assistive Technology
- Augmentative and Alternative Communication
- 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)	141 Mansion Dr E. Walpole 781-352-5700 Meredith Faletra, Program Director (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)	319 Common St Walpole 781-352-5730 Antonio Nicolazzo, Principal	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)	141 Mansion Dr E. Walpole 781-352-5744 Deborah Caligaris, Principal	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 delay
- Intellectual impairment
- 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 class sizes 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, kitchen facilities, and music room
- Field trips and community learning opportunities
- Engagement in meaningful, individualized instruction aligned to MA Curriculum Frameworks and students' IEP goals
- Functional life skills instruction, 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 living as independently as possible. 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 literacy, 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.

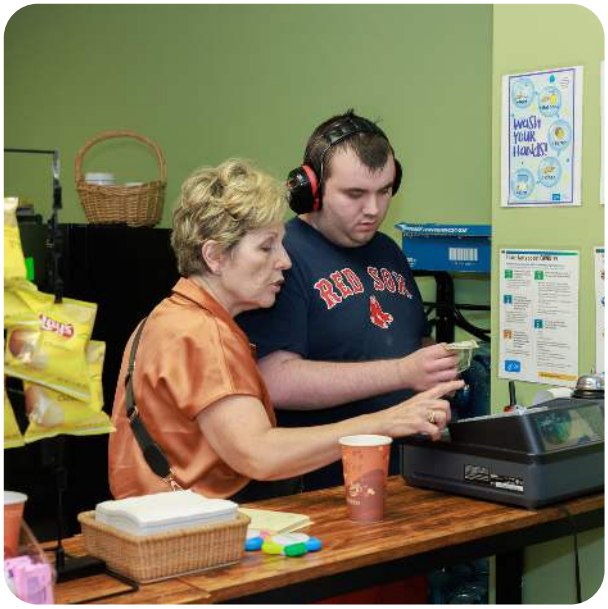












PROGAM HIGHLIGHTS

- 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



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 living, social and life skills, and technology application.



TEC PHOENIX ACADEMY (TPA) GRADES 7-12

At the Plimpton School on the Campus of Walpole High School

TEC Phoenix Academy (TPA) prepares students for post-secondary education or training, equipping them with the tools they need to thrive academically, socially, and personally within a small, safe, structured environment.

Students at TPA have typically struggled with the academic, social, and behavioral expectations of a typical high school. TPA students have experienced an array of challenges, which may include:

- Anxiety
- Depression
- Mood disorders
- Trauma history
- Oppositional defiance disorder

TPA focuses on positive behavioral supports, collaborative problem-solving, and goal setting. The integrated team of skilled teachers, therapists, and adjustment counselors work together to help students develop effective decision-making skills, self-regulation, and interpersonal skills, setting them on the path to success in school, college, emplyment and beyond.





Academic Program

Aligned with Massachusetts curriculum frameworks, TPA's academic program focuses on supporting students to meet all requirements to obtain a diploma from their sending district, including passing the MCAS exam. Highly-skilled, MA DESE licensed educators work alongside licensed clinicians to support students in achieving both academic and personal goals.

TPA students have access to facilitated online courses through TEC Online Learning, if desired.

Clinical Services

TPA's licensed adjustment counselors are fully integrated into the school's daily operations, working closely with teachers and support personnel to create a caring, trauma-informed environment.

Counselors provide individual and group counseling sessions each week to help students tackle academic and personal challenges, empowering them to reach their goals. Counseling focuses on identified needs, such as distress tolerance, interpersonal effectiveness, and emotional regulation to help students develop social skills through social skills groups, social modeling, and coaching in the milieu.

What's Unique about TEC Phoenix Academy?

College and Career Exploration

TPA students complete interest surveys, research careers, engage in online elective courses in an area of career interest, prepare resumes, apply to jobs, learn interview skills, practice soft skills and identify technical skills and areas for growth.

A Focus on Physical and Mental Health

TPA aims to make sure our graduates are not only academically prepared for post-secondary endeavors, but they also possess the resilience and skills to navigate life's challenges with confidence.

Students focus on their physical and mental health through ongoing individual and group counseling, fitness activities at LA Fitness, physical education, and opportunities for 1:1 and group opportunities focused on substance abuse prevention and/or cessation strategies, as appropriate.

Community Partnerships

From problem-solving to communication, students hone essential abilities through hands-on experiences in the community. Through as TPA's partnership with the Norwood Senior Center, students have the opportunity to participate in our culinary program. By engaging in real-world work experiences alongside peers, educators, and community members, students discover their own potential, building confidence, self-esteem, and empathy for others.

TEC Phoenix Academy has given our son a tremendous amount of confidence. The staff...understands [his] needs and works hard to help him with his anxiety. He has made great progress over the past 2 years!

--TPA Parent

PROGRAM HIGHLIGHTS

- A small, supportive, therapeutic setting in a caring community
- Academic curriculum and instruction aligned to the MA Curriculum Frameworks
- Skilled MA DESE licensed educators and clinicians
- Vocational activities, including a culinary arts program
- On-going collaboration between school, parents/caregivers, and community providers
- Field trips, team-building activities, and volunteer service within the community
- College and career counseling, including interest assessments, personal goal development, and internship opportunities



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

Academic Program

Aligned with Massachusetts curriculum frameworks, the academic program at THS ensures that students meet all requirements to obtain a diploma from their sending district, including passing the MCAS exam. Highly-skilled, MA DESE licensed educators support students in achieving both academic and personal goals by employing a Universal Design for Learning approach.

THS staff work closely with students, families and districts to assist students in selecting appropriate coursework and monitor their credits toward graduation. In addition to core academic coursework, THS students have access to facilitated online courses through TEC Online Learning and/or dual enrollment for community college coursework, if desired.



Clinical Services

Licensed clinicians are fully integrated into the school's daily operations and work closely with teachers and support personnel to create a caring, trauma-informed environment.

Clinicians provide scheduled counseling sessions each week to help students tackle academic and personal challenges, empowering them to reach their goals. In addition, they lead small group counseling sessions focused on identified needs, such as problem-solving, relationship building, and identity development. Clinicians use the principles of Dialectical Behavior Therapy to help students acknowledge and understand their thoughts, feelings, and behaviors, while increasing their emotion regulation skills, interpersonal effectiveness, and distress tolerance.

"During the most difficult time in our lives, my son was referred to TEC. After struggling with attendance and engagement throughout high school, TEC provided the support he needed to graduate. The team at TEC went above and beyond to ensure he got to school even on the days it was most challenging, and ultimately graduate"

--THS Parent

What's Unique About TEC High School?

At THS, education isn't confined to the classroom. Through partnerships with community organizations like the Mary M.B. Wakefield Arboretum, New Life Furniture Bank of MA, Cradles to Crayons, Friends of the Blue Hills, and the Walpole Council on Aging, students engage in weekly volunteer experiences resulting in:

- **Real-World Skill Development:** From problem-solving to communication, students hone essential abilities through hands-on experiences in the community.
- **Collaborative Engagement:** Students work alongside peers, educators, and community members, fostering teamwork and mutual support as they tackle real-life challenges together.
- **Boosted Self-Esteem:** Students discover the power of their own potential, building confidence and self-worth.
- **Holistic Well-Being:** By engaging with the community, students develop empathy, resilience, and a sense of fulfillment that extends beyond the classroom.

PROGRAM HIGHLIGHTS

- A small, supportive, therapeutic setting in a caring community
- Academic curriculum and instruction aligned to the MA Curriculum Frameworks, including the option of an honors program
- Skilled MA DESE licensed educators and clinicians
- A personalized instructional approach that utilizes the principles of universal design for learning
- On-going collaboration between school, parents/caregivers, and community providers
- An emphasis on students' holistic development and well-being
- Graduating students who are prepared for college admissions, career or other post-secondary endeavors
- Opportunities to authentically develop and practice important social emotional skills, engage as part of a team, and have experiences that support students' self-esteem and well-being



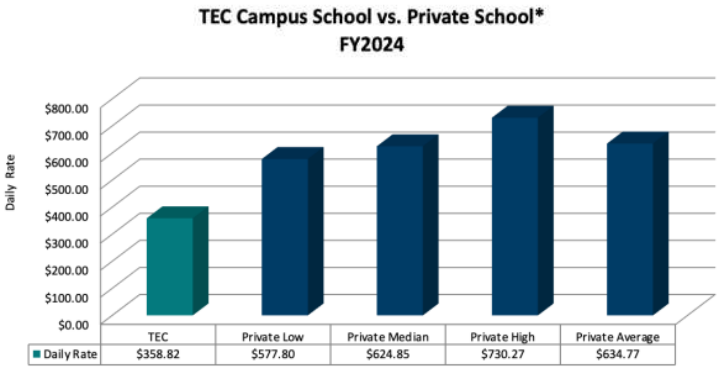


Special Education Programs: Cost Effectiveness

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 $64,587 or $358.82 per day. This rate is 43% lower than the median and 44% 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 FY24 cost savings to TEC's member districts for students enrolled at the TEC Campus School.

*Private school comparison group: Boston College Campus School, Brockton Rehabilitative Day, Cotting School, The Guild School, Kennedy Day School (Franciscan Children's), May Institute

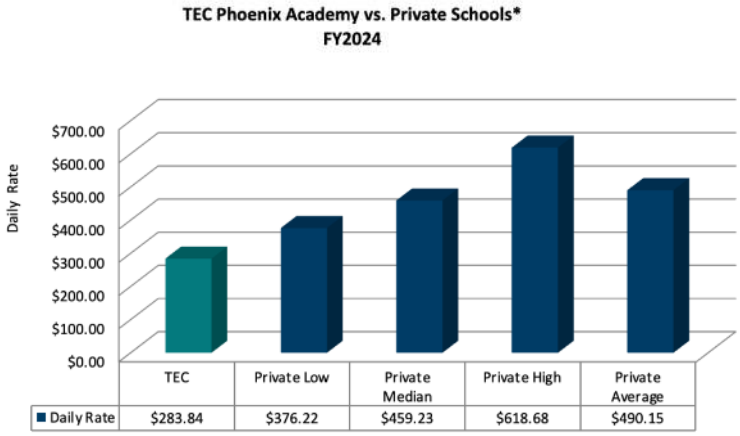
FY24 Per District Savings TCS vs. Private		
Member District	**# of students**	**District Savings**
Canton	0.70	$34,770
Dedham	3.00	$149,014
Dover-Sherborn	1.00	$49,671
Framingham	4.40	$218,553
Holliston	2.00	$99,342
Hopkinton	1.60	$79,474
Medfield	--	--
Medway	2.90	$144,047
Millis	--	--
Natick	1.00	$49,671
Needham	4.00	$198,685
Norwood	5.80	$288,093
Walpole	4.80	$238,422
Wayland	1.00	$49,671
Westwood	--	--
Sub-Total (Member)	**32.20**	**$1,599,413**
Non-Member	**16.30**	**$518,507**
Extended Total Savings	**48.50**	**$2,117,920**

Average Annual Savings per Student (Member District): $49,671
Average Annual Savings per Student (Non-Member District): $31,810

Special Education Programs: Cost Effectiveness (cont.)

TEC Phoenix Academy (TPA)

TEC Phoenix Academy provides a 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 $51,091 or $283.84 per day. This rate is 38% lower than the median and 42% 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 FY24 cost savings to TEC's member districts for students enrolled at the TEC Phoenix Academy:

*Private school comparison group: Brandon Intensive Day, Clearway School, Clifford Academy, Dearborn Academy, Farr Academy, Gifford School, Wayside Academy

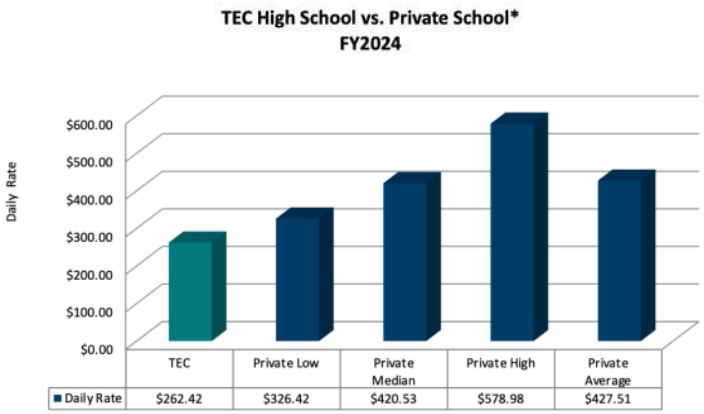
FY24 Per District Savings TPA vs. Private		
Member District	**# of students**	**District Savings**
Canton	2.70	$100,269
Dedham	--	--
Dover-Sherborn	.50	$18,586
Framingham	--	--
Holliston	1.00	$37,137
Hopkinton	0	--
Medfield	0	--
Medway	0	--
Millis	0	--
Natick	0	--
Needham	.30	$11,141
Norwood	0	--
Walpole	1.80	$66,846
Wayland	0	--
Westwood	0	--
Sub-Total (Member)	**6.30**	**$233,960**
Non-Member	**19.10**	**$451,610**
Extended Total Savings	**25.40**	**$685,571**

Average Annual Savings per Student (Member District): $37,137
Average Annual Savings per Student (Non-Member District): $23,645

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 $47,235 or $262.42 per day for in-district placements. This rate is 38% lower than the median and 39% 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 FY24 cost savings to TEC's member districts for students enrolled at the TEC High School:

*Private school comparison group: Arlington School (McClean Hospital), Chamberlain School, Gifford School, Granite Academy (JRI), The Victor School (JRI), Beacon High School (Walker)

FY24 Per District Savings THS vs. Private

Member District	# of students	District Savings
Canton	.90	$26,745
Dedham	.90	$26,745
Dover-Sherborn	1.00	$29,716
Framingham	0	--
Holliston	0	--
Hopkinton	0	--
Medfield	0	--
Medway	0	--
Millis	0	--
Natick	2.00	$59,432
Needham	2.00	$59,432
Norwood	0	--
Walpole	1.00	$29,716
Wayland	0	--
Westwood	1.00	$29,716
Sub-Total (Member)	**8.80**	**$261,502**
Non-Member	**9.50**	**$145,646**
Extended Total Savings	**18.30**	**$407,148**

Average Annual Savings per Student (Member District): $29,716
Avgerage Annual Savings per Student (Non-Member District): $15,331

FY24 Enrollment and Enrollment Trends

In each year's annual budget, TEC projects the anticipated number of enrollments by program. As illustrated in Table 1 below, in FY24 the total enrollment across programs was lower than budgeted. This difference is attributable to lower than usual enrollments at the start of the school year, with higher enrollments in the spring, leaving TEC in a favorable position for the FY25 school year.

Table 1

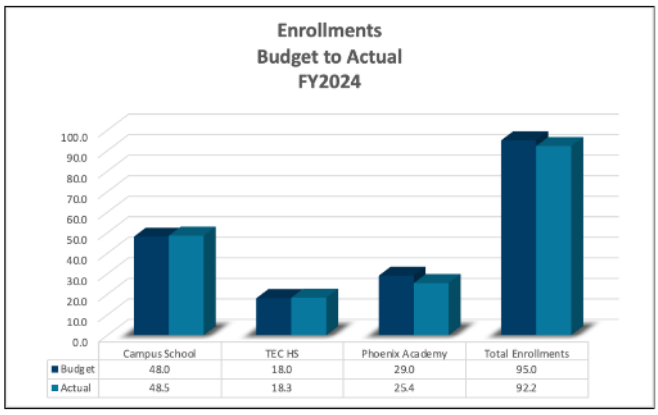
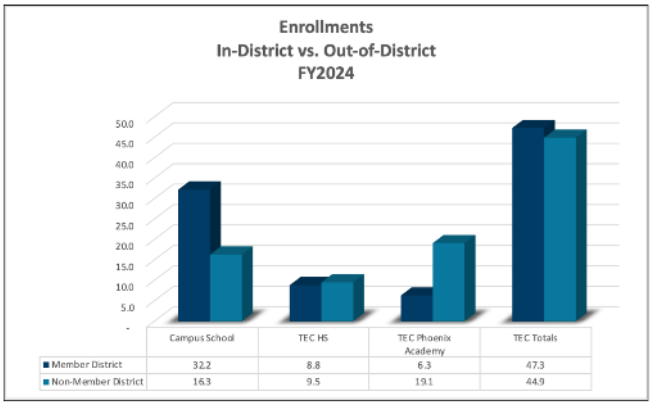


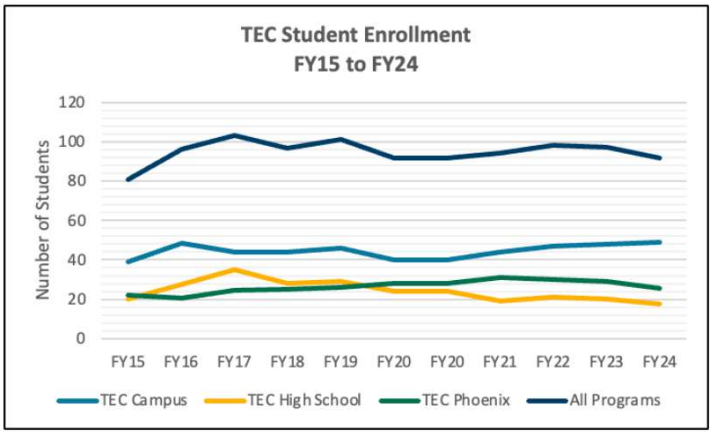
Table 2



As seen in Table 2 above, in FY24, 51% of students enrolled at TEC were from member districts, with the remaining 48% 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 TEC member tuition between 23.3% and 26.4% less depending on the program.

Table 3 below shows TEC student enrollment over the last ten years:

Table 3



TEC's enrollment increased sharply between FY15 and FY16 and has been fairly steady since then, ranging from 91 to 103 students with an average enrollment of 95 and a median enrollment of 97. The enrollment at TEC Campus School has typically exceeded the enrollment at TEC's two high school programs combined and has trended upward for the last several years. While the enrollment at TEC's two high school programs were similar ten years ago, today, TEC Phoenix Academy's (TPA) enrollment is about 36% higher than TEC High School (THS). As seen in the chart above, TPA's enrollment experienced a steady increase over several years and has remained relatively constant since FY21. THS's enrollment increased sharply between FY15 and FY17 and then declined.

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

A 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 job-alike groups were offered in FY'24:

- 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 FY24 PD Opportunities:

TEC offered multiple **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 partnered with Amy Lucenta and Grace Kelemanik to provide webinars, workshops, and full courses to educators across the country, including a webinar series focused on *Productive Struggle in Mathematics.*

TEC partnered with Carol Pelletier Radford, author of several mentoring books and resources, to support mentors and novice educators in an PD series using an innovative podcast format.

TEC offered educators assistance supporting English Learners and Newcomers by providing a course, *Thinking Deeply About MLs in Your Classroom.*

TEC launched a new partnership with Regis College to offer **significant tuition discounts** for graduate and bachelor's completion programs to TEC member district employees and their families.

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

TEC Student Data Privacy Alliance



In FY24, The Education Cooperative (TEC) continued its commitment to protecting student data through the TEC Student Data Privacy Alliance (TEC SDPA). Established to support school districts in managing student data privacy agreements, the TEC SDPA helps educational institutions safeguard sensitive student information when working with third-party vendors. By facilitating the creation, management, and oversight of these agreements, TEC SDPA ensures that districts can maintain compliance with state and federal data privacy regulations while minimizing risk.

FY24 was a significant year of growth for the TEC SDPA. Previously serving five states—Massachusetts, Rhode Island, Maine, Vermont, and New Hampshire—in FY24 the alliance expanded to include three additional states: New York, Ohio, and Missouri. This expansion underscores the importance of data privacy in education and highlights TEC's reputation as a trusted partner in this critical area.

In addition, the expansion of TEC SDPA is another example of TEC's ability to be flexible and adapt to differing needs. In several of the new states in the alliance, TEC encountered unique structural differences, particularly the presence of intermediaries who act as a bridge between school districts and the TEC SDPA. While TEC SDPA's model to this point has been to work directly with individual districts, by partnering with intermediary organizations, TEC SDPA has been able to increase the number of districts served in an efficient, cost effective manner.

The benefits of the TEC SDPA model are clear. By streamlining the process for negotiating and managing data privacy agreements, districts save time and resources while staying up-to-date with changing privacy requirements. The shared expertise across the alliance gives schools peace of mind, knowing they're not navigating this complex area alone. As we grow, the collective power of the TEC SDPA strengthens our ability to protect student data across even more regions. Looking ahead, TEC SDPA is poised to keep evolving as schools increasingly turn to us for guidance on keeping student data safe. FY24 showed us that our model works, and we're excited to continue expanding and supporting districts in this critical mission.

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.

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 10 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

TEC Student Data Privacy Alliance: Cost Effectiveness

TEC's member districts 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
Canton	3,277	$3,605
Dedham	2,699	$2,969
Dover	497	$547
Dover-Sherborn	1,105	$1,216
Framingham	9,134	$6,000
Holliston	2,724	$2,996
Hopkinton	4,187	$4,606
Medfield	2,504	$2,754
Medway	2,159	$2,375
Millis	1,186	$1,305
Natick	5,303	$5,833
Needham	5,541	$6,000
Norwood	3,545	$3,900
Sherborn	401	$441
Walpole	3,633	$3,996
Wayland	2,745	$3,020
Westwood	2,881	$3,169
TOTAL	**53,521**	**$54,732**

TEC FY24 SDPA Steering Committee:

Emily Parks, Executive Director, TEC
Ramah Hawley, Director, TEC SDPA, TEC
Cynthia Tougas, Onboarding Specialist, TEC SDPA, 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 Certificate Program is an inclusive, highly-personalized career exploration placement program open to students from any high school or college, with at least two years of high school completed. 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 Certificate Program offers students the opportunity to explore a career of interest through hands-on experience in their chosen field, while also exploring their personal interests, strengths, and skills. Interning at local businesses and organizations where they are mentored by a professional, students experience the real world of work, gain hard and soft skills, and make connections through networking. The Internship Certificate Program supports students' career exploration and college readiness by allowing students to hone in on their interests and gain real world experience before entering college. The Internship Certificate Program benefits districts by offering opportunities to their students that may not be available within their community.



"I thought that the program was great and my mentor did an amazing job. I would definitely recommend this program to people in the future."
– Grant, student intern

"What a great experience our son had with his law placement! The group was very welcoming and gave him meaningful work. He is very interested in law school now. I am very appreciative... our son's internship was exactly what we had hoped for him! Thank you!"
- Michelle, parent of an intern

"I loved my internship! I am so grateful that I got to participate in this program and I had an amazing time at my placement."
- Anna, student intern

Our program is designed primarily for rising high school juniors and seniors and works closely with local sponsor organizations where they are placed under the supervision of dedicated career mentors. In FY24, a total of 41 students participated in summer internships through TEC.

During their internship, students receive one-on-one career counseling from the Program Coordinator and learn new skills including: resume development and writing, interviewing, career exploration and self-reflection and professional networking.

In spring 2024, TEC began developing a new program, the Field Study Certificate Program, where high school students will have the opportunity to shadow working professionals while observing and reflecting on various career fields. We anticipate launching this new program during the 2024-2025 school year.

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

TEC College Fairs

The college search process can be both confusing and time consuming. The Education Cooperative's 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 a college search 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. TEC's college fairs are free and open to all students, families and guidance counselors. In FY24, TEC hosted two college fairs; a fall fair in early October at Waltham High School and a spring fair in late March at Westwood High School.





TEC Higher Education Committee

In FY24, School Counselors from TEC districts participated in a successfully monthly job alike group to share best practices and resources such as curriculum, testing, college admissions, etc. During the 2023-2024 academic year, this job alike discussed relevant timely topics including how best to support students through mental health crises, alternative pathways for post high school experience, trends in chronic absenteeism, the college application process and admissions trends, and much more. Discussion of these topics informed and supported professional learning opportunities that were developed and provided by TEC, with an eye toward on increasing professional development opportunities for TEC counselors in 2024-2025.

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 public school alternative to the traditional classroom by providing a supportive, individualized program of study; effective instruction; engaging learning experiences; and diverse curriculum offerings to stimulate curiosity, advance personal growth, and promote academic achievement.

TECCA Board of Trustees:

Peter Sanchioni, Ph.D, Natick Superintendent of Schools (retired), *Board Preseident*

J**ean Kenney**, Ed.D., Walpole Assist. Superintendent of Schools (retired), *Board Vice President/Treasurer*

Grace Magley, Dir. of Digital & Personalized Learning, Natick Public Schools, *Board Secretary*

Ed DeHoratius, Teacher, Wayland Public Schools

Sandra Einsel, Ph.D., Dir. of Special Education, Foxborough Public Schools (retired)

J**erry Helsing**, Parent Representative

Joanne Menard, Assistant Superintendent, Holliston Public Schools

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 this initiative and facilitates the student enrollment process. In FY24 TEC member district students 468 courses, free of charge to districts.

Member District	Free Online Courses 2023-2024	District Savings
Canton	10	$3,000
Dedham	4	$1,200
Dover-Sherborn	34	$10,200
Framingham	6	$1,800
Holliston	80	$24,000
Hopkinton	28	$8,400
Medfield	49	$14,700
Medway	36	$10,800
Millis	63	$18,900
Natick	7	$2,100
Needham	74	$22,200
Norwood	0	$0
Walpole	22	$6,600
Wayland	17	$5,100
Westwood	38	$11,400
TOTAL	**468**	**$140,400**

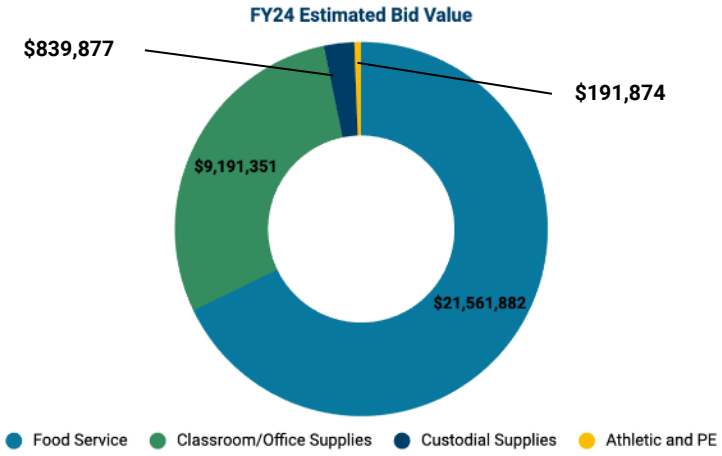
TEC Cooperative Purchasing

In FY24, 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.



Cost Effectiveness of Cooperative Purchasing FY24

TEC facilitates cooperative purchasing bids that offer **significant savings** to participating school districts as a result of volume purchasing. As illustrated in the chart below, in FY24, TEC cooperative purchasing resulted in bid values of nearly $32M based on district estimates.



The benefits that TEC provides are measurable and cost-effective. Table 1 below provides estimated annual savings in FY24 for categories of purchases made through TEC cooperative purchasing bids.

Table 1:

Bid	# of Participating Districts	Bid Items Awarded	Estimated Annual Savings
Office, Classroom Supplies & Copy Paper (POCAS-24)	59	1142	33% Classroom supplies 11% Paper 10% Office supplies
Food Service (FSB-24)	48	618	18%
Athletic/PE (A-PE-24)	16	367	40%
Custodial Supplies (C-24)	11	249	55%

Table 2 below illustrates the savings per unit on several large quantity items purchased via the TEC bid.

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 case only (10 reams)	$42.00/case	$42.95/case	$.95/case
Colors, 8.5" x 11", sub 20: Purchase by case only (10 reams)	$49.90/case	$55.95/case	$6.05/case
Markers, Crayola (8 color set, broad)	$1.44	$3.67	$2.23
Graph Paper, white, 8.5" x 11" (ream)	$5.06	$13.79	$8.87
TEC Bid for Food Service (48 districts)			
Chicken Patty, Whole Grain White and Dark	$73.98	$75.00	$1.02
Chicken, Meatball, Dark meat	$28.92	$34.22	$5.30
TEC Bid for Athletic & PE Equipment and Supplies (16 districts)			
Baseball: Game Ball (D1 Pro Diamond)	$88.24	$104.85	$16.61
Basketball: Game Ball Girls Spalding TF-1000	$57.74	$80.93	$23.19
TEC Bid for Custodial Supplies (11 districts)			
Trash Can Lners, 38x58, 1.5 ml, black	$18.90	$26.92	$8.02
Gloves, Nitrile, disposable, powder free 100/box, 10/case	$26.90	$81.52	$54.62
Cleaners, Comet with Bleach, 32 oz, 8/case	$52.96	$63.33	$10.37
Barrels, Wastebasket, 44 qt. Round, Plastic	$30.43	$41.98	$11.55

"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

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'24

- 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

FY24 Cooperative Purchasing Participation
TEC Member Districts

District	Paper, Office, & Classroom Supplies	Food Service	PE & Athletics	Custodial Supplies
Canton	✓	✓		✓
Dedham	✓			✓
Dover-Sherborn	✓	✓	✓	✓
Framingham	✓	✓		
Holliston	✓	✓		
Hopkinton	✓	✓	✓	✓
Medfield	✓	✓	✓	
Medway	✓			✓
Millis	✓			
Natick	✓		✓	
Needham	✓		✓	
Norwood	✓		✓	✓
Walpole	✓	✓	✓	✓
Wayland	✓	✓		✓
Westwood	✓	✓		✓

Emily J. Parks
Executive Director

Dan Shovak
Director of Finance & Operations

the education COOPERATIVE

Zachary Abrams
Director of Student Services

Jean Kenney
Director of Professional
Learning & Leadership

141 Mansion Drive, Suite 200
East Walpole, Massachusetts 02032

To: TEC Board of Directors

From: Emily Parks, Executive Director

Date: January 6, 2025

Re: Updates from TEC

- TEC received its annual independent financial audit report from Marcum. The audit revealed no concerning findings. The BOD voted to accept the audit report and the cumulative surplus amount of $2,957,394.

- The FY24 cumulative surplus amount exceeded the allowable limit of 25%. This positive financial outcome provided TEC with an opportunity to reinvest the funds and improve the financial stability of the organization. The BOD voted to utilize the excess cumulative surplus by transferring $115,043 to the OPEB Trust and $292,169 to TEC capital reserve.

- TEC's FY24 Annual Report is now posted on our website. The Annual Report provides information about the purpose of TEC, our strategic goals, and our annual progress toward those goals as well as information about our finances and enrollments. It includes detailed information about each of our programs, including cost savings for our member districts.

- TEC will not be holding its annual Legislative Breakfast in February this year. Rather, TEC Board members will join with the Tri-County Superintendents Roundtable at its Legislative Breakfast in March.