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

Agenda
January 14, 2020
6:30 PM
DSMS Library
155 Farm Street Dover, MA 02030

1. Call to Order
2. Community Comments
3. Reports:
   • Assistant Superintendent Report
   • Superintendent Report
4. Student Services Update - Ms. Kate McCarthy & Ms. Naomi O'Brien
5. Superintendent Goals Review
6. Strategic Initiative Task Force Reports
   • School Start Time
   • Communication
7. Vote to approve 2020-21 School Year Calendar A.R.
8. Subcommittee Update
9. Consent Agenda A.R.
   • Approval of October 22, & December 10, 2019 Minutes
10. Communications
    • TEC and Accept Annual Report
    • Transportation Bid Timeline
11. Adjournment

Executive Session - to discuss strategy with respect to educator’s contract negotiations - not to return to open session.

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

The Dover Sherborn Public Schools do not discriminate on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness.
To: Dr. Andrew Keough, Superintendent
From: Elizabeth McCoy, Assistant Superintendent
Re: January Joint School Committee Meeting
Date: January 10, 2020

FULL DAY OF PROFESSIONAL DEVELOPMENT

On December 2, Dover Sherborn educators engaged in a full day of professional development. The day included multiple teacher-facilitated workshops on a variety of topics and practices all aligned with our focus on 21st century skills, student-centered learning and social-emotional wellness. Please see the attached list of workshop objectives and presenters. Feedback from the day included:

What 1-2 pedagogical ideas might you take for your own use?

“Strategies for supporting children with anxiety. The session with Jessica M was fabulous. She would be great to have come back and share more. Options for teaching children locally about sustainability and getting children to love nature as a first step. Also, found the time to revisit the Responsive Classroom training to be valuable.”

“How to cultivate a more enriching classroom conversation.”

“Rearranging desks in the room more flexibly. Having students grade their own participation. Look explicitly at environmental actions in laws and govt actions.”

“Rapid assessment - I really like it as a tuning protocol early in an assignment for kids and for my own planning. I am also interested in proficiency based grading.”

What was positive about the PD?

“I got to choose sessions that interested me and fed my soul.”

“All three sessions left me with practical info/strategies I can apply tomorrow.”

“I liked that it was authentic. We have such a wealth of knowledge that we were able to share. My colleagues did fantastic work in planning and presenting workshops. We were able to pick topics that interest us or that we feel we can improve on rather than being told what to learn. I feel that is how we should be teaching, so it's nice to be able to learn authentically. Thank you for preparing this day!”

“It was wonderful to hear the expertise and ideas of other DS teachers. I found it inspiring to hear about what is happening right here in our district.”

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What would you change about the PD?

“2 sessions with more time for each - less choice/more depth.”

“Would like to have had more time to visit other workshop sessions.”

“I wouldn’t necessarily change the PD but would like a plan for follow-up to ensure supports for educators who want to begin to change the way they teach.”

“We tend to have great PD, but then little time to collaborate with others to implement. (For example, there were lots of great ideas about room design, but since we share rooms at the middle school, we really need collaborative time to clean out spaces/reconfigure.) I wish that we could have a follow up half day PD where we actually have time to put some of these ideas into action.”

Many thanks to the entire DS faculty for their collaboration, creativity and enthusiasm. As one educator stated, “We have amazingly brilliant people here - it was great to tap into our resources.”

INTEGRATING LESSONS LEARNED

Through the generous support of the Dover Sherborn Education Fund (DSEF), many of our educators have been able to access rich professional development via conferences, workshops and visits to other schools. These activities align with the district’s strategic goals of social emotional learning and innovative practices and provide educators an opportunity to explore new approaches while reflecting upon their own. As a result, educators have indicated the following shifts in their work:

Educational Tour of Finland

“As a result of our Finland trip, we have continued to encourage teachers to examine assessment practices that engage students in project based learning...We have examined a new high school schedule that encourages more frequent breaks during the day... We are encouraging teachers to trust students more and give them more autonomy in their learning... We have created more student friendly seating and classrooms that allow for greater mobility thus creating a more student centered environment... We have teachers who are planning to write a grant that involves using nature as an outdoor classroom setting similar to how Finland takes advantage of their environment.” -John Smith, HS Headmaster

“At the middle school we are looking to extend break next year with the new schedule. We are revisiting our homework practices and adding more opportunities for project-based learning which may affect the schedule as well. Through the Fuse program we are looking into personalized learning which could potentially give students more autonomy in the learning process.” -Scott Kellett, MS Headmaster

“As a result of our study of Finland, Chickering teachers have made many shifts: Play-based learning in early childhood classrooms, long supported by our teachers, was validated by the Finnish, who also tout play-based learning and have strong test results; Play time and down time (also from Challenge Success and "pdf") lead to the start of process; The Teachers' Lounge was revamped for conversation and relaxation, in a nod to teacher wellness, prompted by American-Finnish educator Timothy Walker's reflections on its importance as a collaborative hub; Teachers were encouraged to design student-centered classrooms and did so which contributed to a clear mindset, with educators focusing on students, connections, and student voice; Finnish educator Petteri Elo’s PD on phenomenon-based
learning helped teachers think more about the lifelong skills they are embedding (e.g. research, collaboration, and presentation skills, as well as resilience and perseverance). The overall impact is that educators feel the district's values are in the right place, that the demands of providing a high-quality education in Dover-Sherborn are still high but that the overall health of students and educators is valued over test scores. We still have a lot of work to do, but we're headed in the right direction.” - Laura Dayal, Chickering Principal

“Finland’s commitment to young children and developmentally appropriate opportunities for play and project-based learning (more hands on, collaborative, and interest-based) affirmed the important work of the Dover Sherborn Innovation Committee and school/district goals. Pine Hill educators continue to work together to build strong learning communities and imbed increased inquiry and creativity across curriculum units.” - Barbara Brown, Pine Hill Principal

Project Based Learning Conference

“The shift to a PBL focus for our Ancient Mesopotamia unit has empowered my students. They have addressed a real-world problem, used real-world skills and arrived at reasonable effective solutions.” - Allison Rice, Middle School Social Studies Teacher

“The 8th grade PBL unit occurred during first term. There were several aspects of the project based learning that changed the way students approached their writing and most ended up submitting their work to various magazines for possible publication. Last week, the first student shared that she had been accepted and will be published in an issue in spring 2020!” - Julie McKee, Middle School English Teacher

“We used the PBL model for our short story unit this fall, and students were put into writers' workshop groups where they set goals together and planned/executed their work. They had terrific conversations about their leadership styles and had much more of a sense of purpose.” - Janel Pudelka, Middle School English Teacher

“PBL has caused a shift in the way we approach learning. We have shifted to an inquiry based, student centered approach. PBL has given our class the needed vehicle to promote the skills that make up our DS Portrait of a Graduate: innovation, creativity, communication, collaboration, etc. I was amazed by the ability to overcome challenges, creativity, and growth of students during this project.” - Sara Collins, Middle School Social Studies Teacher

High Tech High Fall Institute

“While visiting the HTH campus I was able to witness an exemplary example of collaboration in education. The school is highly collaborative on every level. Teachers work together to design meaningful units of study that call on students to use real world skills. Subjects are not taught in isolation but overlap allowing students to experience real world application of skills. Students are expected to work together to solve problems and in doing so improve their communication and collaboration while learning how to respect those who may have ideas that differ from their own... As an art teacher I have always “done projects” with my students but rarely focused on collaboration as a skill in itself. The visit to HTH has made me place more emphasis on teaching collaboration to students. I have redesigned my units to include more collaborative projects while revamping my rubrics to provide more feedback to students on their progress in this area.” - Cathy Simino, Middle School Art Teacher

“The connectivity and emphasis on student growth has impacted my teaching practice by reinforcing my belief to emphasize student skill development over content coverage. The emphasis of student voice

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TIERED FOCUS MONITORING

Dover Sherborn will participate in a Tiered Focused Monitoring (TFM) review conducted by the Massachusetts Department of Elementary and Secondary Education during the week of February 3, 2020. The Office of Public School Monitoring visits each district every three years to monitor compliance with federal and state special education and civil rights regulations. Areas of review related to special education include student assessments, determination of eligibility, the Individualized Education Program (IEP) Team process, and IEP development and implementation. Areas of review related to civil rights include bullying, student discipline, physical restraint, and equal access to school programs for all students. Following the onsite visit, the review chairperson will provide the district with a report highlighting areas in which the district meets or exceeds regulatory requirements and specifying areas in which the district requires assistance to correct or improve practices. The report will be made available to the public via the Dover Sherborn an DESE websites.
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<td>SESSION 1 (9:30-11:00)</td>
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<td>Digital Escape Rooms using Google Tools</td>
<td>Lori Alighieri &amp; Dianne Pappafotopoulos (DSHS)</td>
<td>HS 110A</td>
<td>Participants will learn how to create an online Digital Escape Room to involve students in a problem-solving activity that applies to their own curriculum. This workshop offers those enrolled the chance to design a unique and engaging product to introduce, review, and assess student understanding of a topic.</td>
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<td>Inspired Learning through Curiosity</td>
<td>Jen Ryan &amp; Laurie Ryan (Pine Hill)</td>
<td>MS 238</td>
<td>Teachers will walk away with concrete ideas that can be implemented in their classrooms the very next day. All of the ideas we share will shift instructional models without adding more for teachers &quot;to do.&quot; Using curiosity rituals in our classrooms will reignite the joy of learning and teaching! Teachers will learn brain-based research that supports learning when curiosity is piqued, the social emotional benefits of curious collaboration in the classroom, and daily rituals that fuel our curriculum.</td>
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<td>Kids who Challenge Us: Increasing Work Engagement and Reducing Oppositional Behavior in Anxious Students</td>
<td>Jessica Minahan (Guest, Author, BCBA)</td>
<td>MS Library</td>
<td>Among the many reasons new teachers leave the field within their first five years, disruptive students are on the top of the list. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school. As a result of this workshop, participants will be able to easily implement preventive tools, strategies, and interventions for increasing work engagement, initiation, persistence, and self-monitoring.</td>
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<td>Lessons from High Tech High</td>
<td>Ana Hurley, Wendy Lutz, Amanda Rogers &amp; Cathy Simino (DSMS)</td>
<td>MS 204</td>
<td>Learn about HTH as an innovative and contemporary learning environment. Named for the technology immersive nature of our world, High Tech High is a project based learning school network. With over 16 schools, HTH uses a student driven model dependent on goal-setting, relationships between school- home, and exposition nights. In this session you will learn about HTH and key-takeaways to enhance and support your PBL teaching in your own classroom.</td>
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<td>Sustainability Studies at DS</td>
<td>Brett McCoy &amp; Mary Memmott (DSMS)</td>
<td>MS 207</td>
<td>Sustainability and Climate Change are two of the biggest topics in education. But how can we help students understand climate change and sustainability as scientific and human problems without overwhelming them, but rather inspiring action? We will share resources for educators at all levels in all subjects, and discuss what aspects of our curricula currently deal with issues of sustainability/climate change, to find areas of overlap and ways to work together. Leave with a plan to make your classroom more sustainable, deepen the impact of lessons you already do, and develop new connections in curricula as well as sustainable practices.</td>
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<td>The Epic Guide to Student Engagement: Developing Student-Centered Activities with Choice</td>
<td>AJ Juliani (Guest, Author, UPenn Faculty)</td>
<td>MS Choral</td>
<td>The key to engagement is high attention and high commitment from our students. However, in order to foster that attention and commitment we must allow students to motivate themselves and each other through choice-based work. In this workshop, we will tackle these five strategies that work to engage students at every grade level and inspire innovative work: 1. choice-based instruction; 2. inquiry-based projects; 3. authentic audience; 4. competitive challenges; 5. launching to the world. Join this interactive session to learn how to develop student-centered activities with choice and inquiry.</td>
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<td>Unit Alignment with ACTFL (World Language)</td>
<td>Alison von Rohr (DSMS)</td>
<td>MS 222</td>
<td>Participants will discuss and explore how to align world language units with the ACTFL Proficiency Benchmarks. We will discuss the process from the curricular level down to planning daily learning progressions. Time permitting, participants will have a chance to implement some of what we have discussed in their own curriculum design.</td>
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<td>SESSION 2 (12:00-1:30)</td>
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<td>Authentic Assessment Ideas in Minutes</td>
<td>Laura Dayal &amp; Stephen Wrobleski (Chickering, DSMS)</td>
<td>MS 237</td>
<td>Using the rapid prototyping protocol, participants will work with various disciplinary standards to identify authentic ways for students to demonstrate their learning. Participants will be allotted time to apply the protocol to their own frameworks and develop innovative assessments that go beyond the traditional model.</td>
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<td>Genius Hour and 20% Time in the Classroom</td>
<td>AJ Juliani (Guest, Author, UPenn Faculty)</td>
<td>MS Choral</td>
<td>In January of 2012 I launched the &quot;20% Project (like Google)&quot; in my class. I had no idea at the time how this project would change my teaching forever. Since then I've been an advocate for &quot;inquiry-based education&quot;—where students are able to learn what they want to learn in school. This session brings together my own classroom experience, research in the field, and stories from a variety of teachers, leaders, and learners using 20% Time and Genius Hour specifically in the Middle School. Come away with step-by-step guidance on implementing, running, and guiding an inquiry-based learning experience with your students.</td>
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<td>Innovative Classroom Design</td>
<td>Allison Gullingsrud &amp; Stephaine Edleglass (Pine Hill)</td>
<td>MS 229</td>
<td>Participants will learn about the classroom redesign process as we go through the shifts that can be easily made to support collaborative and innovative environments that empower students to actively engage in and control their own learning process and develop the 21st Century Skills that will be vital to their future success. This is a great session for those interested in applying for the DSEF grant this school year or even making small shifts with the resources they have!</td>
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<td>Introduction to Seesaw the Learning Journal</td>
<td>Amy Cohn (Chickering)</td>
<td>MS 211</td>
<td>Do you wish your students were more reflective about their work? Would you like to provide your students with choices on how to show their understanding of topics being studied? Do you want families to get a better sense of what you are learning and how? Seesaw is a digital portfolio that collects students’ digital and physical work in one place. Everything is organized which makes assessment and conferences easier. It creates a space that each student can use built-in tools that make it easy for students to capture their learning, reflect, and develop new skills. It is a family communication tool that seamlessly shares what’s going on in your classroom and builds a strong home-school connection. Participants of this workshop will learn quick ways to use Seesaw with their students to share their work and their thinking. Participants will have a chance for hands on training and practice with the Seesaw tools and maybe even have time to poke through the Activity Library that is chock full of premade lessons by grade level or discipline. Come ready to try new things and have great ideas to bring back to your classroom right away.</td>
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<td>Jessica Minahan (Guest, Author, BCBA)</td>
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<td>Perfecting the IEP</td>
<td>Allan Blume (Guest, Special Education Consultant)</td>
<td>MS 123-124</td>
<td>Special Educators will develop consistent district wide practices for completing Plep A and B sections of Individualized Education Programs</td>
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<td>Teacher Playtime: Augmented Reality</td>
<td>Stephen Harte, Teresa Bien-Aime &amp; Sandra Sammarco (DSMS, Pine Hill, Chickering)</td>
<td>MS 118</td>
<td>Imagine that you can take your students anywhere in the world to see anything - historic sites, museums, animals!?! Come join three Dover Sherborn teachers and check out their Augmented Reality kit. We'll show you what you need to get started and then break out our kit and lead you through a couple of Augmented Reality experiences. This hands-on session allows you to see what all the buzz is about and experience what students experience with Augmented Reality. It's pretty cool.</td>
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<td>SESSION 3 (1:45-2:30)</td>
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<td>DS Vegetable Gardens</td>
<td>Mary Memmott &amp; Olive Woodward (DSMS)</td>
<td>MS Library</td>
<td>Vegetable gardens can be a resource for schools for lessons across subjects and skills, as well as a unique way to connect with students and help them de-stress. We have an active and well-maintained garden at the region, as well as gardens at both elementary schools. Learn from the garden organizers at the middle school about what we grow, how/when to access the region garden (and the elementary schools), and how to develop great curriculum ideas from a visit to the garden. Green thumb not required!</td>
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<td>“It’s all Chinese to me!”</td>
<td>Leah Li (DSHS)</td>
<td>HS 120</td>
<td>Do you have energy and motivation to learn some basic Chinese? I can show you simple techniques for pronunciation and vocabulary in less than an hour. In this workshop, you will learn how to pronounce Chinese names the right way. If you have students with last names like Zhang, Wang Cao, Xu and Liu, I can teach you how to pronounce their names confidently and correctly. I can also show you the meaning and origin of some commonly seen Chinese characters, that may seem like a mystery. Come and enjoy this interactive workshop for educators to learn the basics of Chinese culture and language.</td>
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<td>Fostering Student-Led Conversations</td>
<td>Keith Kaplan &amp; Lis Melad (DSHS)</td>
<td>HS 214</td>
<td>Participants will learn some of the methods used at the high school level to empower students to lead their own discussions. Participants are encouraged (though not required) to bring strategies from their own grade levels and disciplines to share with the group.</td>
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<td>Inspiring Individual Creativity in the Classroom</td>
<td>Stephen Wroblewski (DSMS)</td>
<td>MS 237</td>
<td>Participants will learn strategies (games) for inspiring student creativity throughout the learning process.</td>
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<td>Math Workshop Model</td>
<td>Allison Gullingsrud &amp; Lindsay Weiner (Pine Hill)</td>
<td>MS 229</td>
<td>Participants will learn about the different frameworks for math workshop that can be applied to any grade-level. This session will focus on frameworks for independence and differentiation. As Jo Boaler says, “There are two versions of math in the lives of many Americans: the strange and boring subject that they encountered in classrooms and an interesting set of ideas that is the math of the world and is curiously different and surprisingly engaging.” Come learn how to reshape or tweak your current math model to increase student engagement.</td>
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<td>Responsive Classrooms Debrief</td>
<td>Amy Cohn (Chickering)</td>
<td>MS 211</td>
<td>Did you recently get trained in Responsive Classroom? Would you like to regroup with others piloting the program? Come and debrief with your colleagues. Share what is going well. Talk about some road blocks you are having. Hear what others have tried in their classrooms. This is a casual session where’s you can reflect on your practice and set goals for the future months.</td>
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<td>Rethinking Grading (Competency Based Assessment)</td>
<td>Tom Duprey, Daniel Espinoza, Geoff Herrmann, Brett McCoy, Cathy Simino &amp; Sandra Sammarco (DSMS)</td>
<td>MS 118</td>
<td>This workshop will outline meaningful assessments using standards-based grading. Participants will learn about the current Middle School pilot featuring assessment based on the DS Portrait of a Graduate.</td>
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<td>Student Supreme Court Opinion</td>
<td>Brendan O'Hagan (DSHS)</td>
<td>HS 220</td>
<td>Participants will learn how a mixed CP/honors government senior elective went through the process of choosing a Supreme Court case, learning about the case, teaching one another about the case and collectively drafting an opinion that replicated the structure, presentation, and content of a traditional Supreme Court opinion.</td>
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<td>Twitter - The Ultimate Teacher Branding Tool</td>
<td>Andrew Keough (Superintendent)</td>
<td>MS 236</td>
<td>Have you ever wished you could bring parents into your classroom to see the cool things you are doing, without literally bringing them in or writing a daily update? Twitter is the ultimate tool for doing so. In this (beginner) session you will learn how to brand yourself by creating a twitter account. We will create profiles, upload photos, learn how to follow others, track the activity of our posts, track trends in education, connect with others in the field, and more!</td>
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<td>Using Google Forms for Data Collection</td>
<td>Julie Ma (Pine Hill, DSHS)</td>
<td>MS 235</td>
<td>Looking for an efficient way to collect and share data on your student’s IEP goals? This workshop is for you. Bring goals with you and we will help get you rolling on setting up a new user friendly data collection system. Participants should bring their laptops.</td>
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<td>Walking Classroom</td>
<td>Renee Grady (Chickering)</td>
<td>MS 205</td>
<td>Teachers will be introduced to the Walking Classroom program. The Walking Classroom is an award-winning education program that provides students and teachers with an innovative way to get exercise without sacrificing instructional time. The program’s “Walk, Listen, and Learn” methodology capitalizes on the favorable link between exercise and cognitive function. Teachers will assume the roles of students and take a brisk 20-minute walk while listening to a custom-written, kid-friendly podcast that comes preloaded on their WalkKit (audio device). Each podcast begins with a brief health literacy message and includes a character value woven throughout the narrative. Just like in the classroom, teachers will then take a quiz to assess learning. Aligned to state standards for 4th and 5th grade, the podcast topics are appropriate for students in grades 3–8.</td>
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Happy New Year everyone!

The following is my report of relevant news and information from around the three districts. I hope you find it useful.

**Newsletter** -

As part of our efforts to improve communications with our staff and families were are now sending out quarterly newsletters from the central office. #WEareDS provides community members with a “look inside the leadership” of the district and provides us with an opportunity to share, in a relatively short document, what the system is working on and where we are headed. If you have not seen our most recent publication you can check it out [here](#).

**Communication and Start Times Task Forces** –

Speaking of communication, our Communication and Start Times Task Forces have been meeting regularly throughout the year and are making steady progress toward the goals outlined in the Strategic Plan. I will be presenting on the specific work of these two committees later in the evening.

**MASC Workshop** –

As a reminder, we will be holding a Joint School Committee workshop meeting on January 22, 2020 at 5:30 p.m. in the MS library (or conference room if space allows). The session, led by Dorothy Presser, a long time school committee member from Lynnfield and leader at MASC, is intended to serve as professional development for us. It will allow us time to reflect on our work and discuss how we might be more effective. Some of the topics for the evening will include, the role and requirements of being a school committee member, thinking like a team (and keeping an eye on the “big picture”), and recognizing the power of “optics”. I would be happy to have Dorothy speak to other topics as well. Please let me know if you have other suggestions.
Thanks to the Dover Sherborn Education Foundation –

Over the past few months, I have been observing the impact of some incredible initiatives that have come into being thanks largely to DSEF grants. Their support, in particular of the “Innovative Classrooms” and the “Ticket to Travel” programs have truly inspired our staff and lit a new flame of creativity and forward thinking across the district. I want to formally thank DSEF and especially the MANY community members who volunteer for or donate to the Foundation. We, and especially our children, benefit so much from their generosity. THANK YOU!!

Pine Hill School Access Road –

As an FYI, especially to the Sherborn School Committee, there continues to be interest on the part of myself, the Public Safety Committee, Fire and Police, DPW, and the Select board in seeing the Pine Hill emergency access road completed for use as a formal exit. Prior to the holidays, a group of us walked the site with engineers to discuss the possibilities and the work that would be required. Unfortunately, since that time there have been a few snags in the process. Most importantly, the land swap that made the current access road possible was never formally/legally documented, thus that must happen now. Sean Killeen and Town Administrator David Williams are working on this and we remain confident that this will not fully stop progress. However, it may slow things down a bit. The next steps will be to secure funding for the full engineering study and ultimately the road itself. If successful the driveway (from the top of the hill), the bus loop, the parking lot, and the access road itself will be redone to ensure safe passage of all vehicles and pedestrians. We will continue to keep you informed of significant changes in this regard.

Emergency Response Team –

The Emergency Response Team for all three districts will hold our second meeting of the year on January 14th. Topics of discussion will include status of our security systems, results of the Alertus Drill, Fire and Lockdown Drill protocols and timelines, communications and protocols when working with at risk students, and completion of emergency handbook and plans for distribution. Additionally, at this meeting we will discuss the possibility of contracting with a company that provides a mechanism for reporting anonymous complaints or concerns. This is an area of concern that has been raised a number of times to administrators and we would like to investigate further whether it has potential for our system.

#WEareDS
Special Education and Student Services Update

Kate McCarthy, Director of Student Services
Naomi O’Brien, Elementary Special Education Coordinator

JOINT SCHOOL COMMITTEE MEETING
January 14th, 2020
Special Education Alignment

Goal: To ensure consistency in determining appropriate services, delivering services and accompanying documentation

- Holding monthly or weekly meetings with Special Education Departments at all buildings
- Discussing consistency in IEP writing through meetings and speakers
- Meeting frequently with program staff and specialist groups
- Weekly meeting with Admin Assistants and Special Ed Chairs
- Utilizing systems for monitoring paperwork processing
- Reviewing timelines being used PreK-12
Supports for All Students

Goal: To ensure fidelity and success of new programs and supports available to all students

- Analyzing of criteria for supports being recommended
- Continuing to develop social emotional supports/programs
- Consulting and collaborating with all social emotional support staff at all three levels (consultation and clinical meeting)
- Observing and meeting with staff in the GRIT and GOALS Program
- Working with consultants to support staff across the district with autism and social-emotional focus
- Participating in student concern meetings
Building Relationships

Goal: To ensure time is dedicated to relationship building with staff, students and stakeholders

- Regular meetings with special education, general education and student services groups
- Meeting with staff outside of formal department meeting
- Expanding staff awareness by presenting at larger staff meetings
- Participating in Special Education Team Meetings
- Attending parent group meetings
- Visiting classrooms and being present in buildings
Next Steps

- Review the need to develop a structure for social emotional supports at the High School and Pine Hill
- Continue observations, meetings and collaborative opportunities
- Continue to visit general education meetings
- Continue to review document timeline adherence
- Gather information from staff around our work
Goal 1: (District Improvement) Prepare for transition to new Pre-K – 12 start times – In accordance with our district Health and Wellbeing goal contained in the Strategic Plan, begin the transition to a roll out of new start times in the 2020-21 school year. Develop the Start Times Task Force – Phase II that addresses related issues that arise as a result of the planned change.

This goal speaks directly to Standard I (Instructional Leadership), indicator E (Data-Informed Decision Making), Standard III (Family and Community Engagement), indicator A (Engagement), and Standard IV (Professional Culture), indicators A (Commitment to High Standards) and E (Shared Vision), as well as to the district goals related to Health and Wellness.

Key Actions

1. By June 2019, convene the Start Times Task Force-Phase II (STTF-PIII) to establish sub committees that address key areas of need. These will include: Transportation, Staff Implications, Secondary Before/After School Activities, Elementary Before/After School Activities, School Schedules, and Communications.

   The STTF-PIII has been in place since the spring of 2019 and has been meeting regularly. The committee has broken into the aforementioned subcommittees and they have been working to address mitigating issues that remain.

2. By June 2019, identify leaders of Start Times Task Force Phase II, who will serve as the steering committee of the work moving forward.

   The subcommittee leaders, who serve as the steering committee, are as follows: Dawn Fattore - Transportation, Stephen Wrobleski and Kate McCarthy - Staff Implications, John Smith - Secondary Before/After School Activities, Laura Dayal and Allison Gullingsrud - Elementary Before/After School Activities, Scott Kellett and Ann Dever- Keegan - School Schedules, and Amanda Brown and Sarah Wilson - Communications.

3. By September 2019, seek reports of progress being made toward ensuring challenges are being met by the key sub committees.

   Throughout the fall, the STTF-PIII has been meeting regularly and receiving updates from the subcommittee leaders on progress being made.

4. Throughout summer and fall of 2019, ensure that information and progress being made toward the transition is being communicated with key stakeholders and that opportunities are being provided for stakeholder contributions to the process.
The Communications subcommittee has been responding to email sent to the STTF-PII email account, has written letters to the local paper explaining the decision and plan moving forward, and has been maintaining the STTF-PII webpage. Additionally, a number of members of the STTF-PII, administrators, and School Committee members have met with individuals (and small groups) of those stakeholders opposed to the start times change in the hopes of hearing and addressing their needs. Unfortunately, this has met with mixed results.

5. At October 2019 Joint School Committee meeting, provide summary of work accomplished by the Start Time Task Force – Phase II subcommittees, a summary of financial implications for Sherborn, Dover, and Dover Sherborn Regional FY 21 budgets, and a report on remaining work to be accomplished.

The STTF-PII presented to the Joint School Committee in October to explain the work done to date aimed at addressing concerns related to the change. Any financial implications are/will be built into the FY21 budgets, but to date the costs have been non-existent or negligible. The STTF-PII will continue to provide updates on their work to the Joint School Committee throughout the 2019-20 school year.

Benchmarks

1. Start Times Task Force – Phase II Steering Committee and sub committees formed and leaders named. Completed/Continuing.

2. Opportunities for stakeholder participation and input have taken place. Completed/Continuing.

3. Work of Start Times Task Force – Phase II has been fully communicated with stakeholders and opportunities for contribution have been provided. Completed/Continuing.

4. Joint School Committee has received a report of work completed, projected costs established, and remaining work identified. Completed/Continuing.

Goal 2: (District Improvement) Continuing the work of the Communications Task Force—In accordance with district Partnership with the Community goals, maintain and strengthen mechanisms for communicating with the school community about the direction and work of the district. This goal speaks directly to Standard III (Family and Community Engagement), indicator A (Engagement), indicator C (Communication), and indicator D (Family Concerns), as well as to district goal related to Family and Community Engagement.

Key Actions

1. Over course of 2019-20 school year, continue and strengthen effectiveness of Central Office Newsletters and more consistently utilize and expand use of the Superintendent’s blog.
The Central Office Newsletter, #WEareDS is being distributed quarterly. Unfortunately, I have found maintaining my blog to be more difficult than expected and the number of posts has been lower than I had hoped. I will continue to work on this.

2. By early fall of 2019, reconvene the Communications Task Force, with the goal of identifying and more broadly utilizing social media tools that can consistently bring “user friendly” information to the Dover Sherborn community.

The Communications Task Force (CTF) is scheduled to hold its 5th meeting on January 15th. The task force has broken into the following subcommittees: Anthony Ritacco, Dianne Pappafotopoulos, Andrew Keough, and Scott Kellett – Website Review, Sandra Sammarco, Anne Hovey, and Nancy Cordell – Branding, Kate Potter, Sandra Sammarco, Leslie Leon – Social Media, Nancy Cordell and Allison Gullingsrud– Coordination. The subcommittees have been investigating what other school systems are doing related to their focus and reporting back to the larger committee for consideration of change.

3. By the winter of 2019, work with a consultant to more specifically identify the “Dover Sherborn Brand” and ensure that our district websites convey the messaging of that brand clearly.

On the heels of having invited technology/media relations consultant, Maria Kaddison last year to speak with the CTF about branding, we have begun to examine how other schools “brand” their systems. The subcommittee has reported back what they have observed and consistent with Maria’s insights, most schools find a way to convey the “Big” three or four principles they stand for in an effort to make it clear to webpage visitors. In the coming months, working in coordination with the Website committee, the Branding subcommittee will work to identify those key messages we wish to convey when our website is rebuilt in the coming months.

4. Working with the Director of Technology, upgrade the district websites to be more complimentary of the district, user friendly, and consistent in messaging amongst the four schools.

The CTF invited Final Site (our current website host) in for a presentation on how we might upgrade our website. It was an exciting visit and the opportunities for improvement seem boundless. As the year progresses, we will begin the work of upgrading our site, eliminating dead links, synching up calendars of our four schools, enhancing the visual experience for site visitors, including some social media (Twitter) links, and establishing our brand.

**Bench Marks**

1. Central Office Newsletters are delivered consistently on a seasonal schedule, are expanded to include news from the Business Administrator and Director of Student Services and blog is being updated and publicized at a minimum of two times per month. Continuing. As mentioned previously, the blog has been difficult to keep up, but I will continue to seek out time to keep it current. Newsletters have been kept up and seem to be well received.
2. Communications Task Force has reconvened and regular meetings established for the year. **Completed/Continuing.**

3. Training of administrators and teaching staff in the use of a social media tool (Twitter) for purposes of more broadly communicating the daily work of the district to the extended community. **Continuing.** Although we conducted training on the November professional day, I would like to spend more time on this with our Leadership Team this coming summer.

4. District websites are updated, are user friendly, have greater consistency, and the “Dover Sherborn Brand” is clear to those visiting our district electronically. **In progress.**

**Goal 3: (District Improvement) Ensure smooth transition to Student Services Model and oversee implementation of goals outlined in 2018-19 Special Education Review** – Assist the new Director of Student Services and Special Education Coordinator in their transition to Dover Sherborn. Ensure that the immediate and ongoing recommendations outlined in the review (See below) are implemented. *This goal speaks directly to Standard I (Instructional Leadership), indicator A (Curriculum), indicator B (Instruction), indicator E (Data Informed Decision Making, and Standard II (Management and Operations), indicator B (Human Resources Management and Development), as well as to district goals related to Innovative Teaching and Resource Efficiency.*

**Key Actions**

1. In the spring of 2019, ensure that all new personnel are hired and being supported in their transition to DS (incorporating them into the District Leadership Team, providing mentors, effective spaces, full understanding of roles and responsibilities).

   We have been very pleased with the new staff hired to oversee our Student Services department. Both Kate McCarthy and Naomi O’Brien have transitioned very well to the district and have joined job alike groups and sought out mentoring. They have successfully led the opening of the GOALS program at Pine Hill School and the GRIT program at the Middle School. They have also reorganized the way the preschool operates and have established positive relations across the district. I am extremely proud of how well this reorganization has gone.

2. In the summer of 2019, meet regularly with the new Director of Student Services and Special Education Coordinator, ensuring that they and the department are fully prepared for the fall 2019 opening.

   Throughout the spring and summer, I met with Kate and Naomi to assist them with their transition to DS. Additionally, we included Naomi (Kate was unable to attend) in the summer leadership retreat. This allowed her the opportunity to learn about the “DS way” and to form
relationships with her new DS colleagues. Kate and Naomi understand the importance of connecting with people and went to great lengths this summer to meet with their stakeholders. As a result, their fall transition was seamless and they are now fully accepted as key members of our system.

3. In the summer of 2019, ensure that the new Director of Student Services and Special Education Coordinator have reviewed the entire Special Education Review and have developed goals that align with the recommendations contained in the Special Education Review.

Upon their arrival, I made sure that Kate and Naomi had copies of the Special Education Review conducted last year and emphasized its importance in their goal setting for the year. Both have honored this request fully and as a result, much progress has been made toward meeting the recommendations outlined in the review. Some examples of their progress includes revisions to the preschool programs, implementation of SEL supports across the district, and increased supports of students on the autism spectrum.

4. Throughout the 2019-20 school year, ensure that principals, the Director of Guidance, and new student services leaders are meeting regularly and collaboratively striving to address recommendations outlined in the Special Education Review.

Our Student Services leaders are meeting regularly with the building leaders and guidance director. Additionally, they are attending general education and guidance support meetings in order to gain a better understanding of the practices that are in place for our students in need and to form relationships with those delivering those services.

Bench Marks

1. Director of Student Services, Special Education Coordinator are properly situated, have mentors, and are actively engaged in their leadership roles.Completed/Continuing.

2. The fall 2019 opening goes smoothly and feedback on the new model indicates that it is working effectively.Completed.

3. Standing meetings are established and being held between the superintendent and the Director of Student Services and Coordinator of Special Education and their goals for the 2019-20 school year align with the recommendations contained in the Special Education Review.Completed and goals submitted and approved.

4. Standing meetings have been established between the principals, the Director of Guidance, and new student services leaders and the recommendations of the Special Education Review are being implemented.Completed/Continuing.
Goal 4: (Professional Practice) Continue to expand connections with experienced superintendents, continuing with coaching model, participating in job alike meetings, attending relevant conferences on school leadership. – Continuing to work with leadership coach, other superintendents, further strategize effective approaches to leading change in a high achieving school district. – This goal speaks to Standard IV (Professional Culture), indicator D (Continuous Learning)

Key Actions

1. In the summer of 2019, establish standing consultancy meetings with leadership coach, processing key challenges of the position.

   Once again this year, I have continued to meet monthly with my coach, Matt King to discuss challenging situations I am confronting in the position. Matt was a long time Superintendent in Wellesley and Lincoln Sudbury and currently works for Teachers 21. In addition, he is an instructor in the Boston College Professional School Administrators Program and with the Massachusetts New Superintendent Induction Program. His support and insights have been invaluable to me and I benefit tremendously from meeting with him.

2. In the summer of 2019, establish a schedule of job alike meetings I will attend over the course of the 2019-20 school year.

   I am a member of the TEC Superintendents Job Alike Group and we have a standing monthly in Wellesley. Similarly, serving as a Board member to both TEC and ACCEPT I have ample opportunity to connect with other area Superintendents on a monthly basis.

3. In the summer of 2019, establish a schedule of leadership conferences I will attend over the course of the 2019-20 school year.

   Although I was able to attend the MASS Leadership Conference this past summer and develop a list of other conferences I could attend throughout the year, unfortunately my schedule makes it difficult to attend many of them. I am continuing to seek out shorter conferences that are closer to home and worthwhile in an effort to remain vitalized and current.

Benchmarks

1. Regular monthly meetings will be held with leadership coach. Completed/Continuing.

2. Regular monthly attendance at job alike meetings. Completed/Continuing.

3. Attendance at MASS conferences and Metco Director’s conference. Attended MASS Conf. but was unable to attend Metco Director’s Conf. due to scheduling conflicts.
Goal 5: (Student Learning) Continue to work with the Leadership Team and Assistant Superintendent, ensuring that all Dover and Sherborn Students are being exposed to a rigorous curriculum, teachers are receiving meaningful feedback about their instruction and the impact of their instruction, and that authentic learning experiences and assessments are being prioritized in all schools. – Work with a group of educators, administrators and school committee members to ensure that the supervision and evaluation model being used is consistent with best practices and best serves staff, students, and administration. Continue to supervise and guide the Assistant Superintendent for Curriculum and Instruction in the process of reviewing the district curriculum for rigor, consistency, and alignment. Review and adjust where necessary evaluation procedures and train evaluators in best practices in teacher evaluation. Institute recommendations of the Innovation Committee, ensuring that Portrait of a DS Graduate standards are being fully integrated into the learning experiences of students. *This goal speaks to Standard 1 (Instructional Leadership), indicators A-E (Curriculum, Instruction, Assessment, Evaluation, and Data-Informed Decision Making) as well as to district goal, Innovative Teaching and Learning*.

**Key Actions**

1. In the summer of 2019 and throughout the 2019-20 school year, continue to analyze and calibrate classroom feedback with evaluators and identify priority standards and indicators (related to the district's goals) on which to focus all observations next year.

   Although we are hopeful that as a result of the teacher contract negotiations we will be able to revise the teaching standards currently in use for Dover Sherborn, this remains in limbo for the time being. I am confident that if approved through negotiations, we will be able to begin to examine the process for evaluation later this year and will be able to tighten our teaching standards and more closely align them with the state standards. Nevertheless, this past summer, working with the Leadership Team, we were able to identify priority standards and indicators that all administrators are using, regardless of the class being observed and all of those standards were shared with the full faculty on Opening Day. This allows us to consistently prioritize our district goals and to keep them “alive” throughout the year.

2. Over the course of the 2019-20 school year, conduct a curriculum review of the K-12 History/Social Studies program and develop an action plan for growth and development over the next five years; implement year 4 of the Science Technology & Engineering action plan, year 3 of the English action plan, and year 2 of the Mathematics action plan as outlined by previous curriculum reviews.

   Throughout the school year, I have continued to work directly with Beth McCoy to ensure that we are continuing our scheduled curriculum reviews. This year we are in year one of the History and Social Studies review. As part of this work, curriculum leaders from Pine Hill School and Chickering School have met and identified shifts in the state’s frameworks and adjusted curricular units where necessary. In the Middle School, history and social studies instructors have met and worked to identify power standards at each level in order to incorporate “deeper dives” into key topics and themes. Meanwhile, our high school history and social studies instructors are exploring ways to develop a civics project that they can incorporate into their program to meet state requirements and to mirror those offered in 5th and 8th grade levels.
As part of year two of our curricular work, our English instructors have been coming together, k-12, to align their practices around literacy instruction and scaffold the supports and interventions provided to students throughout their DS experience.

In math, where we are in year three of our review, our elementary and middle school teachers continue to work together to find ways to integrate “real world” problems into their units, while at the high school educators are exploring ways to incorporate a financial literacy module into their courses.

Although curriculum oversight is predominantly provided by Ms. McCoy, I take great pride in knowing that the work continues and that we continue to push ourselves to improve as a system.

3. Starting in the summer of 2019, begin phase two of work on the Portrait of a Graduate by sharing the final draft with all stakeholders and engaging them in conversations about next steps for implementation (identifying evidence of mastery of core competencies, systems of evidence, performance-based tasks, etc); provide opportunities for early adopters of project-based learning and authentic assessments access to rich professional development opportunities and exposure to best practices through site visits to other schools and programs.

Again, although the work surrounding the Innovation Committee and Portrait of Graduate falls primarily into Ms. McCoy’s domain, I have been closely involved in the process and take pride in the fact that a draft of the Dover Sherborn Portrait of a Graduate has been developed and is being circulated throughout the system for review and feedback from stakeholders.

A large number of our staff members have embraced this work and should be considered “early adopters”. Amongst the training and learning experiences our staff have been involved with since the formation of the Innovation Committee includes: Participation in the Project Based Learning (PBL) Learning Institute, visits to High Tech High School, participation in the FUSE Fellowship Program, sharing of best/innovative practices at the November Professional Development Day, and continued opportunities to travel to explore new ideas using the “Ticket to Travel” program.

**Benchmarks**

1. Evaluations conducted by administrators will be reviewed for consistency. **Completed/Continuing.**

2. Comparisons of evaluations will show consistency of messaging and focus on meeting of standards for effective teaching. **Incomplete/Continuing.** This is dependent on our revising the Program for Growth and Evaluation document through discussions with the DSEA, which has not been fully established through negotiations.

3. Curriculum review of History/Social Studies will be completed and action plan and development reported to school committees in spring of 2020. **Incomplete/Continuing.**
4. Portrait of Graduate will be completed and become the guiding document for teaching and instruction for the district. Incomplete/Continuing.
<table>
<thead>
<tr>
<th>Innovative Teaching and Learning</th>
<th>Health and Wellbeing of Students and Staff</th>
<th>Partnerships with Families and Communities</th>
<th>Safe and Innovative Facilities</th>
<th>Resource Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world</td>
<td>Revise and enhance programs in support of the social-emotional needs of students and staff</td>
<td>Cultivate partnerships with families and community groups to strengthen the support system</td>
<td>Evaluate and adapt facilities and learning spaces to support 21st century learning experiences</td>
<td>Provide the highest quality education in an efficient and productive manner</td>
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<tr>
<td>Strategic Priorities</td>
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<tr>
<td>Re-establish a Pre-K-12 Academic Excellence Committee to research “cutting edge” practices and trends in both industry and education across the state, nation, and world</td>
<td>Focus on the social, emotional, and physical well-being of all students</td>
<td>Continually investigate and implement system-wide communication systems that reach families in a timely, professional, and uniform/streamlined fashion</td>
<td>Continue to update systems and structures to ensure the safety of the school community</td>
<td>Maximize sharing of special education staff/resources/programming across the system and continue to refine the FY15 SPED reorganization</td>
</tr>
<tr>
<td>Provide professional development activities that foster innovative teaching practices</td>
<td>Provide experiences to support the social emotional needs of staff</td>
<td>Collaborate and support the work of Challenge Success and other parent and community related groups in providing educational and networking opportunities for parents and staff</td>
<td>Review, realign, and upgrade spaces to support 21st century learning</td>
<td>Continuously review current and projected special education needs across the system and develop in-district educational programming and protocols to reduce/eliminate out-of-district placements</td>
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<tr>
<td>Strengthen current curriculum and teaching methods by building upon identified best practices</td>
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<tr>
<td>Broaden the use of technology to better prepare students for a continually advancing workforce</td>
<td>Review school schedules for opportunities which further support the health and well-being of students</td>
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<td>Ensure effective and efficient use of resources</td>
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<td>Investigate additional sources of revenue or cost saving measures annually as part of the budget development process</td>
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<tr>
<td>Objective</td>
<td>Action Step</td>
<td>Point Person</td>
<td>Associates</td>
<td>Year 1 Benchmark</td>
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<tr>
<td>Innovative Teaching</td>
<td>Review and expand current STEAM (Science, Technology, Engineering, Arts, and Math) opportunities (i.e. computer programming, robotics, software design, etc.), further integrating curriculum and activities that will strengthen the Pre-K through 12 continuum of content and skills.</td>
<td>Asst. Superintendent</td>
<td>STEAM Team</td>
<td>Identify current offerings &amp; explore other programs</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Establish partnerships with institutions of higher education for collaborative staff professional development, advancement of programming and innovative practices, and student access to supplemental learning experiences beyond the traditional school walls.</td>
<td>Asst. Superintendent</td>
<td>PD Committee</td>
<td>Explore partnership with Teachers as Scholars &amp; IDEAS: identify credit for courses offered by DI faculty; identify &quot;core modules&quot; for student access.</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Develop a &quot;Portrait of a Graduate&quot; consistent with the community’s expectations along with a process to measure and evaluate success.</td>
<td>Asst. Superintendent</td>
<td>Academic Innovation Committee &amp; Director of Guidance</td>
<td>Explore program; identify skill areas</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Design and implement professional development opportunities that further support and develop educators as fluent users of technology, with an aim of increasing student digital literacy and broader implementation of compelling, engaging, and relevant learning experiences.</td>
<td>Asst. Superintendent</td>
<td>PD Committee</td>
<td>Offer PD via after-school courses &amp; DI Institute model/share best practices via videos</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Design and implement professional development opportunities that emphasize student-centered instructional practices and foster self-driven independent learning.</td>
<td>Asst. Superintendent</td>
<td>PD Committee</td>
<td>Model/share best practices, including PBL</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Provide ongoing professional development with evaluators to ensure that all staff receive timely, meaningful, and targeted feedback consistent with state and national standards.</td>
<td>Asst. Superintendent</td>
<td>Leadership Team &amp; Department Heads</td>
<td>Convene MOU Committee on Supervision &amp; Evaluation; update forms; calibrate observational focus &amp; feedback</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Investigate and implement models of authentic assessment (i.e. Universal Design for Learning) that include ongoing gathering and sharing of (formatative) data for continuous improvement of teaching and learning.</td>
<td>Asst. Superintendent</td>
<td>Academic Innovation Committee</td>
<td>(via RTI work and Portrait of a Graduate/PBL work)</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Ensure that learning experiences are horizontally and vertically aligned and emphasize creativity, innovation, critical thinking, design thinking, problem solving, communication, collaboration, and global competency.</td>
<td>Asst. Superintendent</td>
<td>Curriculum Leaders</td>
<td>Analyze and make necessary adjustments to curriculum leadership structure; (via curriculum review process &amp; Portrait of a Graduate work)</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Review and revise the DCAP (District Curriculum Accommodation Plan) and provide ongoing support for implementation of Tier 1 best practices for instruction, accommodations, and interventions that will benefit all students, including English Language Learners and students with disabilities.</td>
<td>Asst. Superintendent</td>
<td>Director of Special Education, Building Leaders, ELL Coordinator</td>
<td>Finalize and share DCAP guidelines; provide best practices for special education, LBDL, ELL in Tier 1</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Formalize data sources and systems of analysis, and expand Tier 2 interventions to provide targeted support to students by highly trained educators in the Least Restrictive Environment.</td>
<td>Building Leaders</td>
<td>Asst. Superintendent</td>
<td>Solidify structures/processes for collecting data (screens, benchmarks), providing interventions (staffRotate) &amp; A progress monitoring; research best practices and effective models; make recommendations to align and grow RTI practices level</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Plan the transition of FLES (Foreign Language in Elementary School) elementary students to the middle and high school world language programs.</td>
<td>Asst. Superintendent</td>
<td>FLES Team</td>
<td>Assess curriculum alignment, proficiency model PD, develop grade 6 curriculum</td>
</tr>
<tr>
<td>Innovative Teaching</td>
<td>Update and advance the action plan established by the Technology Committee.</td>
<td>Director of Technology</td>
<td>Director of Technology</td>
<td>Update/revise &quot;RTI + 1&quot; strategies to ensure all student data is secure; upgrade/maintain infrastructure</td>
</tr>
<tr>
<td>Safe Facilities</td>
<td>Conduct a security audit for all buildings and implement recommended changes where possible and consistent with district philosophy.</td>
<td>Superintendent</td>
<td>Building Leaders</td>
<td>Provide school committees with recommendations for facility/campus security changes based on recommendations of STEAM Risk Management</td>
</tr>
<tr>
<td>Safe Facilities</td>
<td>Provide training of all staff in consultant recommended emergency procedures. Run periodic drills.</td>
<td>Building Leaders</td>
<td>Provide security training for all staff</td>
<td>Continue to run drills w/ staff and students</td>
</tr>
<tr>
<td>Safe Facilities</td>
<td>Ensure that each school has an Emergency Response Team (ERT) that meets quarterly to review and discuss emergency protocols.</td>
<td>Building Leaders</td>
<td>Convene ERT and review/update purpose &amp; protocols</td>
<td>Completed</td>
</tr>
<tr>
<td>Safe Facilities</td>
<td>Draft and implement sustainable plans for infrastructure, hardware and software including identification of required funding sources and ensuring the safety and protection of students and data.</td>
<td>Building Leaders</td>
<td>Follow replacement cycle; update systems; ensure all student data is secure</td>
<td>Completed</td>
</tr>
<tr>
<td>Safe Facilities</td>
<td>Conduct a room usage audit to evaluate efficiency and inform thoughtful program growth for STEAM initiatives, i.e. STEAM Maker Spaces, etc.</td>
<td>Building Leaders</td>
<td>Convene with STEAM Team re: strategic recommendations; draft proposal/plan for updating spaces</td>
<td>Completed</td>
</tr>
<tr>
<td>Safe Facilities</td>
<td>Identify needed upgrades/renovations to existing buildings and grounds not included in the OneNote Insight Long Range Capital Plans and incorporate into the capital funding projections.</td>
<td>Director of Plants &amp; Facilities</td>
<td>Business Administrator</td>
<td>Continue to update capital plan &amp; acquire funding through budget process</td>
</tr>
<tr>
<td>Resource Efficiency</td>
<td>Conduct an audit of Special Education resources, programs and services to encourage vertical and horizontal alignment, equity, and effectiveness across all schools.</td>
<td>Director of Special Education</td>
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</tr>
<tr>
<td>Resource Efficiency</td>
<td>Review Special Education administrative model for effectiveness; formally defining roles, and assessing related data to ensure consistent service delivery.</td>
<td>Director of Special Education</td>
<td>Completed</td>
<td>Completed</td>
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<tr>
<td>Resource Efficiency</td>
<td>Review schedules and staffing assignments across all programs (within general education and Special Education) for possible efficiencies or opportunities for expansion of student and teacher programming.</td>
<td>Director of Special Education</td>
<td>In progress</td>
<td>In progress</td>
</tr>
<tr>
<td>Resource Efficiency</td>
<td>Regularly review RTI (Response to Intervention) practices at all four schools, ensuring consistency at all levels (PreK-5, 6-8, and 9-12) through universal assessment, specifically designed delivery of services, and monitoring of growth/progress.</td>
<td>Asst. Superintendent &amp; Asst. Principals</td>
<td>Finalize school &amp; district DCAPs; identify social-emotional &amp; behavioral screeners &amp; data; review FY19 &amp; FY20, expand Tier 2 supports.</td>
<td>In progress</td>
</tr>
<tr>
<td>Resource Efficiency</td>
<td>Provide equitable educational experiences for staff and students at the elementary school level.</td>
<td>Asst. Superintendent &amp; Elementary Leadership</td>
<td>Share elementary structures &amp; models to determine inconsistencies (class size, staffing, music, Special Education, etc.)</td>
<td>In progress</td>
</tr>
<tr>
<td>Resource Efficiency</td>
<td>Review and ensure consistency of instructional time requirements, administrative duties, and evaluation processes across the system, PreK-12.</td>
<td>Superintendent</td>
<td>Conduct training for administrators in existing evaluation system to ensure greater consistency and effectiveness of feedback provided to teachers; convene MOU to update Supervision &amp; Evaluation Handbook.</td>
<td>In progress</td>
</tr>
<tr>
<td>Resource Efficiency</td>
<td>Review all existing fee schedules to ensure alignment with prevailing market rates and propose a regular review and approval process.</td>
<td>Business Administrator</td>
<td>Collaborate with job- alike group to research other fee schedules.</td>
<td>In progress</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Ensure that the District’s website is user friendly, current, and reflective of the quality of the school system.</td>
<td>Director of Technology &amp; Communication Committee</td>
<td>Update website to use all friendly formats (cell phone, tablets, etc.) comply with state language requirements.</td>
<td>In progress</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Expand opportunities for families to receive updates from the Central Office related to the work of the schools through newsletters and/or parent forums.</td>
<td>Superintendent &amp; Communication Committee</td>
<td>Update quarterly newsletter; gather recommendations for additional changes from Communication Committee.</td>
<td>In progress</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Promote the Dover Sherborn Core Values to families and stakeholders ensuring that they serve as the basis for key decision making at the district and building level.</td>
<td>Superintendent &amp; Leadership Team</td>
<td>Integrate core values into documents &amp; communications.</td>
<td>Completed</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Establish a Communications Committee that investigates the benefits of expanded use of social media and focuses on improving home-school communication in a manner that is culturally proficient and inclusive.</td>
<td>Superintendent &amp; Communication Committee</td>
<td>Complete Social Media Committee &amp; make recommendations for improvement.</td>
<td>In progress</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Continue to provide opportunities and experiences for staff and parents related to student stress and anxiousness.</td>
<td>Director of Guidance &amp; Challenge Success Committee</td>
<td>Work with the Parent Advocacy Group to secure speakers for parents, work with C7 Team to research experiences for students and staff.</td>
<td>In progress</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Provide opportunities for elementary and secondary parents to connect and share their experiences/advice and develop a network of support.</td>
<td>Director of Guidance &amp; PTO &amp; PTO</td>
<td>Work with the Parent Advocacy Group and GAC and student representatives.</td>
<td>Completed</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Integrate social justice and social-emotional wellness standards across all disciplines into the formal and informal curriculum of the District and ensure consistency of implementation at all levels.</td>
<td>Asst. Superintendent &amp; METCO Director &amp; Director of Guidance</td>
<td>Continue PD re: cultural responsiveness (bias, expanding resources).</td>
<td>In progress</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Continue to explore the impact of race and identity in the classroom, and gain knowledge and culturally responsive practices that will improve students’ access to learning and sense of connectedness via #WeAreDS.</td>
<td>Asst. Superintendent &amp; METCO Director &amp; Director of Guidance</td>
<td>Identify culturally responsive practices and include them in the DCAP; highlight and model them via newsletter.</td>
<td>Completed</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Focus on anti-bullying, marginalization, and community building through actions and communications that specifically teach and reinforce the District’s Core Values.</td>
<td>Building Leaders</td>
<td>Complete PK-12 SEL Committee to examine DS experience; survey GAC and student representatives.</td>
<td>Completed</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Continue to work directly with Span-DS, Challenge Success, and the Wellness Committee in support of their goals.</td>
<td>Asst. Superintendent &amp; Wellness Committee</td>
<td>Clarify role and jurisdiction of each agency.</td>
<td>Completed</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Forge working partnerships with local health and wellness agencies to expand related professional development opportunities and further build capacity amongst staff to address the social-emotional needs of students.</td>
<td>Director of Guidance &amp; SEL Committee (students, teachers, admin, parents, school committee)</td>
<td>Research and identify potential resources within the greater community.</td>
<td>Not yet</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Examine and assess participation rates in after school offerings at the secondary level to ensure a variety of engaging activities.</td>
<td>Secondary Asst. Headmasters &amp; After-School Activities Coordinator</td>
<td>Collect data on student participation rates in after school offerings.</td>
<td>In progress</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Explore wellness activities and possible efficiencies in the workplace that allow for better balance and health for staff.</td>
<td>Director of Student Services &amp; Wellness Committee</td>
<td>Connect with healthcare agencies and local providers to develop list of available activities and supports.</td>
<td>In progress</td>
</tr>
</tbody>
</table>

**Health & Well-Being**

- **Partnerships**
  - **Superintendent & Leadership Team**
    - Integrate core values into documents & communications.
    - Completed
  - **Director of Guidance & PTO & PTO**
    - Work with the Parent Advocacy Group and GAC and student representatives.
    - Completed
  - **Asst. Superintendent & METCO Director & Director of Guidance**
    - Continue PD re: cultural responsiveness (bias, expanding resources).
    - In progress
  - **Building Leaders**
    - Complete PK-12 SEL Committee to examine DS experience; survey GAC and student representatives.
    - Completed
  - **Director of Guidance & SEL Committee (students, teachers, admin, parents, school committee)**
    - Research and identify potential resources within the greater community.
    - Not yet
  - **Secondary Asst. Headmasters & After-School Activities Coordinator**
    - Collect data on student participation rates in after school offerings.
    - In progress
  - **Director of Student Services & Wellness Committee**
    - Connect with healthcare agencies and local providers to develop list of available activities and supports.
    - In progress
<table>
<thead>
<tr>
<th>Section</th>
<th>Activity Description</th>
<th>Responsible Leaders</th>
<th>Steps Completed</th>
<th>Status</th>
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<tbody>
<tr>
<td>Health &amp; Well-Being</td>
<td>Expand opportunities for districtwide professional sharing and team building.</td>
<td>Asst. Superintendent</td>
<td>Completed (via curriculum review process, Portrait of a Graduate work, PD opportunities)</td>
<td>Completed</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Revisit school start times to include review of applicable current research, assessment of school community interest, and examination of comparable school start times.</td>
<td>Superintendent</td>
<td>Convene Committee, review former documents, conduct additional research and finalize report that outlines findings/recommendations</td>
<td>Completed</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Research and, if appropriate, develop advisories at the secondary level to broaden student-to-student (heterogeneously grouped) and student-to-adult relationships.</td>
<td>Secondary Headmasters</td>
<td>Research potential models; gather ideas and feedback from students and faculty; summarize findings and recommendations</td>
<td>In progress</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td>Review schedules and implement systems that specifically provide for increased downtime/recess for students at the elementary and middle school levels.</td>
<td>Building Leaders</td>
<td>Conduct a thorough review of time on learning; consider ways that classroom teachers can build in breaks, downtime, creative play opportunities</td>
<td>Completed</td>
</tr>
<tr>
<td>Health &amp; Well-Being</td>
<td></td>
<td>Director of Guidance</td>
<td>Research other models and determine applicability</td>
<td>In progress</td>
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<td>August</td>
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<td>Su M T W Th F Sa</td>
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<td>August 31, 2020 Teachers Report</td>
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<td>1 2 3 4 5 6</td>
<td>September 1, 2020 Teachers Report</td>
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<td>2 3 4 5 6 7 8</td>
<td>7 8 9 10 11 12 13</td>
<td>September 2, 2020 School Begins Grades 1-12, K Orientation</td>
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<td>9 10 11 12 13 14 15</td>
<td>14 15 16 17 18 19 20</td>
<td>September 3, 2020 PreK and Kindergarten begin</td>
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<td>30 31</td>
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<td>October 12, 2020 Columbus Day: No School</td>
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<th>September</th>
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<tr>
<td>24 25 26 27 28 29 30</td>
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<td>31</td>
</tr>
</tbody>
</table>
1. **Call to order** – The meeting was called to order at 7:03 pm. There was a quorum of the Dover Sherborn Regional School Committee (DSRSC), the Dover School Committee (DSC), the Sherborn School Committee (SSC), and the Union #50 Superintendency Committee.

2. **Community Comments** - Comments on School Start Time were held until after the update (#5). A parent from Dover had a question about bus routes (he was directed to contact the Central Office).

3. **Reports**
   - Assistant Superintendent Report - provided in meeting packet
   - Superintendent Report - provided in meeting packet

4. **Presentation on Finland** - The Administrators that travelled to Finland over the summer talked about their experience and what they learned while there.

5. **School Start Time Update** - Dr. Keough spoke about the work being done to make the change to the start times at the elementary and regional schools. Beginning in the fall of 2021, the elementary school day will run from 7:50 am - 2:15 pm and the secondary schools from 8:35 am to 3:10 pm. Elementary buses will begin pick up at 7 am or later and secondary buses at 7:40 am or later. Each of the working groups (Transportation, Elementary Before/After School Programming, Secondary School Schedules, Secondary Before/After School Programming, Staff Implications, and Communications) have been busy over the summer and fall on their individual tasks. The next update will be presented to the school committees at the January 14th Joint meeting.
   There was a lengthy public comment period where multiple elementary parents expressed their concerns about the earlier start times and the expected detrimental impact on family and sleep schedules.

6. **Seal of Biliteracy** - Ms. McCoy provided information about the Seal of Biliteracy designation that is in the process of approval to be added to the Program of Studies. The Seal of Biliteracy provides for a nationally recognized standard of ability to perform in the language. If earned, the Seal would be affixed on the student’s high school diploma/transcripts.

7. **Consent Agenda**
   - Approval of Minutes of October 1, 2019

There were motions to approve the Consent Agenda.
DSRSC: motion by Maggie Charron, second by Judi Miller
Vote in favor: Hovey, Charron, Miller, Jaffe, Potter, and Collins

SSC: motion by Nancy Cordell, second by Mike Fitzgerald
Vote in favor: Johnson, Brown, Fitzgerald, and Cordell

DSC: motion by Leslie Leon, second by Brooke Matarese
Vote in favor: Spalding, Matarese, Healey, and Leon

8. **Adjournment at 9:25 pm.**

Respectfully submitted, Amy Davis
Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes December 10, 2019
Dover Sherborn Middle School Library - Dover, MA

Present:
Dover School Committee
Henry Spalding, Chair*
Brooke Matarese
Mark Healey
Leslie Leon
Rachel Spellman
Sherborn School Committee
Angie Johnson, Chair*
Amanda Brown*
Mike Fitzgerald
Nancy Cordell
Megan Page

Dover-Sherborn Regional School Committee
Anne Hovey
Maggie Charron
Judi Miller
Kate Potter
Michael Jaffe
Lynn Collins

* - Union #50 Member
** - Union #50 non-voting member

1. **Call to order** – The meeting was called to order at 7:03 pm. There was a quorum of the Dover Sherborn Regional School Committee (DSRSC), the Dover School Committee (DSC), the Sherborn School Committee (SSC), and the Union #50 Superintendency Committee.

2. **Community Comments** - There were many comments made, primarily by elementary parents from both Dover and Sherborn, concerned about the earlier start time for the elementary schools in the District.

3. **Adjournment to Executive Session, not to return to Open Session, for matters pertaining to the Superintendent’s Contract at 7:30 pm.**

Respectfully submitted, Amy Davis
ANNUAL REPORT 2018-2019
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Message from the Executive Director and Board Chair

Dear ACCEPT Education Collaborative Community,

Helen Keller once said, “Alone we do so little; together we can do so much.” What a pleasure it is to be part of an organization that indeed comes together and works in earnest, with heart, passion, and a genuine commitment to educating every child who walks through our doors. It is with great enthusiasm that we embark on this journey with so many wonderful professionals and families to serve the students and districts of the ACCEPT family.

One big change for the Collaborative this past year was the retirement of former Executive Director Marcia Berkowitz. Marcia served the Collaborative as the Director of Student Services followed by 5 years as the Executive Director. We would like to thank her for service and dedication to our students, families, staff, and districts. ACCEPT Collaborative has been very fortunate that in its 46-year history, the Executive Directors have continued to grow the collaborative and bring exceptional services to its students and families. In 2019, Donna Flaherty begins her term as the 5th Executive Director. This is a testament to the strong passion the ACCEPT staff has for its students.

During the 2018-2019 school year, the Strategic Priorities were a continued focus for the Collaborative. Human Resource Systems - improved on-boarding for staff, understanding of the supervision and evaluation system and team building activities. Information Systems - enhanced in-house IT capacity, expanded support for student and teacher use of technologies and increased use of 1:1 Chromebooks. Metrics and Dashboards - use of data as a means of assessing continuous improvement, staff engagement surveys and parents surveyed about programs. Space - full utilization of Center for Learning and Growth exceeding expectations and accommodating growth, enhanced safety protocols and training in place, expanded programming and expanded user of Professional Development spaces. The great work continues!

Thank you for your contribution to our work at ACCEPT Collaborative. It is because of your commitment to children that ACCEPT Collaborative continues to grow and adapt to the many needs of the people it serves. We look forward to continuing our partnership as we continue to work to improve the lives of our students.

Warmest Regards,

James Adams
Chair, Board of Directors,
ACCEPT Collaborative
Superintendent, Ashland Public Schools

Dr. Donna Flaherty
Executive Director,
ACCEPT Collaborative

What is the ACCEPT Advantage?

The ACCEPT Advantage means exceptional services for students with support from an entire community of teachers, teaching assistants, administrators, drivers, monitors, therapists, nurses, districts, and families invested in the success of all students.

“The ACCEPT Advantage means students benefit from a professional staff, favorable student to teacher ratio, a wide variety of programs, and individualized learning.”

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

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

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

OUR 45TH ANNIVERSARY YEAR
1974 – In response to new legislation encouraging the establishment of collaboratives as a way to provide more specialized and cost-effective services to clusters of school districts, particularly in the areas of special education, ten Metrowest districts founded ACCEPT. Mike Palladino, as the first Executive Director, charted a course for ACCEPT’s initial focus, and gradually added services, including transportation, in response to student and district needs.

2007 – Susan Rees, appointed Executive Director after serving as ACCEPT’s Director of Professional Development, continued to grow the reach and reputation of ACCEPT with the development of robust professional development offerings, and a state-wide Institute for Special Education Directors new to their roles in partnership with Massachusetts Department of Elementary and Secondary Education (DESE).

2014 – After serving as ACCEPT’s Director of Student Services, Marcia Berkowitz was appointed as ACCEPT’s fourth Executive Director, increasing the number of member districts, students enrolled, and program offerings. ACCEPT opened the Center for Learning and Growth, providing a home for ACCEPT’s elementary and transition programs, professional development, transportation, and administrative offices.

HONORING MARCIA BERKOWITZ
Marcia Berkowitz, Executive Director at ACCEPT since 2014, retired in June, 2019. The entire ACCEPT community honored Marcia at an end-of-year celebration. Superintendent Dan Gutekanst, Chair of ACCEPT, stated, “During Marcia’s tenure she advocated for and envisioned an ACCEPT with its own permanent homebase and distinctive branding, guided by a strategic plan focused on partnerships, programs and services, always with a focus on students and their growth and potential.”

An official citation from Governor Charlie Baker was presented to Marcia which read, “In recognition of your 39 years of honorable and exemplary service in your career as an educator, administrator, and mentor to your students and colleagues in the Commonwealth of Massachusetts.”

On behalf of ACCEPT Staff, Anne Donovan, School Consultation and Evaluation Services Director, said, “Over the years, your vision has forever shaped our entire organization with expanded programs and even a brand new school. When we walked through the new school building in hard hats, looking at nothing but empty space and heaps of concrete we all wondered how it would become a school. Yet here we are today, in an incredible state-of-the-art learning environment. Thank you for being passionate about our mission, thank you for always inspiring us to be the best we can be, and thank you for opening so many opportunities for everyone in the Collaborative.”

A number of students spoke as well; one said it best, “you greeted me, you knew my name, you asked how I was doing - I knew I belonged here and you made ACCEPT a safe place for me to make friends and learn.”
What are Collaboratives?

Massachusetts collaboratives are educational services agencies that bring school districts together to form partnerships that create regional educational resources. Collaboratives benefit districts, students, families, educators, and taxpayers by maximizing efficiency through shared costs and expertise; play a leadership role in developing a broad range of innovative programming to meet emerging needs; provide training; enable the sharing of exemplary educational practices; and serve and educate directly many of our most vulnerable students across the Commonwealth. In 1974 Massachusetts legislation originally addressed demands for special education services. Since then, the 28 educational collaboratives statewide have grown to encompass a range of educational services and programs. (Massachusetts Organization of Educational Collaboratives, 2016).

The ACCEPT Education Collaborative is governed by a Board of Directors comprised of the 16 superintendents of the member school districts. Member district staff who serve on the Special Education, Curriculum, Technology, and Business Operations committees make recommendations to the Executive Director relative to program development and service delivery (see page 26). ACCEPT is organized according to Massachusetts General Law Chapter 40, Section 4e.

### Board of Directors | Member Districts
--- | ---
Daniel Gutekanst, Chair | Superintendent, Needham Public Schools
James Adams, Vice-Chair | Superintendent, Ashland Public Schools
Andrew Keough | Superintendent, Dover-Sherborn Regional School District
Robert Tremblay | Superintendent, Framingham Public Schools
Sara Ahern | Superintendent, Franklin Public Schools
Bradford Jackson | Superintendent, Holliston Public Schools
Carol Cavanaugh | Superintendent, Hopkinton Public Schools
Jeffrey Marsden | Superintendent, Medfield Public Schools
Armand Pires | Superintendent, Medway Public Schools
Nancy Gustafson | Superintendent, Millis Public Schools
Anna Nolin | Superintendent, Natick Public Schools
Jonathan Evans | Superintendent, South Middlesex Regional Vocational Technical School District
Brad Cozier | Superintendent, Sudbury Public Schools
David Lussier | Superintendent, Wellesley Public Schools
OUR MISSION
To use the collective power of member school districts to provide programs and services that maximize 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.

OUR STRATEGIC PRIORITIES
The 2018-2019 school year was the third year of our strategic plan implementation. The plan guided our initiatives for growth and inspired a strategic mindset that guides how we look at data, assess opportunities, work smart, and adapt to the changing needs of our students and families. We continue to focus on the priorities that will have the greatest impact on the strength and future of the Collaborative, and particularly the quality of programs for students and families.

Our plan, adopted in 2015-2016, identifies three strategic priorities:

1. Building infrastructure to support growth;
2. Communicating the ACCEPT Advantage; and
3. Expanding programs, specialized expertise, and services. A brief overview of our progress for each priority area, as well as highlights of accomplishments during the 2018-2019 school year, is provided below.

“...It’s always validating and comforting to know that I’m not alone and I have a community of colleagues I can lean on and learn from.”

- Special Education Director
NEW HUMAN RESOURCES AND INFORMATION TECHNOLOGY RESOURCES CAPACITY

Our first-ever Human Resources professional hit the ground running, addressing pressing needs including recruiting, hiring, and onboarding a number of new staff, while also building relationships across the organization. In addition, policies and procedures were refined, providing guidance and increasing compliance around employee relations issues, disciplinary procedures, and related topics. Through better onboarding, infusion of periodic teambuilding activities, and regular communications, staff report that they feel better supported and appreciated. In addition, through proactive acceleration of the evaluation process we were able to issue employment agreements for the next school year by mid-April, which reduced uncertainty, helped us retain great staff, and enhanced the positive climate.

INFORMATION SYSTEMS

In-house IT capacity was enhanced by redeploying existing staff resources to support student and teacher use of technology, including implementing automated monitoring of student internet usage, particularly filtering of social media to detect potential areas of concern. We have also expanded use of Chromebooks such that nearly every student now has a dedicated device.

SPACE SAFETY IMPROVEMENTS

ACCEPT adopted a comprehensive approach to school safety with key protocols and trainings. ACCEPT worked directly with Natick Police and Fire and adopted state-of-the-art school emergency protocols, followed by staff trainings, and age- and developmentally-appropriate trainings for students.
Strategic Priority 2: Focus on Communicating the ACCEPT Advantage

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<thead>
<tr>
<th>The ACCEPT Story</th>
<th>Make Marketing Everyone’s Job</th>
<th>Marketing Collateral</th>
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</thead>
<tbody>
<tr>
<td>• Define “The ACCEPT Advantage”</td>
<td>• Build on high customer service culture and extend to marketing and communications</td>
<td>• Review existing marketing materials through lens of The ACCEPT Advantage</td>
</tr>
<tr>
<td>• Work with all staff to explore ways to incorporate messaging into everyday work</td>
<td>• Promote cohesive, unified approach</td>
<td>• Revise existing materials portfolio</td>
</tr>
</tbody>
</table>

Accomplishments in 2018-2019

| • Implemented recommendations from year-long marketing and communications project with CES, funded by Sudbury Foundation | • Reorganization of special ed leadership to include Special Ed Chairs for each level facilitates consistency and communication of the ACCEPT story | • All new program brochures available online and continuously updated                   |
| • Widespread use of new program names re-aligned for clarity PreK-22                                                        | • All parent and staff resources are now online                                               | • New website launched - reflects new branding and provides a better user experience.  |
|                                                                                  | • Website content linked to Google for automatic staff updating                              |                                                                                       |

COMMUNICATIONS STRATEGY AND NEW WEBSITE

We were able to implement fully the recommendations of our FY18 Sudbury Foundation grant supporting a communications and marketing consultation from Collaborative for Education Services (CES). Based on our mindset shift across the organization about what we do, how we message it, why, and to what audiences, we reorganized our myriad specialized programs into three categories and re-defined our programs. A new website, new brochures for all program and service areas, and new handbooks followed.

Strategic Priority 3: Focus on Expanding Programs, Specialized Expertise, & Services

<table>
<thead>
<tr>
<th>Special Education Programs</th>
<th>Educator Development</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stay ahead of district and student needs, designing quality solutions that are agile and evolving</td>
<td>• Expand online and blended learning options; expand job-alike groups</td>
<td>• Investigate expansion potential for Home-Based services</td>
</tr>
<tr>
<td>• Acquire space to ensure stability and efficiency</td>
<td>• Further evaluate demand for Assistive Technology consultation</td>
<td>• Gather data on health resource needs in districts, including mental health, trauma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transportation - focus on continuous improvement and equity of availability of transportation services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Medicaid Reimbursement – determine current capacity for growth; market accordingly</td>
</tr>
</tbody>
</table>

Accomplishments in 2018-2019

| • Curriculum reviewed and realigned, PreK-22. Resources such as Lexia adopted for reading | • Social Studies-themed series introduced district curriculum leaders to the new standards | • Transportation infrastructure reorganized to support fleet maintenance, driver support and dispatch, and increased use of technologies to enhance routing |
| • Enhanced schedule for SafetyCare training                                                | • Professional Practices Symposium for Public School BCBAs a monthly workshop series, led by ACCEPT with MA Association for Applied Behavior Analysis, involves 93 BCBAs from 40 districts |                                                                                       |
| • Coordinated Program Review (CPR), conducted by DESE, reinforced that our practices are in high compliance with Special Ed, Civil Rights and Public Day School requirements | |                                                                                       |
PROGRAM REORGANIZATION TO BETTER SERVE OUR STUDENTS
Another benefit of our year-long communications consultation was rethinking how we organize and describe our school programs. We now have three basic strands: Academic and Therapeutic; Academic and Life Skills; and new in 2017-18, Academic and Language-Based. The newly defined strands better represent the way our services are aligned across classrooms and allow us to be more agile in meeting student needs. (see p. 14 for descriptions of strands)

NEW CURRICULUM COORDINATOR ROLE LEADS CURRICULUM REVIEW, REFRESH, AND REALIGNMENT
ACCEPT prides itself on individualized and customized curriculum options to meet the needs of every ACCEPT student. During the 2018-19 school year, we took a holistic look at the materials available, revisited our scope and sequence, linking it to state standards. We now have more cohesive and universal access to resources across classrooms, well aligned to the needs of our students and state standards.

SPECIAL ED CURRICULAR ENHANCEMENTS
Our review of curriculum led to a few significant enhancements. Lexia was added as a platform for enhancing our reading instruction and it was used extensively in the elementary classrooms with Core5 Reading. Lexia with PowerUp helped our middle school students with gaps in fundamental literacy skills make progress toward becoming proficient readers. For mathematics K-8, MobyMax was utilized to supplement the teaching of math skills that are essential for math comprehension.

ALL STAFF TRAINED IN SAFETY-CARE
All ACCEPT staff trained in the Safety-Care Behavioral Safety Training program during 2018-19, gaining the skills and competencies necessary to prevent, minimize, and manage behavioral challenges effectively, with dignity and safety. In addition, we now have on-staff trainers offering weekly trainings to ensure that all new staff receive the 12-hour initial training within weeks of being hired, with 6-hour refreshers for returning staff. The approach centers on de-escalation strategies. The ACCEPT trainer integrates the Collaborative’s values and priorities, builds staff resiliency, and encourages staff to work together as a team to support each other and our students.

COORDINATED PROGRAM REVIEW
ACCEPT was recognized for high compliance and minor areas for improvement with special education, civil rights, and public day requirements via the every six-year Department of Elementary and Secondary Education (DESE) Coordinated Program Review. The first step, providing evidence of compliance, was followed by 40 staff interviews and observations, and review of 20 student files. A parent survey and parent phone interviews completed the review. The DESE team was very positive about their experiences in Natick and Medway and commented on the empathy and caring approach they witnessed from staff. Their overall impression was that the students were engaged academically, and they described staff as, “supportive, positive, knowledgeable, collaborative, (with) strong teams, love of students.”

TRANSPORTATION
Thanks to longer office hours and enhanced staff infrastructure we are better able to provide daily communication, adjustments to transportation schedules, and proactive fleet management, as requested by families and districts. Our recently hired Fleet Manager is already making a difference with increased monitoring of fleet usage and overseeing preventive maintenance and necessary repairs. Our new Driver Supervisor/Dispatcher provides increased driver and monitor training and support.

Going forward, the decision of our largest district to move their transportation services to an outside vendor will have a substantial financial impact on the remaining districts that utilize our transportation services as the costs of transportation infrastructure will be divided by fewer transportation seats. We will monitor the changes and seek efficiencies that maintain high quality service while also reducing costs where possible.
PARTNERSHIPS FOR LEARNING

Bailey’s Team for Autism and Middlesex Savings Charitable Foundation supported “Blended Online Life: Learning, Working and Playing” and the purchase of Chromebooks to allow students in our transition programs the food handling and tracking of lunch payments and meals delivered.

Thanks to the many generous organizations, businesses, and individuals in the Metrowest area, and the opportunities presented by our new physical space, ACCEPT benefited from several exceptional partnerships in 2018-19.

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

Medway Public Schools, for the second year, has warmly welcomed ACCEPT staff and students at Medway’s elementary, middle, and high schools. Thanks to Medway’s collaboration, all inclusion programs are now consolidated in Medway.

Parents, colleagues, and friends honored staff by contributing funds to enrichment activities for students. Staff appreciated the contributions as an alternative to teacher gifts.

Crocodile River Music, supported by our enrichment funds initiative and Crocodile River funders, brought African drumming and dance to the Center for Learning and Growth for a full day of workshops culminating in a fantastic performance that brought our students to their feet with a celebration of dance and rhythm.

Summer Star Wildlife Sanctuary, located in Boylston, MA, hosted ESY students at their 45-acres of wildlife and trails, and the inspirational and educational green-built Trailhead House. Founder Shalin Liu visited students
before their visit, getting to know them and their interests, and sharing the story of Summer Star’s wild land protection and the inspiration from nature that Summer Star represents. Students were also treated to delicious treats, musical performances, and art exhibits.

**Bushell Piano Movers** donated a Kimball upright piano, fully refurbished. **Annalia Aviza** donated a Yamaha acoustic guitar. Students have already enjoyed sing-alongs thanks to their generosity.

**Wegmans** provided funds for a Thanksgiving Feast in every classroom. Teacher teams used the opportunity for educational, developmentally appropriate activities, as well as a fun social celebratory event.

**Casual for a Cause** has become a tradition at ACCEPT, raising funds and awareness for several causes, organizations, and efforts aligned with our mission. During the school year we dedicated several days to “Casual for a Cause,” encouraging staff to wear jeans or otherwise dress down in exchange for a minimal financial donation. During the year ACCEPT donated a total of $1,348 to Miles for Miracles, Massachusetts Down Syndrome Congress, various Autism organizations, the Epilepsy Foundation, and the ACCEPTional Enrichment Fund.

**Eversource and the Massachusetts Bankers Association**, along with numerous individuals who supported the fundraising, helped us purchase an ACCEPT fleece hoodie for every student at no cost to the Collaborative or our families. Students proudly wear their ACCEPT gear at school and in the community.

"My favorite thing about ACCEPT is the opportunities that are available for all of our students, of all ages!! ”

- ACCEPT Staff Member

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## PROGRESS IN ACHIEVING PURPOSE

Since its formation in 1974, ACCEPT has established trusted partnerships with districts to achieve its objectives and purposes set forth in its Collaborative Agreement. The following table highlights progress in 2018-2019.

<table>
<thead>
<tr>
<th>Objectives outlined in collaborative agreement</th>
<th>Progress towards those objectives in 2018-2019</th>
</tr>
</thead>
</table>
| **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. | • Co-teaching model utilizing a special educator and behavior specialist in ACCEPT programs (preK-8). The full-time approach strengthens the learning for students as behavioral strategies and proactive measures are fully embedded and practiced throughout the school day
• Favorable staff to student ratios are at the heart of the ACCEPT model
• All students earned “progressing” scores on their MCAS-Alt portfolios.
• The end of each school year is celebrated by a moving-up and award ceremony |
<table>
<thead>
<tr>
<th>Objectives outlined in collaborative agreement</th>
<th>Progress towards those objectives in 2018-2019</th>
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</thead>
</table>
| 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. | • Completed a number of in-district program evaluations and provided consultations to build capacity to keep students in-district for member and non-member districts  
• Clarified and streamlined the admission process and posted it on our website  
• Provided highly skilled staff to conduct student evaluations for districts lacking necessary resources to conduct these evaluations.  
• Expanded expertise in the area of trauma-informed services |
| 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’s collaborative approach to special education services saves districts money (see Value and Cost Comparisons pages 17)  
• Increased programming to include a language based strand for students pre-K to 22  
• Added a life skills program to our middle school offerings  
• Expanded school consultation services to include AAC consultation, psychological assessments, and general education program evaluations |
| TRANSPORT STUDENTS WITH DISABILITIES  
Provide safe, reliable, and efficient transportation services for students with disabilities. | • 582 students transported to 122 locations  
• ACCEPT maintains a fleet of more than 120 vans providing flexibility and efficiency in dispatching drivers; ACCEPT continues to supplement capacity by contracting with local transportation companies  
• Expanded infrastructure to accommodate families and districts with longer hours office hours, monitor fleet usage and maintenance, provide driver/monitor increased training and support  
• Purchased 12 minivans and one transit van |
| 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. | • ACCEPT hosted job-alike groups for Special Education Directors, Business Managers, Curriculum Directors (adding a Social Studies series), pre-school coordinators, and elementary and high school special education coordinators  
• Expanded our BCBA job-alike with MA ABA co-facilitation  
• The 16th Annual Institute for new Special Education directors received excellent reviews again in Summer 2018 (see page 19) |
ANNUAL REPORT

By The Numbers

137 students educated in school-based programs
116 students benefited from Extended School Year summer programs

Our Expert Staff Includes

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

SPECIAL EDUCATION PROGRAMS

SPECIAL EDUCATION PROGRAMS

Elementary School
Middle School
High School
Transition
Ages 18-22
Extended School Year (summer)

ELEMTARY SCHOOL, MIDDLE SCHOOL AND HIGH SCHOOL 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 the potential for students in PreK, elementary, middle, and high school grades and beyond.

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 minds.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>TYPE OF DISABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and Therapeutic</td>
<td>Emotional, Autism, Neurological</td>
</tr>
<tr>
<td>Academic and Life Skills</td>
<td>Autism, Communication, Developmental Delay, Intellectual, Neurological, Health, Multiple Disabilities, Physical</td>
</tr>
<tr>
<td>Academic and Language-Based</td>
<td>Autism, Communication, Neurological, Specific Learning, Emotional, Health, Intellectual</td>
</tr>
<tr>
<td>Transition</td>
<td>Full range of disabilities</td>
</tr>
</tbody>
</table>
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.

Academic and Therapeutic
The programs in the therapeutic strand bring together clinical, therapeutic, and behavioral services with rigorous academics, and supports to strengthen life 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
Thank you to the many organizations & businesses who provided vocational experiences & community outings.

- St. Joseph’s Church – Medway
- Nick’s Pizza – Ashland
- Natick Morse Institute Library
- Rocky Woods – Medfield
- Medfield Public Library
- Kindred (Gentiva) Hospice – Marlborough
- Blessing Barn – Milford
- Medfield Council on Aging
- Millis Library
- TC Scoops – Medway
- Ashland Pizza Palace
- Hopkinton Lumber
- MetroWest Wellness Center – Framingham
- MetroWest Medical Center – Framingham
- Sunrise Assisted Living – Wayland
- Needham High School Special Education Department
- Putts n’ More – Holliston
- Hampton Inn – Natick
- Belmont Council on Aging
- Bethany House – Millis
- Milford Meals on Wheels
- Medway Senior Center
- Supreme Pizza – Medway
- Royal Pizza – Medfield
- MetroWest YMCA – Framingham
- American Cancer Society – Framingham
- MA Horticultural Society – Wellesley
- Framingham Hope Food Pantry
- Framingham Council on Aging
- Cross Service Group – Natick
- Drumlin Farm and Wildlife Sanctuary
- Belmont MassAudubon
- Medfield Animal Shelter
- TLC Cleaners – Medway
- Natick Pegasus Community TV Station
- Medfield TB Station
- Park Street Books and Toys -- Medfield

At ACCEPT, the annual awards ceremony and frequent celebrations of success reinforce achievement and confidence-building. The Michael J. Palladino Award is presented to a student who has turned 22 and exemplifies the Collaborative’s commitment to minimizing the impact of a disability and maximizing opportunities in the community.

The 2018-19 recipient is **Christos Brokalakis** from Framingham. CB, as he is known, came to ACCEPT’s transition program in the fall of 2016 as a quiet, unsure young man and completed the program as a social and confident adult. He embraced new skills, shared his infectious sense of humor and led by example. Hardworking and open to trying new things, particularly vocational internships, he participated in 24 job and company tours and informational interviews, worked at Assumption College, and accepted a job with Staples in Natick as a Customer Service team member, where he still works. CB truly embodies the success we hope for all our students.
At the heart of ACCEPT and its quality programs are the professionals who, through training and experience, have the specialized expertise to identify student and educator needs and develop a plan of action. Each year ACCEPT honors one of our exceptional educators with the Susan S. Rees Award for Excellence in Teaching and Learning. This year Anne Donovan was selected by her peers. Anne, ACCEPT’s first full-time consultant, joined ACCEPT in 2007 when we had just one contract for school consultation services. Over the years she has grown the consultative services to more than 100 contracts per year overseeing six amazing consultants. Her success also prompted the establishment of Home-Based services, which with its own Director oversees 28 therapists and provides services to 69 families.

<table>
<thead>
<tr>
<th>Location</th>
<th>Type of program</th>
<th>Member Tuition</th>
<th>Non-Member Tuition</th>
<th>Member Savings</th>
<th>Average Private School Tuition</th>
<th>Average Savings Over Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPT Center for Learning and Growth or Medway Public Schools</td>
<td>Academic and Therapeutic</td>
<td>$44,556</td>
<td>$53,467</td>
<td>$8,911</td>
<td>$72,658</td>
<td>$26,766</td>
</tr>
<tr>
<td></td>
<td>Academic and Life Skills</td>
<td>$44,556</td>
<td>$53,467</td>
<td>$8,911</td>
<td>$93,070</td>
<td>$47,178</td>
</tr>
<tr>
<td></td>
<td>Academic and Language-Based</td>
<td>$44,556</td>
<td>$53,467</td>
<td>$8,911</td>
<td>$59,302</td>
<td>$31,410</td>
</tr>
<tr>
<td></td>
<td>Transition</td>
<td>$46,612</td>
<td>$55,934</td>
<td>$9,322</td>
<td>$81,687</td>
<td>$35,075</td>
</tr>
</tbody>
</table>

"Anne is the total package. She stays ahead of trends, is a leader in the field, manages this huge program seamlessly, and truly enjoys sharing her knowledge to mentor others and provide the best opportunities for staff and students alike. She’s the model of growth mindset, with a great smile that makes everyone feel welcome and accepted."

- ACCEPT Parent
During Summer 2018 there were 116 students who participated in Extended School Year programs.

**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. In summer 2018, our transition and elementary students enjoyed the new Center for Learning and Growth. In addition, we had elementary, middle, and high school programs at Medway Public Schools.

Each summer staff selects a theme and plans curriculum, activities, and community outings with that theme in mind. The 2018 theme was An ACCEPTionally Bright Summer with activities and celebrations focusing on energy conservation and recycling.

### Value and Cost Comparisons - Extended School Year

<table>
<thead>
<tr>
<th>Location</th>
<th>Type of program</th>
<th>Member Tuition</th>
<th>Non-Member Tuition</th>
<th>Member Savings</th>
<th>Average Private School Tuition</th>
<th>Average Savings Over Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPT Center for Learning and Growth or Medway Public Schools</td>
<td>Academic and Therapeutic</td>
<td>$6,374</td>
<td>$7,649</td>
<td>$1,275</td>
<td>$72,658</td>
<td>$535</td>
</tr>
<tr>
<td></td>
<td>Academic and Life Skills</td>
<td>$6,374</td>
<td>$7,649</td>
<td>$1,275</td>
<td>$93,070</td>
<td>$535</td>
</tr>
<tr>
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<td>$7,649</td>
<td>$1,275</td>
<td>$59,302</td>
<td>$535</td>
</tr>
<tr>
<td></td>
<td>Transition</td>
<td>$6,374</td>
<td>$7,769</td>
<td>$1,295</td>
<td>$10,707</td>
<td>$4,233</td>
</tr>
</tbody>
</table>
EDUCATOR DEVELOPMENT

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

PROFESSIONAL DEVELOPMENT WORKSHOPS, COURSES AND ONLINE OFFERINGS

ACCEPT believes that what matters most in student achievement is excellent teaching and learning. Professional development programs are designed to meet the instructional, management, and leadership challenges that educators face on a daily basis, and 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 offerings.

Professional Development Workshops

ACCEPT’s high quality professional development courses and workshops are designed to meet the instructional, management, and leadership challenges that educators face daily. These programs target struggling learners, narrow the achievement gap, and improve outcomes for all students.


Customized Trainings for Districts

On-site, customized, professional development workshops are tailored to each district’s specific needs. Our presenters, who are also highly-skilled practitioners, have expertise in a wide range of topics in the field of special education and inclusive practice. Both workshops and job-embedded coaching train educators to apply new skills in their districts.

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 workshops and courses year after year, are indicators of the quality and practicality of our offerings in helping educators address their current challenges. ACCEPT offerings are at or below the cost of other workshops in the area. A review of offerings from Research for Better Teaching, Teachers21, and the Reading Institute shows a range of $195 to $300 per day for a workshop. The average per day cost for an ACCEPT workshop is approximately $175.
"I really enjoyed my time at this Job Alike group! Loved the speakers that were brought in and the ability to connect outside of the group."

– Professional development participant


Social Studies Series
Our ACCEPT Collaborative Social Studies Learning Series ran from September through April with a consistent audience of about 30 curriculum directors or assistant superintendents, history/social department heads, and secondary and elementary teachers. Led by a social studies district department head and member of the advisory committee tasked with creating the state’s new history and social studies frameworks, the series provided participants the opportunity to learn about the new frameworks and explore best practices in the field of social studies education including place-based education, civic learning, content area literacy, and digital integration and resources.

Professional Learning Communities
Professional learning communities, also known as job-alikes, bring together district administrators with similar jobs. In 2018-2019, ACCEPT facilitated three job-alike cohorts who also provide advice and input to ACCEPT on district needs and collaborative services. See page 26 for a list of participants in the Special Education, Curriculum Leadership, and Business Operations groups. ACCEPT also offered a series of job-alike groups for pre-school, elementary, and high school special education coordinators, as well as BCBA.

BCBA Professional Learning Community
ACCEPT has been a partner with Massachusetts Association for Applied Behavior Analysis (MassABA) since September 2017, co-sponsoring our monthly workshop series “Professional Practices Symposium for Public School BCBA.” This is the largest network of public school BCBA in the state, which currently represents 87 BCBA in 40 districts across the Commonwealth.

Special Education Administrators Institute: New Directors
Twenty-three new Special Education Directors from across Massachusetts took part in the 16th year-long Institute. The intensive begins with a week-long summer institute that covers all the skill/knowledge essentials for new Directors as well as leadership training, followed by a year of mentoring by a seasoned special education director. Problems of Practice seminars give the cohort an ongoing professional learning community, and finally a capstone project using data and inquiry to improve an in-district practice completes participant training. Graduates of the Institute are invited to join the Problems of Practice seminars to continue their learning as well. The program is made possible by a grant from the MA Department of Elementary and Secondary Education (DESE).
SERVICES

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

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

To determine the scope and sequence of services, initial assessments may include:
- Home Functional Behavior Assessments (FBA)
- Adaptive Living Skills Assessment (Home and Community)

Assessment results guide the selection of service delivery models:
- Direct service model
- Parent training
- 8-Session parent training

ANNUAL REPORT

By the Numbers
89 families received one or more home-based service
61 direct services & parent training
28 families benefited from home
42 different home assessments
17 students transitioned from our home-based services
14 school districts utilized home-based services including 12 member districts and 2 non-member districts.

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 $90 per hour. A typical FBA requires 14-16 hours so the savings for a district can be as much as $2,500 for a single assessment.
ACCEPT offers a variety of consultation options 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 member and non-member districts to improve and enhance a range of special education programs and services with a strong emphasis on collaboration and long-lasting partnerships.

CONSULTATION AND EVALUATION SERVICES

Consultation and evaluation services continue to expand to meet the growing needs of member and non-member districts. Our consultation staff provide services in behavioral/educational consultation, vocational consultation, curriculum consultation, instructional technology consultation, and related services consultation (PT, OT, SLP) as well as a variety of student-specific and program-wide evaluations.

School Consultation
- District Special Education Program Evaluations & Technical Assistance (e.g., inclusive preschool programs, Autism programs, Transition programs, etc.)
- Transition Specialist Consultation
- Augmentative and Alternative Communication (AAC) Specialist Consultation
- Low-Income Education Access Project (LEAP) Consultation
- Job Coaching/Transition Tutoring

Student Evaluation Services
- Comprehensive Transition Assessments
- Vocational-Only Assessments
- Functional Behavior Assessments (FBA)
- Trauma-Informed Evaluations
- Augmentative and Alternative Communication (AAC) Evaluations
- Speech/Language Evaluations
- Psychological Evaluations

By the Numbers
102 contracts with 37 districts for consultation and evaluation.
Of those 13 were member districts and 24 non-member districts

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. Students from Middle School through age 22 participated in these courses.

More information is available at vhscollaborative.org

Some of the courses include:

- Biotechnology
- Business and Personal Law
- Business Math
- CAD
- Climate Science
- Contemporary Issues in American Law and Justice
- Engineering Principles
- Entrepreneurship
- Environmental Science
- French, German, Italian, Latin, and Spanish Language & Culture
- History of Photography
- International Business
- Java Programming
- Journalism in the Digital Age
- Kindergarten Apprentice Teacher
- Marketing and the Internet
- Modern Middle East
- Music: Fundamentals of Composition
- Personal Finance
- Pre-veterinary Medicine
- Sports and Society
- Video Game Design

By the Numbers

570 seats in 412 innovative online courses
441 students benefited from courses

VALUE AND COST COMPARISONS

As part of the Consortium, teaching membership districts paid $150 per VHS seat. Rates for districts who purchase seats only range from $250-$400 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.
By the Numbers

582 students transported to 133 locations

125 vans, 102 drivers, 28 monitors transport students safely from home to school and back every day

“Thanks to the ACCEPT drivers for taking such good care of my son. I am truly touched (by their kindness)...great job.”

– ACCEPT Parent

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

Each day more than 582 students are picked up at their homes, delivered to over 133 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 over 125 vans and 130 drivers and monitors meet the individual needs of each student ensuring a comfortable and positive experience.

Each van transports 1-4 students creating a complex system of routing -- varying by start and end times of programs, pick up and drop off locations, and daily variations due to absences, snow days, differences in school calendars location by location. Communication is an ongoing challenge, with no room for error. Transportation routing software, GPS systems, cameras, and mobile devices all enhance safety and efficiency. New this year, we have realized a long-term vision with longer office hours and enhanced staff infrastructure. We are now better able to provide daily communication, adjustments to transportation schedules, and proactive fleet management, as requested by families and districts.

With tight Metrowest job markets, retaining and recruiting new drivers continues to be a challenge. Our new Driver Supervisor/Dispatcher provides increased driver and monitor training and support intended to improve service and job satisfaction. And our recently hired Fleet Manager is already making a difference monitoring van maintenance and ensuring that every van is in tip-top condition at all times.

VALUE AND COST COMPARISONS

ACCEPT utilizes an assessment model to price transportation for member districts. This allows districts to pay a fee equivalent to the actual cost of providing special education transportation services to the students in their district. Assessments are calculated annually, providing districts with the data necessary to budget accurately and allowing ACCEPT to meet its costs, an advantage not available from for-profit transportation vendors. Looking ahead to FY20, the decision of our largest district to move their transportation services to an outside vendor will impact the remaining districts that utilize our transportation services as the costs of transportation infrastructure will be divided by fewer transportation seats. We will monitor the changes and seek efficiencies that maintain high quality service while also reducing costs where possible.
In 1994, ACCEPT Education Collaborative established the School-Based Medicaid Reimbursement Program for member and non-member districts to recoup money spent on school-based health and related medical services. Over the past 25 years this program has returned over $65 million to participating cities and towns.

We are pleased to report that Sudbury re-started Medicaid claiming in 2019. Several factors are driving down Medicaid reimbursement totals, including:

- Increasingly stringent requirements for claiming
- Our largest district moving transportation costs to a grant, which is ineligible for Medicaid claiming.

We expect these to continue reducing reimbursements for districts and consequently ACCEPT in the coming years.

<table>
<thead>
<tr>
<th>School District</th>
<th>Direct Service Reimbursement</th>
<th>Admin Billing Reimbursement</th>
<th>Total Payments FY19 Payments</th>
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<tr>
<td>Ashland</td>
<td>$74,637</td>
<td>$80,943</td>
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<tr>
<td>Auburn</td>
<td>$63,588</td>
<td>-</td>
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<tr>
<td>Bedford</td>
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<td>$7,398</td>
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<tr>
<td>Carlisle</td>
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<td>-</td>
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<tr>
<td>Foxboro</td>
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<td>Framingham</td>
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<td>$935,795</td>
<td>$1,510,624</td>
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<tr>
<td>Franklin</td>
<td>$135,033</td>
<td>$139,956</td>
<td>$274,988</td>
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<tr>
<td>Holliston</td>
<td>$38,981</td>
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<td>Hopkinton</td>
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</tr>
<tr>
<td>Lincoln/Sudbury Reg.</td>
<td>40,157</td>
<td>-</td>
<td>$40,157</td>
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<tr>
<td>Littleton</td>
<td>$49,920</td>
<td>$22,574</td>
<td>$72,494</td>
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<tr>
<td>Medfield</td>
<td>$23,344</td>
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<tr>
<td>Medway</td>
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<td>$31,615</td>
<td>$65,319</td>
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<tr>
<td>Millis</td>
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<td>Northern Berkshire Reg.</td>
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<tr>
<td>South Middlesex Reg.</td>
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<tr>
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<td>-</td>
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<tr>
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<td>$100,401</td>
<td>$458,070</td>
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<td>TOTAL</td>
<td>$1,419,640</td>
<td>$2,143,550</td>
<td>$3,563,190</td>
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</tbody>
</table>

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 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
Complete audited financial statements available at https://www.accept.org/annual-report-and-financial-d3b12027
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**

Marcia Berkowitz, ACCEPT Facilitator  
Kathryn Silva, Ashland  
Debbie Dixon (interim), Dover-Sherborn  
Laura Spear, Framingham  
Ildefonso Arellano, Framingham  
Paula Marano (interim), Franklin  
Meg Camire, Holliston  
Karen Zaleski, Hopkinton  
Mary Bruhl, Medfield  
Kathleen Bernklow, Medway  
Sue Anne Marks, Millis  
Tim Luff, Natick  
Mary Lammi, Needham  
Michael Dolan, South Middlesex Regional  
Stephanie Juriansz (interim), Sudbury  
Lori Cimeno, Wellesley

**BUSINESS OPERATIONS**

Cathy Ellis, ACCEPT Facilitator  
Barbara Durand, Ashland  
Dawn Fattore, Dover-Sherborn  
Lincoln Lynch, IV, Framingham  
Miriam Goodman, Franklin  
Keith Buday, Holliston  
Susan Rothermich, Hopkinton  
Michael A. LaFrancesca, Medfield  
Don Aicardi, Medway  
Terry Wiggin, Millis  
Peter Gray, Natick  
Melissa Martel, Natick  
Anne Gulati, Needham  
Dolly Sharek, South Middlesex Regional  
Donald Sawyer, Sudbury  
Cindy Mahr, Wellesley

**CURRICULUM LEADERSHIP**

Marcia Berkowitz, ACCEPT Facilitator  
Paul Vieira, Ashland  
Elizabeth McCoy, Dover-Sherborn  
Anne Ludes, Framingham  
Amy Bright, Framingham  
Joyce Edwards, Franklin  
Peter Botelho, Holliston  
Jennifer Parson, Hopkinton  
Kim Cave, Medfield  
Gabrielle Abrams, Medway  
Joan Lynn, Millis  
Kirk Downing, Natick  
Theresa Duggan, Needham  
Rebecca Swasey, South Middlesex Regional  
Kim Swain, Sudbury  
Joan Dabrowski, Wellesley
The ACCEPT Education Collaborative does not discriminate against students, parents, employees or the general public on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age. ACCEPT is also committed to maintaining a school environment free of harassment. Harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, homeless status, age or disability is prohibited. In addition to the protected classes identified above, as to employment practices, ACCEPT also does not discriminate based on genetic information, ancestry or status as a veteran. The sending district also provides equal access to the Boy Scouts, Girls Scouts and other designated youth groups in accordance with the Boy Scouts of America Equal Access Act. 20 U.S.C. § 7905; 34 C.F.R. Part 108. The Collaborative also does not discriminate against students on the basis of homelessness in a manner consistent with the requirements of the McKinney-Vento Act. For more information contact ACCEPT’s designated compliance coordinator Donna Flaherty, 4 Tech Circle, Natick MA 01760. (508)653-6776
Questions?

Here are three ways to learn more:

- Visit www.accept.org
- Contact us via email at info@accept.org
- Call us at 508-653-6776
Together we create more possibilities!

FY 2019 Annual Report
About The Education Cooperative

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

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


Our Programs and Services

TEC provides a continuum of outstanding public special education day programs for students ages 3-22. Each of TEC’s programs provide a highly supportive, engaging and personalized environment specifically designed to meet each student’s individual learning, physical, social-emotional and health care needs. We offer families a range of educational choices taught by caring, experienced and certified Massachusetts teachers, therapists and specialists. Our primary goal is to promote student growth and independence in order to reintegrate students into their home school and community whenever possible.

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

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

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

It is my pleasure to present TEC’s 2018-2019 Annual Report. Within this report you will find detailed cost saving data and updates on our program and services inspired by another year of innovation, collaboration and partnership with our outstanding TEC member districts.

For over 50 years TEC has focused on our mission, to create opportunities for inter-district collaboration to stimulate innovative thinking and encourage the sharing of successes and challenges in order to resolve problems of practice. We are proud to coordinate programs such as the TEC Student Data Privacy Alliance and Fuse Fellowship Program, that have emerged in direct response to the collective needs, shared knowledge and keen vision of our members.

As you read through this report you will see that it has been a busy and successful year. You will learn about some of our new programs and services developed in response to the needs of our members as well as our exemplary alternative and special education programs, professional development experiences, cost saving cooperative purchasing opportunities, and online and personalized learning initiatives.

Additionally, we focused on the safety and security of our campus. We established a building-wide Safety Committee and developed and practiced new safety and communication protocols, distributed classroom lockdown kits and completed the installation of video surveillance cameras.

Our student programs continue to provide students with ubiquitous access to assistive and 1:1 technologies, current curriculum resources, and community engagement experiences designed to promote independence, personal growth and success for every student. This year we proudly celebrated 18 students graduating from our high school programs, with many going on to college.

We are grateful to the many people whose contributions exemplify and strengthen our regional partnership and benefit our extended learning community especially the TEC Board of Directors, our district and school leaders, the TEC Staff and all of our extraordinary educators, school committee members, students and families for their many contributions to our vibrant collaborative community.

*Together we create more possibilities!*

Elizabeth McGonagle
Progress Toward Reaching Our Goals

The Education Cooperative actively develops and coordinates educational and organizational programs to meet the needs of our member communities and their students. Below is an overview of the objectives established in the TEC Collaborative Agreement that were accomplished during the 2018–2019 school year. These objectives are embedded in the TEC Annual Strategic Plan and progress is monitored throughout the year through updates provided by TEC Administrators at Board of Directors meeting.

1. **Student Achievement Goal: To enhance and expand learning opportunities to meet the diverse needs of all students:**
   - TEC Campus students participated in an inclusion program with Old Post Road Elementary School, Walpole.
   - TEC Campus School adopted the ACE® ABA Software System for learners with autism, designed to assess, teach and evaluate progress using evidence based procedures.
   - TEC High School and TEC Phoenix Academy formed collaborative teams to analyze student data creating and created a personalized learning plan for each student.
   - TEC Transition II students accessed the League Schools’ onsite apartment two days a week, enabling students to practice life skills such as cooking, cleaning, sharing meals and socializing with their peers in an authentic environment.
   - TEC High School partnered with Golden Opportunities, engaging students in the training of service dogs.
   - TEC Phoenix provided weekly student ski trips to Nashoba Ski Resort, providing student access to an authentic learning environment and the opportunity to develop new life skills and increased self-confidence.
   - Transition I and II students continued to access community-based job sites utilizing TEC vans, as well as ride shares services and public transportation to promote increased independence.
   - Successfully placed a Transition II student at Mass Bay Community College with the assistance of an on-campus disability coordinator, creating a model for expansion of this program.
   - Promoted the ubiquitous use of assistive technology tools by providing access to in-classroom coaching from an Assistive Technology Specialist and an Augmentative Alternative Communications Specialist.
   - Coordinated two regional college fairs attended by over 130 colleges, universities and gap-year programs.
   - Piloted career internship experiences for students with special needs.

2. **Professional Development Goal: To create innovative learning opportunities and address, identify, and maintain operational and educational needs.**
   - Provided TEC’s high school programs with ongoing consultation from adolescent psychiatrist, Dr. Nancy Rappaport.
   - The TEC Internship Program coordinated 89 career internships for students during the summer of 2018, 53% of the participants were from TEC member districts.
   - Facilitated a regional TEC NET, *What is Giftedness?*, featuring experts Dr. Renzulli, UCONN and Dr. Stewart, MAGE.
   - Cohort I of the TEC- Highlander Fuse MA Fellowship Program completed a rigorous 18 month professional development program focused on shifting from traditional instruction toward personalized learning. Financially sponsored by TEC, this cohort of highly skilled teachers represents a regional professional learning network spanning 8 member districts.
   - Launched Cohort II of the TEC Fuse Fellowship. Once again sponsored financially by TEC, Cohort 2 adds 22 additional inspiring teachers to this growing regional professional learning network.
   - Coordinated a series of regional SEI endorsement courses for teachers and administrators.
   - Expanded the TEC Student Data Privacy Alliance. Free to TEC member districts, this program is helping districts understand and address student data privacy issues. TEC’s statewide DPA has been embraced by software vendors and districts now have access to over 300+ signed agreements, accelerating the protection of student data.
   - TEC Staff presented at: MASS CUE, MASS CUE DataPalozza, MASC-MASS Joint Conference, COSN, & Access4Learning
   - Facilitated monthly job alike meetings: Superintendents, Assistant Superintendents, SpEd Directors, Technology Directors, Technology Integration Specialists and Guidance Directors.
2. **Professional Development Goal Continued**: To create innovative learning opportunities and address, identify, and maintain operational and educational needs continued:

- Collaborated with Dr. Nancy Rappaport to provide a five-session professional development initiative, *Safety Assessment Teams: How to Strengthen Your District’s Crisis Preparedness*. Five TEC member district teams as well as a TEC district team participated.

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

- Formed a building-wide Mansion Drive Safety Committee. Developed an All Hazards Emergency Plan including communication protocols, provided expert training and simulations of emergency situations such as an active shooter or hostile intruder.
- All classrooms were issued lockdown kits and supplies to be used in case of a shelter in place order or lockdown situation.
- Updated evacuation maps and provided written emergency instructions for every classroom and office.
- Installed additional surveillance cameras in the main lobby, rear doors and back parking area.
- Installed a security swipe to the school’s elevator.
- Coordinated a regional Legislative Breakfast hosted by the Natick Public Schools.
- Provided ongoing support to TECCA including payroll processing.
- Provided member districts with no-cost opportunities to leverage their internal capacity through regional professional development opportunities financed by the investment of TEC’s excess cumulative surplus.
- Hosted the annual Strategic Planning Committee meeting, open to all members.
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<th>Page</th>
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</thead>
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<td>6</td>
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<tr>
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<td>8-17</td>
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<td>8-10</td>
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<tr>
<td>- Intensive Continuum</td>
<td>11-12</td>
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<tr>
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<td>- Transitional Services</td>
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<td>TEC Professional Learning</td>
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<td>26-27</td>
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<tr>
<td>Cooperative Purchasing &amp; AEPA</td>
<td>28</td>
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<tr>
<td>Cost Effectiveness:</td>
<td>29-31</td>
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<tr>
<td>- Special Education Programs</td>
<td>29-31</td>
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<tr>
<td>- Cooperative Purchasing</td>
<td>32</td>
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<tr>
<td>- Professional Learning</td>
<td>33</td>
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<td>Cost Savings: TEC vs. Private</td>
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<tr>
<td>TEC FY19 Grant Funding</td>
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Board of Directors and TEC Leadership

Board of Directors:

Jennifer Fischer-Mueller, Canton
Ian Kelly, Dedham
Andrew Keough, Dover-Sherborn
Beverly Hugo, Framingham
Brad Jackson, Holliston
Meena Bahrath, Hopkinton

Jennifer Fischer-Mueller, Canton
Ian Kelly, Dedham
Andrew Keough, Dover-Sherborn
Beverly Hugo, Framingham
Brad Jackson, Holliston
Meena Bahrath, Hopkinton

Jeffrey Marsden, Medfield
Denise Gibbons, Millis Retired 9/18
Steven Catalano, Millis Term expired 5/19
Marc Conroy, Millis 5/19
Matt Brand, Natick
Matt Spengler, Needham

Michele Eysie Mullen, Norwood
Retired 3/2019
Paul Thomson, Norwood 4/19
Nancy Gallivan, Walpole (Chair)
Jeanne Downs, Wayland
Emily Parks, Westwood

Superintendents:

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

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

Carol Cavanaugh, Hopkinton
Jeffrey Marsden, Medfield
Nancy Gustafson, Millis
Anna Nolin, Natick
Daniel Gutkeanst, Needham

David Thomson, Norwood
Lincoln Lynch, Walpole
Retired 6/2019
Arthur Unobskey, Wayland
Emily Parks, Westwood

SPED Steering Committee:

Debra Bromfield, Canton
Elizabeth O'Connell, Dedham
Deborah Dixon, Dover/Sherborn
Sandra Einsel, Foxborough
Laura Spear, Framingham

Debra Bromfield, Canton
Elizabeth O'Connell, Dedham
Deborah Dixon, Dover/Sherborn
Sandra Einsel, Foxborough
Laura Spear, Framingham

Meg Camire, Holliston
Karen Zaleski, Hopkinton
Mary Bruhl, Medfield
Sue Ann Marks, Millis
Timothy Luff, Natick

Mary Lammi, Needham
Paula Alexander, Norwood
John Queally, Walpole
Richard Whitehead, Wayland
Abby Hanscom, Westwood

Assistant Superintendents for Curriculum and Instruction:

Patricia Kinsella, Canton
Ian Kelly, Dedham
Elizabeth McCoy, Dover-Sherborn
Amy Bright, Framingham
Peter Bothelho, Holliston

Patricia Kinsella, Canton
Ian Kelly, Dedham
Elizabeth McCoy, Dover-Sherborn
Amy Bright, Framingham
Peter Bothelho, Holliston

Jennifer Parson, Hopkinton
Kim Cave, Medfield
Joan Lynn, Millis
Kirk Downing, Natick
Terry Duggan, Needham

Alexander Wyeth, Norwood
Bridget Gough, Walpole
Parry Graham, Wayland
Allison Borchers, Westwood

TEC Administrative Leadership:

Elizabeth McGonagle
Executive Director

Elizabeth McGonagle
Executive Director

Dan Shovak
Director of Finance & Operations

Susan Donelan
Director of Student Services

Erik Erickson
Director of Innovative Learning Services

Erik Erickson
Director of Innovative Learning Services

Rose Bragdon
Director of Human Resources & Community Outreach

John Spears
Director of Information Technology

Meredith Faletra
Director, TEC Campus School

Meredith Faletra
Director, TEC Campus School

Sheila Thomas
Director, TEC Phoenix Academy

Deborah Caligaris
Director, TEC High School
TEC’s 2019—2023 Strategic Plan is the culmination of analysis and planning done by the Strategic Planning Committee consisting of teachers, school leaders, and TEC staff. This plan establishes a long-range direction for TEC and provides a clear focus for future pursuits by identifying priorities for improvement. Each year we convene the team to update the plan and TEC Administrators report out on our progress at every TEC Board of Directors meeting.

Strategic Plan Goals and Objectives:

1. **Student Achievement Goal:**
   
   To enhance and expand learning opportunities to meet the diverse needs of all students.
   
   1.1 To collaborate on data collection from a variety of sources to analyze and 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 To create a professional development plan that is specific to each program.

2. **Professional Development Goal:**
   
   To create innovative learning opportunities and address, identify, and maintain operational and educational needs.
   
   2.1 To create innovative learning opportunities and address, identify, and maintain operational and educational needs of students;
   2.2 To create innovative learning opportunities and address, identify, and maintain operational and educational needs of professional learners;
   2.3 To create innovative learning opportunities and address, identify, and maintain operational and educational needs of member districts.

3. **Operations Goal:**
   
   To improve our ability to provide proactive support to TEC programs.
   
   3.1 To evaluate and update (as needed) our operational systems to improve efficiency and eliminate redundancy;
   3.2 To improve communications, both within the organization and from within our organization to communities throughout the Commonwealth;
   3.3 To provide and maintain a safe and secure environment at TEC.
Vision Statement:
The Education Cooperative in partnership with its member Districts is a proactive, innovative, agile organization that anticipates and meets the collective needs of its learning centered members more effectively and efficiently than its member districts can do individually.

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

Guiding Beliefs:

We believe...

- Inter-district collaboration strengthens all participants and offers the opportunity to do more than one district can do individually
- Each student learns differently and should be provided with personalized learning experiences designed to optimize individual potential to meet their goals
- Data-driven, student centered decisions 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
- A school culture, which embraces diversity, change, equity, risk-taking and shared decision-making is the catalyst for change
- TEC and its member districts work in a proactive partnership to anticipate and address emerging needs
- TEC’s responsibility is to provide the environment for positive academic, physical, social, emotional and aesthetic growth of our students
- In supporting educators with a comprehensive array of professional development opportunities to improve student outcomes
## FY 2019 Source and Use of Funds (General Fund)

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<th>Revenues</th>
<th>Amount</th>
<th>Percentage</th>
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<tr>
<td>Governmental</td>
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<tr>
<td>Other</td>
<td>$863,593</td>
<td>9.4%</td>
</tr>
<tr>
<td>Professional Development and Online Learning</td>
<td>$472,773</td>
<td>5.2%</td>
</tr>
<tr>
<td>Sublease and Rental Income</td>
<td>$468,647</td>
<td>5.1%</td>
</tr>
<tr>
<td>Assessments</td>
<td>$202,963</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,178,899</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Revenues FY19

- **Program Service Fees**, $6,019,964, 66%
- **Governmental**, $1,150,959, 13%
- **Assessments**, $202,963, 2%
- **Sublease & Rental Income**, $468,647, 5%
- **Professional Development & Online Learning**, $472,773, 5%
- **Other**, $863,593, 9%
## FY 2019 Source and Use of Funds

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$4,925,668</td>
<td>52.6%</td>
</tr>
<tr>
<td>Payroll Taxes and Benefits</td>
<td>$2,040,459</td>
<td>21.8%</td>
</tr>
<tr>
<td>Contracted Services</td>
<td>$770,516</td>
<td>8.2%</td>
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<tr>
<td>Rent</td>
<td>$811,728</td>
<td>8.7%</td>
</tr>
<tr>
<td>Other</td>
<td>$612,281</td>
<td>6.5%</td>
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<tr>
<td>Office, Instructional Supplies &amp; Equipment</td>
<td>$178,982</td>
<td>1.9%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$31,950</td>
<td>.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,371,584</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Expenditures FY19 (General Fund)

- **Salaries**: $4,925,668, 53%
- **Payroll Taxes and Benefits**: $2,040,459, 22%
- **Contracted Services**: $770,516, 8%
- **Rent**: $811,728, 9%
- **Capital Outlay**: $31,950, 0%
- **Office Supplies**: $178,982, 2%
- **Other**: $612,281, 6%
**FY 2019 Student Enrollments by Program**

**Enrollments by Program**

**FY2019**

(average annual enrollments)

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate</td>
<td>21.0</td>
</tr>
<tr>
<td>Intensive</td>
<td>21.0</td>
</tr>
<tr>
<td>Therapeutic</td>
<td>4.0</td>
</tr>
<tr>
<td>TEC High School</td>
<td>29.0</td>
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<tr>
<td>Phoenix</td>
<td>26.0</td>
</tr>
<tr>
<td>Total Avg.</td>
<td>101.0</td>
</tr>
</tbody>
</table>

**Enrollments by Grade Level**

**FY2019**

(average annual enrollments)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>4.0</td>
</tr>
<tr>
<td>Elementary</td>
<td>16.0</td>
</tr>
<tr>
<td>Middle School</td>
<td>13.0</td>
</tr>
<tr>
<td>High School</td>
<td>66.0</td>
</tr>
<tr>
<td>Post High School</td>
<td>8.0</td>
</tr>
<tr>
<td>Total Avg.</td>
<td>101.0</td>
</tr>
</tbody>
</table>
As a result of prior years’ profits, at the end of FY 2018 TEC’s cumulative surplus exceeded the 25% threshold mandated by the Department of Education. In order to reduce the cumulative surplus, in FY2019 the Board approved funding for additional expenditures for strategic initiatives and OPEB.

### Fiscal Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Revenues</td>
<td>$7,019,642</td>
<td>$6,756,955</td>
<td>$7,213,100</td>
<td>$6,591,900</td>
<td>$8,174,951</td>
<td>$8,722,205</td>
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<tr>
<td>Expenditures</td>
<td>$6,452,848</td>
<td>$6,237,203</td>
<td>$6,762,998</td>
<td>$7,032,670</td>
<td>$7,032,670</td>
<td>$8,320,283</td>
<td>$8,894,223</td>
<td>$9,371,584</td>
</tr>
</tbody>
</table>
TEC Special Education Programs

TEC provides member and non-member school districts with an array of specialized services designed to address the needs of students with moderate to intensive disabilities ages 3-22. We offer students a supportive setting specifically designed to meet each student’s individual academic, vocational, social, physical and health care needs.

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

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

All TEC programs are designed to provide meaningful and authentic inclusion opportunities in the least restrictive engaging educational environment. TEC offers programs within some TEC school districts as well as at our beautiful campus located in East Walpole. The East Walpole campus houses the TEC Campus School, a Public Day Special Education School Program fully approved by DESE, TEC Intensive Programs (Pre-K – age 22) and TEC Alternative High School (Grades 8-12).

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

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

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Vision Therapy
- Music Therapy
- Vocational Training
- Social Skills Training
- Augmentative and Alternative Communication
- Board Certified Behavior Analyst
- Nursing
- Reading Instruction by a Literacy Specialist
- Counseling - Licensed Social Workers
- Assistive Technology
- Community-Based Instruction
- Pragmatic Language Instruction
- Therapy Dog/Pet Therapy
- Fully Accessible Playground
- Therapeutic Pool Onsite
- Fitness Center
- Art Room
- Field Trips
- Public School Inclusion Opportunities
- Reverse Inclusion Opportunities
- Transition Planning & Services
## TEC Continuum Program Philosophy:
Flexible programs provide individualized learning paths for students (ages 3 to 22) with similar needs, skills and services which are determined by individual student profiles.

### Goal: Promote Potential for Independence

#### Identify student needs

#### Select appropriate Continuum

#### Re-evaluate

#### Adjust path

#### Promote potential for independence

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>STUDENT POPULATION SERVED</th>
<th>PROGRAM DESCRIPTION</th>
</tr>
</thead>
</table>
| **INTENSIVE CONTINUUM**        | Students with Developmental Delay, Medical/Health Issues, Autism, Multiple Disabilities, Neurological Impairment | • Small classroom settings with highly trained staff  
• Individualized multisensory instruction and medical support  
• Strong focus on communication and functional living skills  
• Field trips and community inclusion opportunities to maximize student success in larger natural settings |
| Early Childhood                | Students with Autism, Developmental Delay, ADHD, PDD, Intellectual Impairment, NVLD, and Anxiety Disorder          | • Small group classroom environment  
• Inclusion opportunities when ready  
• Social skills instruction and behavior modeling  
• Individualized academic and vocational instruction/internships  
• Real-world learning opportunities and individualized support to prepare students for further education, employment and independent living |
| Elementary                     | Students with Anxiety, Mood Disorder, ASD, Specific Learning Disability, Executive Functioning, ADHD, NVLD          | • Small group instruction and inclusion opportunities  
• Strong academic content at or above grade level  
• Remedial therapies as needed  
• Emotional support and behavior modeling  
• Goal: successful reintegration into traditional classroom |
| Middle High School             | Students with Developmental Delay, Medical/Health Issues, Neurological & Intellectual Impairment, Multiple Disabilities, Autism, Language Impairment, NVLD & Anxiety | • Provide focused instruction in functional academics  
• Money management  
• Transportation planning  
• Vocational assessments & person centered training  
• Goal: maximize student’s potential for life-long independence in the community & work environment |

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**TEC Continuum Program Philosophy:**
Flexible programs provide individualized learning paths for students (ages 3 to 22) with similar needs, skills and services which are determined by individual student profiles.

**Goal:** Promote Potential for Independence
Special Education Programs

TEC Campus School

Intensive Continuum: Early Childhood & Elementary Program

This continuum provides multisensory instruction in communication, pre-academics, and functional skills in a supportive setting that meets students’ individual physical and health care needs. The Early Childhood and Elementary Programs are designed for students age 3 through age 10 at the beautiful TEC Campus School in E. Walpole. Our Campus School offers students a warm and engaging learning environment specifically designed to support their social, learning and medical needs. All of TEC Intensive classrooms are staffed throughout the day with DESE licensed teachers, Registered Nurses and Therapists who seamlessly integrate their instruction into daily classroom experiences. Assistive Technology, and Augmentative and Alternative Communication are key components of each child’s educational experience.

Typical disabilities served in this program are:

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

Program Highlights:

- Small classroom setting with highly trained, caring and supportive, DESE licensed staff
- DESE licensed teachers, registered nurses and licensed therapists in the classroom
- Field trips and community inclusion opportunities
- Assistive technologies and augmentative and alternative communication integrated daily
- Onsite access to fitness center, therapeutic pool, accessible playground, art room and music room
- Integrated team of expert licensed therapists on-site
TEC’s Intensive Programs are designed for students age 10 to age 22. TEC’s Transitional Program creates opportunities for students with intensive needs to be active participants in school, community, vocational experiences, and integrates students having a “voice” and as much independence as possible, including the ability to self-advocate. The TEC Campus School in Walpole offers convenient access to public transportation, shopping, restaurants, and businesses.

These programs include a functional skills curriculum for all students and vocational/transition skills for students age 14 to age 22. All TEC intensive classrooms are staffed throughout the day with DESE licensed teachers, Registered Nurses and therapists who seamlessly integrate their instruction into daily classroom experiences. Assistive Technology and Augmentative and Alternative Communication are key components of each child’s educational experience.

Program Highlights:

- Small classroom setting with highly trained, caring and supportive, DESE licensed staff
- Prevocational and Vocational Training in multiple environments
- Field trips and community inclusion opportunities to maximize student success and increase independence in community living skills
- Opportunities for students to learn and apply skills in authentic, natural environments
- Access to age-appropriate recreational opportunities in school and community settings
- Onsite access to fitness center, therapeutic pool, accessible playground, art room and music room
Special Education Programs

TEC Campus School Programs
Elementary, Middle, High School and Transitional Services
Satellite Program: Westwood High School

Moderate Continuum:
This continuum focuses on explicit instruction in academic and social skills across multiple settings, including an emphasis on community instruction. Programs are offered for students from age 5 to age 22. Typical disabilities of students in the Moderate Continuum include:

- Autism
- Intellectual Disabilities
- Developmental Delays
- Communication Disabilities

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

Our program includes:

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

The satellite high school program is embedded in Westwood High School, providing students with a typical high school experience while concentrating on developing needed skills for independent living. Students aged 14 - 18 strengthen their social skills and behaviors appropriate for the workplace and are provided with daily opportunities to practice and apply new skills in authentic situations. Academic instruction is focused on functional vocabulary, writing and math skills for daily living, and the classroom activities concentrate on living skills like cooking and independent self-care. All students are provided supervised internships in pre-vocational settings in order to apply and practice their skills and appropriate behaviors within a workplace setting.
Transitional Services:
TEC Campus School
While all TEC programs for students over age 14 offer prevocational and vocational instruction, the Transitional Services are designed to focus on independent working and living skills as the highest priorities for the student’s program.

Transitional students age 17 to age 22 receive a more concentrated experience in preparation for adult living. Based in the TEC Campus School in Walpole, the classrooms are designed with an adult focus. Students engage in focused instruction in functional academics, money management, transportation training, vocational assessments and person-centered planning. Using TEC vans as well as a variety of public transportation options, students regularly access sites such as an apartment setting, the YMCA, local restaurants or internship sites to engage them in community-based social groups and strengthen skills to prepare for a productive adult life. The ultimate goal of TEC transitional programs is to maximize a student’s potential for life-long independence in the community and work environment.
Our students are all unique and achieve success in individualized ways. Successes are celebrated with student, classes, families, and at Student of the Month Assemblies with the whole school.

Some highlights from 2018-2019:

- C reduced the frequency of unexpected behaviors
- J is now an emerging reader and is generalizing his skills to a variety of settings
- C took a standard MCAS test
- T passed his first college course
- C learned to use a cane and can walk independently on his own around the school
- T completed the training with her service dog so he can come to school with her
- A can write all of the alphabet
- A can drink from a cup independently
- T completed the training with her service dog so he can come to school with her
- E attended the senior activities and graduation ceremony at Westwood High School
- K is learning sign language and expanding his vocabulary
- A can drink from a cup independently
- E attended the senior activities and graduation ceremony at Westwood High School
- D communicates using eye gaze to let others know his wants, needs, and feelings
- Smiles & vocalization were shared between students who facetime between school and the hospital setting

Therapeutic Middle Program@ TEC Phoenix Academy

The Therapeutic Middle Program focuses on delivering strong academic content while providing emotional and behavioral support to the student. This program helps the student acquire the skills to manage his/her feelings and behaviors productively in the school environment. Students learn to practice these new skills, gradually, in inclusive settings, with the goal of reintegrating into their home district or a less restrictive environment. Programs are offered for students in grades 7 through 8, and typical disabilities served in these classrooms include:

- Emotional (anxiety, bipolar, depression)
- Health (ADHD, ODD, OCD)
- Specific Learning Disabilities
- Autism Spectrum Disorders (ASD)

A full time licensed social worker provides embedded counseling, and clinical consultation. All classroom staff are trained in behavior management. The academic curriculum designed and implemented by a licensed special education teacher is aligned with the curriculum frameworks. Students receive individualized learning support within the small classroom environment.

TEC Phoenix Academy @ The Plimpton School, Walpole High School Campus

TEC Phoenix Academy (TPA) is a DESE approved special education public day school that provides services to middle and high school students whose academic, behavioral, and emotional needs require a small personalized classroom environment with high staff to student ratios. Students receive a full high school program of courses provided in a small group setting with a multi-dimensional focus on each student’s needs supported by our 1:1 technology program. Upon meeting requirements for graduation, students receive a high school diploma from their sending school district. While enrolled at TPA, students continue to meet the graduation requirements of their local school district, build personalized transition portfolios and may participate in their district’s activities, including graduation. Students also have the opportunity to participate in the credit recovery program. Counseling for all students is provided on-site. The Collaborative & Proactive Solutions (COPS Model), assists students with developing skills for conflict resolution. Remedial reading, speech and language support and social pragmatics support are available for students with demonstrated needs.
TPA Students have access to hands-on learning experiences and vocational opportunities including Service Learning Projects, Culinary Arts, Car Detailing, Graphic Design Programs, Computer Repair, Digital Audio Music Production (DAW) and Woodworking as a part of the elective offerings. Students are also exposed to a variety of physically engaging activities such as skiing and snowboarding at Wachusett Mountain, hiking and biking. Students focus on developing good health habits at LA Fitness and participate in groups that focus on DBT Skills (Dialectical Behavior Therapy), Smoking Cessation, Social Pragmatics and Transition Skill Development.

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

TPA Testimonials from our families:

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

Mike and Linda Berard

TEC Phoenix Academy worked closely with us, evaluated our child’s needs, tracked his progress, and made suggestions for his continued growth. We are grateful to the staff, especially Mrs. LeMay, for the multiple levels of support given to us and our son during his time there.

Michelle C.

When I found myself in a difficult situation TEC Phoenix Academy offered me the support I needed to help me through it. I truly felt that the staff cared about me and wanted me to succeed.

Aaron C.
TEC High School is a student-centered, alternative therapeutic school which offers a caring and supportive academic experience to adolescents in grades 8-12. At TEC, experienced, DESE licensed classroom teachers and special educators help students master a rigorous college preparatory curriculum while our full-time licensed clinical staff assists students in reaching their social emotional development goals.

Designed for students who benefit from a nontraditional high school experience due to social-emotional challenges such as anxiety, depression, school phobia and other related mental health disorders, TEC High School students experience an engaging, challenging and diverse academic curriculum within a small, personalized and connected learning community. Along with core classes and electives, TEC students receive academic mentoring from subject teachers in a daily academic advisory period. College bound students are supported throughout the college admissions process in partnership with their sending district. Our dedicated and caring team is committed to using data-driven pedagogical and therapeutic best practices as they help each student reach his or her fullest potential.

TEC High School students experience the daily integration of technology with a 1:1 Chromebook program; daily Mindfulness practice; Blended Learning; weekly Dialectal Behavior Therapy (DBT) group sessions and yoga class; honors classes across the curriculum; art therapy; diverse electives in the arts and sciences; community service and school leadership opportunities; and regular off-campus field trips ensuring engagement with the world beyond the classroom.

At TEC High School, counselors are available to students throughout the school day for individual sessions as well as group work on topics such as social skills and DBT.
Each year we celebrate the retirement of members of the TEC learning community and Board of Directors. On behalf of the entire TEC learning community, we want to say thank you for the many years of dedicated service of our esteemed TEC colleagues and wish them future health, happiness and success!

**Jeanne Gottfried**, our talented Intensive Early Childhood teacher, retired from TEC after welcoming children with intensive special needs to her classroom for over 39 years! Known for her dedication to her students, Jeanne devoted her career to finding and strengthening the abilities of every child. She is the essence of a true teacher who consistently demonstrated excellence, deeply integrated with a special love for her students, families, and everyone else she meets.

**Superintendent Lincoln Lynch, III** retired from the Walpole Public Schools after 12 years of service in Walpole and 32 years in the field of public education. Superintendent Lynch contributed so much to the success of TEC as an active member of the board and supporter of our programs and services. His dedication to our mission, willingness to partner on innovative projects, professional collegiality and ongoing support of public education will be missed by all!

**Dr. Jean Kenney** retired from her role as Assistant Superintendent after 28 years of working within the Walpole Public Schools. Jean served as a teacher, assistant principal and principal before becoming Assistant Superintendent. She continued to serve the Walpole Schools in FY2019 as a mentor to the new leadership team. Jean was as a member of the founding board of TECCA, and is currently the Vice Chair and Treasurer of the Board of Trustees. Congratulations on your exceptional career and thank you for your tremendous support of TEC!
For over 50 years TEC has engaged and informed our elected officials about the challenges facing public education. We are so grateful for their responsive support, encouragement and ongoing commitment to partnering with us. Each year the TEC Board of Directors and our district educational leaders sponsor a Legislative Breakfast to bring together legislators and school officials from across our regional learning community to meet and discuss important educational issues. We were grateful to Superintendent Anna Nolin and the Natick Public Schools’ staff for hosting this event at Lebowitz Meeting Hall, Morse Institute Library in Natick on February 8, 2019. Our honored guests were treated to a delicious buffet breakfast provided by the Natick food service staff, heard updates from our elected officials, and engaged in an informative panel discussion presented by TEC member superintendents.

A very special thank you to the TEC Superintendents and Board Members who shared their insight into the complex issues they face in their district during the panel discussion:

Dr. Brad Jackson
Superintendent, Holliston

Dr. Anna Nolin
Superintendent, Natick

Nancy Gallivan
Chair, TEC Board of Directors & Walpole School Committee Member

Dr. Lincoln Lynch, III
Superintendent, Walpole

Dr. Carol Cavanaugh
Superintendent, Hopkinton

The event was attended by over 50 educators, school committee members, city councilors and state and local elected officials. Thank you to everyone who participated in making this such an informative event especially our esteemed guests Representatives Carmine Gentile, David Linsky and Paul McMurtry.
The Education Cooperative provides an array of exceptional, affordable professional learning opportunities for educators, administrators, and other district- and school-based staff, throughout TEC’s member communities and others in the greater Boston area and beyond.

Our current emphasis is three-pronged:

- providing the state-developed Sheltered English Instruction (SEI) endorsement courses for teachers and administrators who need the endorsement to continue teaching;
- providing educators with online course options to fulfill the 15-hour re-licensure requirements for ELL and SpED content;
- providing face-to-face/hybrid courses during the summer.

During fiscal year 2019, Janet Buerklin, Ed.D., Professional Development coordinator, developed a variety of exemplary graduate level courses with area colleges and universities. These course offerings spanned all curriculum areas and targeted elementary, secondary, and special educators. All TEC courses incorporate instruction around the Massachusetts Curriculum Frameworks and are designed to provide our member district educators with high quality, low cost access to professional development needed for maintaining or expanding their Massachusetts Teacher License.

Sheltered English Instruction
To assist in the need for educators to meet the DESE’s mandatory SEI endorsement requirement, TEC offered multiple 45-hour teacher endorsement courses and 15-hour administrator endorsement courses. These courses help equip participants with strategies to support English Language Learners (ELLs) access to content instruction through evidence-based reading, writing and vocabulary interventions. To address the state’s initiative to train all teachers and administrators who have ELLs in their classrooms, the following Endorsement courses were offered in FY2018:

**Summer 2018**: Two test prep workshops were offered for teachers expecting to take the SEI MTEL test.

**Fall 2018**: Three SEI Teacher Endorsement courses were offered for teachers in TEC-Districts. These were sited at TEC in Walpole and at Natick High School and Westwood Middle School.

**Spring 2019**: Two SEI Teacher Endorsement courses were offered for teachers in TEC-Districts, one sited at TEC and the other at Natick High School.

We are thankful to members Natick and Westwood for hosting Endorsement courses and by doing so, allowing us to provide teachers from those districts access to take the course for a reduced tuition.

**Yearlong Professional Development Initiative**

**Safety Assessment Teams: How to Strengthen Your District’s Crisis Preparedness.**

With the leadership of Dr. Nancy Rappaport, TEC provided an innovative five-session professional development initiative, Five TEC-district teams, Canton, Hopkinton, Framingham, Norwood, Walpole and a TEC team, participated in the following full-day sessions:

1. Understanding the Framework of a Safety Assessment Team;
2. Effectively Working with Law Enforcement;
3. Understanding the Impact of Social Media on Student Behavior and Student Self Esteem;
4. Establishing a Positive School Climate;
5. Crisis Management: Engaging and Utilizing Community Resources (Communication).

Dr. Rappaport personally recruited experts in various mental health fields from her wide-ranging professional network to present at each session. As a culmination, district teams created an action plan to further the work of creating safety assessment teams within their districts.

**Summer 2018 Program**

TEC provided seven weeks of summer courses between June and August, a blend of online learning and some face-to-face meetings; others were strictly face to face courses.

New courses included *Dialectical Behavior Therapy*, taught by TEC High School’s Adjustment Counselor, Gabby Siraco, *Cognitive Behavior Therapy*, and *Mild Traumatic Brain Injuries*. We continued to offer: *How do we Help These Kids? Understanding and Addressing the Social-Emotional Needs of Students with High Functioning Autism*, and *Building Bridges for Student Success: Communication Effectively with Parents*.

As in the past, we collaborated with EDCO to expand the offerings to other educators in our region. In all, over 25 graduate level courses developed and offered in Summer 2018.
Online Courses for Educators

TEC continues to provide free access for our member districts to three different 15-PDP courses:

- *Strategies to Enhance Instruction for English Language Learners in the Classroom (SEI)*,
- *Engaging all Students with Differentiated Instruction (DI)*, and
- *Connecting Behavioral Health and Social Emotional Learning to Success in School (SEL)*.

Our online courses have seen continued interest from educators from TEC member districts and other districts outside of TEC have subscribed to gain annual access to these great courses. Our educational consultant EDC, recently completed the course refresh task for all of our courses—ensuring viability and usefulness for the future. We have also completed a migration to new Moodle host, a large cost savings measure for TEC. We have completed a new registration system that has streamlined our processes and made it easier for participating districts to enroll in these wonderful courses.

**TEC Student Data Privacy Alliance**

The **TEC Student Data Privacy Alliance (SDPA)** continues to lead the way in student data privacy. Working together, the TEC member Technology Directors leveraged their time, talent and negotiating strength to save hours of labor and thousands of dollars in legal fees for their districts. Most importantly, they have leveraged the collective influence of our regional group to influence vendors to protect all student data.

Initially launched in 2016 to help streamline the acquisition of signed Data Privacy Agreements (DPAs) for online resources used by our member school districts, TEC is now offering our annual SDPA service to non-member districts in MA and NH. TEC hired an attorney and a skilled contract administrator and this team negotiates directly with vendors on behalf of districts, quickly expanding the number of signed DPAs to over 450 applications! TEC currently supports over 100 districts and with each new member our collective leverage grows!

This alliance represents the synergy of districts partnering with our collaborative to accomplish more than a single district could do on their own. We are proud to continue to partner with Steve Smith, founder of the Massachusetts Student Privacy Alliance (MSPA) and the A4L Student Data Privacy Consortium who has supported our program and worked tirelessly to educate educators across the country about this important issue.

Thank you to all of the Technology Directors who have contributed to this solution and promote the program at regional conferences particularly the SDPA Steering Committee:

- Leisha Simon (Wayland)
- Eoin O’Corcora (Medfield)
- Steve Smith (Cambridge)
- Chrystal Hoe (Hopkinton)
- Ramah Hawley (TEC)
- Erik Erickson (TEC)
- Liz McGonagle (TEC)
Cohort 1, comprised of 17 TEC member teachers from 8 TEC member districts, completed their extensive training experience provided by Highlander Institute and are now **Fuse MA Fellows**! This 18-month blended and personalized learning fellowship funded by the TEC Board with excess cumulative surplus funds, completed their experience and are currently coaching 73 Early Adopter Teachers in the 8 participating districts!

Fellows experienced a simulation of a Blended and Personalized Learning environment as they were introduced to the Highlander Institute Fellowship scope and timeline, and developed their own personal vision for personalized learning. Each fellow conducted district-wide ‘Vision and Implementation Meetings’ with Design Teams in their assigned partner district.

Fuse MA fellows are able to connect with each other, as well as the larger, virtual community of Fuse Fellows from across the US through events and evening Twitter chats.

We are currently recruiting Cohort 2 who will begin their learning experience in August 2019.

Follow the progress of the Fellows on Twitter using #FuseMA and #FuseFellowChat.

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**Cohort 1 Fellows and coaching in (town).**

**Dedham**
- Andrew Patterson, (Wayland)
- Kenneth Toomey, (Medfield)
- Rachel Dudley, (Norwood)

**Medfield**
- Julie Lowerre, (Norwood)
- Kerry Lynch, (Wayland)
- Marjorie Heim, (Millis)

**Millis**
- Christopher Nardone, (Dedham)

**Needham**
- James Odierna, (Norwood)
- Samantha Bookston, (Walpole)

**Norwood**
- Angela Logan, (Medfield)
- Cristina Serradas, (Dedham)
- Jill Milton, (Millis)

**TEC**
- Dana Gurwitch; (Needham)
- Elizabeth Harris, (Walpole)
  Coaching by Meg Smallidge, Highlander Institute & Erik Erickson, TEC

**Walpole**
- Jennifer (Lindsey) Reichheld, (Dedham)

**Wayland**
- Bethann Monahan, (Medfield)
- Eva Hughes, (Needham)
## District Participation in Professional Development

### Professional Development Participation by TEC Member District FY19

<table>
<thead>
<tr>
<th>District</th>
<th>Professional Learning</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canton</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Dedham</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Dover-Sherborn</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Framingham</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Holliston</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Hopkinton</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Medfield</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Millis</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Natick</td>
<td>43</td>
<td>-</td>
</tr>
<tr>
<td>Needham</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Norwood</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Walpole</td>
<td>28</td>
<td>-</td>
</tr>
<tr>
<td>Wayland</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Westwood</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>262</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>
TEC Online Learning

TEC is a regional leader in online learning and the proud sponsor of TECCA, the TEC Connections Academy Commonwealth Virtual School established in 2014. Although the governance of TECCA is independent from TEC, in compliance with regulatory requirements, 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 and families across Massachusetts.

TECCA: TEC Connections Academy

The mission of TECCA is to offer a rigorous, effective curriculum aligned to the Massachusetts Curriculum Frameworks and utilize unique technology tools to help every student succeed, while also encouraging social growth. After rigorous and extensive monitoring and review by the Department of Elementary and Secondary Education, the Board of Education renewed TECCA’s Commonwealth Virtual School Certificate for 5 additional years, July 1, 2017 through June 30, 2022.

Full time enrollment in TECCA continues to grow reaching over 2,000 students and includes 368 individual online courses taken by TEC member district students, the balance being offered by Connections Learning®.

Online Learning Options for TEC-Member District Students

As a TEC-member-district benefit for sponsoring TECCA, free course seats were allotted to each district based on the current full-time enrollment at TECCA. There was continued strong participation in online course enrollments (1059 total) from TEC member district students in the fall semester 2019 and spring semester 2019. This is a 17.5% increase from the previous year’s enrollment.

“TEC has provided more possibilities to our students to have personalized learning. Through both the TEC Online Academy and the partnership with Connections Education, our students have many more opportunities for expanded learning beyond the walls of the schools and outside the community.”

- Dr. Jean Kenney
  Assistant Superintendent, Walpole

The department of Innovative Learning and Professional Development, worked closely with TEC-member district guidance departments in this initiative and facilitated the student enrollment process between Connections Learning and our member district guidance department using a new Google-based enrollment process that not only saves districts valuable time but also minimizes the space for error.

The TECCA Board of Trustees Members

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

Peter Sanchioni, Ph.D., Board President, Natick Superintendent of Schools (retired)
Jean Kenney, Ed.D., Board Vice President/Treasurer, Walpole Assistant Superintendent (retired)
Bob Maguire, Board Member, Cambridge Institute of International Education
Ed DeHoratius, Board Member, Teacher, Wayland
Grace Magley, Board Secretary, Director of Digital Learning, Natick
Thomas O’Rourke, Board Member, Executive Director, Neponset River Regional Chamber of Commerce
Liz McGonagle, Executive Director, TEC, Sponsor Representative (non-voting)

TECCA Graduation
The TEC Career Exploration & Internship Program offers students the opportunity to explore a variety of career paths by learning about their interests, strengths, and skills. Students intern at local businesses where they are mentored by a professional and experience the real world of work, gain employability skills, and are able to make well-informed career choices in the future. The internship program supports students’ career exploration and college readiness by allowing students to hone in on their interests before entering college.

The internship program benefits districts by offering opportunities to their students that may not be available within their community. Many of our districts award students academic credit for their participation in TEC’s internships. Our program is designed primarily for high school junior and senior students and works closely with over 150 sponsor organizations where they are placed under the supervision of dedicated career mentors.

During their internship, students received one-on-one career counseling from an Internship Coordinator and learn new skills including: resume development and writing, interviewing, career exploration and self reflection, professional networking, and attend college admission and essay writing workshops.

In order to meet students and their parents, the Career Exploration & Internship Program participated in several junior parent planning night events at TEC district high schools. Six evening information sessions were also offered from January to April 2019 at the Natick Library.

New career mentors for 2019 Include: Cana Home Design Center, Town of Hopkinton IT Department, Boston Ability Center, Orthopedic Care Physicians Network and Rehabilitation, Northeastern Assembly, Charles River Watershed Association and Call2Talk—Mass211.
What our 2019 interns are saying:

**My internship offered a very warm and welcoming environment where I had the ability to learn an immense about of information about veterinary medicine and the many different aspects of the job included in the field.**

Margot Galigan, 2019 Veterinary Medicine intern, Wellesley High School

**I’ve really enjoyed my internship. I am considering going back and working there again in the future. The placement was an excellent fit for me, and I feel very lucky and happy to have had this experience!**

Grace Liu, 2019 Graphic Design Intern, Norfolk High School

**TEC College Fairs**

To support college readiness, TEC Career Exploration & Internships and the TEC’s Higher Ed Committee, organizes two annual college fairs. Students and their parent/guardians have the opportunity to meet with hundreds of tow and four year college, university, gap year and military program representatives and understand higher educational options.

- October 2018 at Waltham High School, attended by 125 institutions
- March 2019 at Westwood High School, attended by 145 institutions

**TEC Higher Education Committee**

Guidance Counselors from all TEC districts participate in this successful monthly job alike group and share best practices and resources such as curriculum, testing, college admissions, etc. During the 2018-2019 academic year, this job alike discussed relevant timely topics including admission letter writing, hospital re-entry and supporting students returning from extended absence, and how to raise resilient teens with guest speakers from the Resilience Project at Newton-Wellesley Hospital.


Cooperative Purchasing & AEPA

Cooperative Purchasing

In fiscal year 2019 TEC continued its commitment to improve efficiencies and increase cost savings through the facilitation of TEC Bids. By utilizing collective volume purchasing, participating school departments are able to obtain the best possible pricing from vendors while taking advantage of a streamlined bid process. TEC bids, a free member benefit, continue to evolve to better reflect the needs of all participating school departments throughout Massachusetts.

TEC Bids for FY19:

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

Cooperative Purchasing at a Glance FY2019

- Food Service Bid
  - 53 School districts participated in Massachusetts
  - $9,708,730 bid value based on district estimates
  - 521 items bid
- Custodial Supplies Bid
  - 16 school districts participate in Massachusetts
  - $599,860 bid value based on district estimates
  - 342 items bid
- Athletic and Physical Education Bid
  - 12 school districts participate in Massachusetts
  - $165,490 bid value based on district estimates
  - 316 items bid
- Office Supplies Bid
  - 60 school districts participate in Massachusetts
  - $8,995,180 bid value based on district estimates
  - 1,329 items bid
- Fuel Oil Bid
  - 3 school districts participate in Massachusetts

AEPA at a Glance FY2019

Total bid categories for FY2019: 10 categories

Bid Categories Offered:

• Athletic Equipment and Supplies
• Career And Technical Education
• Custodian Supplies
• Digital Copiers
• Digital Resources
• Facility Management Software
• Furniture
• Office Supplies
• School & Instructional Supplies
• Technology Catalog

"At the Wellesley Public Schools we have been extremely happy with the TEC Bid process for our athletic program. The process is clean and simple and the bidding is done for us. Ordering is done with the vendors on preprinted requisition sheets that are sent electronically and the business office turns into purchase orders. It is easy to use and the savings on supplies and equipment help to save our program quite a bit of money. I strongly recommend that all High School Athletic Programs look to join."

John Brown, Athletic Director, Wellesley Public Schools
Cost Effectiveness of Programs

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

Special Education focuses on the comparable costs incurred by School Districts’ placement of students at TEC programs compared to those at comparable private schools that offer substantially similar programs. Comparisons are made with the three different Network Continuums offered at TEC: Moderate, Intensive, and Therapeutic, and also with our two alternative schools: Phoenix Academy and TEC High School.

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

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

Special Education: Moderate Continuum

The Moderate Continuum provides high quality, cost-effective educational programs that maximize the academic and life skill development of children, adolescents, and young adults diagnosed with mild to moderate disabilities through highly specialized and eclectic teaching methodologies within substantially separate classrooms of public school environments. The Moderate Continuum at TEC has an annualized in-district tuition rate of $50,113 or $278.41 per day. This rate is 33% lower than the median and 34% lower than the average rate of similar private school programs.

<table>
<thead>
<tr>
<th>Daily Tuition Rate</th>
<th>Private Low</th>
<th>TEC</th>
<th>Private Median</th>
<th>Private Average</th>
<th>Private High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
<td>$240.21</td>
<td>$278.41</td>
<td>$413.53</td>
<td>$421.25</td>
<td>$567.84</td>
</tr>
</tbody>
</table>
Special Education: Intensive Continuum

The Intensive Continuum provides high quality, cost-effective educational programs that maximize the growth and development of children, adolescents, and young adults diagnosed with intensive special needs through highly specialized and eclectic teaching methodologies within substantially separate classrooms of public school environments. The Intensive Continuum at TEC has an annualized in-district tuition rate of $59,810 or $332.28 per day. This rate is 25% lower than the median and 26% lower than the average rate of similar private school programs.

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Special Education: Therapeutic Continuum

The goal of the Therapeutic program is to provide a supportive, structured environment in which students with complex emotional, behavioral, and learning issues are assisted in improving basic skills and developing strategies to improve their ability to function at school, home, and in the community. TEC’s Therapeutic program has proven to be a cost-effective placement alternative for School Districts that utilize the program. The Therapeutic program at TEC has an annualized in-district tuition rate of $49,495 or $274.97 per day. The annualized in-district rate at TEC is 27% lower than the median and 26% lower than the average rate of similar private schools.
TEC High School

TEC High School is located at the TEC Campus location in Walpole, MA. The goal of the school is to enable students to overcome those academic, social, emotional, and personal issues which have been a source of interference in their past school experiences and to begin to establish positive habits of academic study and improved self-esteem which can result in a substantial pattern of successful functioning for each student. The school functions in a cost-effective manner to provide services to students throughout the metro-west area of the state. The annualized tuition rate at TEC HS is $38,818 or $215.66 per day for in-district placements. This rate is 28% lower than the median and the average rate of similar area private schools.

**TEC HS vs. Private School**
**FY2019**
*(sample size: 6 private schools)*

<table>
<thead>
<tr>
<th>Daily Tuition Rate</th>
<th>TEC</th>
<th>Private Low</th>
<th>Private Median</th>
<th>Private Average</th>
<th>Private High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$215.66</td>
<td>$259.02</td>
<td>$299.39</td>
<td>$302.76</td>
<td>$358.59</td>
</tr>
</tbody>
</table>

**TEC Phoenix Academy**

Phoenix Academy provides a safe, supportive, and structured environment in which students with complex emotional, behavioral and academic issues are assisted in improving their basic skills, earning credits toward a high school diploma, and developing strategies to improve their ability to function successfully in their communities. The in-district annualized tuition rate is $47,313 or $262.85 per day. This rate is 10% lower than the median and 20% lower than the average rate of similar private school programs.

**Phoenix Academy vs. Private Schools**
**FY2019**
*(sample size: 9 school districts)*

<table>
<thead>
<tr>
<th>Daily Tuition Rate</th>
<th>Private Low</th>
<th>TEC</th>
<th>Private Median</th>
<th>Private Average</th>
<th>Private High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$257.61</td>
<td>$262.85</td>
<td>$290.98</td>
<td>$327.43</td>
<td>$495.92</td>
</tr>
</tbody>
</table>
Cost Effectiveness

Cooperative Purchasing

TEC facilitates Cooperative Purchasing bids that offer significant savings to participating School Districts as a result of volume purchasing. The benefits that TEC provides are measurable and cost-effective. The following is a list of bid offerings for larger quantities items that were awarded by TEC in FY2019 with an estimated annual savings based on Massachusetts state contracts and Market Price. A sample of bid items is also included that lists specific items from TEC bids compared to state and online discount pricing and the unit savings.

<table>
<thead>
<tr>
<th>Type of Bid</th>
<th># of Participating Districts</th>
<th>Bid Items Awarded</th>
<th>Annual Savings Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(POCAS-19) Office, Classroom Supplies &amp; Copy Paper</td>
<td>60</td>
<td>1,329</td>
<td>31% Paper 64% Office</td>
</tr>
<tr>
<td>(FSB-19) Food Service</td>
<td>53</td>
<td>521</td>
<td>4%</td>
</tr>
<tr>
<td>(A-PE-19) Athletic &amp; PE</td>
<td>12</td>
<td>316</td>
<td>30%</td>
</tr>
<tr>
<td>(C-19) Custodial Supplies</td>
<td>16</td>
<td>342</td>
<td>42%</td>
</tr>
</tbody>
</table>

Cost Comparisons of TEC Bid Items

<table>
<thead>
<tr>
<th>Bid Title</th>
<th># of participants</th>
<th>Bid Item</th>
<th>TEC Bid Price</th>
<th>Market/State Bid Price</th>
<th>Savings Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Bid</td>
<td>60</td>
<td>Paper, Xerographic, 8.5x11 (White-Recycled-Pallet)</td>
<td>927.20</td>
<td>1,438.00</td>
<td>510.80</td>
</tr>
<tr>
<td>Paper Bid</td>
<td>60</td>
<td>Paper, Xerographic, 8.5x11 (White-Non Recycled-Case)</td>
<td>27.50</td>
<td>34.05</td>
<td>6.55</td>
</tr>
<tr>
<td>Classroom Supplies Bid</td>
<td>60</td>
<td>Construction Paper Riverside 9x12 ro pg</td>
<td>1.02</td>
<td>7.39</td>
<td>6.37</td>
</tr>
<tr>
<td>Classroom Supplies Bid</td>
<td>60</td>
<td>Markers, Crayola ASTM non-toxic, broad tip water-based (8/set)</td>
<td>1.37</td>
<td>10.84</td>
<td>9.47</td>
</tr>
<tr>
<td>Classroom Supplies Bid</td>
<td>60</td>
<td>Pencils #2 Dixon Ticonderoga #1388 (1 dz)</td>
<td>1.18</td>
<td>2.74</td>
<td>1.56</td>
</tr>
<tr>
<td>Classroom Supplies Bid</td>
<td>60</td>
<td>Post It Notes 3x3 12 pack</td>
<td>4.99</td>
<td>9.90</td>
<td>4.91</td>
</tr>
<tr>
<td>Milk</td>
<td>53</td>
<td>Milk 1% 8oz. Cartons</td>
<td>.2496</td>
<td>.2972</td>
<td>.0476</td>
</tr>
<tr>
<td>Milk</td>
<td>53</td>
<td>Milk-Chocolate Fat Free 8 oz. Cartons</td>
<td>.2522</td>
<td>.2785</td>
<td>.0263</td>
</tr>
<tr>
<td>Athletic, PE Equipment &amp; Supplies</td>
<td>12</td>
<td>Football, Game Ball (Wilson GST)</td>
<td>63.25</td>
<td>79.95</td>
<td>16.70</td>
</tr>
<tr>
<td>Athletic, PE Equipment &amp; Supplies</td>
<td>12</td>
<td>Baseball, Game Ball (D1 Pro Diamond)</td>
<td>61.50</td>
<td>79.95</td>
<td>18.45</td>
</tr>
<tr>
<td>Athletic, PE Equipment &amp; Supplies</td>
<td>12</td>
<td>Volleyball: Game Ball (Baden VX5EC)</td>
<td>40.97</td>
<td>47.99</td>
<td>7.02</td>
</tr>
<tr>
<td>Athletic, PE Equipment &amp; Supplies</td>
<td>12</td>
<td>Soccer, Game Ball (Spaulding TF-1000)</td>
<td>32.10</td>
<td>53.95</td>
<td>21.85</td>
</tr>
<tr>
<td>Custodial Supplies</td>
<td>16</td>
<td>Ice Melt (Purple Flame)</td>
<td>8.55</td>
<td>18.30</td>
<td>9.75</td>
</tr>
<tr>
<td>Custodial Supplies</td>
<td>16</td>
<td>Towels, Paper, condensed roll, natural, 800’, 2” core</td>
<td>14.00</td>
<td>32.24</td>
<td>18.24</td>
</tr>
<tr>
<td>Custodial Supplies</td>
<td>16</td>
<td>Plastic Trash Liners (38’x58’x46’, 1.5ml) Gorilla Bag</td>
<td>16.75</td>
<td>43.29</td>
<td>26.54</td>
</tr>
<tr>
<td>Custodial Supplies</td>
<td>16</td>
<td>Soap, Hand Liquid Pin, gallon, 4 cases</td>
<td>13.10</td>
<td>47.07</td>
<td>33.97</td>
</tr>
<tr>
<td>Custodial Supplies</td>
<td>16</td>
<td>Soap, Kutol #69041, EZ foaming hand soap 1000 ml, green seal certified</td>
<td>27.95</td>
<td>62.30</td>
<td>34.35</td>
</tr>
</tbody>
</table>

*Annual savings percentage based on an analysis of TEC bid pricing with Massachusetts state contracts.
TEC continuously works to negotiate with entities with which we form partnerships to present our professional development offerings at the most affordable rates for teachers. Additionally, we seek out grant opportunities that enable us to have the costs defrayed or underwritten, further reducing the direct cost that teachers and/or districts have to pay to secure high quality, current, and relevant professional development.

In FY2018, TEC designed and offered 43 professional development workshops including our new online learning courses. A large emphasis was placed on SEI teacher and Administrator endorsement courses. In systems that hosted a course, district participants took the course at a reduced rate of $375 vs. the full rate of $450. We thank our members, Natick and Westwood, for hosting courses for TEC.

We also shared courses with sister collaborative EDCO, and more teachers were able to take selected EDCO courses for the reduced rate offered to EDCO districts rather than the cost to at-large districts.

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

<table>
<thead>
<tr>
<th>College/University</th>
<th>On Campus Cost/Credit</th>
<th>TEC Cost/Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worcester State University</td>
<td>$383</td>
<td>$125</td>
</tr>
</tbody>
</table>

The Impact of TEC Grant Writing & Partnership Development on PD Cost Savings for Participants:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cost to Teacher Without Grant or Partnership</th>
<th>Cost to Teacher with Grant or Annual District License</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC Online PD Courses for Relicensure</td>
<td>$175</td>
<td>$0</td>
</tr>
<tr>
<td>TEC Online PD Course: Connecting Behavioral Health with Social Emotional Learning for Success in School</td>
<td>$295</td>
<td>$0</td>
</tr>
</tbody>
</table>
### FY2019

#### Moderate Continuum

Average Annual Savings per Student
(In District) $25,711

Average Annual Savings per Student
(Out of District) $15,064

<table>
<thead>
<tr>
<th>In District</th>
<th># of Students</th>
<th>Total Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canton</td>
<td>1.00</td>
<td>$25,711</td>
</tr>
<tr>
<td>Dedham</td>
<td>3.00</td>
<td>$77,133</td>
</tr>
<tr>
<td>Dover-Sherborn</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Framingham</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Holliston</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Hopkinton</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Medfield</td>
<td>2.00</td>
<td>$51,422</td>
</tr>
<tr>
<td>Millis</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Natick</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Needham</td>
<td>5.00</td>
<td>$128,555</td>
</tr>
<tr>
<td>Norwood</td>
<td>2.00</td>
<td>$51,422</td>
</tr>
<tr>
<td>Walpole</td>
<td>2.00</td>
<td>$51,422</td>
</tr>
<tr>
<td>Wayland</td>
<td>1.00</td>
<td>$25,711</td>
</tr>
<tr>
<td>Westwood</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16.00</strong></td>
<td><strong>$411,376</strong></td>
</tr>
</tbody>
</table>

#### Intensive Continuum

Average Annual Savings per Student
(In District) $20,750

Average Annual Savings per Student
(Out of District) $7,713

<table>
<thead>
<tr>
<th>In District</th>
<th># of Students</th>
<th>Total Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canton</td>
<td>No Students</td>
<td>None</td>
</tr>
<tr>
<td>Dedham</td>
<td>1.00</td>
<td>$20,750</td>
</tr>
<tr>
<td>Dover-Sherborn</td>
<td>1.00</td>
<td>$20,750</td>
</tr>
<tr>
<td>Framingham</td>
<td>1.00</td>
<td>$20,750</td>
</tr>
<tr>
<td>Holliston</td>
<td>3.00</td>
<td>$62,250</td>
</tr>
<tr>
<td>Hopkinton</td>
<td>1.00</td>
<td>$20,750</td>
</tr>
<tr>
<td>Medfield</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Millis</td>
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<td>NA</td>
</tr>
<tr>
<td>Natick</td>
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</tr>
<tr>
<td>Needham</td>
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<tr>
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<td></td>
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<tbody>
<tr>
<td></td>
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</table>
**Per District - TEC vs. Private**

### FY2019
**Phoenix High School**

Average Annual Savings per Student  
(In District ) $11,624  
Average Annual Savings per Student  
(Out of District) $6,966

<table>
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<tr>
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<th>Total Savings</th>
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<tbody>
<tr>
<td>Canton</td>
<td>2.50</td>
<td>$29,060</td>
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<tr>
<td>Dedham</td>
<td>0.50</td>
<td>$5,812</td>
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<tr>
<td>Dover-Sherborn</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Framingham</td>
<td>3.00</td>
<td>$34,872</td>
</tr>
<tr>
<td>Holliston</td>
<td>1.50</td>
<td>$17,436</td>
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<tr>
<td>Hopkinton</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Medfield</td>
<td>1.00</td>
<td>$11,624</td>
</tr>
<tr>
<td>Millis</td>
<td>No Students</td>
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</tr>
<tr>
<td>Natick</td>
<td>1.00</td>
<td>$11,624</td>
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<tr>
<td>Needham</td>
<td>1.00</td>
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<tr>
<td>Walpole</td>
<td>1.00</td>
<td>$11,624</td>
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<td>Wayland</td>
<td>No Students</td>
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</tr>
<tr>
<td>Westwood</td>
<td>1.00</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td></td>
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### Therapeutic Continuum

Average Annual Savings per Student  
(In District )$18,009  
Average Annual Savings per Student  
(Out of District) $7,495

<table>
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<th># of Students</th>
<th>Total Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canton</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Dedham</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Dover-Sherborn</td>
<td>No Students</td>
<td>N/A</td>
</tr>
<tr>
<td>Framingham</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Holliston</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Hopkinton</td>
<td>1.00</td>
<td>$18,009</td>
</tr>
<tr>
<td>Medfield</td>
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<td>NA</td>
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<tr>
<td>Millis</td>
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<tr>
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<td>NA</td>
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<tr>
<td>Needham</td>
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<td>NA</td>
</tr>
<tr>
<td>Norwood</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Walpole</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Wayland</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Westwood</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.00</strong></td>
<td><strong>$18,009</strong></td>
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<table>
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<td><strong>Out of District</strong></td>
<td><strong>3.00</strong></td>
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<td><strong>$22,485</strong></td>
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Cost Savings
Per District - TEC vs. Private Schools

FY2019
TEC High School

Average Annual Savings per Student (In District) $15,678
Average Annual Savings per Student (Out of District) $3,856

<table>
<thead>
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<th>In District</th>
<th># of Students</th>
<th>Total Savings</th>
</tr>
</thead>
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<td>Canton</td>
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<td>Framingham</td>
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<td>NA</td>
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<tr>
<td>Holliston</td>
<td>1.00</td>
<td>$15,678</td>
</tr>
<tr>
<td>Hopkinton</td>
<td>No Students</td>
<td>N/A</td>
</tr>
<tr>
<td>Medfield</td>
<td>No Students</td>
<td>NA</td>
</tr>
<tr>
<td>Millis</td>
<td>1.00</td>
<td>$15,678</td>
</tr>
<tr>
<td>Natick</td>
<td>No Students</td>
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</tr>
<tr>
<td>Needham</td>
<td>4.00</td>
<td>$62,712</td>
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<tr>
<td>Norwood</td>
<td>1.00</td>
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<tr>
<td>Walpole</td>
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<td>$15,678</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.00</strong></td>
<td><strong>$42,416</strong></td>
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</table>

Grant Funding
FY2019

FY19 Private Grant Receipts:
- Floyd Family Foundation: $2,500
- School Health Grant: $1,227.93
- Kate’s Voice: $510
- Total Private Grant Receipts: $4,237.93
Together we create more possibilities...

Contact Information & Mailing Address:
The Education Cooperative
141 Mansion Drive, Suite 200
East Walpole, MA 02032
Elizabeth McGonagle, Executive Director
Phone: 781-352-5700 ww.tec-coop.org
TO: Andrew Keough, Superintendent  
FROM: Dawn Fattore, Business Administrator  
RE: Transportation Bid timeline  
DATE: January 10, 2020

As discussed, we are in the fifth-year of our transportation contract and have prepared a timeline for the bid process for FY21-FY23 with the option for a two-year extension.

The bid notification is set to be in the local newspaper on January 17th as well as posted on the required State sites with the specifications available to potential bidders beginning on **Tuesday, January 21st**. The bid specifications will be adjusted, where applicable, for any changes to our requirements since the last contract in 2015.

Bids are due to Central Office by **12pm on February 12th** at which time they will be opened and read. The contract will be awarded to the lowest responsible and responsive bidder.

We will work with the winning contractor to secure the contracts and present to the Committees for approval at your individual February/March meeting dates. This will allow us to make any necessary budget adjustments prior to your open hearings and final budget approvals.