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

Tuesday, January 13, 2026
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
   - Instructional Leadership Model Proposal
   - General Updates
4. **Discussion Items**
   - Proposed Changes to School Committee Norms (lst Read)
5. **Action Items**
   - 2026-27 District Calendar **A.R.**
   - Proposed Changes to Policy ECAF: Security Cameras in Schools (2nd Read) **A.R.**
6. **Consent Items**
   - Approval of Joint School Committee Minutes – September 9, 2025 **A.R.**
7. **Informational Items**
   - Summary of Proposed FY27 Budgets
   - ACCEPT & TEC Annual Reports
8. **Items for March 31, 2026**
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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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
Re: Superintendent & District Goals Update 2025-26
Date: January 9, 2026

As part of the formative evaluation process, I have outlined updates regarding each of the district and superintendent goals (see 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 2025-26

Goal 1: Educator Collaboration

Provide opportunities for educators to share Best Practices across classrooms and further expand their repertoire of instructional strategies aimed at student engagement and deeper learning.

- *Each school has incorporated time into faculty meetings for educators to share instructional strategies. At the High School, eight interdisciplinary learning teams meet monthly to engage in activities and discussions centered on the District's nine Best Practices, with many teams establishing shared goals for the year. At the Middle School, one example includes cross-department teams collaborating to differentiate between student accommodations and curriculum modifications, deepening their understanding of general and special education services.*
- *At both Chickering and Pine Hill, educators have participated in Learning Walks focused on content-specific best practices and SEL integration across classrooms. They established norms to guide their visits, providing structured opportunities for inquiry, dialogue, and reflection.*
- *Several educators set a goal for the year to visit others' classrooms or invite peers to observe theirs. For example, "In alignment with the district focus on collaboration and growth mindset, in the course of the year, I will observe at least two colleagues--at least one of which will be outside of my department. I will attempt to observe how two colleagues conduct a lesson or learning activity that I have identified as an area of possible growth in our own practice (e.g., setting up group work or peer response on writing)."*
- *The **DS Teaching & Learning Newsletter**, **Pine Hill Weekly Forecast**, and **High School Weekly Recap** highlight educators and strong instructional practices for others to learn about and inquire into. School and classroom newsletters share photos and brief summaries of activities and events, providing educators and families insight into the curriculum and varied instructional strategies across grade levels and departments.*
- *The December 1 full day of professional development provided an opportunity for educators to facilitate workshops on instructional strategies and learning activities. Educators attended three workshops with the*

goal of acquiring ideas they could incorporate into their own classrooms. There were 31 different workshops offered by 42 educators, including "Centering Student Voice in Writing in the Age of AI," "The Modern Classroom: Blended, Self-Paced, and Mastery-Based Learning," and "Wellness: RAD Women's Self Defense," among many others.

Goal 2: Data-Informed Decision-Making

Convene a PK-12 data team to analyze district data and further implement a culture of data-informed decision making relative to student growth and achievement within each school.

- *The Leadership Team worked in small groups to take a deep dive into the Open Architects data dashboard, analyzing data across multiple realms, including student subgroups, state assessments, course enrollment, grades, attendance, and behavior, to identify trends and refine their dashboard navigation skills.*
- *The Leadership Team defined the district-wide data team's purpose: to review multiple sources of information to understand how students are performing across the district. The team will identify patterns over time, monitor subgroup progress, and flag when expectations are not being met. Their work will guide decisions about teaching, professional learning, and resource allocation. Clear next steps, assigned responsibilities, and key takeaways will be shared broadly with families and staff to ensure understanding of priorities and actions.*
- *Key stakeholders for the district-wide data team were identified and will include representatives from guidance, instructional coaching, English Learner services, Special Education, and administration to ensure multiple perspectives inform the team's work.*
- *Within each school, instructional leaders and coaches continue to strengthen data team protocols and use Open Architects to analyze subgroup data while using this information to identify growth areas and develop targeted, responsive intervention plans with clear progress-monitoring checkpoints.*
- *Assistant Superintendent Conklin continues to monitor updates to the Open Architects data dashboard and share information with instructional leaders on new tools and capabilities.*

Goal 3: Safe & Supportive Schools

Refine and further implement district-wide routines, policies and systems that foster safe and supportive school environments for all students and staff.

- *Director of Student Services McCarthy and building leaders overhauled the four individual school handbooks to create a single, district-wide handbook that clearly outlines shared policies, procedures, and daily routines, along with guidance on staying connected and involved in school life, ensuring consistency and transparency for students and families as they move through the district. It also includes general FAQs and a Bullying FAQ section.*
- *Director of Student Services McCarthy and building leaders updated the district's Code of Conduct to reflect current laws and regulations and to clearly outline age-appropriate expectations and disciplinary responses, ensuring a consistent, transparent process for students and families.*
- *Administrators, educators, and parents/guardians worked collaboratively to develop communication guidelines for electronic, phone, and in-person interactions. These guidelines promote clear, consistent, and compassionate communication, reflect Dover-Sherborn's core values, and ensure every interaction is respectful, productive, and student-centered.*

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- *District and school leaders, in partnership with local law enforcement, hosted three safety sessions for parents and guardians that covered campus safety initiatives, school emergency procedures and drills, and law enforcement response protocols in the event of an incident.*
- *The Technology Department launched the DS Online Safety Hub, providing families with resources on parental controls, screen time, social media, bullying, and other aspects of online safety.*
- *Director of Technology Hall has produced and shared multiple short videos related to student safety online, including Internet Safety for Students at School, Google Workspace & Classroom, Online Safety & Digital Citizenship, and Data Privacy.*
- *The District is in the process of piloting cameras on select school buses to help address safety and behavioral concerns and discourage inappropriate conduct. The cameras will be used solely for safety and disciplinary purposes, managed according to privacy laws and district policy, and accessible only to authorized staff. If approved by the School Committee, cameras will be expanded to all buses.*

SUPERINTENDENT GOALS 2025-26

Goal 1: Increase Student Engagement (Student Learning Goal)

Develop a framework that differentiates foundational and high-leverage strategies within the 9 Best Practices and incorporate student input on strategies that promote high engagement.

- *At the Administrative and Instructional Leadership Retreats, educators collaborated to categorize instructional strategies as "low-leverage" or "high-leverage" for each of the nine Best Practices. This sparked meaningful discussions about the level of critical thinking and student ownership in each task and encouraged ways to increase both.*
- *Building leaders are collaborating with their PLCs, curriculum teams, and department leaders to adapt this activity for all faculty, engaging educators in meaningful discussions on increasing student engagement in every lesson and activity.*

Goal 2: Educator Reflection (Professional Practice Goal)

Enhance the teacher evaluation process to promote meaningful reflection, professional growth, and collaborative dialogue between educators and evaluators during post-observation conferences.

- *Assistant Superintendent Conklin developed a goal-setting worksheet to help educators set meaningful, high-quality goals by reflecting on prior observations, reviewing the educator rubric, analyzing student data, and aligning objectives with school and district priorities.*
- *The Leadership Team agreed on a set of questions for use during goal-setting meetings and post-observation conferences. These questions are designed to reinforce reflective practice by examining multiple aspects of lessons, including instructional choices, evidence of student engagement, differentiation strategies, assessment of learning, and opportunities for lesson adaptation and professional growth.*

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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, Superintendent

DATE: January 9, 2026

RE: Update to School Committee Norms

Following the September 10, 2025 joint meeting discussion on School Committee Norms, attached is proposed language for consideration based on MASC Protocols and Best Practices and examples from comparable districts.

I respectfully suggest that you discuss the proposed changes at Tuesday's meeting and vote on any you wish to move forward.

DOVER, SHERBORN, AND DOVER SHERBORN REGIONAL SCHOOL COMMITTEES
PROTOCOLS & NORMS

Adopted _____

For the purpose of effective governance and enhancing teamwork among members of the School Committees and between the School Committees and the administration, we, the members of the Dover, Sherborn, and Dover Sherborn Regional School Committees collectively and individually adopt the following operating protocols and norms:

- The School Committees will represent the needs and interests of all students in the Districts and will establish a vision, create policies, allocate budgets, and assure accountability to sustain continuous improvement in student achievement and well-being. We will dedicate ourselves to seeking and supporting thoughtful solutions that put students first, and that foster our districts' dedication to inclusive excellence.

- We will operate transparently and respectfully, and we will make every effort to ensure that Committee meetings are effective and efficient. We will come to each meeting prepared to engage in thoughtful discussion, having read and digested materials prior to the meeting, and ready to render action where required.

- We agree that discussion will be limited to the agenda, and time will be dedicated during each meeting to designate future agenda topics.

- We will base our decisions upon facts and data, avoid bias (as defined in Policy Manual § ACAB), vote our convictions, and uphold and support the decisions of the majority of the Committee once a decision is made.

- We acknowledge that it is the responsibility of the Superintendent to manage the day-to-day operations of the districts and to oversee the hiring, evaluation, and handling of personnel matters; it is our responsibility to evaluate the Superintendent's effectiveness in these areas and in carrying out the vision identified by the School Committees.

- We will channel requests for information, reports, and data through the Superintendent and Chair, rather than directly to staff. Where appropriate or necessary, further action or response will be coordinated between the Superintendent and Chair in a reasonably timely manner. In turn, it is our expectation that the Superintendent will ensure each member has equal access to information in a timely manner.

- When we receive information in our role as parents, we are expected to address it through the same channels available to all families (e.g., teacher, principal, or district administration). Such information does not obligate us to act as Committee members. If the matter involves a broader concern affecting multiple students or district operations, we may raise it with the Superintendent or Chair, but must not act unilaterally.

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- We acknowledge that School Committee meetings are held in public. We will welcome community members to attend our meetings and to participate during public comment.

- We recognize the importance of proactive communication with the Superintendent and commit to ensuring there are 'no surprises.' If questions or concerns arise, we will contact the Superintendent and Chair in advance of the meeting.

- We will encourage debate and different points of view, speak with care and respect, and treat administration, staff, community members, and each other with dignity. We will maintain collegiality and respect even and especially in times of disagreement.

- We will lead by example and work to build trust among and between Committee members, administration, staff, and the community.

- We will maintain the confidentiality of privileged or sensitive information and respect the Open Meeting Law.

- We acknowledge that our authority exists only when a quorum of the Committee meets, and while we may share our personal perspectives, we must clearly indicate when we are speaking as individuals and not on behalf of the Committee unless explicitly authorized.

- We recognize the importance of professional growth and development and agree to participate in experiences to further our knowledge and understanding and to advance the work of our schools.

- We commit to annual review of these protocols and norms, to honoring them, and to taking responsibility for reminding each other if we get off track.

DRAFT

DRAFT Academic Calendar

2026-2027

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: 12:10pm

2026

AUGUST/SEPTEMBER

S	M	T	W	T	F	S
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			

(19 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**		

(17 days)

2027

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	

(17 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			

(14 + 5 snow days)

IMPORTANT DATES

AUGUST

31	EDUCATOR & EA PROFESSIONAL DEVELOPMENT

SEPTEMBER

1	EDUCATOR & EA PROFESSIONAL DEVELOPMENT
2	FIRST DAY OF SCHOOL GRADES 1-12
3	FIRST DAY OF PRE-K & KINDERGARTEN
7	LABOR DAY- NO SCHOOL
21	YOM KIPPUR - NO SCHOOL

OCTOBER

12	INDIGENOUS PEOPLE'S DAY- NO SCHOOL

NOVEMBER

11	VETERANS DAY - NO SCHOOL
25	EARLY DISMISSAL - ALL
26-27	THANKSGIVING BREAK - NO SCHOOL
30	EDUCATOR PROF. DEVELOPMENT - NO SCHOOL FOR STUDENTS

DECEMBER

24-31	WINTER BREAK - NO SCHOOL

JANUARY

1	NEW YEAR'S DAY- NO SCHOOL
18	MARTIN LUTHER KING, Jr. DAY - NO SCHOOL

FEBRUARY

15-19	FEBRUARY BREAK - NO SCHOOL

MARCH

26	GOOD FRIDAY - NO SCHOOL

APRIL

19-23	SPRING BREAK - NO SCHOOL

MAY

24	MEMORIAL DAY - NO SCHOOL

JUNE

3	HIGH SCHOOL GRADUATION
18	JUNETEENTH - NO SCHOOL
21	LAST DAY of SCHOOL (181st day)

If no snow days, the last day for students will be June 21

With 5 snow days, the last day for students will be June 28

ECAF - SECURITY CAMERAS IN SCHOOLS

The Dover Sherborn Public Schools strive to maintain a safe and secure environment for all students, staff, visitors, and facilities.

In pursuit of this objective, the School Committees authorize the use of security cameras in school district buildings, school transportation vehicles, and on school district property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other destructive behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. No sound is to be monitored or recorded in connection with the security camera system. Access to video recordings from security cameras shall be limited to district and school administrators (e.g., Superintendent/designee, Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system as the situation requires.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

FIRST READING:	DSC 11/18/25; SSC 12/9/25; RSC 12/2/25
SECOND READING:	
APPROVED:	
SOURCE:	MASC
	MGL c. 272 § 99(c)

Protocol for Security Camera Visually Recorded Data

Security camera visually recorded data will be accessible in each building by authorized designees only.

Camera Placement
Camera installations will only be located in public areas, such as hallways, athletic areas, large public gathering spaces, parking lots and public walkways. The purpose of these installations is to monitor public areas to provide a safe and secure environment for all students, staff and visitors. The cameras shall not be placed in areas where there may be a reasonable expectation of privacy (e.g. rest rooms, locker rooms, private offices, department offices, conference rooms, staff lounges).

Signage and Notification
Signs will be posted in public entryways to the buildings and at other conspicuous locations informing persons that the building and grounds may be under video surveillance. The District shall notify students, staff and the general public that video surveillance will occur on school property through use of the signage and other appropriate notifications including a notice in the student handbook.

Limited Access to Recordings
- The Superintendent or their authorized designee shall oversee video surveillance.
- Only individuals authorized by the Superintendent or their designee may view the surveillance recordings.
- Police access will be determined in accordance with the Memorandum of Understanding with the Dover and Sherborn Police Departments.

Viewing
- Reviewing the recordings will occur only when a suspected crime or student handbook violation is committed inside or outside the building (e.g. vandalism, graffiti, etc.), or there is a claim of an injury or an incident that raises safety or security concerns.
- Information obtained through video surveillance may only be used for disciplinary investigations, security, law enforcement purposes, or in the course of any legal action or legal investigation.
- No sound is to be monitored or recorded in connection with the video surveillance system.
- Surveillance system misuse shall be addressed on a case-by-case basis by the District.

Short Term Data Storage
- Security camera visually recorded data (with the exception of those segments that evidence a crime being committed or a student handbook violation, or involving a claim

of injury or an incident that raises safety or security concerns (within the 60 day retention period) will be maintained for a maximum of sixty (60) school days and then deleted. In no case shall the District be held liable for the failure to maintain any recorded data for any period of time. All such recordings shall be treated as confidential and shall not be released to individuals or agencies outside of the District except through subpoena or other court order requiring such release.

- Any law enforcement agency may be provided with a duplicate of the recorded materials in conjunction with an investigation by that agency.

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Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes September 9, 2025

Present:

Dover School Committee
Goli Sepehr
Martha Castle
Kate Cook

Sherborn School Committee
Rebecca Hammond
Megha Kadiyala
Katie Manzolini
Bill Alfano

Dover-Sherborn Regional School Committee
Jeff Cassidy
Toa Ashk
Mary Lowder
Lindsay Lie
Kevin Crotty

1. **Call to order –** The meeting was called to order at 6:30 PM in the DSMS Library.
2. **Community Comments -** none
3. **Superintendent Comments -**
   - Superintendent McCoy spoke about recent and upcoming events in the district including: the opening of school, completion of capital projects, and the District Launch.
   - District and Superintendents Goal: Superintendent McCoy reviewed the goals for the coming year: Educator Collaboration; Data-Informed Decision Making; and Safe & Supportive Schools; as well as her goals (Increase Student Engagement and Educator Reflection).

There were motions to approve the District and Superintendents Goals for 2025-26.
RSC: motion by Kevin Crotty, second by Toa Ashk.
Vote in favor: Jeff Cassidy, Toa Ashk, Kevin Crotty, Mary Lowder, and Lindsay Nie
SSC: motion by Bill Alfano, second by Megha Kadiyala
Vote in favor: Becca Hammond, Bill Alfano, Kate Manzolini, and Megha Kadiyala
DSC: motion by Kate Cook, second by Martha Castle
Vote in favor: Goli Sepehr, Martha Castle, and Kate Cook.

4. **Assistant Superintendent Comments -** Denny Conklin spoke about the summer Professional Development for the staff, ongoing curriculum reviews, and the upcoming November Professional Development day.
5. **Discussion Items**
   - School Committee Norms - the document was provided and discussed.
   - Competency Determination: 1st read - MA regulations require district to develop a Competency Determination Policy to be submitted to DESE. This document details how students will meet the requirements that were amended after the state vote to remove MCAS as a prerequisite for graduation. The Administration summarized the draft policy

for DSHS. It was noted that the requirements for the State do not impact the additional graduation standards in-place for the Dover Sherborn Regional District.
- Accounting for Out-of-District Activity - Currently, all accounting of Out-of-District costs are done at the local level (Pine Hill and Chickering budgets). The Dept of Education has notified the Administration that students from Grade 6 to age 22 will need to be included in the budget at the Region going forward. Dawn Fattore will be working with the Dept of Education and the towns of Dover and Sherborn to determine how to assess costs back to the Towns as students will still be charged to the town they reside in.

6. Action Items
- Appoint METCO Liaison to School Committee - the Liaison will be appointed by each committee at their next local meeting.
- Custodial Contract: Side Letter Agreement - for the 25-26 school year the will be an amendment for Attachment 1, Wage Schedule in the Custodial Contract. The amendment adds to the Wage Schedule: Elementary only stipends for 1) School day coverage for Head Custodian - $25 per day; and 2) Evening Shift Supervision - $1,000 for school year payable in equal installments the last payrolls of January and June.

There were motions to approve the Side Letter Agreement of the Custodial Contract.
RSC: motion by Toa Ashk, second by Mary Lowder.
Vote in favor: Jeff Cassidy, Toa Ashk, Kevin Crotty, Mary Lowder, and Lindsay Nie
SSC: motion by Megha Kadiyala, second by Bill Alfano
Vote in favor: Becca Hammond, Bill Alfano, Kate Manzolini, and Megha Kadiyala
DSC: motion by Kate Cook, second by Martha Castle
Vote in favor: Goli Sepehr, Martha Castle, and Kate Cook.

7. Consent Agenda
- District Handbook 2025-26: 2nd read
- Approval of minutes - June 10, 2025 minutes - held for later approval after revision.

There were motions to approve the Consent Agenda.
RSC: motion by Kevin Crotty, second by Mary Lowder.
Vote in favor: Jeff Cassidy, Toa Ashk, Kevin Crotty, Mary Lowder, and Lindsay Nie
SSC: motion by Megha Kadiyala, second by Bill Alfano
Vote in favor: Becca Hammond, Bill Alfano, Kate Manzolini, and Megha Kadiyala
DSC: motion by Kate Cook, second by Martha Castle
Vote in favor: Goli Sepehr, Martha Castle, and Kate Cook.

8. Informational Items
- Special Education Manual

9. Items for January 13, 2026

10. Adjourn at 7:42 pm

Respectfully submitted, Amy Davis

The Public Schools of Dover and Sherborn
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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

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

Summary of Proposed FY27 Budgets
As of January 9, 2026

Dover: V1.0

Total Operating Budget: **$9,600,175** **16.18% decrease (reflects OOD change)**

In-District: $9,355,175 5.1% increase
OOD: 245,000* 90.4% decrease

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

Capital Request: none

Sherborn: V1.0

Total Operating Budget: **$8,060,891** **4.4% decrease (reflects OOD change)**

In-District: $7,605,891 4.43% increase
OOD: 455,000** 60.40% decrease

***Net of $70,000 of Circuit Breaker Reimbursement*

Capital Request: $300,000 (Water Tank/System Replacement Project)

Region: V1.0

Total Operating Budget: **$30,550,188** **5.03% increase**

Dover's Assessment: $13,803,091 5.12% increase
Sherborn's Assessment: $12,531,587 6.22% increase

OOD Region Assessments (added to the Assessment above): **(reflects OOD change)**
Dover's Assessment: $ 1,375,000 net of $1.2 million CB Reimbursement
Sherborn's Assessment: $ 1,125,000 net of $400,000 CB Reimbursement

Capital Request: $2.0 million (High School Roof Restoration Project)

ACCEPT
Education Collaborative



ANNUAL REPORT
2024–2025



Jacqueline LeSage, LMHC
Acting Executive Director
ACCEPT Collaborative

Dear ACCEPT Education Collaborative Community,

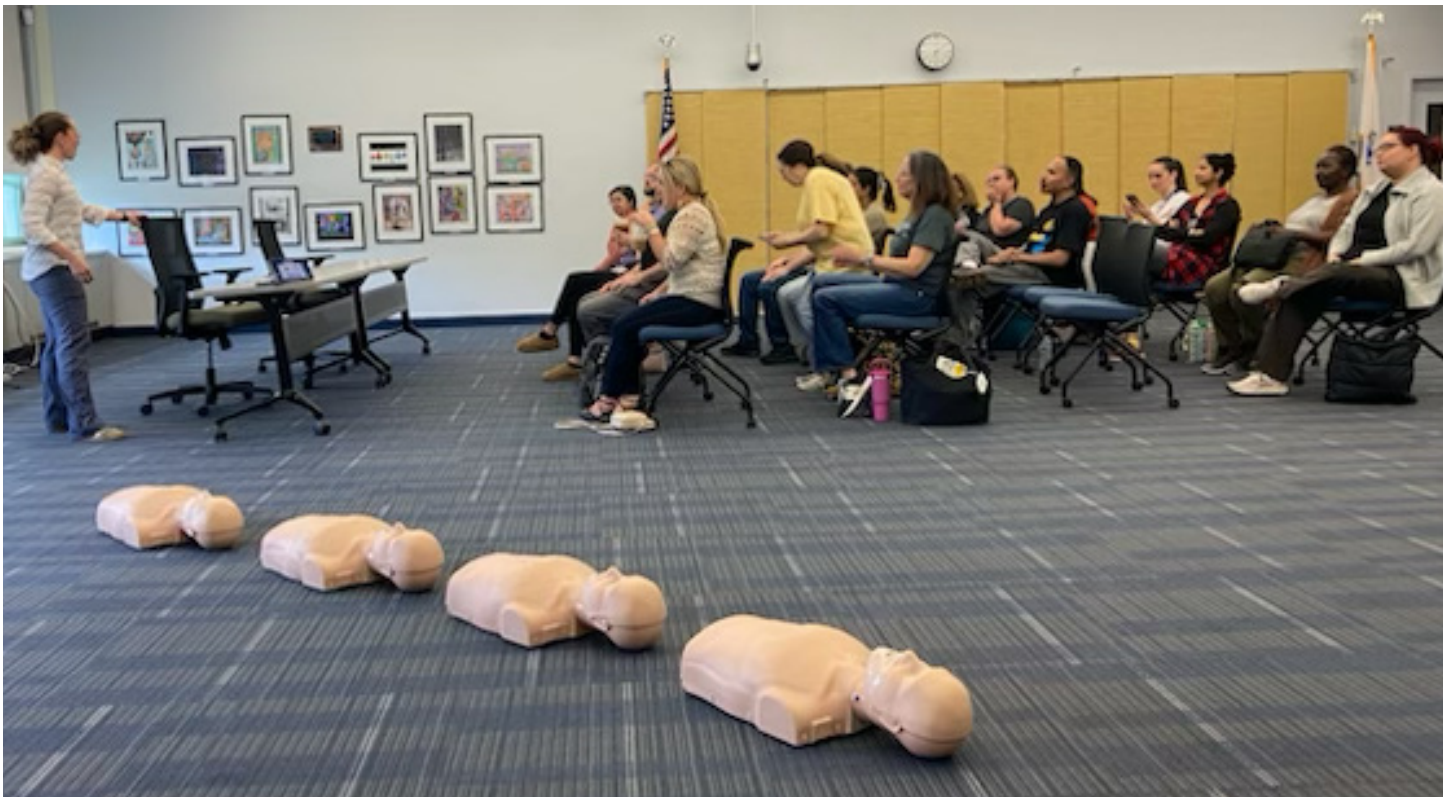
ACCEPT Education Collaborative takes pride in looking back on another year dedicated to our crucial mission of empowering children, uplifting families, and strengthening districts through education. Benjamin Franklin's timeless wisdom, "Tell me and I forget. Teach me and I remember. Involve me and I learn," deeply resonates with ACCEPT's core purpose. This profound truth of involving all students has consistently guided our efforts as we successfully harnessed the collective expertise and resources of our districts and staff, delivering exceptional, fiscally responsible programs and services that have truly fostered the potential within students, their families, dedicated educators, and the wider communities we serve.

I am pleased to share the remarkable progress we have made operationalizing our mission throughout the 2024-2025 school year, through the collective efforts across all ACCEPT departments, fostering excellence and innovation in educational practice for all. Guided by our Strategic Plan, we continued our goal of continuous improvement in areas such as Math and Literacy for All, with a steadfast focus on research-based curriculum and assessment, an expanded list of partnerships within our communities, and dedicated professional development for all Program staff. Our Home-Based Services Department significantly enhanced support for families, developing engaging community activities and workshops that were well-received. External Professional Development offerings remained dynamic, reflecting diverse and relevant topics for all educators and administrators, and saw increased participation in many relevant topics, particularly with special education focus. Furthermore, our Medicaid Department Leader diligently persisted in training and guiding district staff, contributing to maximized monetary reimbursements. Finally, ACCEPT's Transportation Department remained committed to effectively and safely shuttling our districts' students throughout the year.

This comprehensive report offers an in-depth look into the myriad ways ACCEPT Education Collaborative actively contributed to providing top-tier programs and services throughout the 2024-2025 school year. Our unwavering commitment has consistently centered on assisting districts in achieving optimal cost efficiency, delivering vital educational professional development, and ultimately enhancing our students' outcomes through a diverse array of impactful programs and services. We extend our deepest gratitude for your invaluable contributions to our work at ACCEPT Education Collaborative. We are genuinely excited to foster and build upon our robust partnership as we collectively champion our mission to address the evolving needs of students, families, educators, and communities for years to come.

J. LeSage, LMHC

Jacqueline LeSage, LMHC
Acting Executive Director



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)

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MISSION AND VISION

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

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

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



The ACCEPT Advantage:

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

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.

BOARD LEADERSHIP:

Dr. Carol Cavanaugh, Superintendent
Chair of the ACCEPT Board of Directors, Holliston Public Schools
370 Hollis Street, Holliston, MA 01746

Dr. David Lussier, Superintendent
Vice Chair of the ACCEPT Board of Directors, Wellesley Public Schools
40 Kingsbury Street, Wellesley, MA 02481

ADDITIONAL MEMBERS:

- Mr. James Adams, Superintendent, Ashland Public Schools
- Ms. Elizabeth McCoy, Superintendent, Dover-Sherborn Regional Public Schools
- Dr. Robert Tremblay, Superintendent, Framingham Public Schools
- Mr. Lucas Giguere, Superintendent, Franklin Public Schools
- Dr. Susan Kustka, Superintendent, Holliston Public Schools
- Dr. Jeffrey Marsden, Superintendent, Medfield Public Schools
- Dr. Armand Pires, Superintendent, Medway Public Schools
- Mr. Robert Mullaney, Superintendent, Millis Public Schools
- Dr. Melissa Spash, 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
- Ms. Allison Borchers, Superintendent, Westborough Public Schools

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

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 2024-2025:

- Continued our partnership with Bridgewater State University to provide low to no cost options for staff to pursue teacher certification programs. We had three staff members who were awarded the BSU teacher licensure grant and engaged in their coursework and internships throughout the year.
- Increased the number of member and non-member district participants enrolled in online and virtual professional development workshops and courses.
- Graduated 16 professionals from the Education Leadership Institute (ELI) as principals and assistant principals.
- 49 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.
- Developed various professional development workshops for whole districts based on their requests and programmatic needs.
- 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 & physical therapists, BCBAs, etc.
- Developed both asynchronous and synchronous multi-part professional development for the DESE's new IEP.
- Continued a robust series of job-alike groups that were available to member and non-member districts, and provided free participation to ACCEPT staff members. These groups were offered to administrative assistants, assistant principals, assistant superintendents & curriculum directors, instructional coaches, OTs and PTs, SEL leaders, team chairs, and transition leaders.

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

Accomplishments in 2024-2025:

- ACCEPT partnered with Bridgewater State University to offer a significantly reduced cost teacher licensure program for our staff. We had 3 staff members who were awarded the BSU Teacher Licensure grant and engaged in the coursework throughout this year.
- Our relationship with MassBay Community College helped to provide dual enrollment to ACCEPT's high school and transition program students, as well as students from one member district, Medway High School. They participated in a Health Career Exploration Course. The course allowed students to earn credit and provided students the chance to see if a career in health care is right for them and to narrow down careers they would consider. The course introduced medical terminology, basic anatomy and physiology, career pathway exploration and critical soft skills. The course introduced global healthcare and cultural diversity in patient care. This partnership is set to continue next year as well.
- 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 maintained a collaborative relationship with Fitchburg State University.
- Developed and maintained 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 2024-2025:

- Developed professional development schedules that were specific to job title with internal and external presenters.
- Provided mentorship to three administrators who obtained initial Special Education Administrator license.
- Three current staff members were interested in pursuing Special Education Administrator licensure and were assigned a mentor to begin this summer and through the 2025-2026 school year.
- Expanded our orientation and initial training to guide staff successfully through their first weeks on the job.
- Evaluated and piloted high-quality math curriculums through an ACCEPT curriculum council and selected the enVision math curriculum to be implemented during the 25-26 school year.

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

Accomplishments in 2024-2025:

- Revised salary scales across departments to promote equitable pay.
- Ongoing analysis of our insurance packages to optimize employee benefits and maintain affordable rates.
- Referral bonuses and longevity bonuses were highlighted and promoted throughout the year to promote retention.
- From the start of the year, ACCEPT has provided professional development and free offerings for wellness opportunities that staff can take part in during work hours.

Initiative 1.8: Develop personalized professional goals and support plans

Accomplishments in 2024-2025:

- Provided individualized plans for staff working towards initial and provisional licenses, with mentor and supervisor support.
- Developed and implemented workshops throughout the school year to assist staff in their student learning and professional practice goals.
- Three current staff members were interested in pursuing Special Education Administrator licensure and were assigned a mentor to begin this summer and through the 2025-2026 school year.

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 2024-2025:

- From the start of the year, ACCEPT has provided professional development and free offerings for wellness opportunities that staff can take part in during work hours.
- Continued to publish a monthly newsletter to recognize the excellent work and personal

accomplishments of staff.

- Arranged at least one staff outing each month.
- Monthly staff appreciation events and activities occurred throughout the year

Initiative 2.3: Provide social events and community-based supports across ACCEPT.

Accomplishments in 2024-2025:

- ACCEPT's Transition program partnered with a member district, Natick Public Schools Transition program, to create social and academic opportunities that included social events and activities within and outside of the school building.
- ACCEPT's Transition program also began outreach through mailed letters and emails to Transition programs across the United States to establish connections with students and other educators with like minded interests and day-to-day activities, expanding our social networks, vocational opportunities, and community-based support options.
- The high school program partnered with Medway Public Schools to continue to offer a Unified Basketball Team experience, and participation on the high school football, basketball, and baseball teams to interested ACCEPT students.
- The Home-Based Department continued to engage in evening activities to bring families together in an effort to improve student socialization and develop family support groups and training time. These classes focused on cooking together for students and engaged many of ACCEPT's occupational therapists in the classes this year.

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

Accomplishments in 2024-2025:

- Continued to publish monthly parent newsletters featuring updates on Program events, student activities, family resources, important dates, and student highlights in each Program.
- Expanded external vocational placements for high school and transition aged, 18-22 year olds, to include nursing, teaching assistant, and administrative work, as new areas.
- The high school program partnered with Medway Public Schools to continue to offer a Unified Basketball Team experience, and participation on the high school football, basketball, and baseball teams to interested ACCEPT students.
- Continued to increase the number and type of monthly job-alike opportunities for professional educational groups to include administrative assistants, assistant principals, assistant superintendents & curriculum directors,instructional coaches, OTs and PTs, SEL leaders, team chairs, and transition leaders.
- ACCEPT continued to provide the year-long New Special Education Directors Leadership Institute for the 24th year.
- Continued to facilitate the Education Leadership Institute (ELI) for the development of new principals and assistant principals
- Continued our partnership with Bridgewater State University to provide low to no cost options for staff to pursue teacher certification programs. We had three staff members that were awarded the BSU teacher licensure grant and engaged in their coursework and internships throughout the year.
- Our relationship with MassBay Community College helped to provide dual enrollment to ACCEPT's high school and Transition programs students, as well as students from one member district, Medway High School.

- Our Transition program partnered with a member district, Natick Public Schools Transition program, to create social and academic opportunities that included social events and activities within and outside of the school building.

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

Accomplishments in 2024-2025:

- Continued ACCEPT's partnership with Bridgewater State University to provide low to no cost options for staff to pursue teacher certification programs. We had three staff members that were awarded the BSU teacher licensure grant and engaged in their coursework and internships throughout the year.
- 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 continued their partnership with Fitchburg State University.
- Developed and maintained relationships with local colleges and universities to increase the number of interns that work in our Programs.

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 2024-2025:

- A team of staff reviewed and piloted various math curriculums and were able to choose enVision Mathematics, which will be implemented in the 2025-2026 school year.
- Continue to utilize iReady and DIBELS 8 to provide targeted data in Reading and Mathematics to guide student growth and classroom instruction.
- Implemented curriculum meetings with data focus to reflect and develop action plans to meet the needs of the whole class, small group, and individual students.
- Continued to develop a 5-year Curriculum Review Cycle for the purposes of maintaining relevant, engaging, and rigorous curriculum and resources.
- All program staff received professional development in the new IEP development, lesson planning, SIPPS, MyView, Amplify Reading, evaluation and report writing, integrated monitoring review, and more.
- 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 2024-2025:

- ACCEPT added an additional full-time licensed clinical social worker and school adjustment counselor

to the middle school program.

- The clinical team expanded their practice by pushing into classes to deliver the social-emotional curriculum initiatives and Restorative Practices throughout the week.
- 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.
- Ongoing implementation of triannual schoolwide mental health screening, utilizing the Behavior Intervention Monitoring Assessment System (BIMAS-2), with parent, teacher, and self-report measures.

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

Accomplishments in 2024-2025:

- Continued to use Restorative Circles as Tier 1 practice for building community within classrooms, staff meetings, and other administrative meetings.
- Began the training and use of Tier 2 and Tier 3 development of supports for SEL beginning with Restorative Justice Harm circles and use of conferencing.
- Program staff were provided curriculum information and professional development that is focused on diversity, equity, and inclusion.

Initiative 3.5 Ensure effective transitional programs, services, & partnerships.

Accomplishments in 2024-2025:

- ACCEPT's Transition program partnered with a member district, Natick Public Schools Transition program, to create social and academic opportunities that included social events and activities within and outside of the school building.
- ACCEPT's Transition program also began outreach through mailed letters and emails to Transition programs across the United States to establish connections with students and other educators with like minded interests and day-to-day activities, expanding our social networks, vocational opportunities, and community-based support options.
- Expanded external vocational placements to include nursing, business management, and administrative work, as new areas.
- Our Transitions program partnered with MassBay Community College helped to provide dual enrollment by participating in a Health Career Exploration Course. The course allowed students to earn credit and provided students the chance to see if a career in health care is right for them and to narrow down careers they would consider. The course introduced medical terminology, basic anatomy and physiology, career pathway exploration and critical soft skills. The course introduced global healthcare and cultural diversity in patient care. This partnership is set to continue next year as well.

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 2024-2025:

- Established a timeline for the internal budget analysis process and continued meeting with select ACCEPT departments to improve knowledge, access, and proper allocation of funds.
- A continuation of Professional Development in budget management was provided to the Leadership Team as they had established their professional development goals around the overall budget process.
- The Leadership Team worked together in developing the FY26 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.
- In collaboration with stakeholders and all departments, ACCEPT has accomplished more streamlined and accurate revenue and expense management through standardization of procedures and maintaining open communication.

Initiative 4.2: Increase accountability and understanding of the budget

Accomplishments in 2024-2025:

- Continued use of a task list to ensure the Finance department is meeting weekly, quarterly, and yearly objectives throughout the year.
- Continued weekly finance and operations staff meetings to improve communication between the leadership team and finance and operations staff.
- The Director of Finance met with members of the Leadership Team one-on-one to address specific questions about their budgets.

Initiative 4.4: Conduct an internal budget analysis that includes all ACCEPT departments.

Accomplishments in 2024-2025:

- Along with our scheduled program audits, ACCEPT's Director of Finance and Operations worked with the finance and operations team to conduct monthly budget analyses to support effective budget timelines and budget planning needs.



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 2024-2025.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2024-2025
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.	• From the first days of the school year, the program staff have continued to receive extensive Professional Development to include: New IEP training, ACT Safety training, Restorative Justice Practices, SEL in the classroom, SIPPS reading program, Math pilot trainings, AAC training, best practices in lesson planning & collaborative lesson planning, Safety Care training and teacher evaluation calibration as we continue our journey of continuous improvement. • A Team Chair was welcomed to ensure IEP writing, implementation, and evaluations are collaborative and connected with district goals. • Favorable staff-to-student ratios are at the heart of the ACCEPT model. • Collaboration with the Medway Police Department and the Natick Police Department has been continued. • 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. • ACCEPT's Transition program also began outreach through mailed letters and emails to Transition programs across the United States to establish connections with students and other educators with like minded interests and day-to-day activities, expanding our social networks, vocational opportunities, and community-based support options. • Professional Development in Literacy informed by the Massachusetts Dyslexia Guidelines continues • Data teams continue to analyze and respond to academic, social/emotional, and behavioral student data. • Data Teams were formed to analyze and respond to academic, social/emotional, and behavioral student data.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2024-2025
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 staff participated in a program to assist our staff in achieving an initial license in teaching. • 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 and provided consultations and evaluations to build capacity to keep students in-district for member and non-member districts. • Expanded expertise in the area of literacy, trauma-informed services, restorative justice, and parent training. • Our Transitions program partnered with MassBay Community College helped to provide dual enrollment by participating in a Health Career Exploration Course. The course allowed students to earn credit.
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 on literacy for all, utilizing the MA Dyslexia Guidelines, and has selected a new mathematics curriculum for implementation in the coming school year. • ACCEPT continues to expand and deepen trainings in Restorative Justice for ACCEPT staff and external districts. • ACCEPT has provided an increased number of daytime and evening social events for our School Programs, Home-Based, and Life Skills students. • Facilitated hybrid monthly job-alike groups to support our professional learning communities:Administrative Assistants, Assistant Principals, Assistant Superintendents & Curriculum Directors, Instructional Coaches, OTs and PTs, SEL Leaders, Team Chairs, and Transition Leaders. • Academic therapeutic and Academic life skills programs for students Pre-K to age 22. • Has provided a number of evaluations and consultations to member and non-member district to meet their needs with Safety Care training, school refusal evaluation, transition assessments, academic achievement, specialists assessments, and more.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2024-2025
TRANSPORT STUDENTS WITH DISABILITIES Provide safe, reliable, and efficient transportation services for students with disabilities.	• 135+ students were transported to various programs and specialized schools. • ACCEPT maintains a fleet of 60 vans providing flexibility and efficiency in dispatching drivers. • ACCEPT continues to supplement capacity by contracting with local transportation companies. • ACCEPT continued to increase the amount and frequency of driver professional development that included outside trainers for safety training information, and understanding of social, emotional, and behavioral needs of the students being serviced.
OFFER PROFESSIONAL DEVELOPMENT FOR CONTENT, SKILLS, AND SHARING OF PRACTICE Offer quality professional development opportunities to general and special education teachers, administrators, and related service providers, focused on closing achievement gaps, preventing unnecessary referrals to special education, and personalizing learning for students.	• Coordinated with Bridgewater State University for support of 3 ACCEPT staff members with classes toward special education teacher licensure. • Conducted the 23rd new Special Education Directors Leadership Institute. • Welcomed multiple cohorts to the Education Leadership Institute (ELI) to develop future principals and assistant principals. • ACCEPT hosted job-alike groups for Administrative Assistants, Assistant Principals, Assistant Superintendents & Curriculum Directors, Instructional Coaches, OTs and PTs, SEL Leaders, Team Chairs, and Transition Leaders. • Developed personalized professional development offerings specific to individual district needs. • Continued relationships with Bridgewater State, Fitchburg State, and Mass Bay Community College. • Provided targeted professional development to ACCEPT staff and ACCEPT leadership that was specific to job title and requests for further learning. • 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.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2024-2025
OFFER PROFESSIONAL DEVELOPMENT FOR CONTENT, SKILLS, AND SHARING OF PRACTICE Offer quality professional development opportunities to general and special education teachers, administrators, and related service providers, focused on closing achievement gaps, preventing unnecessary referrals to special education, and personalizing learning for students.	• Coordinated an ongoing series of SEI endorsement courses for teachers and administrators. • ACCEPT has increased the number of Transition evaluations completed for districts. • ACCEPT has provided many Program Evaluations for member and non-member districts to improve the services provided to students. • Conducted the 23rd new Special Education Directors Leadership Institute. • Welcomed multiple cohorts to the Education Leadership Institute to develop Principals and Assistant Principals. • ACCEPT hosted job-alike groups for Special Education Directors, Business Managers, Curriculum Directors, BCBA professionals, pre-school coordinators, and elementary and high school special education coordinators. • Developed personalized professional development offerings specific to individual district needs. • Established relationships with Bridgewater State University, Fitchburg State University and began discussions with Mass Bay Community College. • An increase of diversity and equity topics and practices were incorporated into daily classroom curriculum. • Provided targeted professional development to the ACCEPT Leadership Team and the overall ACCEPT staff in DEI following the guidelines of MASS REDI standards.

PARTNERSHIPS FOR LEARNING

Thank you to the many generous organizations, businesses, and individuals in the MetroWest area whose partnerships ACCEPT students and staff have enjoyed and benefited from in 2024-2025.

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.

The Transition Program will work with the **Natick Conservation Commission** as stewards of the Pine Hill Trail to walk the trail bi-monthly, clear branches and trash, report conditions of the trail to the Commission and help with the upkeep of the other Natick hiking trails if possible.

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's public day programs outstanding.

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

Casual for a Cause is a tradition at ACCEPT, raising funds and awareness for many causes and organizations that align with our mission. During the school year several days are dedicated to "Casual for a Cause," where donations are requested and the staff enjoy a casual dress down day. This year ACCEPT has again 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 generously contributed to the ACCEPT Helping ACCEPT Fund 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 | 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	$57,420	$68,900	$11,480	$109,244	$51,824
	Academic and Life Skills	$57,420	$68,900	$11,480	$162,494	$98,954
	Academic and Language-Based	$57,420	$68,900	$11,480	$109,244	$51,824
	Transition	$63,540	$76,250	$12,710	$124,577	$61,037

**Cost comparisons were made using tuition information available on the OSD In-state FY25 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	$7,975	$9,570	$1,595	$10,031	$2,056
	Academic and Life Skills	$7,975	$9,570	$1,595	$10,031	$2,056
	Academic and Language-Based	$7,975	$9,570	$1,595	$10,031	$2,056
	Transition	$8,825	$10,590	$1,765	$14,005	$5,180

**Cost comparisons were made using tuition information available on the OSD In-state FY25 tuition rate sheet by averaging the tuition of private institutions providing similar services.*



EDUCATOR DEVELOPMENT

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
- Implementing the MA IEP
- Paraprofessional Training

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 2024-25 focused on topics that were most meaningful to the everyday practice of a wide variety of educational professionals. Over 800+ educators participated in ACCEPT workshops on a variety of topics including:

- ADOS 2 Training
- Co-teaching
- Data-based Decision Making
- IEP Training
- Orton-Gillingham Training
- School Refusal
- SEI Endorsement
- Title IX
- Transition Planning
- Science of Reading
- Reading Interventions
- 15-hour training for recertification in Special Education and English Language Learning
- Specialized courses for art teachers, librarians, guidance counselors, music teachers, occupational & physical therapists, PE teachers, school psychologists and SLPs

MONTHLY JOB-ALIKE GROUPS

- Administrative Professionals
- Assistant Principals
- Assistant Superintendents & Curriculum Directors
- Instructional Coaches
- Occupational Therapists and Physical Therapists
- SEL Leaders
- Special Education Directors
- Team Chairs
- Transition Leaders

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 mentoring, Safety Care and transition planning.

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. Through the collaborative, many districts were able to access Orton-Gillingham and ADOS2 training for their educators that may have been otherwise cost-prohibitive.

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 2026 and ending in June 2027, 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

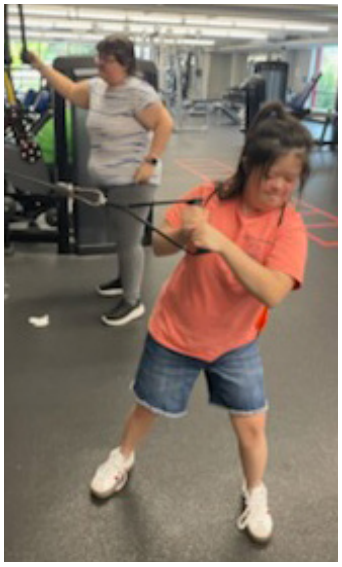
MEDICAID REIMBURSEMENT SERVICES

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.

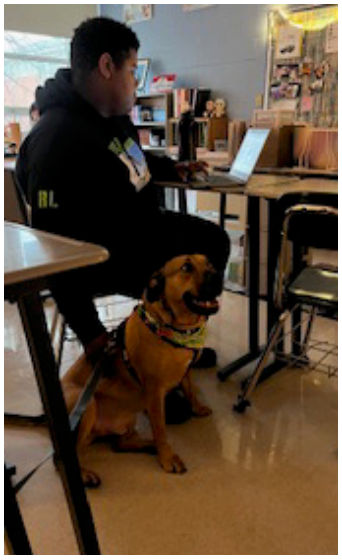
HOME-BASED SERVICES

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 most appropriate service delivery model and identify meaningful skills to work on at home and in the community, initial assessments typically include either a Home Functional Behavior Assessment (FBA) or an Adaptive Living Skills Assessment. Service delivery models include direct services to the student and parent training.

During the 2024-2025 school year, we provided services for 17 families in 7 member districts and 3 non-member districts. We also completed 13 home assessments.



For the second year in a row, the Home-Based Department received a grant from an organization called Cooking Autism. With this grant money we provided four after-school cooking classes for our families. Two occupational therapists from ACCEPT facilitated the class of approximately 8 students. The students were involved in preparing and cooking the food while learning to become more independent in the kitchen. Additionally, students had the opportunity to meet new peers and socialize with their peers while they enjoyed their culinary creations! While students were cooking in the kitchen, the families attended parent education classes. Some of the topics this year were improving sleep hygiene and sibling interactions.

Home-based staff also had an opportunity to engage in professional development opportunities, such as how to involve siblings during home sessions. Our supervisors attended a training on assent based treatment.



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.

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.

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 412 students participating in these courses this past year. More information is available at https://www.vhslearning.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
- Sports and Society
- Statistics

VALUE AND COST COMPARISONS

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

TRANSPORTATION



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

Each day 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, 55 drivers and 22 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 31 years, this program has returned over $87 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

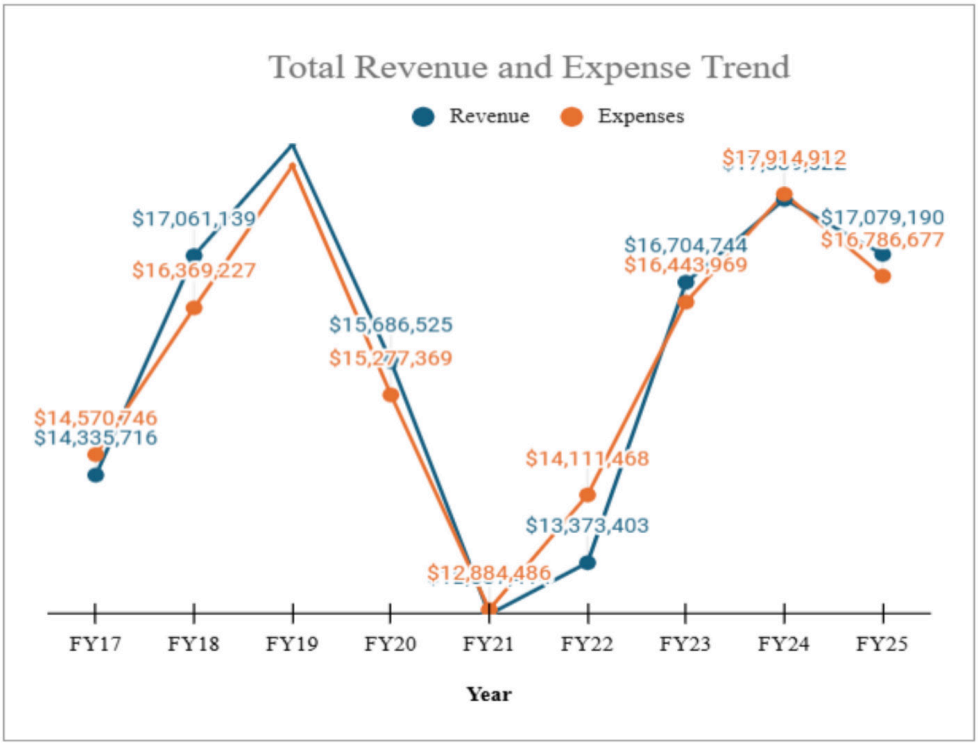
School District	Direct Service Reimbursement	Administrative Activity Reimbursement	Total Payments FY25
Acton Boxborough Regional	$161,074	$129,749	$290,823
Ashland	$4,732	$53,081	$57,813
Bedford	$58,608	$105,259	$163,867
Carlisle	n/a	$6,058	$6,058
Framingham	$424,794	$853,664	$1,278,458
Franklin	$17,572	$207,739	$225,311
Holliston	$56,631	$83,852	$140,483
Hopkinton	$26,635	$60,250	$86,885
Lincoln/Sudbury Reg.	n/a	$106,292	$106,292
Littleton	$8,664	$42,161	$50,825
Medfield	$10,572	$37,403	$47,975
Medway	$2,820	$47,208	$50,028
Millis	$3,569	$43,958	$47,527
Natick	$137,664	$211,171	$348,835
Northern Berkshire Reg.	n/a	$12,554	$12,554
South Middlesex Reg.	$1,621	$20,480	$22,101
Sudbury	$125,184	$54,970	$180,154
Walpole	$336,750	$174,795	$511,545
TOTAL	**$1,376,890**	**$2,250,644**	**$3,627,534**

FINANCIALS

	Revenue	% of Total Revenue	Expense	% of Total Expense
School Year Tuition and Services	$ 9,780,458	57.27%	$ 9,640,818	57.43%
Transportation	$ 4,853,889	28.42%	$ 5,008,198	29.83%
Home-Based	$ 366,411	2.15%	$ 363,708	2.17%
Professional Development/ Consulting	$ 313,873	1.84%	$ 293,054	1.75%
VHS	$ 115,420	0.68%	$ 99,364	0.59%
ELI	$ 238,860	1.40%	$ 257,208	1.53%
Summer ESY	$ 1,106,850	6.48%	$ 856,452	5.10%
Medicaid Reimbursment	$ 210,038	1.23%	$ 174,484	1.04%
Administration	$ 93,391	0.55%	$ 93,391	0.56%
Total	**$ 17,079,190.00**	**100%**	**$ 16,786,677.48**	**100%**

As it relates to the financial audit, the report states: "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards."

ACCEPT Education Collaborative Financial Audit conducted by CBiz LLC, Fiscal Year 2025 (p.66)



2024-2025 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
Natalia 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
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, Westborough

BUSINESS OPERATIONS

Donna Flaherty, ACCEPT Facilitator
George McCormack, ACCEPT Facilitator
Chris Mathieu , Ashland
Dawn Fattore, Dover/Sherborn
Lincoln Lynch, IV, Framingham
Jenna Melotti, Franklin
Keith Buday, Holliston
David Jordan, Holliston
Susan Rothermich, Hopkinton
Michael LaFrancesa, Medfield
Patricia Leonhardt, Medway
Terry Wiggin, Millis
Matt Gillis, Natick
Anne Gulati, Needham
Dolores Sharek, South Middlesex Regional School
Anne Gulati, Needham
Donald Sawyer, Sudbury
Cindy Mahr, Wellesley
Anita Patel, Westborough

THANK YOU

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

- ConnectEd & Inspired - Milford
- Cradles to Crayons - Newton
- Kidstrong Gym - Natick/Westborough
- Franklin YMCA - Franklin
- Framingham Public Library - Framingham
- PetWorld - Natick
- Blessing Barn Book & Retail Store - Mendon
- Millis Library - Millis
- Sunrise Senior Living - Wayland
- Milford Meals on Wheels - Milford
- Medway Council on Aging - Medway
- Mass Audubon's Drumlin Form and Wildlife Sanctuary - Lincoln
- Mass Audubon's Broadmoor Wildlife Sanctuary - Natick
- Mass Audubon's Habitat Education & Wildlife Sanctuary - Belmont
- TLC Cleaners - Medway
- Natick Pegasus Community TV Station - Natick
- Pearl Street Food Pantry - Framingham
- Restoration Project Thrift Store - Belmont
- Park St. Books and Toys - Medfield
- Walgreens - Framingham
- TC Scoops - Holliston
- Natick Service Council - Natick
- Natick Public Library - Natick
- Metrowest Medical Center - Framingham
- MetroWest K9 charitable donation of time and services
- Natick Conservation Commission Pine Hill Trail upkeep project



the education COOPERATIVE

ANNUAL REPORT FY 2025

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



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FY25 Board of Directors & District Leadership

Board of Directors

Derek Folan, Canton
Nan Murphy, 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
Timothy Luff, Norwood
Nancy Gallivan, Walpole (Chair)
Erin Mueller, Wayland
Timothy Piwowar, Westwood

Superintendents

Derek Folan, Canton
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
Melissa Spash, Natick
Daniel Gutekanst, Needham
Timothy Luff, 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
Paul Peri, Medway
Maureen Knowlton, Millis
Susan Balboni, Natick
Carmen Williams, Needham
Jose Muñoz, Norwood
William Hahn, Walpole
Betsy Gavron, Wayland
Caitlin Ahearn, Westwood

Student Services Directors

Sarah Shaw, 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

Emily Parks
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

Lisa Freedman
Program Director, TEC Academy



Letter from the Executive Director

Dear TEC Community:

I am pleased to present The Education Cooperative's FY25 Annual Report. As a collaborative of 17 member school districts, TEC continues to demonstrate the strength and value of regional partnerships in public education.

In FY25, TEC enrolled 108 students across our special education programs, reflecting a continued commitment to providing high-quality, individualized services. We are particularly pleased to share that TEC Campus School reached a 10-year high in enrollment, with notable growth in our early childhood classroom—an encouraging indicator of trust in our programs and their outcomes.

After substantial renovations were completed in summer 2024, TEC Academy Phoenix relocated to a new campus at 111 Robbins Road in Walpole. With this new space, we were able to respond to the changing needs of our member districts by expanding TEC Academy Phoenix to serve students in grades 6–12, creating a new middle school cohort. Additionally, in direct response to member district requests, we established an Elementary Behavior Program for grades K–2 at TEC Academy, providing targeted support for younger students in need of intensive behavioral and emotional support.

Our educators remain dedicated to continuous improvement. This year, teams across all three special education programs engaged with both internal trainers and external consultants to implement the new Individualized Education Program (IEP) framework. At TEC Academy, a new Program Leader guided a comprehensive redesign of the school schedule, enhancing instructional groupings and increasing opportunities for consistency, community building, and therapeutic support. Staff also received training in Collaborative and Proactive Solutions, expanding their capacity to meet student behavioral and emotional needs with empathy and skill.

In the area of curriculum, TEC Campus School introduced Readtopia and AI Learners for Math, enhancing literacy and numeracy instruction through evidence-based tools designed for diverse learners.

Beyond our school programs, TEC continues to be a national leader in student data privacy. This year, the Student Data Privacy Alliance (SDPA) expanded its reach from 8 to 12 states, increased staffing to meet demand, and introduced automated systems for registration and renewal—improving service delivery and supporting strategic planning.

Our Professional Learning Department also deepened its impact through a new partnership with Regis College, offering discounted degree programs to TEC employees and staff across member districts—supporting our shared goal of attracting and retaining highly qualified educators.

As you review this report, I hope you share in our sense of purpose and progress. Thank you for your continued partnership in creating inclusive, responsive, and innovative educational opportunities for all students.

Emily J. Parks

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 district 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, Field Study placements, and College Fairs
- A statewide cooperative purchasing program supporting over 100 school districts
- TEC Student Data Privacy Alliance—protecting students in 12 states.

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.





At a time when special education costs are rising, TEC helps Canton meet the educational needs of students who require an out-of-district placement in a cost effective manner. And, as a member district, when we place a student at TEC, we can be confident that the student will be supported by skilled educators and that TEC will work with the district and families as partners.

– Derek Folan
Superintendent, Canton 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.

3.4 To assess member district needs and continue to adapt programs and services to support them.

Progress Toward Our Goals

The Education Cooperative designs and manages educational and organizational initiatives to support the needs of our member communities and their students. Presented below are the objectives articulated in the TEC Strategic Plan. At the start of the school year, program leaders identified the action steps for 2024-2025 in pursuit of these goals. Progress toward these goals is tracked over the course of the year and shared through reports to the TEC Board of Directors. Some of that work is articulated below.



Student Achievement:

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

- TEC Campus School implemented *Readtopia,* a new literacy curriculum, and *AI Learners* to address primary math goals for students with cognitive visual impairment (CVI), including providing professional development and coaching to support staff with the implementation.
- TEC Campus School increased community access and vocational experiences for students (ages 14+) by identifying and implementing 3 new job sites.
- TEC Campus School supported member and partner districts by increasing the capacity of TCS's early childhood program.
- TEC High School redesigned the structure and schedule for its Academic Time Management (ATM) time to allow for daily intervention across subject areas and to prevent instructional gaps.
- TEC Academy - Phoenix redesigned the daily schedule in order to: facilitate the creation of effective instructional groups with access to appropriate coursework, implement community and group meetings, and provide consistency and predictability.
- TEC Academy - Lower Campus identified and implemented a research-based K-2 curriculum in core subject areas and SEL.
- TEC's internship program for high school students broadened to include a field study option.

Professional Development:

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



- Using a "train the trainer" model, TEC continued to support staff across programs with the development of knowledge and skills needed to implement the new IEP.
- TEC continued its Education Rejuvenation PLC to explore how we define, initiate, and sustain rejuvenation and support for ourselves and others in the teaching profession.
- TEC Academy staff engaged in professional development in Collaborative and Proactive Solutions in order to increase their capacity to support positive behavior interventions and meet students' therapeutic needs.
- TEC offered educators in its member districts access to a new self-paced online course, *Supporting, Teaching and Assessing Your Multilingual Learners in the Classroom.*

Operations:

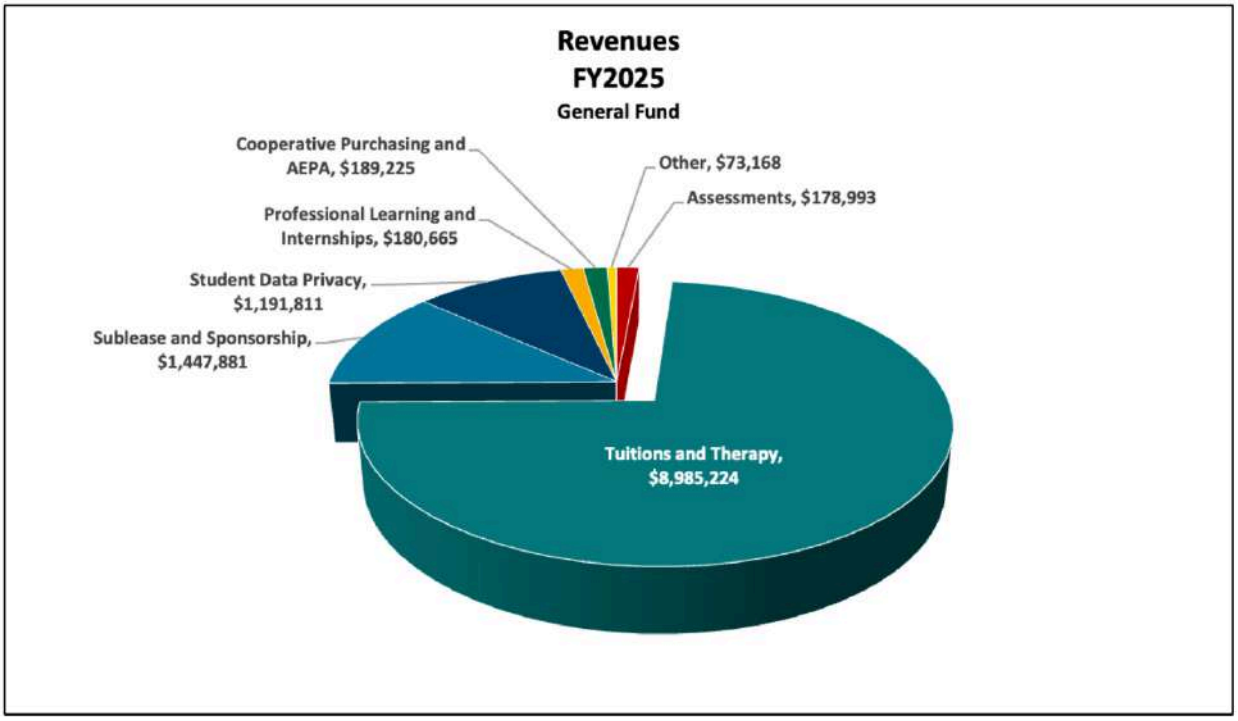
Improve our ability to provide support to TEC programs.

- The TEC Student Data Privacy Alliance (SDPA) expanded from eight states to 12, with an additional two states poised to join during FY26, 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 our internal purchasing system, creating a more efficient process and allowing for more effective use of program data going forward.
- The Executive Director established an advisory committee with representatives from each program/department to promote two-way communication between Central Office and TEC staff.
- TEC Academy - Phoenix transitioned to a new campus at Robbins Road in Walpole. This transition included extensive renovations to make the space suitable for TEC's needs.
- TEC continued to improve processes to recruit and retain talented staff members including strategies such as, referral bonus program, participation in job fairs (including BSU where we are trying to establish a "feeder" school), and revised job descriptions/postings.
- TEC High School assessed the evolving landscape of district internal programs, including surveying member districts, visiting in-district programs, examining referral data, and engaging a consultant to provide recommendations, in order to gather actionable insights into how to support district needs.

FY25 Source and Use of Funds: Revenues

General Fund

As illustrated in the chart below, TEC's largest source of funds in FY25 was Tuition and Therapy, comprising 73.4% of its revenue. By comparison, member assessments contributed only 1.46% of revenue. The remaining 25.1% 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.

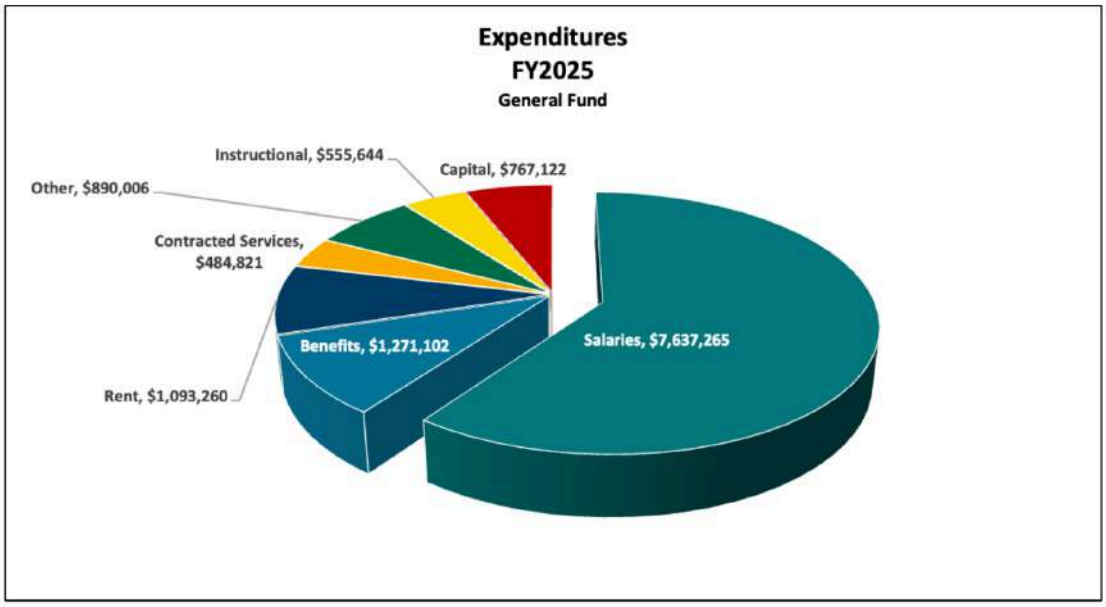


Revenues	Amount	Percentage
Assessments	$178,993	1.5%
Tuitions and Therapy	$8,985,224	73.4%
Sublease and Sponsorship	$1,447,881	11.8%
Student Data Privacy	$1,191,811	9.7%
Professional Learning and Internships	$180,665	1.5%
Cooperative Purchasing and AEPA	$189,225	1.5%
Other	$73,168	0.6%
Total	**$12,246,967**	**100%**

FY25 Source and Use of Funds: Expenditures

General Fund

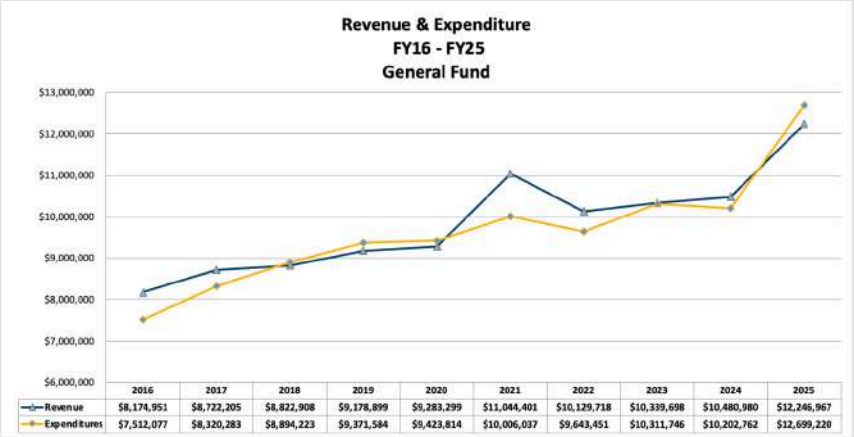
As seen below, in FY25, 60.2% of TEC's annual expenditures consisted of salaries and benefits for our employees, the majority of which work in our special education programs providing direct services to students. In FY25, TEC incurred significant one-time capital expenses, as we moved TEC Academy - Phoenix from the Plimpton Building to the newly renovated Robbins Road campus.



Expenditures	Amount	Percentage
Salaries	$7,637,265	60.2%
Benefits	$1,271,102	10.0%
Rent	$1,093,260	8.6%
Contracted Services	$484,821	3.8%
Other	$890,006	7.0%
Instructional	$555,644	4.4%
Capital	$767,122	6.0%
Total	**$12,699,220**	**100%**

Revenue and Expenditure Trends

The table below illustrates a 10-year look-back of revenues and expenditures of TEC's general fund. Though TEC's revenues and expenditures have increased at a similar rate over the last decade (with the exception of FY21 when TEC received federal COVID assistance), FY25 represents a sharp increase in both revenue and expenditures. This increase is largely attributable to an increase in student enrollment and the accompanying increase in staff required to support additional students.



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Revenue	$8,174,951	$8,722,205	$8,822,908	$9,178,899	$9,283,299	$11,044,401	$10,129,718	$10,339,698	$10,480,980	$12,246,967
Expenditures	$7,512,077	$8,320,283	$8,894,223	$9,371,584	$9,423,814	$10,006,037	$9,643,451	$10,311,746	$10,202,762	$12,699,220

As is true today, over the last 10 years, the largest source of revenue for TEC has been special education tuition. As a collaborative, our goal is to provide high-quality educational programs in a cost effective manner. The table below compares TEC member tuition rates to the median tuition rates of comparable private special education programs.

TEC Member Tuition Rates vs. Median Private Tuition Rates Percent Less			
	TEC Campus	TEC High School	TEC Academy
FY16	-20.7%	-34.0%	-8.9%
FY17	-25.5%	-33.8%	-8.7%
FY18	-28.3%	-32.6%	-10.2%
FY19	-28.2%	-32.5%	-10.2%
FY20	-33.2%	-42.8%	-29.0%
FY21	-39.3%	-40.4%	-29.1%
FY22	-41.0%	-42.5%	-31.3%
FY23	-45.5%	-37.5%	-38.5%
FY24	-54.1%	-46.3%	-47.2%
FY25	-53.2%	-46.0%	-46.0%

As seen above, in FY25 TEC tuition rates ranged from **46% to 54% less** than comparable private programs. Moreover, though TEC has increased its tuition rates over time, the tuition differential between TEC's programs and private placements has significantly increased over the last 10 years.

SPECIAL EDUCATION SERVICES AT TEC

TEC provides a wide range of specialized services for students ages 3–21 with moderate to intensive disabilities, all within an engaging and supportive learning environment. TEC's main campus, situated on a beautiful 8-acre property in East Walpole, is home to TEC High School (THS) and TEC Campus School (TCS), with a satellite transition program for students ages 14–18 located at Westwood High School. Following significant renovations, TEC Academy - Phoenix relocated to a second campus on the site of the former Johnson Middle School building at 111 Robbins Road 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 licensed and dedicated teachers work together to help students explore their goals, take charge of their learning, and build the skills and confidence they need to succeed. We focus on supporting each student as they grow and reach their full potential.

TEC partners with students' families/caregivers and home school districts to create learning plans that are meaningful and meet each student's unique academic, health, and emotional needs.

Our classrooms offer personalized teaching and support, using up-to-date tools, strategies, and technology to help every student learn in the way that works best for them.

Students at TEC can move between programs and classrooms as their needs or interests change, making sure they always have the right support at the right time. All of our programs are designed to provide a positive and inclusive learning experience in the most supportive, least restrictive setting possible.

TEC Schools Overview

Creating pathways to student success

School	Contact	Ages/ Grades	Student Profiles	Program Description
TEC Campus School (TCS)	**Meredith Faletra,** Program Director 141 Mansion Dr. E. Walpole 781-352-5700 (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 medical 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 Academy - Phoenix (TAP)	**Lisa Freedman,** Program Director 111 Robbins Rd. Walpole 781-352-5730	Grades 6-12	• 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 Academy - Lower School (TAL)	**Lisa Freedman,** Program Director 141 Mansion Dr. E. Walpole 781-352-5730	Grades K-2	• 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
TEC High School (THS)	**Deborah Caligaris,** Principal 141 Mansion Dr E. Walpole 781-352-5744	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 incorporates research-based literacy instruction and 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

"What truly sets TEC apart is the intentional way they foster both learning and joy. Through thoughtfully designed opportunities—like swimming, music, and inclusive field trips—our son has been able to engage in meaningful experiences that promote personal growth and gained independence."

--TCS Parent

PROGRAM 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 throughout the day and across environments
- Onsite team of expert licensed therapists, utilizing an integrated related services approach
- Onsite fitness center, therapeutic pool, accessible playground, kitchen facilities, and music room
- Onsite and community-based vocational instruction
- Field trips and community learning opportunities
- Engagement in meaningful, individualized instruction aligned to MA Curriculum Frameworks and students' IEP goals
- Research-based literacy curriculum
- 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.



"When we were looking for a school for my son as he outgrew his in-district placement, we struggled to find a place that he would fit. He often falls between different groups. When TEC was suggested, we knew from the start that TEC was the atmosphere we were looking for. The staff see our son for who he is, celebrating his victories and strengths, and rising to address his challenges with creative solutions."

– TCS Parent



PROGRAM 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

"Our daughter started at TEC when she was just 3 years old, and now at 19, has been here for 16 wonderful years. From the very beginning, the school saw her for who she is — not just a child with limitations, but a bright, funny, and determined young woman with so much potential.

The teachers, therapists, and staff have become like family to us. They've celebrated every milestone, big and small, and given her the confidence to grow academically, socially, and personally. What we treasure most is how she has always been included, respected, and encouraged to be her best self."

– TCS Parent

TRANSITION SERVICES (AGES 18-21)

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

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



TEC ACADEMY - PHOENIX CAMPUS GRADES 6-12

In FY25, based on an analysis of referral data and supported by the opening of the Robbins Road campus, TEC Academy Phoenix (TAP) expanded to include a middle school cohort (grades 6-8).

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

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

TAP 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, employment and beyond.

Academic Program

Aligned with Massachusetts curriculum frameworks, TA'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.

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

Clinical Services

TA'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 Academy Phoenix?

College and Career Exploration

TAP 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

TAP 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 TAP'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.

"This program has been a breath of fresh air for my son in his first few months in school. I find the staff all very supportive, caring, and nurturing to my son and our family. The only regret is that he didn't start going here sooner."

– TEC Academy 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 ACADEMY - LOWER CAMPUS GRADES K-2

In response to member district needs, in FY25 TEC opened the TEC Academy - Lower Campus (TA - Lower), serving students in grades K-2. TA - Lower is dedicated to providing a nurturing and supportive environment for students who face social, emotional, and/or behavioral challenges that hinder their participation in the general education setting. Our substantially separate classrooms are designed to offer a small, structured setting where each child receives individualized attention and flexible support tailored to their unique needs.

Our primary goal is to equip students, over time, with the skills and confidence they need to participate in a full academic school day and access the general education curriculum in the least restrictive setting. By providing a caring and supportive environment, we strive to empower each child to thrive academically, socially, and emotionally.

Our students' profiles may include:

- Students with disabilities, such as:
  - Emotional
  - Health
  - Specific Learning
  - Autism Spectrum Disorder
- Students with social, emotional, and behavioral challenges
- Students in need of an extended evaluation to collect further information to determine additional supports and programming





Academic Program

TEC Academy's highly-qualified, experienced DESE licensed professionals provide individualized instruction using research-based curricula that is aligned with the MA Curriculum Frameworks. With our small classroom setting, teachers are able to flexibly adjust lesson plans to meet the needs of students day-to-day and week-to-week. At TA - Lower Campus we ensure that each student is both challenged and supported so that they experience and build on success.

Clinical Services

Social-emotional learning is a core component of our program. TEC Academy's adjustment counselors ensure that counseling supports are integrated throughout the school day to help students develop essential social skills and emotional regulation strategies. Our approach promotes positive behavior, laying the foundation for future success in both academic and social settings.

At The Education Cooperative, we are committed to making a positive impact on the lives of our students and their families, fostering a pathway toward greater inclusion and success within the broader educational community.

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.

"This school has been a life changer for him. He talks at a very different level than he ever did with a maturity and a sense of direction."

--THS Caregiver

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



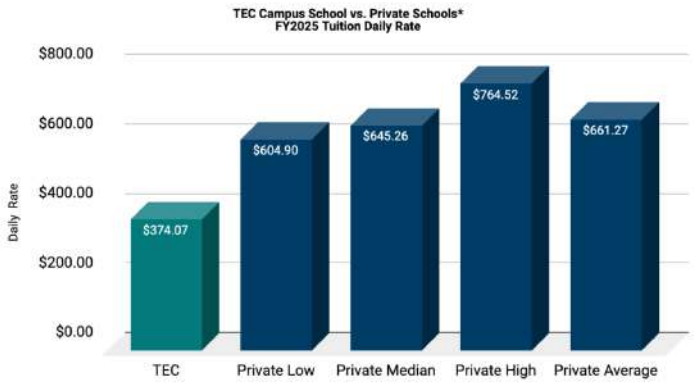


Special Education Programs: Cost Effectiveness

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 annual member district tuition rate of $67,332 or $374.07 per day. This rate is 53.2% lower than the median and 55.5% 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 FY25 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

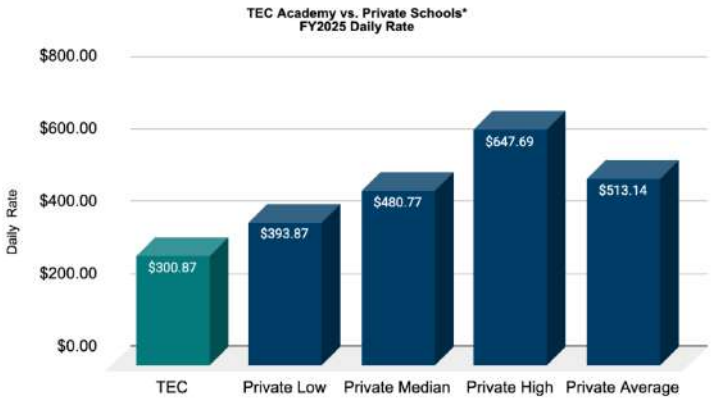
FY25 Per District Savings TEC Campus School vs. Private		
Member District	**# of students**	**District Savings**
Canton	1.00	$51,697
Dedham	3.00	$155,091
Dover-Sherborn	1.00	$51,697
Framingham	6.00	$310,183
Holliston	2.00	$103,394
Hopkinton	2.00	$103,394
Medfield	0	$0
Medway	5.00	$258,486
Millis	0	$0
Natick	1.00	$51,697
Needham	4.00	$206,789
Norwood	8.00	$413,577
Walpole	5.83	$301,394
Wayland	1.00	$51,697
Westwood	0	$0
Sub-Total (Member)	**39.83**	**$2,059,098**
Non-Member	**19.35**	**$612,121**
Extended Total Savings	**59.18**	**$2,671,219**

Average Annual Savings per Student (Member District): $51,697
Average Annual Savings per Student (Non-Member District): $31,634

Special Education Programs: Cost Effectiveness (cont.)

TEC Academy

TEC 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 member district annualized tuition rate is $54,156 or $300.87 per day. This rate is 46% lower than the median and 52.2% 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 FY25 cost savings to TEC's member districts for students enrolled at the TEC Academy:

*Private school comparison group: Brandon Intensive Day, Clearway School, Clifford Academy, Dearborn Academy, Farr Academy, Gifford School, Wayside Academy

FY25 Per District Savings TEC Academy vs. Private

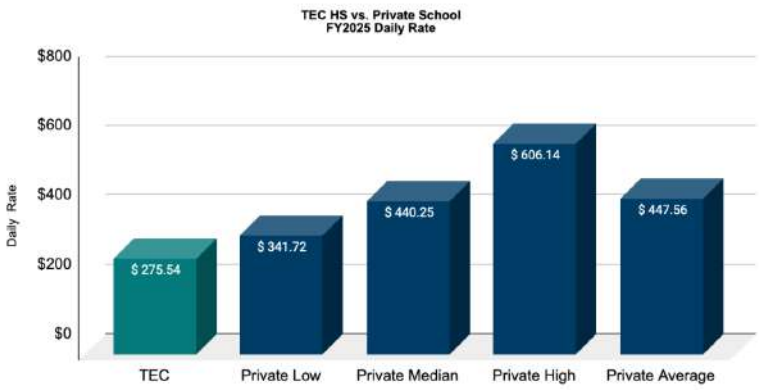
Member District	# of students	District Savings
Canton	1.17	$44,705
Dedham	.05	$1,910
Dover-Sherborn	0	$0
Framingham	.32	$12,227
Holliston	0	$0
Hopkinton	0	$0
Medfield	0	$0
Medway	0	$0
Millis	0	$0
Natick	1.00	$38,209
Needham	0	$0
Norwood	3.25	$124,181
Walpole	6.25	$238,809
Wayland	0	$0
Westwood	0	$0
Sub-Total (Member)	**12.04**	**$460,041**
Non-Member	18.56	**$437,726**
Extended Total Savings	**30.06**	**$897,768**

Average Annual Savings per Student (Member District): $38,209
Average Annual Savings per Student (Non-Member District): $23,584

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 $49,597 or $275.54 per day for member district placements. This rate is 46% lower than the median and 47.6% 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 FY25 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 TEC High School vs. Private

Member District	# of students	District Savings
Canton	1.16	$35,917
Dedham	.14	$4,335
Dover-Sherborn	0	$0
Framingham	.72	$22,293
Holliston	0	$0
Hopkinton	0	$0
Medfield	0	$0
Medway	0	$0
Millis	0	$0
Natick	2.00	$61,926
Needham	2.00	$61,926
Norwood	0	$0
Walpole	2.64	$81,743
Wayland	0	$0
Westwood	1.93	$59,759
Sub-Total (Member)	**10.59**	**$327,900**
Non-Member	7.46	**$118,309**
Extended Total Savings	**18.05**	**$446,209**

Average Annual Savings per Student (Member District): $30,963
Average Annual Savings per Student (Non-Member District): $ 15,859

FY25 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 FY25 the total enrollment across programs was higher than budgeted. This difference is attributable to higher than anticipated enrollments at TCS at the start of the school year.

Table 1

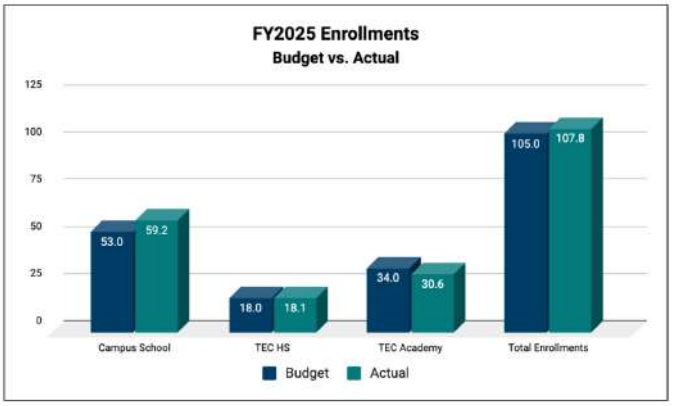
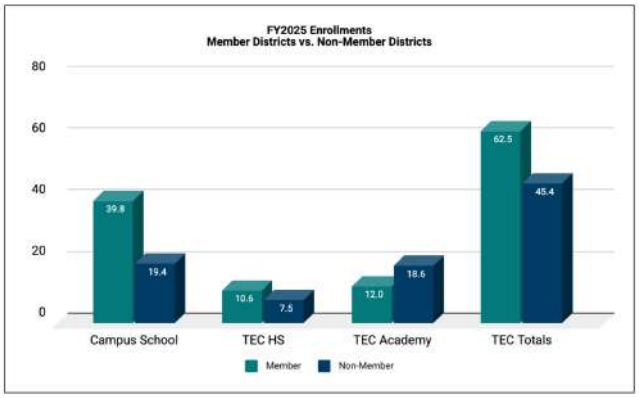


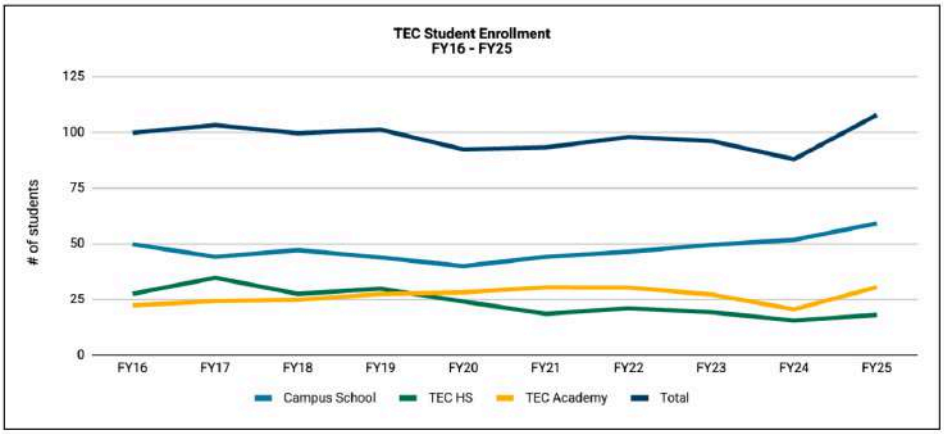
Table 2



As seen in Table 2 above, in FY25, 58% of students enrolled at TEC were from member districts, with the remaining 42% of students from districts that are not members of our collaborative. Tuition for students from non-member districts are higher than for TEC members, with TEC member tuition between 23.8% 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 between FY16 and FY24 was fairly steady ranging from 88 to 103 students with an average enrollment of 95 and a median enrollment of 97. In FY25, TEC's enrollment increased sharply from 92.2 students in FY24 to 107.8 students, representing a 10 year high.

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.

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'25:

- 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 FY25 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 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 FY25, 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.

With the addition of Illinois, Tennessee, Virginia, and New Jersey, FY25 was another year of growth for the TEC SDPA. Through the SDPA, TEC now serves school districts across 12 states. This expansion underscores the importance of data privacy in education and highlights TEC's reputation as a trusted partner in this critical area.

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.

As the demand for TEC's services has increased, the size of the team working on the SDPA has also significantly grown and now includes a Program Director, 2 SDPA coordinators, 1 onboarding specialist, a paralegal, and a dedicated renewal/billing coordinator.

In keeping with TEC's promise to leverage economies of scale, TEC offered a 10% reduction service fees to SDPA members in FY25. Even with this reduction, the overall revenue generated by the program increased. While tuition for TEC's special education programs remains the most significant source of revenue for TEC (at 73.7% of overall revenue), the SDPA has emerged as the largest alternative revenue stream for the organization. In addition to supporting the important mission of protecting students' data privacy, the SDPA also contributes to educating students by helping to curb the rising costs associated with special education.

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 $1.00/student (with a district cap of $4,999) to belong to the SDPA.

Member District	Value to District
Canton	$3,314
Dedham	$2,668
Dover	$492
Dover-Sherborn	$1,081
Framingham	$4,999
Holliston	$2,689
Hopkinton	$4,227
Medfield	$2,478
Medway	$2,158
Millis	$1,161
Natick	$4,999
Needham	$4,999
Norwood	$3,575
Sherborn	$397
Walpole	$3,565
Wayland	$2,701
Westwood	$2,842
TOTAL	**$48,345**

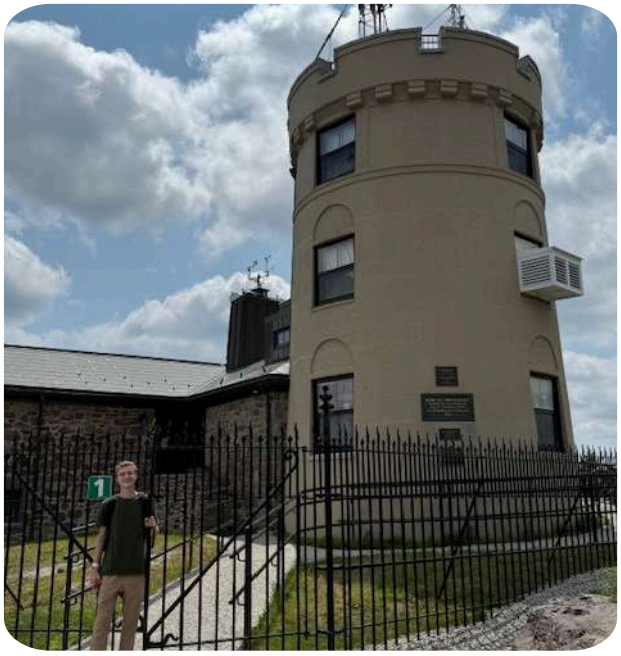
TEC FY25 SDPA Steering Committee:

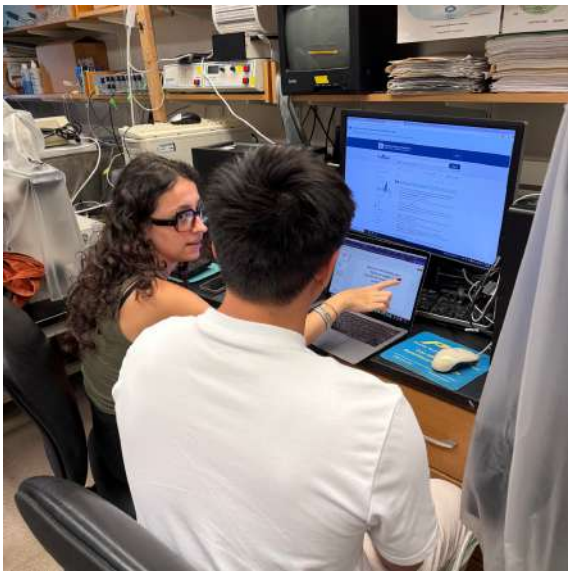
Emily Parks, Executive Director, TEC
Ramah Hawley, Director, TEC SDPA, TEC
Cynthia Tougas, Onboarding Specialist, TEC SDPA, TEC
Don Langenhorst, Director of Technology, Dedham PS
Ashoke Ghosh, Director of Technology, Hopkinton PS
Eoin O'Corcora, Director of Technology, Medfield PS
Dennis Roche, Technology Director, Natick PS
Jenn Judkins, Director of Technology Wayland PS
Steve Ouellette, Director of Technology, Learning, & Innovation, Westwood PS

Career Exploration and Internships

The Education Cooperative's Career Exploration & Internship Certificate Program is an inclusive, highly personalized career development opportunity open to students from any high school or college who have completed at least two years of high school. For more than two decades, TEC has built strong partnerships with businesses, nonprofits, and public-sector organizations, creating pathways for students to gain meaningful, hands-on experience in fields that align with their interests and strengths.

"The on-the-job experience I found most valuable was learning to juggle various different tasks being thrown on at me all at once. There were times where I was asked to do one project, and then begin another, so I had to learn how to properly split my time between different things while still making my work on each project the best that it could be. I find this so valuable because it is very realistic that in a professional environment I will be expected to handle a variety of things rather than always having a singular focus."





Through placements with local employers and mentorship from dedicated professionals, students develop both hard and soft skills, learn about the world of work, and make valuable connections through networking. The program strengthens students' career readiness and supports future college success by helping them refine their interests and gain real-world experience before pursuing postsecondary pathways. Districts benefit by being able to offer opportunities that may not otherwise exist within their communities.

Designed primarily for rising high school juniors and seniors, the program provides individualized career counseling and skill-building in areas such as résumé writing, interviewing, self-reflection, and professional communication. In FY25, a total of 41 students participated in TEC's summer internship program.

"[My son] just finished up with Dr. Peattie and his time at Tufts. Although it was a long drive to and from Medford, he felt the experience was definitely worth it. [He] was self-motivated to engage in the activities and the final project and learned a lot. It was a comprehensive program that really teaches teens real-world skills."

TEC College Fairs

In FY25, TEC hosted a successful college fair in early October at Waltham High School, drawing students and families from across the Greater Boston region. The fair remained free and open to all students, families, and school counselors.

Navigating the college search process can be both complex and time-consuming. With representatives from more than 70 colleges, universities, military programs and gap-year organizations, TEC's college fairs offer a convenient and accessible way for students and families to explore a wide range of options in one location. Students are encouraged to engage directly with representatives, ask questions, and gather information as they begin or refine their postsecondary plans.





"TEC's college fair is a valuable resource for our students and families. The opportunity to connect with admissions representatives in person helps demystify the college process and empowers students to make informed, confident choices about their futures."

– Caroline Higgins
Director of Guidance
Westwood High School

TEC School Counselor Job-Alike Group

In FY25, 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 2024-2025 academic year, this job-alike discussed relevant timely topics such as how best to support students through mental health crises, alternative pathways for post high school experience, and trends in the college admissions process. Guest speakers included Monika Ostroff from MEDA Inc. speaking about eating disorders and a roundtable lunch discussion at TEC with college admissions representatives from Boston University, Bridgewater State University, Stonehill College, UMass Amherst, UMass Dartmouth, UMass Lowell, and Westfield State University.

This professional development opportunity is offered to counselors in TEC's member districts free of charge.

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 President*

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 up to 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 FY25 TEC member district students enrolled in 634 courses, free of charge to districts.

Member District	Free Online Courses 2024-2025	District Savings
Canton	7	$2,100
Dedham	2	$600
Dover-Sherborn	6	$1,800
Framingham	0	$0
Holliston	80	$24,000
Hopkinton	66	$19,800
Medfield	39	$11,700
Medway	80	$24,000
Millis	59	$17,700
Natick	80	$24,000
Needham	80	$24,000
Norwood	68	$20,400
Walpole	16	$4,800
Wayland	18	$5,400
Westwood	33	$9,900
TOTAL	**634**	**$190,200**

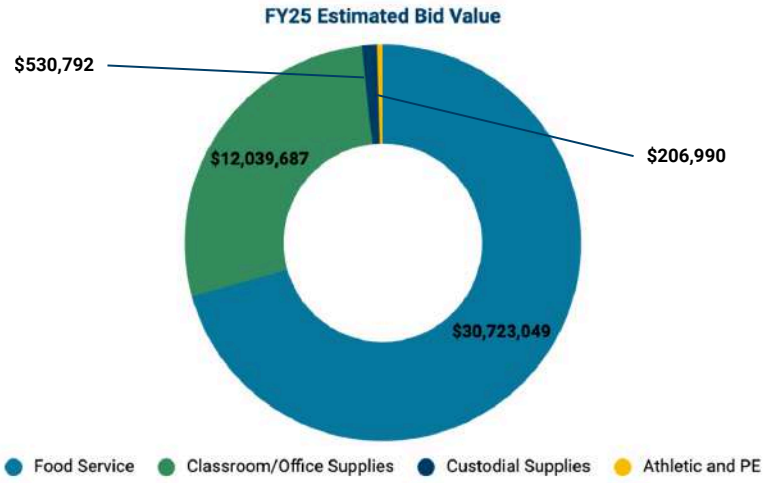
TEC Cooperative Purchasing

In FY25, 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 FY25

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 FY25, TEC cooperative purchasing resulted in bid values of $43.5 M based on district estimates.



The benefits that TEC provides are measurable and cost-effective. The table below provides estimated annual savings in FY25 for categories of purchases made through TEC cooperative purchasing bids.

Bid	# of Participating Districts	Bid Items Awarded	Estimated Annual Savings
Office, Classroom Supplies & Copy Paper (POCAS-24)	56	1292	57% Classroom supplies 28% Toner/Ink 51% Office supplies
Food Service (FSB-24)	48	617	27%
Athletic/PE (A-PE-24)	12	270	52%
Custodial Supplies (C-24)	14	330	66%

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'25

- 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

FY25 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	✓	✓		✓

"Through TEC's cooperative purchasing, we consistently secure high-quality goods at the best value, allowing us to stretch our resources and better support our students."

– Mike Friscia, Asst. Superintendent of Finance and Operations
Walpole Public Schools

FY25 Grant Funding and Donations

As itemized below, TEC received $42,636.59 in state and federal grants, private grants, and donations:

State and Federal Grant Receipts	
Special Education Program Improvement Grant	$4,386.79
Comprehensive School Health Services (CSHS) Grant	$24,000
Total	**$28,386.79**
Private Grant Receipts	
Floyd Family Foundation	$2,500
MIAA Wellness Grant	$7,500
Total	**$10,000.00**
Donations	
Morgan Stanley	$200.00
Fidelity	$1,000.00
Patricia Rosania	$25.00
Sisama, Inc.	$3,024.80
Total	**$4,249.80**
Total FY25 Grants and Donations	**$42,636.59**

Congratulations and Thank You

On behalf of the TEC Learning Community, we thank Dr. Carol Cavanaugh for her many years of dedicated service to TEC. Dr. Cavanaugh retired in June 2025 from her role as Superintendent of the Hopkinton Public Schools.



Dr. Carol Cavanaugh

Dr. Cavanaugh was a devoted champion of TEC's mission and our programs and supported TEC for many years as a member of the Board of Directors. Thank you Carol for all of your work on behalf of TEC and best wishes in your next adventures!



Together we create more possibilities!

Throughout the 2024–2025 school year, TEC's special education programs were filled with moments that reflect the heart of our mission and the strength of our community. We are deeply grateful for the dedication and expertise of our staff, the invaluable partnership of our students' families, and the steadfast support of our member districts—each of whom plays a vital role in creating nurturing, inclusive environments where students thrive. Together we create more possibilities, and these images capture the many ways our collective efforts enrich the lives of the students we serve.



In Loving Memory

Bryan Risi



This year, The Education Cooperative honors the life of Bryan Risi, a cherished member of our community who passed away in September 2024. Bryan was a TEC student from 2019 until the time of his passing at age twenty-one, and in those years he became an integral part of our shared story. Bryan was a wonderful young man—determined, clear about what he enjoyed, and expressive in ways that needed no words. He shared his love of sports, music, and memorable outings—especially trips to the beach and the Patriots Hall of Fame—with his TEC Campus family through his carefully selected smiles and unmistakable presence. His daily arrival brought warmth and connection, helped shape the rhythm of our school, and strengthen the bonds within our community. Bryan is deeply missed by his friends and the entire TEC Campus family, and we remain profoundly grateful for the many ways he enriched our lives simply by being himself.

