

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

Dover-Sherborn Regional School Committee ~
Clare Graham, Chair**
Lori Krusell, Vice Chair**
Dana White, Secretary**
Michael Lee
Anne Hovey
Maggie Charron

Dover School Committee ~
Adrian Hill, Chair*
Henry Spalding, Secretary*
Michael Jaffe*
Brooke Matarese
Rachel Spellman

Sherborn School Committee
Greg Garland, Chair*
Kate Potter, Secretary*
Scott Embree*
Jennifer Debin
Angie Johnson

*Union #50 Member

**Non-voting Union #50 Member

Agenda
January 16, 2018
Dover Sherborn Middle School Library
6:30 pm

1. Call to Order
2. Entry Plan/Strategic Plan- Update
3. Superintendent's Goals- Update
4. Special Ed Update
5. #WEareDS presentation
6. Policy Updates A.R.
 - Student Discipline Policy
7. Vote to Approve the 2018-2019 School Year Calendar A.R.
8. Extension Bus Contract 2018-19, 2019-20 A.R.
9. PK-12 FY19 Proposed Budgets - Overview
10. Consent Agenda A.R.
 - Approval of Minutes October 3, 2017
11. Communications (For Members Information)
 - Accept Annual Report
 - TEC Annual Report
12. Adjournment

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

Agenda Item #2

Superintendent's Entry Plan/Strategic Plan – Update

The Public Schools of Dover and Sherborn

STRATEGY 2018-2021

Vision

We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.

Mission

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

Theory of Action

If we are able to successfully inspire, challenge, and provide the necessary supports for all of our students, *then* they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.

Core Values

The Dover Sherborn Schools commit to the following Core Values:

Commitment to Community
Equity and Excellence
Respect and Dignity
Climate of Care

Strategic Objectives (“Big Boulders”)

<p><i>Innovative Teaching and Learning</i> Maintain excellence and rigor while adapting best practices and programs to prepare our graduates for success in a rapidly changing world</p>	<p><i>Health and Wellbeing of Students and Staff</i> Revise and enhance programs in support of the social-emotional needs of our students and staff</p>	<p><i>Partnerships with Families and Communities</i> Streamline and improve communication through the use of the latest technology and platforms</p>	<p><i>Safe and State-of-the-Art Facilities</i> Update facilities and transform learning spaces to ensure that students are safe and surrounded by cutting edge structures and resources</p>	<p><i>Resource Efficiency</i> Provide the highest quality education in an efficient and productive manner</p>
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Agenda Item #3

Superintendent's Goals - UPDATE

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239

www.doversherborn.org

Dr. Andrew W. Keough, Superintendent
Ms. Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Interim Business Manager

To: Dover Sherborn Joint School Committee

From: Andrew W. Keough, Ed.D.



Date: January 16, 2018

RE: Superintendent Mid-Cycle Goals Report

Attached please find my goals for the 2017-18 school year with updates on progress made. I have also attached the Massachusetts standards for superintendent evaluation for your review. Please let me know if there is anything else you need in this regard.

Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	A. Environment Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	A. Engagement Indicator 1. Family Engagement 2. Community and Business Engagement	A. Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration	B. Cultural Proficiency Indicator 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Communications Indicator 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observations & Feedback 3. Ratings 4. Alignment Review	D. Law, Ethics & Policies Indicator 1. Laws and Policies 2. Ethical Behavior	D. Family Concerns Indicator 1. Family Concerns	D. Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	E. Fiscal Systems Indicator 1. Fiscal Systems		E. Shared Vision Indicator 1. Shared Vision Development
			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

Dover Sherborn Superintendent Goals 2017-18 – Andrew W. Keough, Ed. D.

Goal 1: (District Improvement/District Goal) Effective Entry and Direction Setting - By late winter/early spring 2018, the district will have broad agreement from key stakeholder groups about the district's most critical needs, have strategies and goals in place to address those needs most effectively, and will plan for the assessment of those strategies and goals for the three to five year period of time that the strategy is in place. *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).*

Key Actions

1. By June 2017, present to the Dover Sherborn Joint School Committee a written Entry Plan, including (a) evidence to be analyzed, (b) stakeholders to be interviewed, (c) and plans for findings moving forward.

In June of 2017 I presented to the full Joint School Committee my Entry Plan. The plan outlined the work that would go into moving from Entry to Strategy. This included a review of varied historical data, reports, minutes, as well as entry meetings with, all School Committee members, the Leadership Team, town officials from Dover and Sherborn, individual meetings with staff, individual meetings with parents, attendance at meetings of all support organizations across the district, lunch meetings with staff from all four schools, parent coffees at the elementary and secondary level, and student lunches at all four schools. In August 2017, recognizing that the Strategic Plan would require the support from all leaders in the district, I presented an adapted version of the School Committee presentation to the Leadership Team at our summer retreat. This report outlined their role in the review of findings and efforts to adapt findings into strategic priorities.

2. By December, 2017, complete and present a general review of Entry Findings with the District Leadership for reflection and feedback.

Throughout the early months of the school year I completed my meetings and data collection. In November I began the process of synthesizing the data through a coding process. However, having heard a desire by members of the School Committees and members of the Leadership Team that the strategic planning process be streamlined, I conducted the complete review of the findings with the Leadership Team and will instead summarize the findings when presenting the draft Strategic Plan to the Joint School Committee in January. This will allow the building level school improvement goals for next year to be developed in accordance with the plan.

Over the course of December, I held three Leadership meetings to share my findings, make adjustments for accuracy, and to begin drafting goals based on the findings. The conversations

were lengthy and complex, but ultimately resulted in the recommendation of five major areas for district improvement (Strategic Objectives) and several more detailed strategic priorities under each objective.

3. By the end of January, 2017, present a completed report of Entry Findings to the School Committees that (a) synthesizes evidence collected and identifies major themes, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.

As mentioned above, during the Joint School Committee meeting in January I will present a summary of the process followed to develop the draft Strategic Plan, a summary of the key findings, and the draft Strategic Plan itself complete with our Vision, Mission, Theory of Action, Proposed Core Values, five Strategic Objectives (overarching goals), and a number of Strategic Priorities.

4. In March/April of 2018, share entry report with faculty and parent community and solicit feedback about the accuracy of the findings.

My hope would be to attain tentative support for the Core Values and Strategic Objectives so that these can be distributed throughout the district in the spring.

5. By May/June of 2018, working in collaboration with the District Leadership Team and School Committees, identify three to five student learning and district improvement goals and key strategic initiatives for improving student learning and district systems of support.

With the aforementioned changes in mind, the new goal would be to begin the work of building an action plan during the summer that identifies parties responsible for each Strategic Priority, and benchmarks to establish what the completed work will look like and when these goals will be met.

Benchmarks

1. Presentations completed on schedule.
2. Entry meetings held with varied stakeholders (community, administration, teachers, parents, students)
3. Findings meetings held with varied stakeholders within the system to determine accuracy (administration, teachers, parents, students)
4. District goals and key strategic initiatives adopted

Goal 2: (District Improvement) Maintaining Momentum during the Transition - Keep the district moving forward during this year's transition in leadership by working with principals and other district

leaders to ensure that meaningful progress is made on critical district and school goals. *This goal speaks directly to Standard I (Instructional Leadership), indicator D (Evaluation) and Standard II (Management and Operations), indicator B (Recruitment & Hiring Strategies).*

Key Actions

1. Working collaboratively with the Interim Superintendent, recruit, hire, and successfully transition a new Assistant Superintendent to the Public Schools of Dover and Sherborn.

Throughout the spring of 2017 I worked directly with Mr. McAlduff on the search for a new Assistant Superintendent. The position was posted and a search committee pulled together to interview the strongest candidates. Throughout this process I was consulting with Mr. McAlduff and sharing my recommendations for candidates to interview, as well as my opinions on who I believed would best serve the communities of Dover and Sherborn. I interviewed semi-finalists with Mr. McAlduff and together we settled on three finalists. We agreed that all three would be exceptional options. After leadership, community, and faculty interviews I made the recommendation to hire Ms. Elizabeth McCoy, as I believed her to clearly be the strongest candidate. Ms. McCoy demonstrated throughout the process her passion and vision for curriculum work, building teams of educational leaders within all departments and at the schools, the importance of placing focus on teaching and learning and assessment of such through meaningful evaluation, and most importantly, on developing high quality professional development experiences for all faculty and staff.

As Ms. McCoy transitioned to Dover Sherborn we held regular meetings to establish roles and responsibilities and to discuss what we were finding in our entry experiences. Ms. McCoy was provided an outside mentor and has been participating in a statewide new assistant superintendent support program run by Mr. Tony Bent. She assisted in the planning and facilitation of our two day summer retreat for the district Leadership Team, and worked collaboratively with members of the team to develop plans for the November professional day, which was exceptionally well received.

As Ms. McCoy has transitioned she has continued the curriculum review for math, as called for in the district goals, re-established a professional development committee, and gained the respect of faculty and staff across the four schools.

The early success of Ms. McCoy is something of which I am very proud and excited about in my first six months as the Dover Sherborn Superintendent of Schools.

2. Ensure that all schools in the district meet the remaining district goals of the ELA Curriculum Review and Social Emotional Learning.

As mentioned above, throughout my first six months in this role, I have sought to ensure that the goals of the district related to supporting social emotional learning and completing the ELA curriculum review are being met. Ms. McCoy has been tasked with leading the curriculum

review and taken this role seriously. She has gathered curriculum leaders at each building to review the curriculum documents in place and to make recommended changes. This has been a challenging task, as it has called on her as relatively new leader to the district to pull together conversations about practices that are working well and those that require change/adjustment. She has been keeping me and the School Committees apprised throughout this process and will continue the work over the remainder of the year.

Ensuring student wellbeing through a focus on social emotional learning has been a priority throughout my transition to Dover Sherborn. As discussed earlier, the November 27th professional development day focused on supporting social emotional wellness through cultural responsiveness. That day however, as successful as it was, came as result of multiple conversations with the Leadership Team (and subsequent training by Kalise Wornum, of KW Diversity Inc), feedback from parents, and discussions with members of Challenge Success, wherein we decided to focus on the essential question of, how do we ensure that all of our students feel safe and fully supported in the Dover Sherborn Schools at all times? As a result of that focus, all of our leaders have made it a priority to ensure that the entire Dover Sherborn community understands that we are one school system committed to the wellbeing of all. In fact, it came as a result of this commitment that the initiative around #WeareDS was developed. As the year has progressed, all leaders from the district have been writing to parents and soliciting their support to ensure that this message becomes further woven into the culture of our district.

3. Dedicate regular Leadership Team meeting time monthly for focus/training on issues related to leadership and learning

Throughout the past six months all leadership agendas have been developed to ensure that topics of both management and leadership receive equal time. The team has been following a "Problem of Practice" protocol, wherein leaders are given an opportunity to share with the team an issue they are struggling with in order to receive feedback. It has been well received and resulted in more informed decision making at the building level.

As mentioned above, the Leadership Team has been focusing on ensuring social emotional wellbeing through cultural responsiveness. In order to become better informed, the team received training from Kalise Wornum on being culturally responsive and came together to organize the November 27th Professional Development Day. Ironically, in a year when the team determined that supporting the social emotional wellbeing of our students through the development of cultural awareness, we have seen an uptick in acts of intolerance in our schools. Our leaders have been better prepared to respond to these issues and have taken a more proactive approach to dealing with these matters. The feedback from staff, students, and parents has been positive/appreciative.

4. Ensure that professional development planning becomes a focus for the school system

Although this has been a positive six months with regard to district professional development and our Professional Development Committee has been re-established, there remains work to be done in this regard. Questions continue around how we as a district might provide differentiated professional development for our teachers of varying subjects, grade levels, and ability groupings. Additionally, there are questions as to the effectiveness of the evaluation standards and Qualified Peer Observer system. These issues will warrant further consideration in the coming months and years and will require continued focus.

5. By Mid-November 2017, ensure that all principals and district administrators have completed Steps 1 and 2 of the new Educator Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).

The school year began for the leadership team with a discussion of the evaluation cycle. I made the decision to establish a two year evaluation cycle for our school administrators (one being the formative evaluation year and one the summative evaluation year). This is not an uncommon practice in school districts, is acceptable to the DESE, and allows me to focus more deeply on the individuals in year two of the cycle. Goal Setting is done in year one of the cycle. As such, all self-analysis and goal setting was completed for those administrators in year one of the cycle by November 1, 2017 as planned.

6. By end of February, 2018, ensure that all formative evaluation conferences with principals and the district administrators have been held.

N/A

7. By June 30, complete summative evaluation reports for supervisees and analyze goal attainment.

N/A

Benchmarks

1. New Assistant Superintendent in place by July of 2017.
2. Completed Educator Evaluation Plans.
3. Leadership agendas will reflect implementation of "Problem of Practice" protocol, trainings related to cultural proficiency, and review of evaluation practices.
4. Reinstitution of the Professional Development Committee and demonstration that professional development activities are relevant and differentiated
5. ELA Curriculum Review completed

6. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of principal and district administrator goals.

Goal 3: (Professional Practice) Participate in Professional Development Program for New Superintendent and School Business Administrators by Massachusetts Association of Regional Schools – Further develop skills in the operation of a regional school district through participation in training focused on regional school agreements, laws and regulations governing regional school districts, regional school district finance and budget development, . *This goal speaks directly to Standard I (Instructional Leadership), and Standard IV (Professional Culture), indicator D (Continuous Learning, Law, Ethics, and Policies), & indicator E (Data-Informed Decision Making & Fiscal Systems).*

Key Actions

1. Attend three 3.5 hour sessions.

Attended all three sessions, receiving a certificate of completion for all three.

2. Complete all assignments.

Assignments included reading and review of practices in district, which I did consistently. These were not scored.

3. Consult with my coach at least monthly.

I have had a number of meetings with Matt King and consulted him when necessary. He has visited the district on three occasions and will be attending future Leadership meetings to provide me with reflections on their quality.

Benchmarks

1. Calendar documents attendance and contact with coach.
2. Rubric rating on each assignment demonstrating proficiency.

Agenda Item #4

Special Education Update –

Ms. Christine Smith, Director of Special Education, will give an update on Special Education.

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030

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Dr. Andrew W. Keough, Ed.D, Superintendent

Ms. Elizabeth M. McCoy, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

TO: Dr. Andrew Keough, Superintendent of Schools
FROM: Christine J. Smith, Director of Special Education
DATE: January 11, 2018
RE: Special Education update

As the school year is well underway now, the Special Education Department is diving deeper into understanding our strengths and areas for growth. We are working hard as we build bridges of understanding between each of our buildings and begin to define ourselves as members of a system of schools.

Whole Department Meetings

On October 25th, 2017, the ½ day professional development day, Special Education Teachers, Team Chairs, and Service Providers from across all three districts met for the first time as we hosted Esped (our Special Education data and processing tool) for a training. Something much more than training occurred that day. After a day of learning and conversation, professionals from across the district reported that they felt heard, and wanted more opportunities to meet with the whole department and dive deeper into topics relevant to their students and teaching. As a result, a cross-district meeting was held on December 6th and subsequent meetings are scheduled for February 7th and March 21st. The topics of these team meetings, or “choirs” are explained below.

Choirs

Hearing that professionals wanted to dive deeper and continue the vertical conversation, I created opportunities for small groups to gather, think, listen, talk, and then teach. I named the groups “choirs”. I selected the topics based on feedback from the October 25th meeting, and professionals volunteered for different strands. All of the principals indicated their commitment to the process of growing a stronger and more cohesive Special Education department and saw the value in these smaller conversations. Each choir has/will meet twice and share discoveries with the whole department.

The B-Grid Choir

This choir met in November and was attended by 17 special education professionals, Beth McCoy and myself. The work of this group was to investigate data from Esped and our practices in each building. The result was to more clearly define specially designed instruction, more systematically gather data to support students towards independence in the general education setting, and re-energize providers to engage in objective observation and analysis before writing a draft IEP for any student.

The Continuum Choir

This choir has met once and is due to meet again later this month, and will present its findings to the whole department at the beginning of February. This choir has taken a deeper dive into understanding the transitions students make between grades and buildings. Much of the focus has been on understanding how we meet the needs of students at each school, how we communicate the individual needs of the

student to the next service provider, and how we share this work with families so that they understand the depth of our work, understanding, and commitment.

The Eligibility Choir

This choir will meet in February and report back to the whole group in late March. The professionals that have selected to be in this group have expressed a desire to dive deeper into understanding how the team determines eligibility and the factors that influence these decisions, and reviewing and comparing eligibility data across buildings.

Language-Based Program

The language-based teachers are working with our consultant , Ann Larsen, to support the implementation of strategies and tools across all classes. Ann and I will spend January 25th touring both the Middle and High Schools. Additionally, ongoing work is carried out during official consultation meetings with the teachers from general education working collaboratively with the teachers in the Language-Based Program. These consultations involve reviewing class assignments, tests, and study guides, as well as conversations about access, methodologies, competing demands, and best practices.

Lifeskills Program at High School

The Lifeskills Program at the High School has had a successful beginning. Our new program is providing opportunities for inclusion in and integration with academic classes, electives, and extracurricular activities. The teacher is working closely with our Out of District Coordinator (OOD) to facilitate opportunities to observe DS students that are currently placed OOD and for families to visit our program.

Strategic Learning Center at Chickering

With the addition of a .4 teacher at Chickering this past fall, the SLC is now able to meet the needs of students from grades 1-5. The SLC at Chickering is designed to support the inclusion model, while providing a consistent space for the delivery of intensive instruction when necessary. Professionals in this setting have specific training requirements to meet the needs of the learners.

The Integrated Preschools of Dover and Sherborn

At this point, both Pine Hill and Chickering are officially preK-5 buildings. The preschool has transitioned from a Special Education program to a robust first educational experience for many more children than ever before. The preschool enrollment process for 2018-2019 is well underway. Families in both communities have been notified about acceptance and have until January 15th to submit a deposit to hold their seat. Currently both schools offer preschool 4.5 days a week. It is expected that Chickering will pilot the addition of Wednesday afternoons next year. More information about this will be going home to families towards the end of January.

Agenda Item #5

#WEareDS

Ms. Elizabeth McCoy, Assistant Superintendent, will give a presentation on #WEareDS.

Agenda Item #6

Policy Updates

A.R.

-Student Discipline Policy – Second Read

Enclosed please find the Student Discipline Policy for a second read and approval.

STUDENT DISCIPLINE

File: JIC

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension - not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing - Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to

an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants

before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

~~Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.~~

Any student who is expelled or suspended from school ~~for more than ten (10) consecutive days~~, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available ~~to students who are expelled or suspended from school for more than ten (10) consecutive days~~. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or ~~placed on long-term suspension~~ **suspended**. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of

the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school ~~for more than ten (10) consecutive days~~, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

REVISED: APRIL 10, 2017

SOURCE: MASC

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); [76:17](#); 603 CMR [53.00](#)

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Agenda Item #7

Vote to approve the 2018-2019 School Year Calendar

A.R.

DOVER-SHERBORN PUBLIC SCHOOLS ACADEMIC CALENDAR 2018-19

August							February									
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	August 27 & 28, 2018	Teachers Report	
			1	2	3	4						1	2	August 29, 2018	School Begins Grades 1-12, K Orientation	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	September 3, 2018	Labor Day: No School	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	September 10, 2018	Rosh Hashanah: No School	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	September 19, 2018	Yom Kippur	
26	27	28	29	30	31		24	25	26	27	28			October 8, 2018	Columbus Day: No School	
3 Day							15 Days							November 12, 2018	Veterans Day	
September							March							November 21, 2018		
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	November 22-23, 2018	Thanksgiving Break: No School	
						1						1	2	December 24- January 1, 2019	Year End Vacation: No School	
2	3	4	5	6	7	8	3	4	5	6	7	8	9	January 2, 2019	School Reopens	
9	10	11	12	13	14	15	10	11	12	13	14	15	16	January 21, 2019	Martin Luther King Day: No School	
16	17	18	19	20	21	22	17	18	19	20	21	22	23	February 18 -22, 2019	February Vacation Week	
23	24	25	26	27	28	29	24	25	26	27	28	29	30	April 15-19, 2019	April Vacation Week	
30							31							May 27, 2019	Memorial Day: No School	
17 Days							21 Days							June 6, 2019	Graduation Day	
October							April							June 14, 2019		
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	June 21, 2019	Last Day of School - Includes 5 Snow Days	
	1	2	3	4	5	6		1	2	3	4	5	6			
7	8	9	10	11	12	13	7	8	9	10	11	12	13	Teachers' Professional Development Day: No School		
14	15	16	17	18	19	20	14	15	16	17	18	19	20	November 26, 2018	Professional Day: No School for Students	
21	22	23	24	25	26	27	21	22	23	24	25	26	27			
28	29	30	31				28	29	30					Teachers' Professional Development Days : Early Release Days TBD		
22 Days							17 Days									
November							May									
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa			
				1	2	3					1	2	3	4		
4	5	6	7	8	9	10	5	6	7	8	9	10	11			
11	12	13	14	15	16	17	12	13	14	15	16	17	18			
18	19	20	21	22	23	24	19	20	21	22	23	24	25			
25	26	27	28	29	30		26	27	28	29	30	31				
18 Days							22 Days									
December							June									
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa			
						1						1				
2	3	4	5	6	7	8	2	3	4	5	6	7	8			
9	10	11	12	13	14	15	9	10	11	12	13	14	15			
16	17	18	19	20	21	22	16	17	18	19	20	21	22			
23	24	25	26	27	28	29	23	24	25	26	27	28	29			
30	31						30									
15 Days							10 Days									
January																
Su	M	T	W	Th	F	Sa										
		1	2	3	4	5										
6	7	8	9	10	11	12										
13	14	15	16	17	18	19										
20	21	22	23	24	25	26										
27	28	29	30	31												
21 Days																

DRAFT

Agenda Item #8

Extension Bus Contract 2018-19, 2019-20

A.R.

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Dr. Andrew W. Keough, Superintendent
Ms. Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Interim Business Manager

TO: Andrew Keough, Superintendent
FROM: Dawn Fattore, Interim Business Manager
RE: Michael J. Connolly & Sons, Inc. contract extension
DATE: January 12, 2018

As is past practice, we have the option to extend our current transportation contract with Connolly & Sons for an additional two years under the same terms and conditions. The initial contract covered FY16, FY17 and FY18. The two year extension covers FY19 and FY20.

The extension years have a lower cost increase than the first three. The increase is .9% for both FY19 and FY20. Increases in the other contract years were 2.4% and 3.3%.

Attached for your review are the associated bid proposal forms with the cost of each contract year. We are asking each committee to approve their two-year extension. These costs have been included in each District's FY19 Proposed Budgets.

We will be happy to answer any questions at the meeting.

**BID PROPOSAL FORM
DOVER SCHOOL DISTRICT**

DOVER SCHOOL COMMITTEE
Dover, Massachusetts 02030

Date: 01/30/15

School Bus Contractor:

The undersigned proposes to furnish to the Dover School Committee school bus transportation of **DOVER** pupils to the **CHICKERING ELEMENTARY SCHOOL** for the years: 2015/2016, 2016/2017 and 2017/1018, based on a minimum daily mileage of 317 miles, and a minimum of 181 days per year, for the following amounts:

	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017/2018</u>
1. Annual Base Price	\$ <u>193,525</u>	\$ <u>198,086</u>	\$ <u>204,602</u>
2. Additional or Reduced Authorize Mileage at Rate per Mile	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
3. Special Trips at Rate per Mile	\$ <u>3.75</u>	\$ <u>3.75</u>	\$ <u>3.75</u>
4. Layover during Special Trips Rate per Hour	\$ <u>65.00</u>	\$ <u>65.00</u>	\$ <u>65.00</u>
5. Minimum Cost for Special Trips, within 10 mile radius of the District	\$ <u>280.00</u>	\$ <u>280.00</u>	\$ <u>270.00</u>
6. Cost of additional bus, if Added to Contract pro Rata to Elementary and Secondary School Districts (see Section III, Clause 1).	\$ <u>21,503</u>	\$ <u>22,010</u>	\$ <u>22,734</u>
7. Cost of deducting a bus, if Subtracted from Contract, pro Rata to Elementary and Secondary School Districts (see Section III, Clause 1).	\$ <u>21,503</u>	\$ <u>22,010</u>	\$ <u>22,734</u>

Note: The total dollar amount for the 3 year contract will determine the lowest bid.

**FORM (CONT'D)
DOVER SCHOOL DISTRICT**

	<u>2018-2019</u>	<u>2019-2020</u>
1. Annual Base Price	\$ <u>206,557</u>	\$ <u>208,512</u>
2. Additional or Reduced Authorize Mileage at Rate per Mile	\$ <u>0</u>	\$ <u>0</u>
3. Special Trips at Rate per Mile	\$ <u>4.00</u>	\$ <u>4.00</u>
4. Layover during Special Trips Rate per Hour	\$ <u>70.00</u>	\$ <u>70.00</u>
5. Minimum Cost for Special Trips, within 10 mile radius of the District	\$ <u>300.00</u>	\$ <u>300.00</u>
6. Cost of additional bus, if Added to Contract pro Rata to Elementary and Secondary School Districts (see Section III, Clause 1).	\$ <u>22,951</u>	\$ <u>23,168</u>
7. Cost of deducting a bus, if Subtracted from Contract, pro Rata to Elementary and Secondary School Districts (see Section III, Clause 1).	\$ <u>22,951</u>	\$ <u>23,168</u>

BUS BID PROPOSAL

I/we hereby certify that in submitting this bid I/we agree to the terms of the specifications of **January 30, 2015**, and that same shall become a part of the contract, but with exceptions, as noted on the reverse side of this bid form.

Signature: Joseph Connolly Title: President

Typed Signature: Joseph Connolly Date: 01/30/15

Company: Michael J. Connolly & Sons Inc.

Business Address: 607 Main Street, Walpole MA

Telephone: 508-668-1530

**BID PROPOSAL FORM
SHERBORN SCHOOL DISTRICT**

SHERBORN SCHOOL COMMITTEE
Sherborn, Massachusetts 01770

Date: 01/30/15

School Bus Contractor:

The undersigned proposes to furnish to the Sherborn School Committee school bus transportation of **SHERBORN** pupils to the **PINE HILL ELEMENTARY SCHOOL** for the years: 2010/2011, 2011/2012, and 2012/2013, based on a minimum daily mileage of 243 miles, and a minimum of 181 days per year, for the following amounts:

	<u>2015 – 2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
1. Annual Base Price	\$ <u>172,022</u>	\$ <u>176,077</u>	\$ <u>181,869</u>
2. Additional or Reduced Authorize Mileage at Rate per Mile	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
3. Special Trips at Rate per Mile	\$ <u>3.75</u>	\$ <u>3.75</u>	\$ <u>3.75</u>
4. Layover during Special Trips Rate per Hour	\$ <u>65.00</u>	\$ <u>65.00</u>	\$ <u>65.00</u>
5. Minimum Cost for Special Trips, within 10 mile radius of the District	\$ <u>280.00</u>	\$ <u>280.00</u>	\$ <u>290.00</u>
6. Cost of additional bus, if Added to Contract pro Rata to Elementary and Secondary School Districts (see Section III, Clause 1).	\$ <u>21,503</u>	\$ <u>22,010</u>	\$ <u>22,734</u>
7. Cost of deducting a bus, if Subtracted from Contract, pro Rata to Elementary and Secondary School Districts (see Section III, Clause 1).	\$ <u>21,503</u>	\$ <u>22,010</u>	\$ <u>22,734</u>

Note: The total dollar amount for the 3 year contract will determine the lowest bid.

**FORM (CONT'D)
SHERBORNSCHOOL DISTRICT**

	<u>2018-2019</u>	<u>2019-2020</u>
1. Annual Base Price	\$ <u>183,606</u>	\$ <u>185,344</u>
2. Additional or Reduced Authorize Mileage at Rate per Mile	\$ <u>0</u>	\$ <u>0</u>
3. Special Trips at Rate per Mile	\$ <u>4.00</u>	\$ <u>4.00</u>
4. Layover during Special Trips Rate per Hour	\$ <u>70.00</u>	\$ <u>70.00</u>
5. Minimum Cost for Special Trips, within 10 mile radius of the District	\$ <u>300.00</u>	\$ <u>300.00</u>
6. Cost of additional bus, if Added to Contract pro Rata to Elementary and Secondary School Districts (see Section III, Clause 1).	\$ <u>22,951</u>	\$ <u>23,168</u>
7. Cost of deducting a bus, if Subtracted from Contract, pro Rata to Elementary and Secondary School Districts (see Section III, Clause 1).	\$ <u>22,951</u>	\$ <u>23,168</u>

BUS BID PROPOSAL

I/we hereby certify that in submitting this bid I/we agree to the terms of the specifications of **January 30, 2015**, and that same shall become a part of the contract, but with exceptions, as noted on the reverse side of this bid form.

Signature: Joseph Connolly Title: President
 Typed Signature: Joseph Connolly Date: 01/30/15
 Company: Michael J. Connolly & Sons, Inc.
 Business Address: 607 Main St, Walpole MA

Revised Bid Proposal Form January 26, 2015

Revised Bid Proposal Form January 28, 2015

**BID PROPOSAL FORM
DOVER-SHERBORN REGIONAL SCHOOL DISTRICT**

DOVER-SHERBORN REGIONAL SCHOOL COMMITTEE

Dover, Massachusetts 02030

Date: 01/30/15

School Bus Contractor:

The undersigned proposes to furnish to the Dover-Sherborn Regional School Committee school bus transportation of **DOVER** and **SHERBORN** pupils to the **DOVER-SHERBORN REGIONAL SCHOOLS** for the years: 2015/2016, 2016/2017 and 2017/2018, based on a minimum daily mileage of 440 miles, and a minimum of 181 days per year, for the following amounts:

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
1. Annual Base Price <i>17 Buses</i>	\$ <u>548,321</u>	\$ <u>561,245</u>	\$ <u>579,707</u>
1A. Annual Base Price for 2 Regional buses only	\$ <u>103,532</u>	\$ <u>104,980</u>	\$ <u>106,428</u>
2. Additional or Reduced Authorize Mileage at Rate per Mile	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
3. Special Trips at Rate per Mile	\$ <u>3.75</u>	\$ <u>3.75</u>	\$ <u>3.75</u>
4. Layover during Special Trips Rate per Hour	\$ <u>65.00</u>	\$ <u>65.00</u>	\$ <u>65.00</u>
5. Minimum Cost for Special Trips, within 10 mile radius of the District	\$ <u>280.00</u>	\$ <u>280.00</u>	\$ <u>290.00</u>
6. Cost of bus, if one is Added or Subtracted to Contract for the Secondary District only. (see Section III, Clause 1A).	\$ <u>51,766</u>	\$ <u>52,490</u>	\$ <u>53,214</u>
7. Cost of Additional bus, if Added to Contract pro Rata to Elementary/Secondary School Districts (see Section III, Clause 1).	\$ <u>32,254</u>	\$ <u>33,014</u>	\$ <u>34,100</u>

Dover-Sherborn Public Schools--Transportation Bid

7. Cost of deducting a bus, if
 Subtracted from Contract, pro
 Rata to Elementary and
 Secondary School District.
 (see Section III, Clause 1). \$ 32,254 \$ 33,014 \$ 34,100
8. Cost per day of Adding or
 Subtracting a bus
 Performing an Activity
 Run at 3:30 P.M. (See
 Section V, Clause 3) \$ 60.00 \$ 60.00 \$ 60.00

Note: The total dollar amount for the 3 year contract will determine the lowest bid

FORM (CONT'D)
 DOVER-SHERBORN REGIONAL SCHOOL DISTRICT

- | | <u>2018-2019</u> | <u>2019-2020</u> |
|--|-------------------|-------------------|
| 1. Annual Base Price <i>IT</i>
<i>Buses</i> | \$ <u>585,245</u> | \$ <u>590,784</u> |
| 1A. Annual Base Prices for
2 Regional buses only | \$ <u>107,514</u> | \$ <u>108,600</u> |
| 2. Additional or Reduced
Authorize Mileage at
Rate per Mile | \$ <u>0</u> | \$ <u>0</u> |
| 3. Special Trips at Rate
per Mile | \$ <u>4.00</u> | \$ <u>4.00</u> |
| 4. Layover during Special
Trips Rate per Hour | \$ <u>70.00</u> | \$ <u>70.00</u> |
| 5. Minimum Cost for Special
Trips, within 10 mile radius
of the District. | \$ <u>300.00</u> | \$ <u>300.00</u> |
| 6. Cost of bus, if one is Added
or Subtracted to Contract for
the Secondary District only.
(see Section III, Clause 1A). | \$ <u>53,757</u> | \$ <u>54,300</u> |
| 7. Cost of Additional bus, if
Added to Contract pro Rata
to Elementary and Secondary
School Districts (see Section
III, Clause 1). | \$ <u>34,426</u> | \$ <u>34,752</u> |

Dover-Sherborn Public Schools - Transportation Bid

8. Cost of Deducting a bus
if Subtracted from Contract,
pro Rata to Elementary and
Secondary School District
(see Section III, Clause 1). \$ 34,426 \$ 34,752

9. Cost per day of Adding or
Subtracting a bus
Performing an Activity
Run at 3:30 P.M. (See
Section V, Clause 3) \$ 65.00 \$ 65.00

BUS BID PROPOSAL

FORM (CONT'D)

DOVER-SHERBORN REGIONAL SCHOOL DISTRICT

I/we hereby certify that in submitting this bid I/we agree to the terms of the specifications of **January 30, 2015**, and that same shall become a part of the contract, but with exceptions, as noted on the reverse side of this bid form.

Signature: Joseph Connolly Title: President

Typed Signature: Joseph Connolly Date: 01/30/15

Company: Michael J. Connolly & Sons, Inc.

Business Address: 607 Main Street
Walpole, MA 02081

Telephone Number: 508-668-1530

Agenda Item #9

PK -12 FY 19 Proposed Budget Overview

- Will be distributed at the meeting

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Dr. Andrew W. Keough, Superintendent
Ms. Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Interim Business Manager

TO: Dover School Committee
Sherborn School Committee
Dover-Sherborn Regional School Committee

FROM: Andrew Keough, Superintendent
Dawn Fattore, Interim Business Manager

RE: FY19 PK-12 Budget Overview

DATE: January 16, 2018

FY19 Budget Overview

The FY19 Budget Development process is in full swing. All three committees had their initial budgets presented prior to the winter break. The Sherborn School Committee was presented a slightly revised budget earlier this evening and Dover will review their Version 2.0 next week. Below is a summary of version 1.0 showing increases over FY18. In order to provide a complete overview of funding requests, we have also included the current FY19 Capital request amounts. As with the operating budgets, these are subject to change as we progress with the budget process.

Dover School Committee Budget

	<u>FY18</u>	<u>FY19 v1.0</u>	<u>Increase</u>
In-District	\$ 7,095,796	\$ 7,345,667 (+ 3.52%)	
<u>OOD</u>	<u>\$ 3,212,147</u>	<u>\$ 3,271,297 (+ 1.84%)</u>	
Total	\$10,307,943	\$10,616,964 (+ 3.00%)	(+ \$309,021)

Capital Request for FY19 - \$0

Sherborn School Committee Budget

	<u>FY18</u>	<u>FY19 v1.0</u>	
In-District	\$ 5,927,257	\$ 6,079,171 (+ 2.56%)	
<u>OOD</u>	<u>\$ 1,019,771</u>	<u>\$ 1,080,010 (+ 5.91%)</u>	
Total	\$ 6,947,028	\$ 6,775,558 (+ 3.05%)	(+ \$171,470)

Capital Request for FY19 - \$127,000

Regional School Committee Budget

	<u>FY18</u>	<u>FY19 v1.0</u>	
Operating	\$ 23,079,619	\$ 24,011,216 (+ 4.04%)	
<u>Debt</u>	<u>\$ 1,025,967</u>	<u>\$ 1,003,600 (- 2.18%)</u>	
Total	\$ 24,105,586	\$ 25,014,816 (+ 3.77%)	(+ \$909,230)

Assessment

Dover	\$ 11,816,975	\$ 12,388,381 (+ 4.84%)	(+ \$571,406)
Sherborn	\$ 9,358,458	\$ 9,806,034 (+ 4.78%)	(+ \$447,576)

Capital Request for FY19 - \$537,000

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

Dover Warrant's guidance for FY19 is level-service while Sherborn Advisory's guidance is level funded with a 1.5% increase allowed for salaries. The 1.5% allowance equates to \$76,850 to be applied against Sherborn's increase and \$103,400 towards Sherborn's Regional assessment increase. Similar to last year, Sherborn Advisory also established a reserve of \$437,000 to be spread across all Town Departments to assist in covering additional requests. Both Districts will be requesting utilization of the reserve.

It should be noted that at this point in the budget process, the Regional Assessments are based on no increases to state funding or other operating revenues (FY18 budgets are used as placeholders) and no utilization of excess and deficiency funds. Updated revenue projections will be presented to the Regional School Committee at their February meeting.

We will continue to work collaboratively over the next several months with the School and Town Finance Committees to finalize a budget that meets the needs of our schools and students while respecting the fiscal realities of the Towns.

Open Budget Hearings

As of today, the dates below have been set aside for each Committee to present their budget in compliance with the Open Hearing requirements. We have also included the dates for the Town Open Hearings.

Dover – Monday, March 5th
Sherborn – Tuesday, March 13th
Region - Tuesday, March 6th

Dover Town – Monday, March 19th 7:30pm
Sherborn Town – Saturday, March 17th 8:45am

Agenda Item #10

Consent Agenda

- Approval of Minutes October 3, 2017

DRAFT

Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Union #50 Superintendency Committee
Meeting Minutes October 3, 2017
DSMS Library - Dover, MA

Present:

Dover School Committee
Adrian Hill, Chair*
Henry Spalding, Secretary*
Brooke Matarese*
Rachel Spellman
Sherborn School Committee
Kate Potter, Secretary*
Jennifer Debin
Angie Johnson

Dover-Sherborn Regional School Committee
Clare Graham, Chair**
Lori Krussell, Vice-Chair**
Dana White, Secretary**
Anne Hovey
Michael Lee

* - Union #50 Member

** - Union #50 non-voting member

- 1. Call to order** – The meeting was called to order at 5:33 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. Policy: Homebound Instruction IHBF, Second Reading**
There were motions to approve the Homebound Instruction Policy IHBF.
DSRSC: motion by Ms. White, second by Ms. Krusell
Vote in favor: Ms. Graham, Ms. White, Ms. Krusell, and Mr. Lee
SSC: motion by Ms. Johnson, second by Ms. Debin
Vote in favor: Ms. Potter, Ms. Johnson, and Ms. Debin.
DSC: motion by Mr. Spalding, second by Ms. Spellman
Vote in favor: Mr. Hill, Mr. Spalding, Ms. Spellman, and Ms. Matarese.
- 3. Superintendent 2017-18 School Year Goals** - Dr. Keough presented his goals and took questions from members of the committees.
There were motions to approve the Superintendent Goals for 2017-18 School Year.
DSRSC: motion by Ms. White, second by Ms. Krusell
Vote in favor: Ms. Graham, Ms. White, Ms. Krusell, Ms. Hovey, and Mr. Lee
SSC: motion by Ms. Johnson, second by Ms. Debin
Vote in favor: Ms. Potter, Ms. Johnson, and Ms. Debin.
DSC: motion by Mr. Spalding, second by Ms. Spellman
Vote in favor: Mr. Hill, Mr. Spalding, Ms. Spellman, and Ms. Matarese.
- 4. Consent Agenda**
 - Approval of Minutes: May 5, June 19, and September 5, 2017 - In the September 5th minutes, remove the asterisk after Angie Johnson's name.
There were motions to approve the Consent Agenda as amended.
DSRSC: motion by Ms. White, second by Ms. Krusell
Vote in favor: Ms. Graham, Ms. White, Ms. Krusell, Ms. Hovey, and Mr. Lee
SSC: motion by Ms. Johnson, second by Ms. Debin
Vote in favor: Ms. Potter, Ms. Johnson, and Ms. Debin.
DSC: motion by Mr. Spalding, second by Ms. Spellman
Vote in favor: Mr. Hill, Mr. Spalding, Ms. Spellman, and Ms. Matarese.

DRAFT

5. Adjournment at 5:56 pm

Respectfully submitted,
Amy Davis

Agenda Item #11

Communications- you can find the following reports in the packet on the website.

- Accept Annual Report –
- TEC Annual Report



2016-2017



ANNUAL REPORT

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Message from the Executive Director and Board Chair



What is the ACCEPT Advantage?

Exceptional services to students and families, educators, and districts with attention to:

- High-quality teaching and learning.
- Responsiveness to evolving needs.
- Outcomes-focused and cost-effective delivery.
- Supporting district capacity and expertise.
- Unlocking student potential and achieving success.



Welcome to ACCEPT and our Annual Report. We are pleased to share these highlights of our activities and accomplishments during the 2016-2017 school year. This was an exciting year with the implementation of our revised Strategic Plan and the opening of our new Center for Learning and Growth. Our Strategic Plan provided a blueprint for sustainable growth in capacity to continue to serve our students, families, and districts without sacrificing quality. The Center for Learning and Growth provided us with a home.

The design, construction, and opening of our Center came at a perfect time for ACCEPT. Classroom space in districts continues to be at a premium, severely limiting the Collaborative's ability to grow and meet the evolving needs of our districts. In addition, our offices and services have been dispersed in a variety of locations, making it difficult to build a unified professional learning community. Moving into our own building, with classrooms, offices, our transportation operations, and professional development spaces, launches a new chapter for ACCEPT.

While our initial focus was on securing space for our students and programs, we quickly learned that our beautiful new Center opened a range of additional opportunities for partnerships. It's been a year of collaboration with funders, our new neighbors, our construction team, local businesses, our artist in residence, and so many friends and family who donated books, beautiful furniture, store fixtures, restaurant equipment, time, and more. The energy of our students, the generosity of so many individuals and corporations who believe in our work and share our vision, and the spirit of our highly qualified teaching staff brings our Center alive.

As we go forward, we are poised for so much more. Our students inspire us every day. Families entrust us to provide the best possible academic, therapeutic, and vocational options. Districts appreciate our flexibility, creative problem solving, and responsiveness. These are the pillars that support the ACCEPT hallmark of strength through collaboration.

We invite you to visit our new Center for Learning and Growth, and join our ongoing quest to evolve, improve, and respond to the needs of the unique learners we serve. We want you, too, to experience the ACCEPT Advantage.

Handwritten signature of Daniel E. Gutekanst.

Daniel E. Gutekanst, Ed.D.
Chair, Board of Directors,
ACCEPT Collaborative
Superintendent, Needham Public Schools

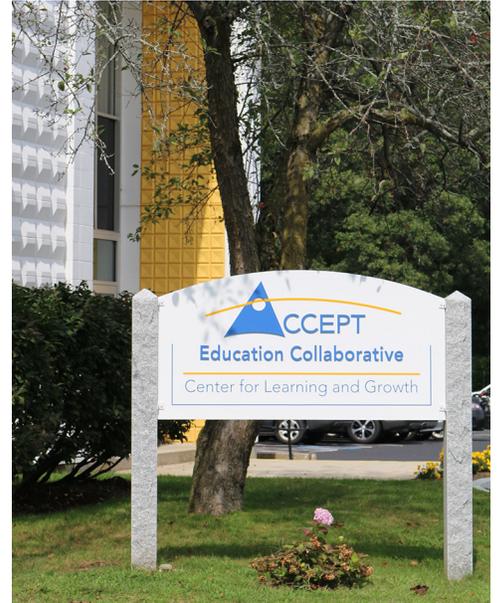
Handwritten signature of Marcia Berkowitz.

Marcia Berkowitz, Ed.M, M.Ed.
Executive Director,
ACCEPT Collaborative

ABOUT ACCEPT EDUCATION COLLABORATIVE

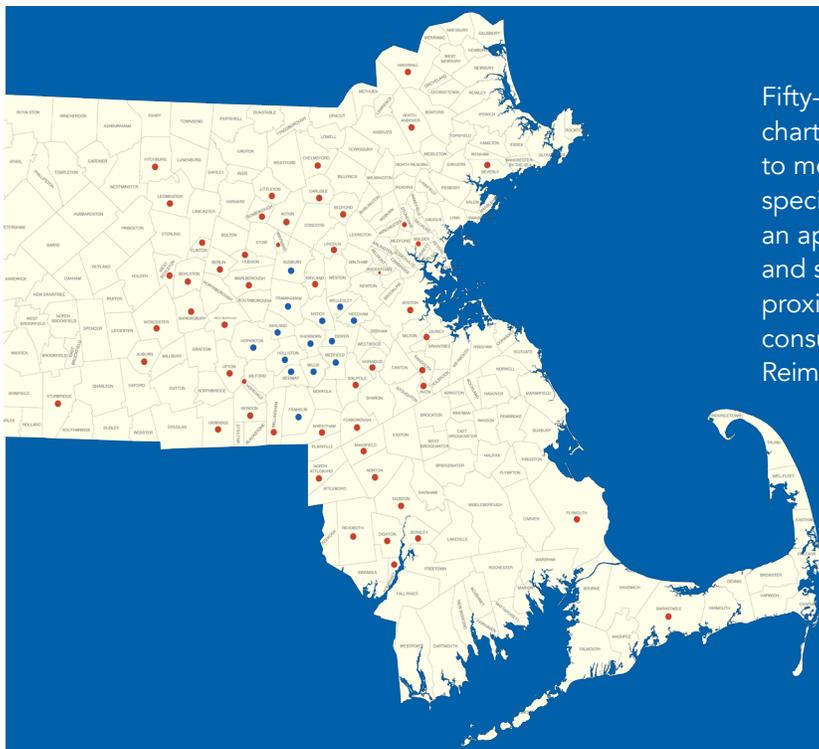
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Since 1974, ACCEPT has provided excellence and innovation in educational practice for school districts in Metrowest Boston. ACCEPT, a non-profit, is governed by the Superintendents of the sixteen member school districts and an appointed representative of the Commissioner of Elementary and Secondary Education. ACCEPT is a multi-service, entrepreneurial public school partner.



A VALUE ADDED PARTNER FOR SCHOOL DISTRICTS

Fiscal challenges and budget shortfalls are perennial challenges for school districts in Massachusetts. With annual costs rising faster than revenues, districts continue to value opportunities to stretch dollars, better meet the needs of their special education populations, and take advantage of new technologies, proven education practices, and cost-savings opportunities. This allows districts to be laser-focused on maximizing their investments in student 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 over \$14 million.



Fifty-eight non-member districts, regional schools, charter schools, and parochial schools, in addition to member districts, utilize ACCEPT's programs, specialized expertise, and services. Most are within an approximately 20-mile radius of Natick. Programs and services that are less dependent on geographic proximity (e.g., professional development, school consultation, Virtual High School (VHS) and Medicaid Reimbursement) draw districts from a larger radius.

- Member district
- Sample of Non-member districts that utilize ACCEPT programs and services

ANNUAL REPORT

GOVERNANCE

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. The 1974 Massachusetts enabling 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 was formed by its member school districts and is governed by a Board of Directors comprised of the Superintendents from 16 member school districts. Four operating committees, Special Education, Curriculum, Technology, and Business Operations, meet regularly throughout the year with the Executive Director to make recommendations relative to program development and service delivery (see page 30). ACCEPT is organized according to Massachusetts General Law Chapter 40, Section 4e.

Board of Directors

- Daniel Gutekanst, Chair
- Anne Wilson, Vice-Chair
- James Adams
- William McAlduff
- Robert Tremblay
- Edward Gotgart
- Maureen Sabolinski
- Bradford Jackson
- Cathy MacLeod
- Jeffrey Marsden
- Armand Pires
- Nancy Gustafson
- Peter Sanchioni
- Jonathan Evans
- David Lussier

Member Districts

- Superintendent, Needham Public Schools
- Superintendent, Sudbury Public Schools
- Superintendent, Ashland Public Schools
- Interim Superintendent, Dover-Sherborn Regional School District
- Superintendent, Framingham Public Schools
- Interim Superintendent, Framingham Public Schools
- Superintendent, Franklin Public Schools
- Superintendent, Holliston Public Schools
- Superintendent, Hopkinton Public Schools
- Superintendent, Medfield Public Schools
- Superintendent, Medway Public Schools
- Superintendent, Millis Public Schools
- Superintendent, Natick Public Schools
- Superintendent, South Middlesex Regional Vocational Technical School District
- Superintendent, Wellesley Public Schools



HIGHLIGHTS & NEW OR CHANGED 2016 – 2017

ANNUAL REPORT

PROGRAMMING FOR STUDENTS

Overall the number of students enrolled in ACCEPT school-year school-based programs increased by almost 10%.

ACCEPT shifted to a co-teaching model utilizing a special educator and behavior specialist (BCBA) in the Academy and ACES programs (K-6). The full-time approach strengthens the learning for students as behavioral strategies and proactive measures are fully embedded and practiced throughout the school day.

The IDEAL and ACES programs moved from Medway Middle School to Burke-Memorial School in Medway. We are grateful to our districts for welcoming ACCEPT classrooms at their school sites.

Academy (Inclusion) for grades K-5 opened at the Burke-Memorial School in Medway. The Academy is a substantially separate therapeutic program with opportunities for inclusion in a public elementary school. Students may experience a range of mental health issues, school adjustment difficulties, inappropriate social functioning and/or poor peer relations.

MAINTAINING HIGH VALUE FOR DISTRICTS

ACCEPT tuitions, home-based fees, and consultation/evaluation fees were not increased for the 2016-17 school year. Private school tuitions went up an average of 6.3% compared to ACCEPT's increase of 0%, further widening the cost savings over private programs.

By the Numbers Students Served

117 students educated in school-based programs

64 students/families received home-based services

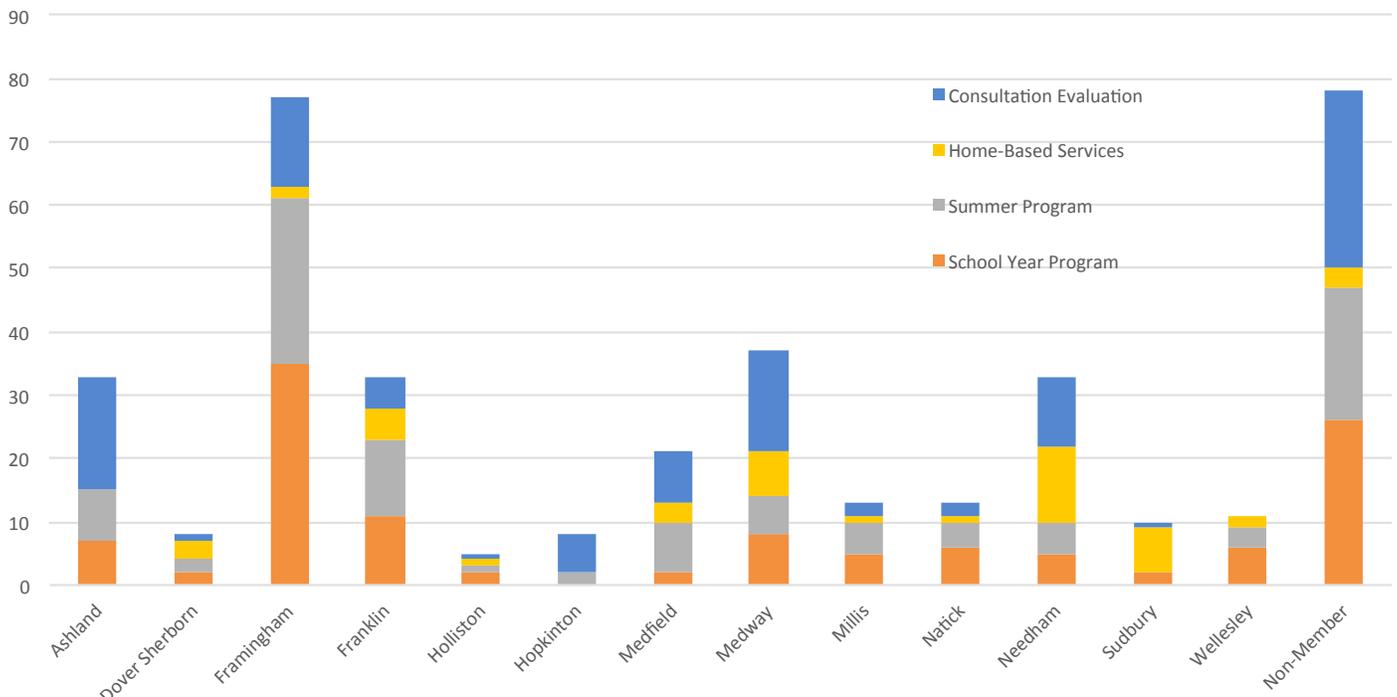
560 students transported

605 students enrolled in ACCEPT/Virtual High School (VHS) partnership

“The staff is exceptional.”

- ACCEPT Parent

Number of Students Served by Program and by District - FY17





Thanks to the many businesses and community partners that contributed to the planning, construction, furnishing, and purchasing of curriculum enhancements for the new Center for Learning and Growth.

- 2 Million and Change Foundation
- AMR
- Bauer Associates Inc.
- Bell Traffic Signal Maintenance
- Bob's Discount Furniture
- Book Donors
- Community Action Partnership
- Creative Pavilion
- Scott Dunlop, Ai3
- Fidelity
- Franklin Public Schools
- Amy Furman (artist)
- Holmes Realty
- R.P. Masiello
- Wendy Masiello
- Medfield Public Schools
- Middlesex Bank
- MutualOne Foundation
- MathWorks
- Natick Public Schools
- Greg O'Connor
- OwnerIQ
- Penguin Books
- Jessica Perry
- Roche Bros.
- Staples
- Staples Foundation
- The Sudbury Foundation
- Wellesley Public Schools

COMMUNICATING AND BRANDING THE ACCEPT ADVANTAGE

ACCEPT focused on branding and on communicating our successes and offerings, in line with our strategic plan. The Collaborative was selected to participate in the Community Action Partners (CAP), a volunteer organization for Harvard Business School and Harvard Kennedy School alumni helping Boston-area nonprofits.

The CAP consulting team worked with ACCEPT constituents all school year to define the ACCEPT Advantage as well as marketing, branding, and communications needs and opportunities. The CAP team's work led to a Sudbury Foundation Capacity Building Grant to strengthen awareness of the ACCEPT brand, expand reach and awareness of ACCEPT's services, and create internal communications capacity.

BUILDING AND OPENING THE NEW ACCEPT CENTER FOR LEARNING AND GROWTH

Recognizing that classroom space was limiting our ability to respond to the needs of students in our member districts, ACCEPT entered a long-term lease for dedicated space at 4 Tech Circle in Natick. At our soft opening in June 2017, we unveiled the 36,000 square foot ACCEPT headquarters. All non-inclusion and transition programs, our offices, our transportation hub, and professional development spaces have been consolidated into the new Center. Students who will benefit from inclusion opportunities continue to attend ACCEPT programs in member district schools.

NEW PARTNERSHIPS

With our strategic plan in hand, as well as new opportunities resulting from our new physical space, ACCEPT significantly expanded our partnerships with community organizations, businesses, and donors.



PARTNERSHIPS FOR LEARNING

ANNUAL REPORT

CENTER FOR LEARNING & GROWTH

Our staff dreamed big and by pooling the resources of our many community partners and volunteers we were able to add the big and small enhancements that provide opportunities for authentic hands-on learning to make our curriculum come alive.

SCHOOL LIBRARY AND MURAL PROJECT

We wanted our students to make their mark on the physical space as well. With the help of Lori Bowness, our art teacher, and artist Stephanie Boyd Berks, student drawings were compiled to create a fabulous mural that greets visitors in the new William T. Hurley Library. The Library was named in honor of Bill, our Business Manager, to recognize his tireless efforts in helping to make the creation of our new fantastic facility a reality.

Our beautiful library space was completed with the donations of flexible tulip tables from MathWorks, and lots of age-appropriate, high-quality books from member school districts, individuals, parents, and staff.

PLAYGROUND SURFACE AND BIG BLUE BLOCKS

Thanks to MutualOne Foundation the Center has a universally accessible outdoor play area with a colorful blue poured rubber surface that is soft on falls and easy on chairs with wheels. MathWorks funded the purchase of durable foam Big Blue Blocks, an innovative set of giant geometric blocks that inspire fun, imagination, and safe physical play. They create an indoor or outdoor play laboratory for STEM concepts such as geometry, and also a place to practice social/emotional skills such as collaboration, negotiation, and communication.

WALK AND DON'T WALK – PEDESTRIAN TRAVEL

Crossing the street is an important skill in becoming an independent traveler whether walking to the bus stop, to the store for groceries, or a few blocks to a job or school. Thanks to the generosity of Bell Traffic Signal Maintenance, the opportunity to practice with a real crossing signal is part of our Transition Center. Bell donated the crossing light, and our new neighbor, John Glenn of Bauer Associates, walked it down the street to his shop and re-programmed it for our purposes.

APARTMENT LIFE

Thanks to many donors, including Bob's Discount Furniture, our new Center includes a model apartment that allows our transition age (18-22 year old) students the opportunity to learn targeted independent living skills in a safe, thoughtfully-planned learning environment. The fully functioning one-bedroom apartment with kitchen, dinette and living area, as well as washer/dryer across the hall provides a realistic space for students to develop the skills necessary to live as independently as possible once they are no longer eligible for the supports offered by public schools.



“ACCEPT is all (about) the wonderful kind and caring people who make things easy and fun.”

- ACCEPT Student



ACCEPT

UNLOCKING POTENTIAL · ACHIEVING SUCCESS

“Wow, it looks like a store, it smells like a store, it IS a store!”

- ACCEPT Student

TRANSITIONING TO THE WORLD OF WORK

Many of our students aged 18-22 are preparing for the world of work. Hearing of our interest in creating a mock retail environment at our new Center sparked the imagination of our Staples partners. Staples volunteers supplied and installed an entire mock store, complete with shelving, labels, copy center, posters, cash register, shopping carts, and more.



Search



View the video produced by our Staples partners on YouTube at <https://www.youtube.com/watch?v=Wl5PjLeBjqw>

Next door to Staples is a mock Roche Bros. with shelves and refrigerator case. The store serves multiple purposes – from refrigerated fruit/vegetable storage for our ACCEPTional cafe vocational training program, to a mock shopping experience for our life skills students, to vocational training in a retail environment.



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

- ACCEPT Staff Member



STRATEGIC FRAMEWORK



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.

STRATEGIC FRAMEWORK AND STRATEGIC MINDSET

ACCEPT's strategic planning work goes deeper than a set of initiatives for growth. ACCEPT has adopted a strategic mindset – one that guides staff in working smart and is adaptive to the changing needs of students and their families. Our strategic framework graphic illustrates how the puzzle pieces that include elements of the mission and guiding principles fit together and wrap around the central focus on learning for all students (see back cover). Being strategic, aligned, and coherent is everyone's business.

THREE STRATEGIC PRIORITIES

Our strategic planning process in 2015-2016 identified three key anchors to guide smart growth and improvement over the next three to four years:

- Building Infrastructure to Support Growth by removing the factors that are limiting growth
- Communicating the ACCEPT Advantage and promoting a narrative that provides clarity and understanding of all that ACCEPT has to offer
- Expanding Programs, Specialized Expertise, and Services adding value to districts without straining ACCEPT's overall ability to perform

ANNUAL REPORT

ACCEPT Guiding Principles

- Respect for diversity and human differences
- Best practices
- Continuous improvement
- Open and honest communication
- Integrity



“ I am grateful to be part of ACCEPT. We had the very best team meeting that we have ever had (in our district) and I attribute much of that to the consultation and evaluation team from ACCEPT. ”

- Member District Special Education Director

Since its formation in 1974, ACCEPT Education Collaborative has established trusted partnerships with districts to achieve its objectives and purposes set forth in its Collaborative Agreement. The following table highlights progress in 2016-2017.

Objectives outlined in collaborative agreement	Progress towards those objectives in 2016-17
<p>ELEVATE STUDENT OUTCOMES</p> <p>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.</p>	<ul style="list-style-type: none"> • Adoption of co-teaching model utilizing a special educator and behavior specialist (BCBA). This strengthens the learning for students. • High value and high student outcomes is at the heart of the ACCEPT model. • All students earned passing scores on their MCAS-Alt portfolios. • The end of each year is celebrated by a moving-up and award ceremony.
<p>RESPOND TO DISTRICT NEEDS WHERE COLLABORATION IS A SENSIBLE APPROACH</p> <p>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.</p>	<ul style="list-style-type: none"> • In 2016-17 ACCEPT entered a long-term build/lease for the new Center for Learning and Growth expanding capacity for districts. • ACCEPT worked with Community Action Partners (CAP) to define the ACCEPT Advantage (see page 7). • Enhanced relationships with district and business community partners allowed us to obtain resources to bolster state of the art programming (see pages 8-9).
<p>EXPAND PROGRAMS TO MEET NEW NEEDS</p> <p>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.</p>	<ul style="list-style-type: none"> • ACCEPT added an Academy (Inclusion) program for grades K-5. The Academy is a substantially separate therapeutic program with opportunities for inclusion in a public elementary school. • New ACCEPT leadership models and meeting structures have streamlined administrative functions and promoted collaboration and efficiencies that support program expansion to meet district needs.
<p>TRANSPORT STUDENTS WITH DISABILITIES</p> <p>Provide safe, reliable, and efficient transportation services for students with disabilities.</p>	<ul style="list-style-type: none"> • 560 students transported to 92 locations. • New routing and dispatching software explored and selected. • A fleet of 150 vans means that drivers can be dispatched and routed for flexibility, efficiency, and safety.
<p>OFFER PROFESSIONAL DEVELOPMENT FOR CONTENT, SKILLS, AND SHARING OF PRACTICE</p> <p>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.</p>	<ul style="list-style-type: none"> • Professional development has been a growth area for ACCEPT in recent years. • ACCEPT hosted job-alike groups for Special Education Directors, Business Managers, Curriculum Directors, Technology Directors, pre-school coordinators, BCBA's, high school special education coordinators. • The 14th Annual Institute for new Special Education directors received excellent reviews again in Summer 2016 (see page 24).

Executive Director

Marcia Berkowitz

Special Education Programs

Elementary Level

Academy
Academy ACES
IDEAL

Middle Level

Academy
PALS
STAR

High School Level

Academy
ACCESS APP
PALS
SOAR

Ages 18-22 Transition Programs

C2C
Passages: 5 for 5 and ECO
ACT

Specialized Expertise

Home-Based
Therapeutic
Program

Consultation and
Evaluation Services
for Districts and
Schools

Professional
Development
for Educators

Services

Transportation for
Special Education
Students

Medicaid
Reimbursement
Services for Towns

VHS Online
(Virtual High School)
Online Learning

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SPECIAL EDUCATION PROGRAMS

By The Numbers

117 students educated in school-based programs

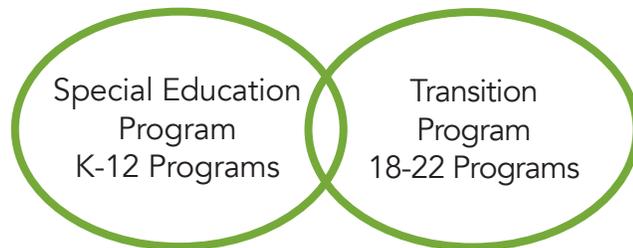
103 students benefited from Extended School Year summer programs



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)

ACCEPT special education programs provide customized learning environments to meet the unique needs of students.



OUR SPECIAL EDUCATION PROGRAMS OFFER

- Specialized therapeutic supports
- A team of experts to provide behavioral interventions
- High academic expectations
- Technology integrated into learning opportunities
- Ongoing district and family communication

CURRICULUM, INSTRUCTION, AND ASSESSMENT

ACCEPT provides a hands-on, relevant approach to academic instruction in the areas of English Language Arts, history, social sciences, math, and science and technology, using the Massachusetts Curriculum Frameworks as a guide. Additionally, social/emotional, behavioral, and communication skills development is an integral component of the curriculum. When appropriate, students receive instruction on daily living activities which is integrated throughout their day. Students benefit from ACCEPT's technology-rich classroom environments; all classrooms have interactive whiteboards, laptop and /or desktop computers for student use, iPads, and other assistive technology devices. Individualized Education Programs (IEP), based on assessment information and ongoing quantitative data collection, are developed to maximize student independence and participation within the school and community.

ACCEPT classrooms are highly structured environments with consistent routines. Staff use 21st century research-based teaching and assistive technologies to maximize student achievement, independence and participation. A variety of specialized approaches include positive behavioral interventions and supports, Applied Behavior Analysis (ABA), TEACCH, specialized reading programs, and language and picture communication systems. Student progress is monitored and shared with families regularly. ACCEPT students participate in MCAS or MCAS Alternate Assessment.

SPECIALIZED SERVICES

ACCEPT offers a full range of specialized therapeutic services for uniquely challenged students. Teachers and related service providers work collaboratively to ensure that therapeutic strategies are interwoven into instructional activities and routines throughout the day. Services include speech and language, occupational, physical, and vision therapies. Also included are vocational rehabilitation, counseling, nursing services, behavioral consultation, art class, music therapy, and other related services as required for individual students. Educators and therapists jointly develop goals, curriculum, strategies, and interventions. The entire team works to help every student maximize his or her achievement and participation in the school and in the community.

NURSING SERVICES – AN INTEGRAL AND VALUED BENEFIT OF ACCEPT SPECIAL EDUCATION PROGRAMS

ACCEPT's healthcare team of registered nurses provides direct nursing services to students, including routine and urgent care, health screenings, medication management, health assessments, coordination of referrals, and ancillary services.

All teachers and assistants are trained and supervised by the healthcare team in seizure management and protocols for managing and treating life-threatening allergies. Additionally, each location has multiple staff members trained in the use of CPR and AED. Our healthcare team promotes health and safety in the school environment, provides case management services, and performs health promotion through education.

The healthcare team works collaboratively with the educational team to support the physical, behavioral and social health of our students. Our students benefit from:

- Specialized hearing and vision screenings
- Dental screenings
- Coordination of referrals
- Coordination of care after hospitalization
- Specialized health education
- Physical therapy
- Occupational therapy
- Speech and language therapy
- Vision therapy

ELEMENTARY SCHOOL PROGRAMS

ACADEMY (THERAPEUTIC PROGRAM)

- Emotional/Behavioral

Pittaway School, 75 Central Street, Ashland, MA

Grades: K – 5

Academy is a public day school therapeutic program for students unable to make adequate social and emotional progress in traditional classrooms. Students may experience a range of mental health issues, school adjustment difficulties, inappropriate social functioning, and /or poor peer relations. Comprehensive clinical services are provided, and teachers use positive behavioral intervention supports to assist students with self-regulation and self-control.

The ultimate goal of the program is to assist students to overcome the issues at hand, practice effective behavioral alternatives and enhance their academic skills, allowing them to be successful when they return to their sending school.

Elementary Academy Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates Average Private

School Tuition: \$76,083

**Average Savings
Over Private School:** \$31,527

ACADEMY (INCLUSION PROGRAM)

- Emotional/Behavioral

Burke-Memorial School, 16 Cassidy Lane, Medway, MA

Grades: K – 5

Academy is a substantially separate therapeutic program with opportunities for inclusion in a public elementary school. Students may experience a range of mental health issues, school adjustment difficulties, inappropriate social functioning, in and/or poor peer relations.

Comprehensive clinical services are provided, and teachers use positive behavioral intervention supports to assist students with self-regulation and self-control.

The ultimate goal of the program is to assist students to overcome issues at hand, practice positive replacement behavior alternatives and enhance their academic skills, allowing them to be successful when they return to their sending school.

Elementary Academy Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates Average Private

School Tuition: \$76,083

Average Savings

Over Private School: \$31,527

ACADEMY ACES (ACCEPT'S CLASSROOM FOR ESSENTIAL SKILLS)

- Autism Spectrum and other Neurological Disorders (Moderate to Severe)

Burke-Memorial Elementary School, 16 Cassidy Lane, Medway, MA

Grades: K – 5

ACES is a public day school therapeutic program for students who require intensive teaching supports in order to make effective academic and behavioral progress. Students may experience a range of school adjustment difficulties, inappropriate social functioning, poor academic performance, developmental delays, and /or immature peer relations.

Comprehensive academic, behavioral and clinical services are provided throughout the school day. A strong home-school relationship, through ongoing communication and collaboration, is a critical and essential part of the student's success. The ultimate goal of the program is to assist students in becoming engaged learners through the use of innovative and empirically-based instruction, and to overcome behavioral and social challenges by practicing effective behavioral alternatives.

ACES Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates Average Private

School Tuition: \$80,430

Average Savings

Over Private School: \$35,874

IDEAL (INDIVIDUALLY DESIGNED EDUCATION TO ACCESS LEARNING)

- Global Impairments Medically Involved

Burke-Memorial Elementary School, 16 Cassidy Lane, Medway, MA

Grades: K – 5

IDEAL is designed for students with global impairments. The classroom is rich in resources, including an emphasis on assistive technology and augmentative communication devices, symbols, photos, single-switches, switch accessed toys, music and computers. Direct hands-on input is required for all activities, including sensory-motor integration, physical therapy, feeding, language development, and other activities of daily living.

A multi-disciplinary team of experienced staff, parents, and medical specialists work together to provide comprehensive and coordinated services. A registered nurse is assigned to the program to support the complex medical needs of the students. Frequent communication between our IDEAL nurse and outside healthcare providers ensures a smooth transition to school and continuity of care.

IDEAL Tuition

Member Tuition: \$56,415

Non-Member Tuition: \$67,698

Member Savings: \$11,283

Comparison Tuition Rates Average Private

School Tuition: \$95,062

Average Savings

Over Private School: \$38,647

MIDDLE SCHOOL PROGRAMS

ACADEMY (THERAPEUTIC PROGRAM)

- Emotional/Behavioral

Ashland Middle School, 87 West Union Street, Ashland, MA

Grades: 6 – 8

Academy is a substantially separate therapeutic program with opportunities for inclusion in a public middle school. Students may experience a range of mental health issues, school adjustment difficulties, inappropriate social functioning, and/or poor peer relations.

A consistent therapeutic milieu and rigorous academics are the cornerstones of the Academy and include individual and small group instruction, behavior management, attention to organizational strategies, time management, and study skills. Clinical services include counseling, individual crisis intervention, ongoing collaboration with family and community treatment teams, and case management.

The ultimate goal of the program is to assist students to overcome the issues at hand, practice positive replacement behavior, and enhance their academic skills, allowing them to be successful when they return to their sending school.

Middle Academy Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates Average Private

School Tuition: \$80,430

Average Savings

Over Private School: \$35,874

PALS (PROGRAMS FOR ACADEMIC AND LIFE SKILLS)

- Language and Skills Development

Ashland Middle School, 87 West Union Street, Ashland, MA

Grades: 6 – 8

PALS prepares students for a successful middle school experience by focusing on the individualized student's needs in the areas of functional academics, social skill development, behavioral regulation, adaptive daily living skills, and prevocational experiences. Staff work with students, families, schools, and community agencies to provide support services that meet the unique needs of students. PALS staff work to strengthen academic, social, language, and life skills to promote independence and participation in the community.

As students within the PALS program reach age fourteen, they access the ACCEPT Center for Transition (ACT) on a weekly basis. Students are exposed to a variety of prevocational opportunities related to activities of independent living, work experience, and career exploration.

PALS Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates Average Private

School Tuition: \$99,196

Average Savings

Over Private School: \$54,640

STAR (STRATEGIES AND TOOLS FOR ACADEMIC REWARDS)

- Autism Spectrum and other Neurological Disorders (Moderate to Severe)

Ashland Middle School, 87 West Union Street, Ashland, MA

Grades: 6 – 8

The STAR program prepares students for a successful middle school experience focused on language and social skills development. Language-based learning difficulties are a common cause for students' academic difficulties. Language and communication is the common thread present throughout all academic content areas. Thus, weak language skills may hinder comprehension and communication for students across their academic areas. STAR provides support centered on developing oral and written language skills to enhance communication and the comprehension of academic content. Reading instruction is provided through multisensory, language-based, structured, sequential reading programs. Staff work with students, families, schools, and community agencies to provide support services that meet the unique needs of students. Skills targeted through this program include communication and social skills, academic skills with provided individualized supports for each student level, executive functioning skills, and compensatory strategies to increase student independence.

STAR Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates Average Private

School Tuition: \$56,386

Average Savings

Over Private School: \$11,830

HIGH SCHOOL PROGRAMS

ACADEMY (THERAPEUTIC PROGRAM)

- Emotional/Behavioral

Franklin High School, 218 Oak Street, Franklin, MA

Grades: 9 – 12

Academy is a substantially separate therapeutic program with opportunities for inclusion in a public high school. Students may experience a range of mental health issues, school adjustment difficulties, inappropriate social functioning, and /or poor peer relations.

A consistent therapeutic milieu and rigorous academics are the cornerstones of the Academy. Students engage in a blended learning environment, enrolling in The Virtual High School (VHS) online accredited courses, as well as participating in individual and small group instruction. Attention to organizational strategies, time management and study skills are emphasized. Clinical services include counseling, individual crisis intervention, ongoing collaboration with family and community treatment teams, and case management.

The ultimate goal of the program is to assist students to overcome the issues at hand, practice positive replacement behavior, and enhance their academic skills allowing them to be successful when they return to their sending school.

High School Academy Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates

Average Private

School Tuition: \$64,312

Average Savings

Over Private School: \$19,756

ACCESS APP

- Moderate Disabilities

Medfield High School, 88R South Street, Medfield, MA

Grades: 9 – 12

ACCESS APP is a program for students with intellectual impairments and complex language and learning difficulties. A functional academic curriculum, accompanied by vocational experiences, supports development of the social, academic, and vocational skills students need to transition successfully into the community.

ACCESS APP's overarching goal is for students to achieve independent functioning in the community while developing a foundation of more advanced vocational and social skills.

ACCESS APP Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates

Average Private

School Tuition: \$99,196

Average Savings

Over Private School: \$54,640

PALS (PROGRAMS FOR ACADEMIC AND LIFE SKILLS)

- Autism Spectrum and other Neurological Disorders

Medway High School, 88 Summer Street, Medway, MA

Grades: 9 – 12

PALS is designed for high school-aged students with autism, intellectual impairments, and /or related disorders. Students have atypical social, cognitive, and /or language delays. PALS develops and strengthens academic, social, language, life, and prevocational skills and work behaviors to promote independence and participation in the community. Three program levels are available to accommodate the intensity and skill level of the individual.

High School PALS Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates

Average Private

School Tuition: \$99,196

Average Savings

Over Private School: \$54,640

SOAR (SHORT-TERM OPTION FOR ASSESSMENT AND RECOMMENDATIONS)

- Emotional/Behavioral

Assabet Valley Alternative School, 57 Orchard Street, Marlborough, MA

Grades: 9 - 12

SOAR is a joint partnership program of ACCEPT and Assabet Valley Collaborative. This is a short-term public day school stabilization and diagnostic assessment program for students who are struggling in their school setting as a result of emotional and/or behavioral difficulties.

SOAR Tuition

Member Tuition: \$12,605

Non-Member Tuition: \$15,126

Member Savings: \$2,521

Comparison Tuition Rates Avg Private

School Tuition: \$16,078

Average Savings

Over Private School: \$3,473

TRANSITION PROGRAMS AGES 18-22

ANNUAL REPORT

Transition programs prepare students for successful transition to adult living. They provide career/vocational skill development, job coaching, person-centered planning, specialized instruction, and transition and vocational assessments. Staff work with students, families, schools, and community agencies to provide support services that meet the unique needs of students. The development of skills related to functional academics and independent living is fostered by tailoring the program to each student's vocational and transitional goals. ACCEPT staff identify appropriate work sites in the community and determine necessary accommodations to ensure positive experiences for students.

TRANSITION PROGRAMS

C2C (CLASSROOM TO COMMUNITY)

- Autism Spectrum and other Neurological Disorders

Ashland High School, 65 East Union Street, Ashland, MA
Grades: Post High School

Students in this program have atypical social, cognitive, and /or language delays. C2C provides community, vocational, social, and functional life skills activities to enhance students' abilities and facilitate transition to adult life. Staff work with students, families, schools, and community agencies to provide support services that meet the unique needs of students.

C2C Tuition

Member Tuition: \$44,556

Non-Member Tuition: \$53,467

Member Savings: \$8,911

Comparison Tuition Rates

Average Private

School Tuition: \$106,161

Average Savings

Over Private School: \$61,605

PASSAGES

- Mild to Moderate Disabilities

Ashland High School, 65 East Union Street, Ashland, MA
Grades: Post High School

Designed for students with varying disabilities, Passages is a comprehensive post-high-school transition program that prepares students to be active members of their communities. Multiple activities reinforcing targeted skills are presented in the classroom, community, and workplace. A safe, thoughtfully-planned environment encourages mutual trust and respect and fosters personal growth, responsibility, and independence.

The Passages Program has two strands:

Passages ECO (Exploring Community Options)

ECO is a multi-year post-high-school transition program for students with a broad range of mild to moderate disabilities. ECO provides the opportunity for individuals to explore a variety of vocational and community opportunities to prepare students for a smooth transition to appropriate next steps.

Passages 5 for 5

5 for 5 serves students with Asperger's, nonverbal learning disabilities, ADHD, and other learning disabilities who need an additional year after high school to develop the skills necessary to transition to college or career successfully.

Passages Tuition

Member Tuition: \$34,861

Non-Member Tuition: \$41,833

Member Savings: \$6,972

Comparison Tuition Rates

Average Private

School Tuition: \$73,451

Average Savings

Over Private School: \$38,590

Thanks to the many community organizations and businesses who provided ACCEPT vocational experiences and community outings. Some of them include:

- St. Joseph's Church-Medway
- Nick's Pizza-Ashland
- Morse Institute Library-Natick
- Powisset Farm-Dover
- Medfield Public Library-Medfield
- Kindred (Gentiva) Hospice-Marlborough
- Blessing Barn-Milford
- Medfield Council on Aging
- Millis Library
- TC Scoops-Medway
- Ashland Pizza Palace
- Hopkinton Lumber
- WAITT-We're All in This Together-Ashland
- Purple Ink Insurance-Ashland
- Westborough Boroughs Branch YMCA of Central MA
- MetroWest Wellness Center-Framingham
- Freedom Printing-Ashland
- MetroWest Medical Center-Framingham
- Bay State Support (now SimpliTiTy)-Ashland
- Sunrise Assisted Living – Wayland
- Courtyard Marriott – Westborough
- Putts & More-Holliston
- Hampton Inn-Natick
- Belmont Council on Aging
- Bethany House-Millis
- Milford Meals on Wheels
- Tower Hill Botanical Garden-Boylston
- Grafton Community Farm
- Lil' Folk Farm-Holliston



Celebrating Success – Our Students

At ACCEPT, the annual award ceremony and frequent celebrations of success reinforce achievement and confidence-building. One prized award is the annual Michael J. Palladino Award presented to a student who exemplifies the Collaborative's commitment to minimizing the impact of a disability and maximizing opportunities in the community.

The 2016-17 recipient was Cedric Binelli-Messi from Framingham. Cedric demonstrated significant growth in independence and maturity during his time with us. He was always a pleasure to work with – hard-working, polite, and respectful. During his time in the Transition Program he worked at St. Joseph's Church, Courtyard Marriott, The ACCEPT Pony and Offices, Natick Library, Blessing Barn, St. Vincent DePaul, Hampton Inn, and the Milford Meals on Wheels. With his work experiences and independence skills Cedric completed the ACCEPT program ready to succeed in adult life.



EXTENDED SCHOOL YEAR

ANNUAL REPORT

During Summer 2016, 103 students participated in Extended School Year programs. These students include both school year ACCEPT students as well as students from member districts who benefit from continued summer programming.

Each summer, staff selects a theme and plans curriculum, activities, and community outings with that in mind. The 2016 theme was GO, ACCEPT, GO – with activities and celebrations linked to the Summer Olympics.

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 2016 all programs were located at Ashland Public Schools. Transition programs also included community sites.

Value and Cost Comparisons

On average, ACCEPT Extended School Year programs are 13% less expensive than similar programs offered by private schools. Full day programs are in most programs \$549 less and half-day programs \$290 less. We serve students in our school year programs and also accommodate district requests for summer only placements.

Program Location	Types of Impairment(s)	Member Summer Tuition	Average Private School Tuition	Average Savings Over Private School
Elementary School				
IDEAL	Global Impairments Medically Involved	\$7,835	\$11,697	\$3,862
Academy Therapeutic Program	Emotional/Behavioral	\$6,188	\$6,737	\$549
Middle School				
PALS Program	Autism Spectrum and other Neurological Disorders (Moderate to Severe)	\$6,188	\$6,737	\$549
Academy Therapeutic Program	Emotional/Behavioral	\$6,188	\$6,737	\$549
High School				
PALS Program	Autism Spectrum and other Neurological Disorders (Moderate to Severe)	\$6,188	\$6,737	\$549
Academy Therapeutic and Stabilization Component	Emotional and Behavioral	\$3,713	\$4,035	\$322
Transition Programs				
C2C (Classroom to Community),	Autism Spectrum and other Neurological Disorders (Severe)	\$6,188	\$6,737	\$549
PASSAGES 5 for 5 (5th Year Transition)	Learning Disabilities and Asperger's Syndrome	\$3,094	\$3,369	\$275
PASSAGES ECO	Mild to Moderate Disabilities	\$3,094	\$3,369	\$275

ANNUAL REPORT

SPECIALIZED EXPERTISE

By the Numbers

64 families benefited from home-based services

113 consultations and evaluations conducted for 32 districts

1,359 educators were enrolled in 33 workshops and courses

Our school consultants, home-based providers, and professional development experts include leading educators and members of the ACCEPT senior staff. Among our key distinguishing characteristics is our commitment to respond quickly and effectively to district needs. Continued growth in these areas is just one indicator of high quality and widespread satisfaction.



Celebrating Success – Our Teachers

At the heart of ACCEPT and its quality programs are the professionals who, through training and experience, have the specialized expertise to identify student needs quickly and develop a plan of action to help them reach their potential. Each year, ACCEPT honors one of our exceptional educators with the Susan S. Rees Award for Excellence in Teaching and Learning. This year, Nikee Gugnani was selected by her peers to be recognized for her outstanding work with her students, as well as her contributions to the Collaborative. Nikee started at ACCEPT as a teaching assistant, completed the ACCEPT/Simmons M.Ed. program, and is now a classroom teacher. Colleagues describe her as a kind and great collaborator, passionate about teaching, working with children, and supporting new teachers.

“ Nikee never looks for recognition and works tirelessly for the benefit of her students, exuding the ACCEPT Advantage every day. ”

- ACCEPT Colleague



HOME-BASED SERVICES

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HOME-BASED SERVICES

Home-based services teach parents and caregivers the skills necessary to maximize social, behavioral, and educational functioning of their children at home and in the community. Strategies to manage challenging situations that may arise are provided to parents and caregivers. A variety of assessments are used to determine the individualized objectives for each family.

Services are individually tailored to address each student's needs. The training provided is aimed at ensuring generalization and maintenance of skills the students learn during home sessions. Students become more independent as they improve their real life skills.

The programming is based largely on the paradigm of Applied Behavior Analysis (ABA), a set of principles used to increase or decrease socially significant behaviors and specific skills. Programming objectives are observable, measurable, and data-driven. Parents are active partners and a vital support in helping their child reach his or her potential.

Home Assessments

Comprehensive assessments, based on objective information, aid in determining the appropriateness, duration, and intensity of services. A student's skill set, preferences, developmental level, behavioral needs if any and age are considered when creating individualized goals.

- Home-based assessment
- Home FBA (Functional Behavioral Assessment)

Home-based Objectives

With goals established through the assessment, specific objectives are identified that may include:

- Language / Communication and Social Skills
- Behavior Management
- Adaptive Daily Living
- Play and Leisure
- Community Participation Skills
- Transition to school

Highly Qualified and Experienced Professionals

Home-based staff include highly qualified and experienced supervisors and therapists. Supervisors hold a master's degree and are licensed as Board Certified Behavior Analysts (BCBA). They provide supervision and parent consultation, create home programs, and implement staff training. Many teach in graduate programs and facilitate workshops.

Therapists providing direct services hold a minimum of a bachelor's degree. Each therapist undergoes training in Applied Behavior Analysis (ABA) and many have additional certifications, such as crisis intervention, CPR, and first aid.

Home-based staff participate in ongoing professional development activities in which current and best practices are discussed to help them stay abreast of the most up-to-date interventions.

Value and Cost Comparisons

A survey of private providers in the area shows the rate for regular, ongoing BCBA consultation and parent training ranges between \$100 and \$200 per hour. ACCEPT's rate for these services is \$87 per hour for member districts; a savings of 15% to 56%. Some area agencies charge \$250 per hour for a functional behavioral assessment (FBA) compared to ACCEPT member district rate of \$87 per hour. A typical FBA requires twelve to fourteen hours so the savings for a district can be as much as \$2,300 for a single assessment.

“ I was very pleased with the ABA services. Our therapist was wonderful. ”

- ACCEPT Parent

By the Numbers

64 families received home-based services

53 families benefited from services and **8** received home assessments

11 families received parent training

13 families successfully transitioned from home-based services

14 of ACCEPT's **16** member districts and **3** non-member districts utilized home-based services.

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CONSULTATION AND EVALUATION SERVICES

Value and Cost Comparisons

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

ACCEPT offers a variety of educational and behavioral consultation services to help schools build their capacity to serve students with disabilities. Consultants are available to assess student-specific needs, or to provide program-wide consultation or evaluation. Our team of experts has an average 15 years of experience and the majority are also college faculty.

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.

Offerings include:

- District Program Evaluations (e.g., Autism Programs, Transition Programs, Inclusive Preschool Programs, etc.)
- Expert Consultation Services
- Functional Behavior Assessments (FBA)
- Transition and Vocational Assessments
- Psychological Assessments
- Speech / Language Assessments
- Social Skills Assessments
- Occupational Therapy and Physical Therapy
- Onsite professional development to build in-district capacity.

School Consultation

Highly qualified and experienced staff are available to work with schools on a short or long-term basis. Consultation may include strategies to promote inclusive practices, classroom accommodations, assessment methods, integrating specialized curricula, and development of behavioral supports. The individual needs of students and their classrooms determine the focus of these services.

Evaluation Services

Comprehensive educational and behavioral evaluation services are provided by ACCEPT's multi-disciplinary team of experts, including certified school psychologists, behavior analysts, speech-language pathologists, vocational-rehabilitation counselors, and special education teachers.



By the Numbers

113 contracts with **32** districts for consultation and evaluation.

Of those **12** were member districts and **20** non-member districts

11 districts utilized on-site professional development services

PROFESSIONAL DEVELOPMENT

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ACCEPT programs for educators are grounded in the belief that what matters most is student achievement and excellence in teaching. 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.

Growing Interest in In-District, Online, and Hybrid Courses

Over the last few years, ACCEPT has responded to increased requests for in-district professional development provided by ACCEPT staff. This cost-effective way of meeting a district's training needs has garnered high praise from administrators and teachers alike. MoodleRooms provides a platform for our Paraprofessional, Behavior Technician and Mentoring courses. In-district programs, coaching, and program evaluations and consultation are an efficient way for districts to provide high quality professional development at their own site, reducing the out-of-class and office time for teachers and administrators.

Institute for New Special Education Administrators

Twenty-five new Special Education Directors from across Massachusetts took part in the 14th year-long Institute designed specifically for new Special Education Directors. The Institute has four elements that together create a highly-valued first year for new Directors. Elements include 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 and Problems of Practice seminars that give new Directors an ongoing professional learning community, and finally a capstone project that uses data and a cycle of inquiry to improve special education practices in-district. Graduates of the Institute are invited to return to the group Problems of Practice workshops to continue their learning as well. The program is made possible by a grant from the MA Department of Elementary and Secondary Education (DESE).

Value and Cost Comparisons

It is clear that ACCEPT professional development offerings represent value. Numerous educators participate in multiple courses and workshops, and return year after year. From a pricing perspective, ACCEPT professional development programs are at or below the cost of offerings in the area. In some areas the savings are substantial. A review of offerings from Research for Better Teaching, Teachers 21, 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 was engaged and interested in the activities and thrilled to take the strategies back to the classroom! Thank you! ”

- Workshop Attendee

By the Numbers

1,359 educators took part in 33 workshops and courses

206 participants in “Differentiating in Inclusive Classrooms” workshops

224 Paraprofessionals enrolled in online training from 5 districts

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SERVICES

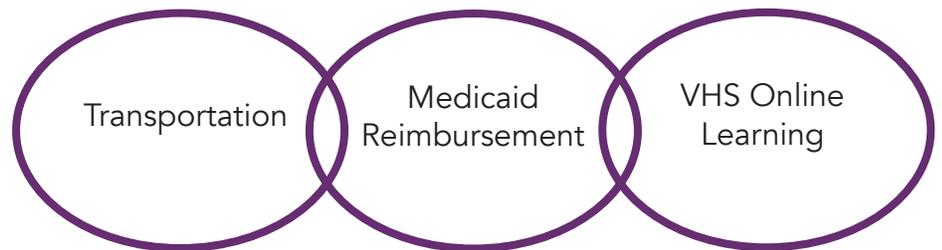
By the Numbers

\$3,930,553 returned to municipalities in Medicaid reimbursements

560 students transported to **92** locations

605 students enrolled in innovative online VHS courses

We offer a range of services to our member districts including transportation, Medicaid reimbursement, and access to The Virtual High School (VHS). 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.



TRANSPORTATION

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. Further, efficiencies are maximized and cost savings are enhanced by the districts and ACCEPT working in partnership.

ACCEPT Education Collaborative has provided specialized transportation services for our member school districts for more than 40 years. Each school day, we deliver safe and reliable transportation services for over 560 students traveling to 92 different locations, all at a significant discount as compared to for-profit specialized transportation providers.





“ My child’s driver and monitor are both respectful and have a wonderful rapport with my child. ”

- ACCEPT Parent

THE IMPORTANCE OF SPECIALIZED TRANSPORTATION

Transitions from home to school, and back again, can be challenging for any child. For students with disabilities, the ride can be even more challenging.

ACCEPT’s robust transportation program has evolved over the past four decades in response to district requests. Even with a fleet of 150 vans, 100 drivers, 40 monitors, and about 20 classroom teachers and assistants who drive students to internships and community activities, ACCEPT cannot fully meet the demand from member districts. We are constantly looking for ways to streamline processes and improve the quality of the experience. Safety, our number one priority, has been enhanced in recent years with the adoption of new technologies including GPS systems, cell phones, and cameras. All ACCEPT drivers undergo a complete pre-employment screening, including fingerprinting, criminal background checks, and driving safety verification. Additionally, drivers and monitors are provided regular in-service education on disability awareness, how to handle difficult student behaviors and situations, and other relevant topics.

Transporting such a large number of students with disabilities requires a complex and finely tuned system:

- Each of the 560 students has an individual set of needs and an individual route.
- 560 students are transported, typically with 2-4 students per van, requiring coordination of a number of factors including routes, need for a monitor, begin/end time of the school day, avoiding an overly long ride, and a myriad of other small, but consequential, details.
- Routes change daily and communication is key. If a child’s transportation changes or a van is running late, a web of communication is required. With no room for error, two dispatchers keep track of the daily schedule for every student, van, driver, and monitor at all times.
- A wide range of situations can occur while on the road including medical emergencies, mechanical failures, detours, traffic jams, an absent parent/caregiver upon arrival, and more. Policies and procedures are constantly reviewed and updated to provide staff with direction on how to manage a variety of situations.
- Hiring and retaining van drivers and monitors is an ongoing challenge. Competition for hard-working, patient, compassionate staff is intense, especially since most of our staff work an unconventional schedule of an early morning route, a break mid-day, and an afternoon route. Perks such as personal use of the vans, paid training, CPR certification, a variety of bonus programs, and paid commercial licenses help us retain good drivers.

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MEDICAID REIMBURSEMENT

ACCEPT works with school districts to claim every possible dollar, maintain confidentiality, and keep the necessary records required by districts, towns, and the Medicaid Division of Medical Assistance. Districts are eligible to claim:

- Costs of eligible direct services as well as some administrative costs
- Out-of-district tuitions paid for eligible students, both residential and day
- Reimbursement for medical ABA services provided to eligible students with Autism

In 1994, ACCEPT Education Collaborative established the School-Based Medicaid Reimbursement Program (formerly Municipal Medicaid Reimbursement) for member and non-member districts to recoup money spent on school-based health and related medical services. Over the past twenty-two years this program has returned over \$56 million to participating cities and towns.

Our Medicaid Reimbursement Services include:

- Program set-up and 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
- Calculation of and prepare quarterly administrative claims on behalf of the district
- Calculation of annual Direct Service Cost report
- Help districts understand constantly evolving state regulations and changes to the program
- 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



VALUE AND COST COMPARISONS

During Fiscal Year 2017 these districts received a total of \$3,930,551 in Direct Service and Administrative Claim reimbursements.

School District	Direct Service Cost	Administrative Activity Claims
Ashland	\$52,739	\$67,663
Auburn	-	\$71,245
Bedford	\$41,300	\$41,311
Carlisle	-	\$5,633
Foxboro	\$80,522	\$50,792
Framingham	\$1,140,337	\$621,957
Franklin	\$131,081	\$143,060
Holliston	\$66,409	\$60,550
Hopkinton	\$23,129	\$24,604
Lincoln/Sudbury Regional	-	\$51,474
Littleton	\$49,172	\$41,863
Medfield	\$27,148	\$28,632
Medway	\$46,903	\$35,251
Millis	\$28,392	\$34,426
Natick	\$276,078	\$133,251
Northern Berkshire Regional	-	\$21,410
South Middlesex Regional	\$37,079	\$25,164
Walpole	\$363,087	\$108,889
TOTAL	\$2,363,376	\$1,567,175

By the Numbers

18 districts participated in the Medicaid reimbursement program

Annual direct service reimbursements ranged from **\$23,129** to **\$1,140,337**

Annual administrative reimbursements ranged from **\$5,633** to **\$621,957**

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 accommodate the individual learning needs of each student. The VHS modules are rigorous and meet graduation credit and syllabus requirements.

More information is available at vhscollaborative.org

Some of the courses include:

- Astronomy
- Algebra 1
- Bioethics
- Computational Science and Engineering Using Java
- Contemporary Issues in American Law and Justice
- Criminology
- Engineering Principals
- French, German, Italian and Spanish Language and Culture
- Forensic Science
- Genes and Disease
- Geometry
- Ghoulies, Ghosties, and Long-Legged Beasties
- Investing in the Stock Market
- Mandarin Chinese Language & Culture
- Meteorology
- Music Listening and Critique
- Nuclear Science
- Oceanography
- U.S. History
- Web Design

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VALUE AND COST COMPARISONS

As part of the Consortium, teaching membership districts paid \$135 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

605 seats in **106** innovative
online courses

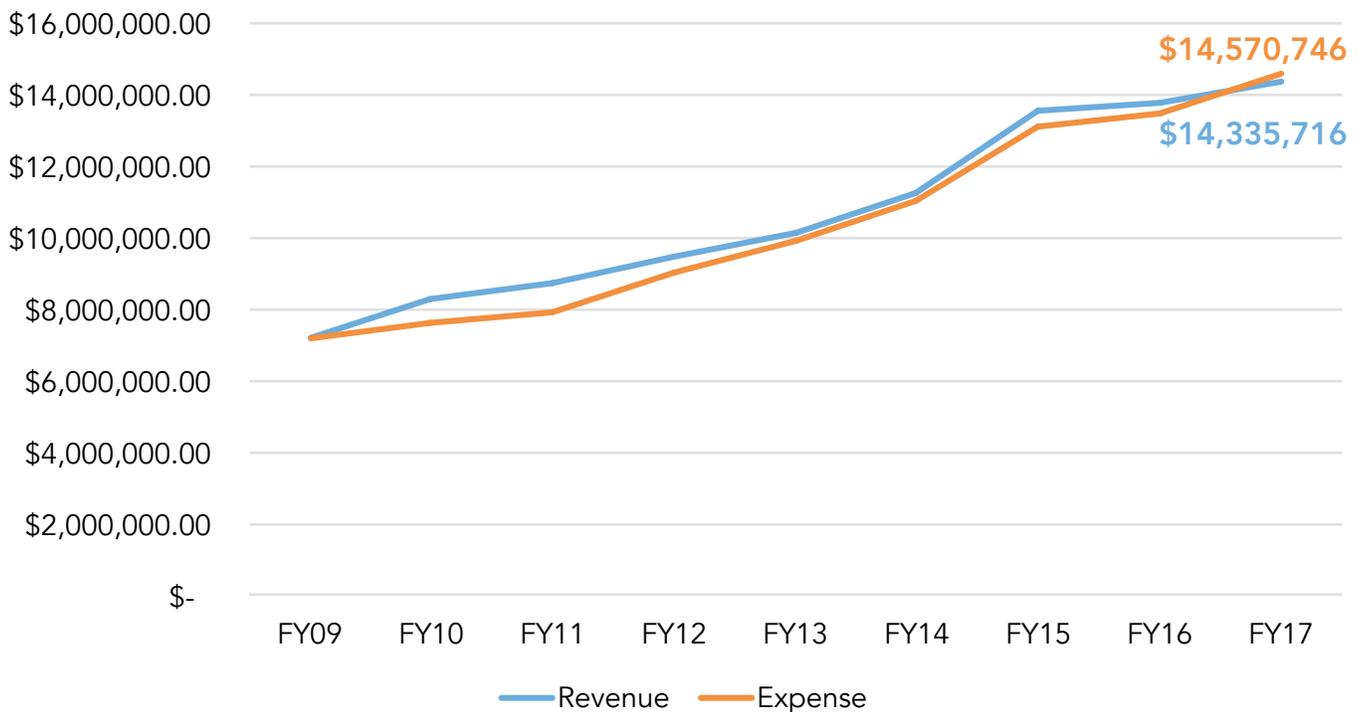
584 high school and **21** middle
school students benefit from courses

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FINANCIALS

FISCAL YEAR 2017	Revenue	%	Expense	%
School Year Tuition & Services	\$5,507,593	38.42%	\$5,118,860	35.13%
Transportation	\$6,419,249	44.78%	\$7,217,695	49.54%
Home-Based Services	\$845,362	5.90%	\$743,873	5.11%
Professional Development	\$151,700	1.06%	\$153,638	1.05%
School Consultation/Evaluation	\$342,213	2.39%	\$346,595	2.38%
Extended Year Tuition & Services	\$593,935	4.14%	\$498,084	3.42%
Medicaid Reimbursement	\$252,991	1.76%	\$183,369	1.26%
Administration	\$73,773	0.51%	\$187,682	1.29%
Technology	\$148,900	1.04%	\$120,950	0.83%
	\$14,335,716	100.00%	\$14,570,746	100.00%

Total Annual Revenue and Expense Trend



ADVISORY COMMITTEE MEMBERS

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Job-alike advisory groups comprised of district leaders in Special Education, Technology, 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

Chris Brumbach, ACCEPT Facilitator
Kathryn Silva, Ashland
Christine Smith, Dover/Sherborn
Laura Spear, Framingham
Ildefonso Arellano, Framingham
Deborah Dixson, Franklin
Meg Camire, Holliston
Karen Zalesky, Hopkinton
Kathy Gaudreau, Medfield
Kathleen Bernklow, Medway
Sue Anne Marks, Millis
Tim Luff, Natick
Mary Lammi, Needham
Terry Green, Sherborn
Michael Dolan, South Middlesex Regional
Denise Rochlin, Sudbury
Lori Cimeno, Wellesley

TECHNOLOGY

Marcia Berkowitz, ACCEPT Facilitator
Paul Carpenter, Ashland
Anthony Ritacco, Dover/Sherborn
George Carpenter, Framingham
Tim Rapoza, Franklin
Sara Ahern, Holliston
Ashoke Ghosh, Hopkinton
Eoin O'Corcora, Medfield
Richard Boucher, Medway
Kay Tessier, Millis
Grace Magley, Natick
Dennis Roche, Natick
Mark Messias, Needham
Michael O'Callahan, South Middlesex Regional
Michael O'Brien, Sudbury
Kathy Dooley, Wellesley

CURRICULUM LEADERSHIP

Chris Brumbach, ACCEPT Facilitator
Paul Vieira, Ashland
Karen LeDuc, Dover/Sherborn
Grace Wai, Framingham
Joyce Edwards, Franklin
Sara Ahern, Holliston
Carol Cavanaugh, Hopkinton
Kim Cave, Medfield
Gabrielle Abrams, Medway
Joan Lynn, Millis
Anna Nolin, Natick
Terry Duggan, Needham
Daniel Hudder, South Middlesex Regional
Kim Swain, Sudbury
Joan Dabrowski, Wellesley

BUSINESS OPERATIONS

William Hurley, ACCEPT Facilitator
Barbara Durand, Ashland
Dawn Fattore, Dover/Sherborn
Edward Gotgart, Framingham
Miriam Goodman, Franklin
Keith Buday, Holliston
Ralph Dumas, Hopkinton
Michael LaFrancesca, Medfield
Donald Aicardi, Medway
April Yu, Millis
Peter Gray, Natick
Anne Gulati, Needham
William Trifone, South Middlesex Regional
Susan Rothermich, Sudbury
Judy Belliveau, Wellesley

My favorite thing about
ACCEPT is:

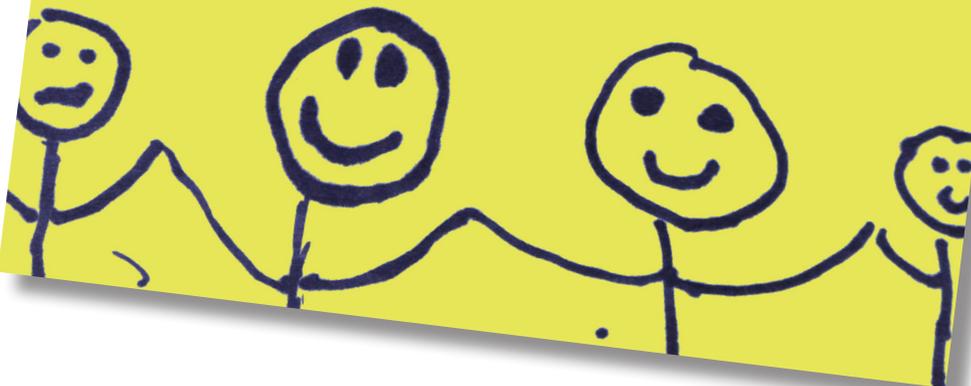
the space, talent &
specifically vocational
piece —

What ACCEPT means to me:

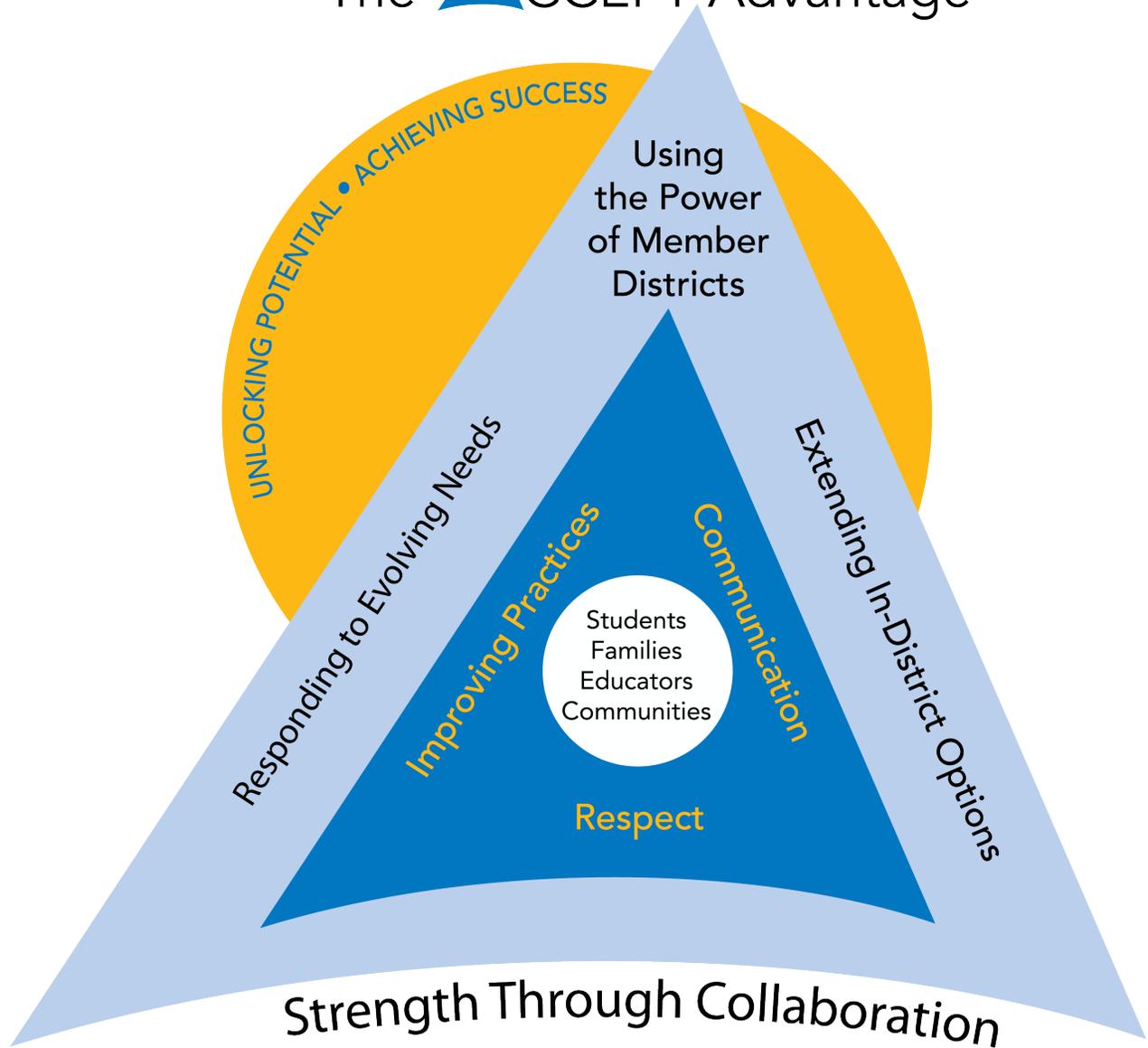
ACCEPT = hope,
inclusion,
opportunities,
+ happiness

My hope for ACCEPT is:

Every body gets along
and becomes Friends



The CCEPT Advantage

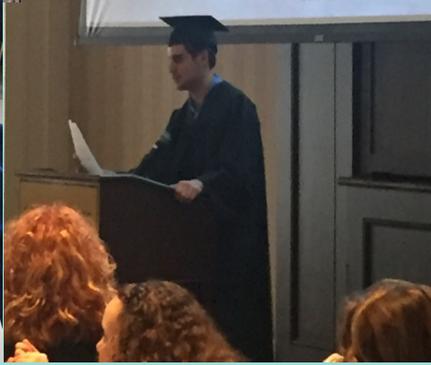
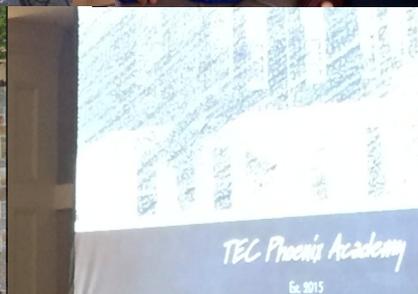


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Executive Director
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the education COOPERATIVE

Together we create more possibilities....



FY 2017 ANNUAL REPORT

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.



About The Education Cooperative

We mean it when we say “**Together we create more possibilities**” and TEC has a legacy of promoting excellence and innovation in teaching and learning and expanding opportunities for every child to experience success.

[The Education Cooperative \(TEC\)](#) is a Massachusetts educational collaborative and 501(c)(3) non-profit organization. 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 is the oldest Massachusetts collaborative and was established in 1968 by a group of visionary educational leaders, educators, school committee members, students, families and friends from the following communities: Canton, Dedham, Dover, Dover-Sherborn, Framingham, Holliston, Hopkinton, Medfield, Millis, Natick, Needham, Norwood, Sherborn, Walpole, Wayland, and Westwood.

TEC provides a range of programs and services for our districts including:

- Educational programs for students ages 3-22 years of age with moderate to severe special needs;
- TEC High School and TEC Phoenix Academy, academic alternative high school programs offering academic, vocational and social skills programs supporting students with emotional issues such as anxiety, depression, and school avoidance;
- Transition Programs supporting students who are transitioning from high school settings to community-based adult living experiences;
- Educator professional development, job-alike networking groups and licensure programs;
- The sponsoring organization of TECCA , the Commonwealth Virtual School;
- TEC Online Academy - supplemental online courses for high school students;
- Student school-to-career internship opportunities and college fairs;
- Statewide cooperative purchasing program supporting over 125 school districts.

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



Letter from The Executive Director



Dear TEC Community Members,

It is my pleasure to share the 2016 – 2017 Annual Report of the Education Cooperative with you. This report highlights a year full of exciting accomplishments in accordance with our mission to actively develop and coordinate educational and organizational programs to meet the needs of our member communities and their students. It will provide you with key financial, enrollment and cost saving data as well as tell the story of a vibrant and exciting year of innovation and collaboration in partnership with our exceptional member districts!

Our student-centered programs are recognized for meeting the unique needs of our diverse learners and the continued growth in student enrollments in our special education and ESE approved day school programs resulted in another fiscally successful year. Yet, in June we said goodbye to 21 students who graduated from our alternative high school programs. There were tears of joy as these young men and women marched by in their caps and gowns, so proud of their tremendous accomplishment. The TEC staff has a legacy of promoting individual student success within a caring and supportive learning community and their work is changing lives.

TEC is also recognized as an innovative leader in the use of assistive technologies that promote independence. We have made significant capital investments in instructional technology tools and contemporary curriculum resources in every classroom. Our talented staff, supported with job-embedded professional development, has embraced these sophisticated assistive technologies including 1:1 devices, the Eye Gaze system and the TAP-iT interactive learning center which uses “intended touch” to serve individual students’ special needs. These powerful, personalized tools have created exciting new learning experiences and differentiated opportunities for all students to create, think critically, communicate, collaborate and experience success!

As you browse through this report you will read how TEC has partnered with leading experts to consult with our high school directors and staff including renowned child psychologist and co-author of *The Behavior Code*, Dr. Nancy Rappaport. We celebrated the grand opening of the Christopher Catanese accessible playground and kicked off the redesign of the lower level of the TEC Campus School which will provide students with a therapeutic pool, cafeteria, art room and fitness center in the fall of 2017. From cooperative purchasing to online and blended learning programs, college fairs to student internships, the entire TEC staff has dedicated themselves to anticipate and meet the collective needs of our regional learning community. *It was a very good year!*

I want to thank the TEC staff, Board of Directors, Superintendents and all of the extraordinary district and school leaders, educators, school committee members, students and families for their ongoing support and many contributions to our thriving learning community.

Together we create more possibilities!

A handwritten signature in cursive script that reads "Liz McGonagle". The ink is dark and the signature is fluid and legible.

Liz McGonagle
Executive Director

TEC Progress Toward Reaching Our Goals

The Education Cooperative actively develops and coordinates educational and organizational programs to meet the needs of member communities and their students. Below is an overview of the objectives established in the TEC Collaborative Agreement that were accomplished during the 2016 – 2017 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 every TEC Board of Directors meeting.

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

- Expanded the enrollment in virtual courses throughout the TEC member districts to over 1000
- Provided job embedded professional development in the use of assistive and augmentative communication devices in every TEC classroom
- Provided high quality, graduate level professional development opportunities for all staff by experts in special education
- Implemented PLC groups focused on gathering and analyzing data, identifying gaps and revising instruction
- Coordinated an EdCamp style full day of professional development for entire TEC staff
- Aligned the ELA curriculum in both TEC alternative high school programs
- Coordinated college tours for TEC students at 6 local colleges and expanded community partnerships for internship experiences

2. Professional Development Goal: To create professional learning opportunities that meet Member Districts' needs:

- Partnered with TEC member districts to offer a full day of professional development offering on November 8th for low-incidence subject area staff including visual arts, music, early childhood and adapted physical education
- Developed workshops for the Natick Public Schools Annual Innovation Summit
- Established a regional committee to research promising models of personalized learning
- Collaborated with TEC member Assistant Superintendents and EDC to design and develop a custom online course for educators on Social Emotional Learning
- Provided pathways for member district teachers to earn PDPs and graduate credit by developing over 50 graduate level courses
- Offered a high quality, low cost Administrative Licensure Program in partnership with Boston University, leading to licensure as a superintendent/assistant superintendent/special education administrator, principal/assistant principal and/or supervisor director
- Coordinated workshops for TEC member educational leaders focused on a variety of topics including: budget development, inclusive practices, and LEAP

3. Communication Goal: Build stronger relationships with TEC Superintendents and School Committee Members:

- The Executive Director presented at TEC member school committee meetings to promote TEC as a resource that is prepared to help member districts solve local issues in time of need
- TEC Program Directors presented at the TEC Sped Steering Committee meeting and TEC Board of Directors meeting to update members on the range of TEC student programs
- Published a comprehensive TEC newsletter detailing TEC's programs and services
- Provided evening workshops for parents of students in Transition Programs
- Facilitated numerous monthly job alike meetings including: TEC Superintendents, Assistant Superintendents, Special Education Directors, Technology Directors, Instructional Technology Specialists, and Guidance Directors

TEC Progress Toward Reaching Our Goals

(Continued from previous page)

3. Communication Goal: Build stronger relationships with TEC Superintendents and School Committee Members *continued*:

- Developed a proposal in partnership with the TEC Technology Directors to launch the TEC Student Data Privacy Alliance to support districts in securing student data
- Distributed annual TEC Salary Survey to members
- The Executive Director serves as the Greater Boston Regional Representative on the MOEC Executive Board

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

- Hosted an annual Strategic Planning Meeting comprised of both TEC and TEC member district leadership and staff
- Successfully completed the DESE Collaborative Compliance and Fiscal Review
- Successfully completed the DESE Coordinated Program Review
- Successfully met the DESE requirements for the FY16 Annual Independent Audit Report
- Adopted the ADP HR and Personnel module to increase functionality
- Expanded the implementation of a MIDAS Student Information System
- Installed a comprehensive door security system with programmable badges at TEC Campus School facility
- Offered competitively bid savings opportunities to over 125 member and non-member districts on thousands of products through our locally-managed Cooperative Purchasing Program
- Developed a new governance structure for the Food Service Bid and developed web-based tools to support this complex bid process
- Revised the budget development process to include additional input from program directors and staff
- Facilitated a Special Education Steering Committee to guide program development
- The Executive Director attended DESE, MASS, MASC, MOEC, Tri-County Superintendents and other regional meetings to stay informed of current education issues
- TEC provided Human Resources and Payroll support to TECCA

5. Online and Blended Learning Goal: To expand TEC's leadership role in Online and Blended Learning

- Completed Cohort #1 of the Leadership in Blended and Digital Learning Program for 50 TEC school and district leaders
- Collaborated with TEC member Assistant Superintendents and EDC to design and develop another custom online courses to support teachers focused on Social Emotional Learning
- Partnered with EDC to develop an online course for DESE, **Foundations for Inclusive Practice: Educator** and **Foundations for Inclusive Practice: Administrator**
- Facilitated enrollment for TEC member district students in over 1000 supplemental online K-12 courses
- The Executive Director attended TECCA Board of Trustees meetings
- Participated in MAPLE initiative, the public-private partnership between LearnLaunch Institute and DESE to expand personalized learning in Massachusetts
- Coordinated learning tours for educational leaders to the Summit Schools in Rhode Island
- Coordinated presentations from the Highlander Institute to school and district leaders to develop a professional development program for member districts focused on Blended Learning
- Launched a statewide partnership with Pearson to expand enrollment in supplemental online courses

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Board of Directors and TEC Leadership

Board of Directors:

Jennifer Fischer-Mueller, Canton
Maryanne MacDonald Briggs, Dedham
William McAlduff, Jr., Dover-Sherborn
Jim Stockless, Framingham
Brad Jackson, Holliston

Cathy MacLeod, Hopkinton
Jeffrey Marsden, Medfield
Denise Gibbons, Millis
Firkins Reed, Natick
Connie Barr, Needham (Vice-Chair)

Jim Gormley, Norwood
Nancy Gallivan, Walpole (Chair)
Jeanne Downs, Wayland
John Antonucci, Westwood

Superintendents:

Jennifer Fischer-Mueller, Canton
Michael Welch, Dedham
William McAlduff, Jr., Dover-Sherborn
Edward Gotgart, Framingham
Brad Jackson, Holliston

Cathy MacLeod, Hopkinton
Jeffrey Marsden, Medfield
Nancy Gustafson, Millis
Pater Sanchioni, Natick
Daniel Gutekanst, Needham

James Hayden, Norwood
Lincoln Lynch, Walpole
Paul Stein, Wayland
John Antonucci, Westwood

SPED Steering Committee:

Debra Bromfield, Canton
Elizabeth O'Connell, Dedham
Christine Smith, Dover/Sherborn
Sandra Einsel, Foxborough
Laura Spear, Framingham
Meg Camire, Holliston

Karen Zaleski, Hopkinton
Kathy Gaudreau, Medfield
Sue Ann Marks, Millis
Timothy Luff, Natick
Mary Lammi, Needham
Paula Alexander, Norwood

Therese Green, TECCA
Linda McKelligan, Walpole
Marlene Dodyk, Wayland
Abby Hanscom, Westwood

Assistant Superintendents for Curriculum and Instruction:

Jennifer Henderson, Canton
Ian Kelly, Dedham
Karen Leacu LeDuc, Dover-Sherborn
Frank Tiano, Framingham
Sara Ahern, Holliston

Carol Cavanaugh, Hopkinton
Kim Cave, Medfield
Timothy Luff, Natick
Terry Duggan, Needham
Alexander Wyeth, Norwood

Jean Kenney, Walpole
Brad Crozier, Wayland
Emily Parks, Westwood

TEC Administrative Leadership:

Elizabeth McGonagle
Executive Director

Dan Shovack
Director of Finance & Operations

Susan Donelan
Director of Student Services

Moira Rodgers, EdD
Director of Innovative Learning

Rose Bragdon
Director of Human Resources

Deborah Caligaris
Director of TEC High School

Meredith Faletra
Director, TEC Campus School

Sheila Thomas
Director of TEC Phoenix Academy

TEC's 2017—2020 Strategic Plan is the culmination of analysis and planning done by a strategic planning committee consisting of teachers, school leaders, school committee members, 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 utilize and collaborate on data from a variety of sources to design instructional programs to meet the diverse needs of all students
- 1.2 To continue to identify and strengthen relationships with community members
- 1.3 To fully implement DESE Education Evaluation System for TEC teachers, therapists, counselors, and administrators

2. Professional Development Goal: To create professional learning opportunities that meet member districts' needs.

- 2.1 Save time and money for member districts by leveraging the collective interest or sharing resources
- 2.2 Expand educational leadership training and networking opportunities
- 2.3 Develop partnerships to support college and career readiness for member district students

3. Communication Goal: Build stronger relationships with TEC Superintendents and School Committee members

- 3.1 Increase active participation of our member districts
- 3.2 Promote TEC as a resource that is prepared to help member districts solve local issues in times of need

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

- 4.1 To update our operational systems to improve efficiency & eliminate redundancy.
- 4.2 To improve communications, both within the organization and from within our organization to communities throughout the Commonwealth.
- 4.3 To provide and maintain cost-effective infrastructure that supports all aspects of TEC.

5. Online and Blended Learning : To expand TEC's Leadership Role in Online and Blended Learning.

- 5.1 Collaborate with districts to strengthen capacity to engage in and support online learning
- 5.2 Expand opportunities for educators, administrators, and other staff to learn via online options

Vision, Mission and Guiding Beliefs

Vision Statement:

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



Mission Statement:

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

Guiding Beliefs

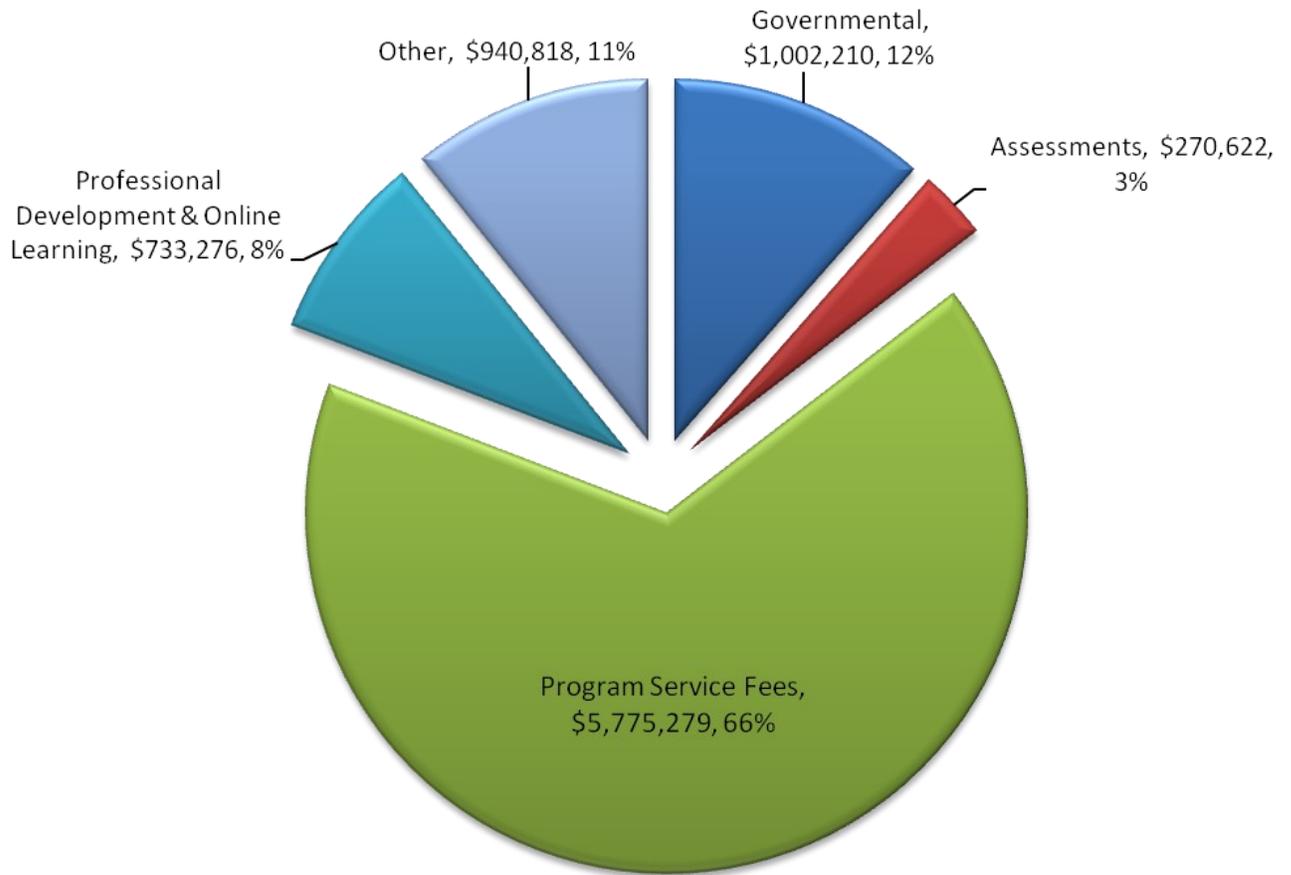
We believe...

- Inter-district collaboration strengthens all participants and offers the opportunity to do more than one district can do individually
- Each student learns differently and should be provided with 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, risk-taking and shared decision making is the catalyst for change
- TEC and its members 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 2017 Source and Use of Funds (General Fund)

Revenues	Amount	Percentage
Program Service Fees	\$5,775,279	66%
Governmental	\$1,002,210	12%
Other	\$940,818	11%
Professional Development and Online Learning	\$733,276	8%
Assessments	\$270,622	3%
Total	\$8,722,205	100%

Revenues FY17 (General Fund)

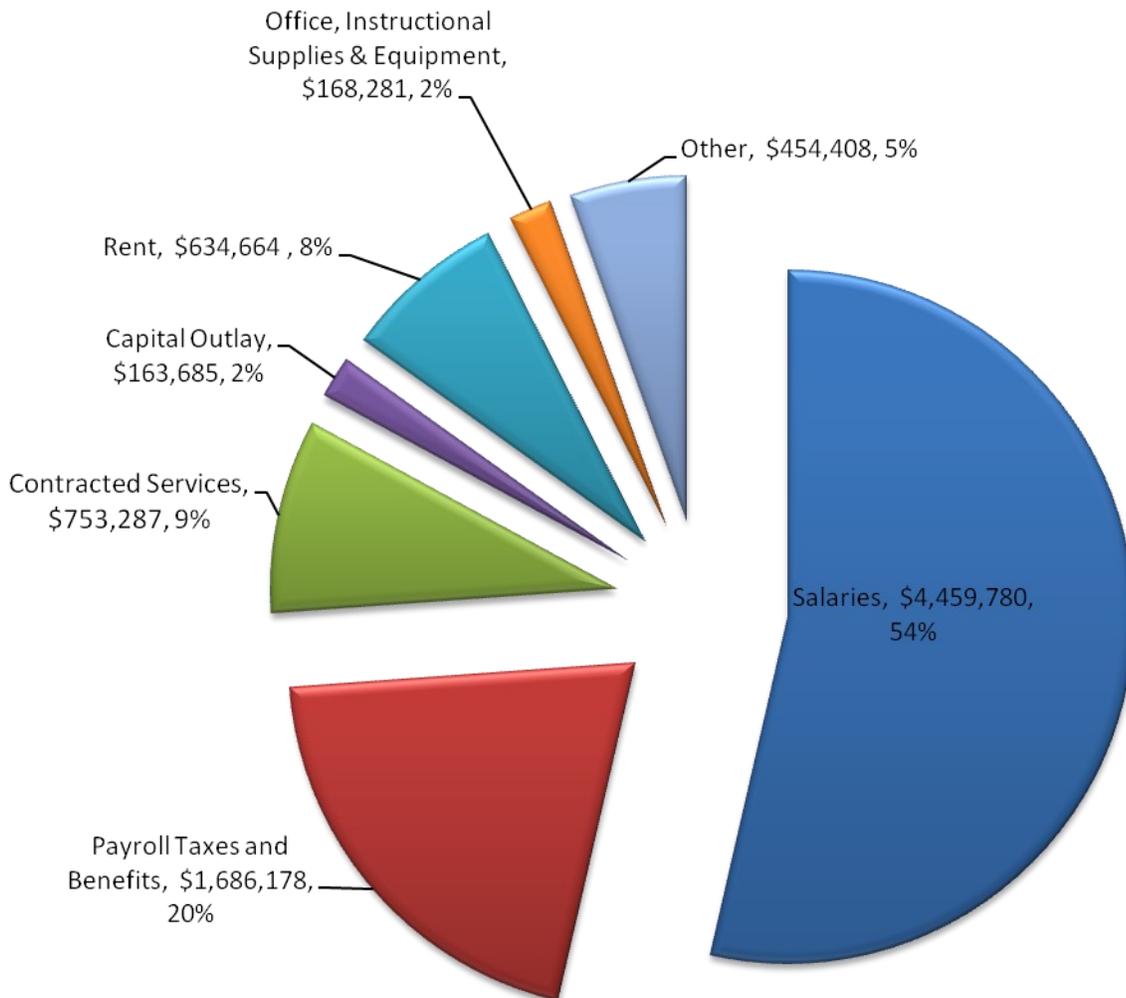


FY 2017 Source and Use of Funds

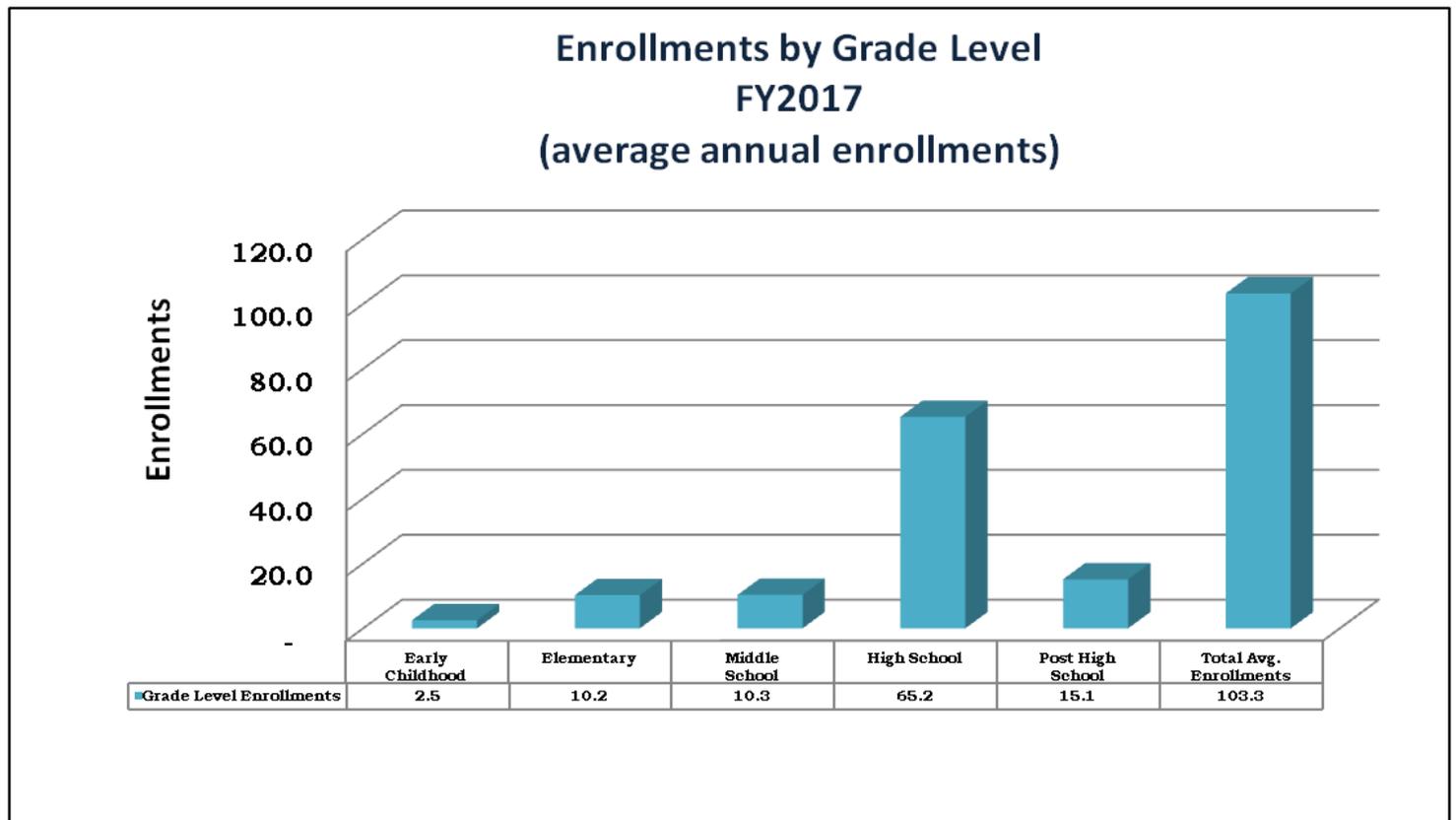
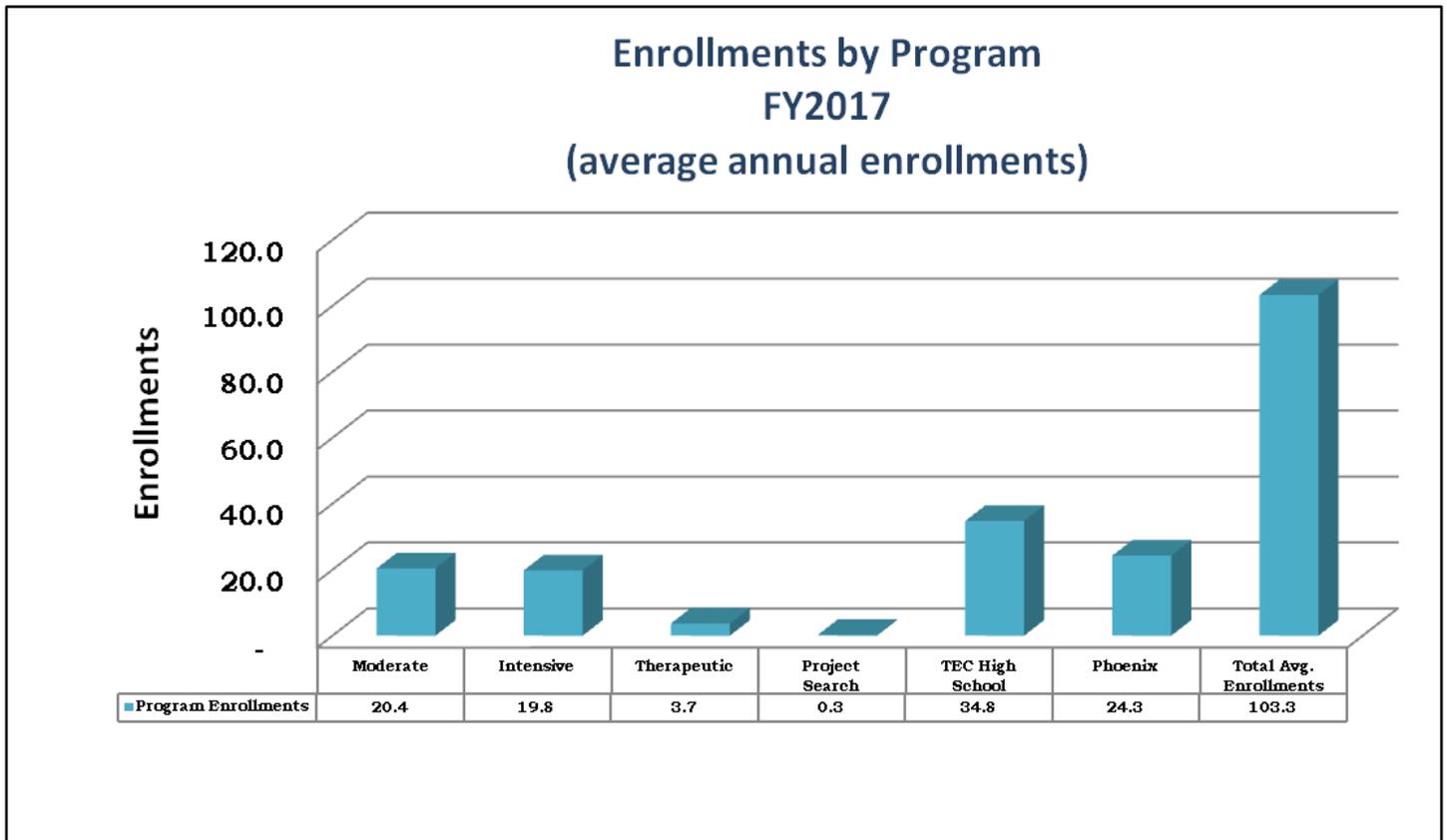
Expenditures	Amount	Percentage
Salaries	\$4,459,780	54%
Payroll Taxes and Benefits	\$1,686,178	20%
Contracted Services	\$753,287	9%
Rent	\$634,664	8%
Other	\$454,408	5%
Office, Instructional Supplies & Equipment	\$168,281	2%
Capital Outlay	\$163,685	2%
Total	\$8,320,283	100%

Expenditures FY17

(General Fund)

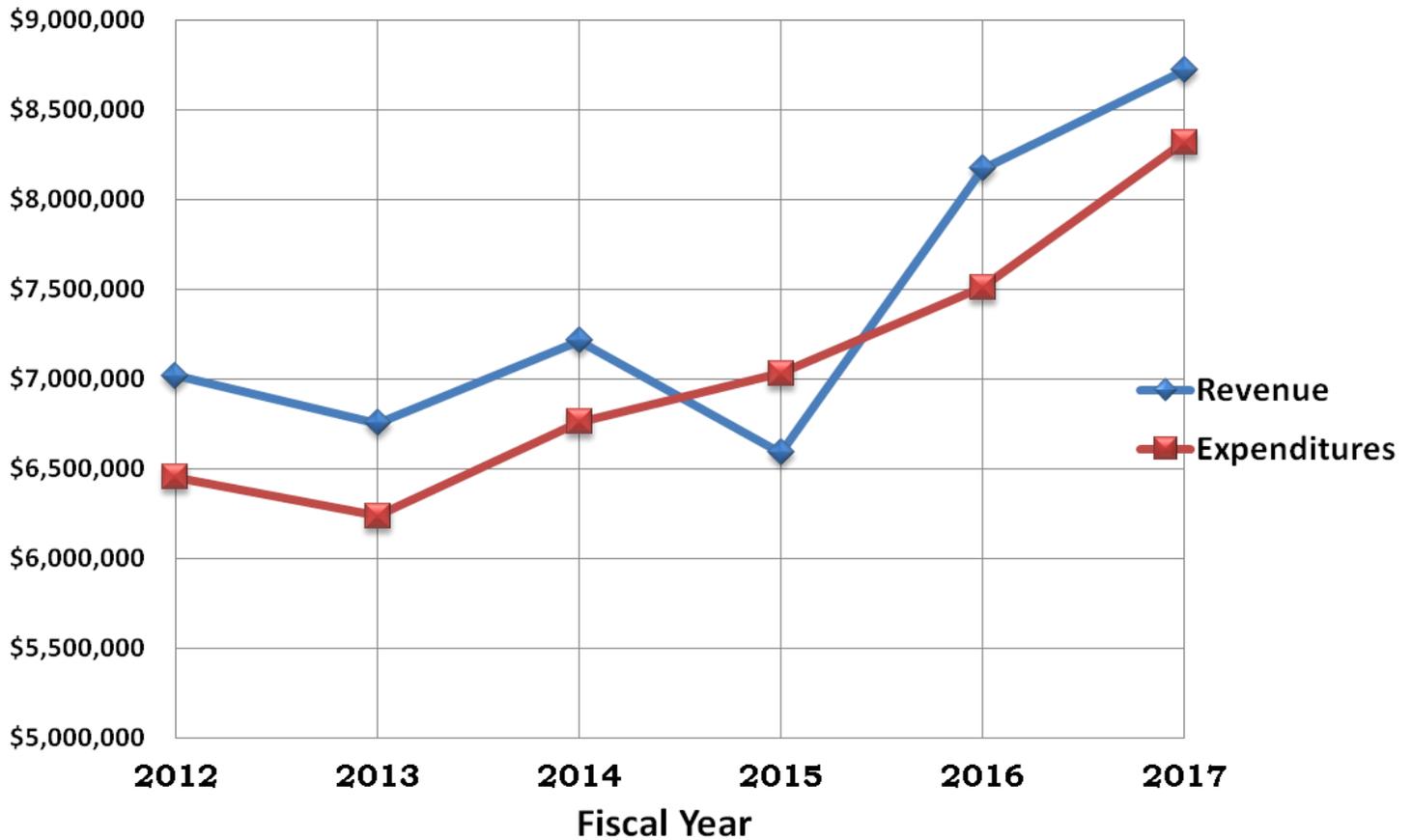


FY 2017 Student Enrollments by Program



FY 2017 Revenues and Expenditures Trend Analysis

Historical Trend Analysis
 FY2012 - FY2017
 Revenues/Expenditures
 General Fund



Fiscal Year

	2012	2013	2014	2015	2016	2017
Revenues	\$7,019,642	\$6,756,955	\$7,213,100	\$6,591,900	\$8,174,951	\$8,722,205
Expenditures	\$6,452,848	\$6,237,203	\$6,762,998	\$7,032,670	\$7,032,670	\$8,320,283

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 and local choices specifically designed to meet each student's individual academic, vocational, social, physical and health care needs.

The licensed, talented and experienced staff at TEC utilize an integrated team approach to provide comprehensive support and promote independence based on the unique needs of the student. Students join a cohort of similar peers based on their level of academic and functional skills and social ability. 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 next least restrictive engaging educational environment. TEC offers programs embedded within the Metro-West Region school districts as well as at our beautiful campus located in East Walpole houses the TEC Campus School, a Public Day Special Education School Program fully approved by DESE, TEC Intensive Programs (PreK – age 22), TEC Moderate Programs (Ages 10-18), and TEC Alternative High School (Grades 8-12) and TEC's Transition Program (Ages 18-22).

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 | Pragmatic Language Instruction | Fully accessible playground |
| Occupational Therapy | Nursing | Therapeutic pool onsite |
| Physical Therapy | Reading Instruction by a Literary Specialist | Fitness Center |
| Adaptive Physical Education | Counseling from Licensed Social Workers | Art Room |
| Vision Therapy | Transition Planning & Services | Field Trips |
| Music Therapy | Community-Based Instruction | Public School Inclusion opportunities |
| Board Certified Behavior Analyst | Vocational Training | Reverse inclusion at our school |
| Social Skills Training | Therapy Dog | Assistive Technologies |

Potential – Opportunity – Success *We Believe in Your Child*

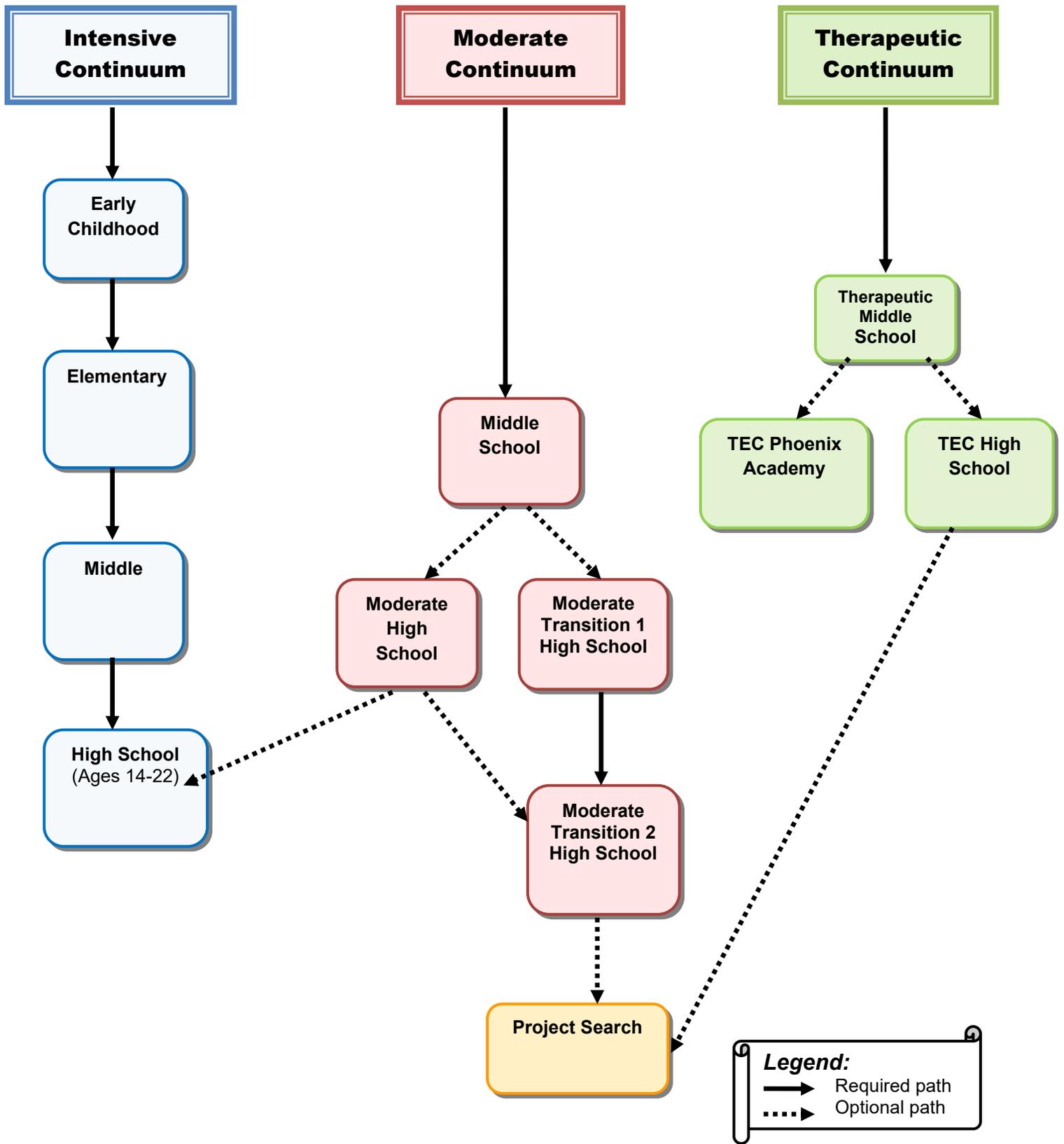
TEC Continuum Program Philosophy:

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



PROGRAM**	Student Population Served	Program Description
INTENSIVE CONTINUUM Early Childhood Elementary Middle School High School Location: TEC Campus School E. Walpole, MA	Students with Developmental Delay, Medical/Health Issues, Autism, Multiple Disabilities, Neurological Impairment	<ul style="list-style-type: none"> • 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
MODERATE CONTINUUM Transition 1 HS: Westwood High School Transition 2 HS: TEC Campus School E. Walpole	Students with Autism, Developmental Delay, ADHD, PDD, Intellectual Impairment, NVLD, and Anxiety Disorder	<ul style="list-style-type: none"> • 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
THERAPEUTIC CONTINUUM Middle School: Hopkinton MS High School: TEC Phoenix Academy, Walpole TEC High School, E. Walpole	Students with Anxiety, Mood Disorder, ASD, Specific Learning Disability, Executive Functioning, ADHD, NVLD	<ul style="list-style-type: none"> • 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
PROJECT SEARCH Vocational Internships Newton Wellesley Hospital Newton, MA	Students with Intellectual Impairment, Multiple Disabilities, Autism, Language Impairment	<ul style="list-style-type: none"> • Intensive vocational internship experience • Job-related and functional living skills instruction • On site vocational coordinator and special educator • Assistance in procuring employment • Fifth year for transition



TEC Special Education Programs Flowchart
2016 - 2017

TEC Campus School

Intensive Continuum: Early Childhood & Elementary Program

**Intensive
Continuum**

**Early
Childhood
(Ages 3-6)**

**Elementary
(Ages 5-10)**

This continuum provides multisensory instruction in communication 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 range 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. Assistive Technology, 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
- Registered nurses and therapists in the classroom
- Field trips and community inclusion opportunities
- Assistive technologies, augmentative and alternative communication integrated daily
- Onsite access to fitness center, therapeutic pool and accessible playground
- Integrated team of expert therapists on-site



TEC Special Education Programs

Intensive Middle & High School Program

**Intensive
Continuum**

**Middle
(Ages 10-14)**

**High School
and Transition
(Ages 14-22)**

TEC's Intensive Programs are designed for students age 10 to age 22. These programs include a functional skills curriculum for all students and vocational/transition skills for students ages 14 to 22. All TEC classrooms are staffed with Registered Nurses and several 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.

TEC's Transition Program creates opportunities for students with intensive needs to be active participants in school, community, and vocational experiences. The TEC Campus School in Walpole offers convenient access to public transportation, shopping, restaurants and business, and integrates students having a "voice" and as much independence as possible, including the ability to self-advocate.

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 and accessible playground



TEC Campus School Programs

(Moderate Middle School and Moderate Transition II) 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 ranging from age 10 to age 22. Typical disabilities of students in the Moderate Continuum include:

Autism
Developmental Delays

Intellectual Disabilities
Communication Disabilities

**Moderate
Continuum**

**Middle
(Ages 10-14)**

**Moderate High
School
(Ages 14-22)**

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 embedded in 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



TEC Special Education Programs

Transition Programs:

141 Mansion Drive, E. Walpole and Westwood High School

While all TEC programs for students over age 14 offer prevocational and vocational instruction, the Transition 1 and Transition 2 programs are designed to focus on independent working and living skills as the highest priorities for the student's program.

The **Transition 1 Program** is embedded in Westwood High School in order to provide students with a typical high school experience while concentrating on developing needed skills for independent living. Students ages 14 through 18 strengthen their social skills and behaviors appropriate for the workplace and are provided with ample 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 functional living skills like cooking and independent self-care. All students are provided supervised internships in pre-vocational settings in order to practice skills and appropriate behaviors for the workplace.

**Moderate
Continuum**

**Moderate
Transition 1
High School
(Ages 14-17)**

**Moderate
Transition 2
(Ages 18-22)**



In **Transition II**, students age 18 to age 22 receive a more concentrated experience in preparation for adult living. Housed in the TEC Campus School in Walpole, the classroom is designed with an adult focus and is used to provide focused instruction in functional academics, money management, transportation training, vocational assessments and person-centered planning. Students access sites such as the YMCA and restaurants for community-based social groups used to teach skills to prepare students for productive adult lives. The ultimate goal of TEC transition programs is to maximize a student's potential for life-long independence in the community and work environment.



“Our son has been through a number of schools. As an autistic child with limited verbal communication and some digestive pain he struggles to control, he can provide a challenge to educators, and a “good” day at school would often be defined by us not getting a call to pick him up.

However, he is also a child who enjoys interacting with others, enjoys being challenged and showing what he is capable of. At TEC, the teachers and therapists - the whole team - are harnessing this interest to push him constructively. A trip to the nurse doesn't mean he will not learn anything that day - they will work to get him back to a state where he can get back to learning and developing his skills.

He has been at the school for less than a year, and his team is currently working intensively with him to figure out the best approach to move his communication and learning to the next level. I am eager to hear what they come up with - but I am confident that they could not be working any harder or more constructively to figure out how to help Aryeh reach his full potential.”

- Phillip Schechter

“I honestly don't know what we would do without TEC in our lives. Joey (now 16) has multiple disabilities and has grown up with TEC since the age of 3. TEC is a huge part of who Joey is. All the years of education, therapy, patience, love and fun they have brought to his life is so priceless to our family, especially to Joey himself.”

- Joey's Mom

“We have been so fortunate to be part of the TEC family for the past five years! Our son Daniel has been so happy in this program. His team here at TEC completely understand his needs and provide comfort to his every day challenges! We have been blessed to have such a wonderful high school and vocational experience and only hope the same in his next transition at 22! Thank you.”

-The Jankowski Family

“How does one describe TEC in just a couple of sentences? I'm not sure we can! Our son, AJ, has received so much from his time there, and we are forever grateful for his entire TEC family!! We know our son is receiving the best of the best!”

- AJ's parents

“Our teenage son has grown so much in the 2 1/2 years since he joined TEC. The program is stimulating, interactive and out in the community, and our son is more communicative and happy. We can't thank enough the caring and innovative staff -- in particular his amazing teacher—who have also given us meaningful strategies for improving family dynamics at home and in public..”

- LWA and AA

“The TEC teachers and therapists are honestly the best people in the world. Their patience, kindness, and tremendous work ethic is simply unmatched. Our daughter, Maddy Amato, is thriving and we have TEC to thank in large part for that. TEC is simply a blessing to our daughter. TEC is also a blessing to the larger community of Massachusetts given the fundamental goodness of TEC's overall mission and staff, as well as TEC teachers' innovation approaches to education. TEC plays a vital and exceptionally positive role in our society. Thank you TEC!”

- Brooke Amato

Middle Therapeutic Program:

@ Hopkinton Middle School

The **Middle Therapeutic 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 those new skills, gradually, in inclusive settings, and successfully reintegrate into their home district or a less restrictive environment. Programs are offered for students in grades 6 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 supports within the small classroom environment.

TEC Phoenix Academy @ Plimpton School, Walpole High School

TEC Phoenix Academy is a DESE approved special education alternative day school that provides services to middle and high school students whose academic, behavioral, and emotional needs require a small personalized classroom environment with strong adult support.

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. While enrolled at TPA, students continue to meet the graduation requirements of their local school district and are eligible to participate in those district's activities, including graduation. Counseling for all students is provided on-site and remedial reading, speech, and language support are also available for students with demonstrated needs.

TPA students have access to hands-on learning experiences and vocational opportunities including The Animal Shelter, Culinary Arts, Car Detailing, Graphic Arts Programs, Computer Repair, Industrial Arts, Digital Audio Workstation (DAW) and Woodworking as a part of the elective offerings. TPA students pursue a wide range of career directions including two and four year colleges, 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.

**Therapeutic
Continuum**

Therapeutic
Middle School
(Ages 10-14)

TEC Phoenix Academy
(Ages 14-18)

TEC High School
(Ages 14-18)



TPA Testimonials:

"My son can see his potential instead of his history" - Parent

"Plain and simple, Principal Thomas and her staff think all the students are great kids and they are actually young adults waiting and wanting to take their place in the world" - Parent

"TEC Phoenix Academy has given our son a tremendous amount of confidence. The staff, especially Mrs. Thomas, understands James' needs and works hard to help him with his anxiety. He has made great progress over the past 2 years!!" - Meg & Dave Lavanchy

TEC High School: 141 Mansion Drive, E. Walpole

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.

TEC High School students experience the daily integration of technology with a 1:1 Chromebook program; daily Mindfulness practice; 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 and authentic real-world experiences 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.

What else makes TEC High School unique?

Field Trips; Government Day at the State House, Learning experiences that include day trips; Wilderness Experiences that include overnight trips to places such as the White Mountains and New England Base Camp Community Service; Students have the opportunity to volunteer in our community, including but not limited to the Red Cross Food Pantry, Nursing Homes, the Marine Life Center, DCR, School on Wheels and working with young students with disabilities. Students not only participate in quarterly volunteering days, but also contribute to our surrounding communities as well as partake in team building.



**Therapeutic
Continuum**

**TEC High School
(Ages 14-18)**

Instructional Technology Improvements

At TEC we use technology to empower all learners to access the world and reach their full potential. We promote increased independence and opportunities for self directed learning by using personalized tools to meet individual student needs and prepare students with the communication and collaboration skills they need to be successful.

Our Technology Plan guides the continued investment in advanced assistive and instructional technology in every program. Our vision is to utilize technology to teach students the skills they need to be lifelong learners and discover and optimize the strengths of each individual student in a way that unlocks their potential, increases communication and connects them to the world.

Technology Plan Goals:

Goal 1: Enhance and expand the use of technology to support our teaching, learning and administrative needs.

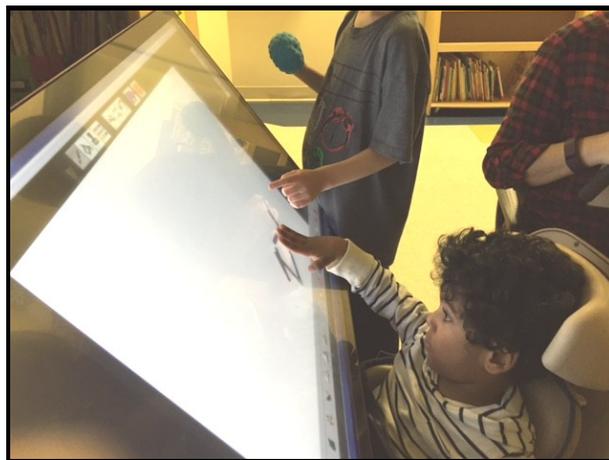
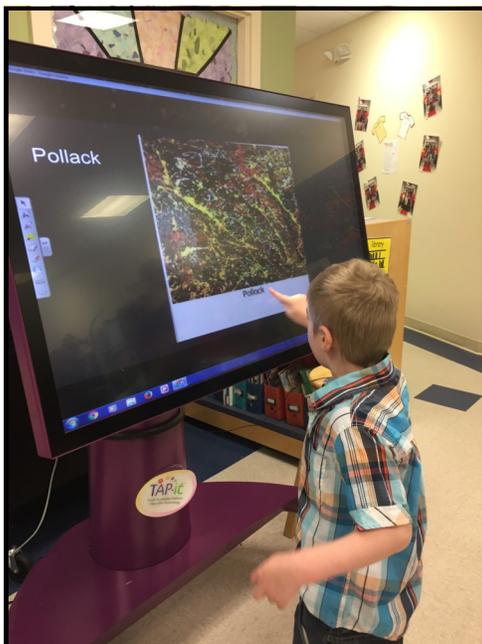
Goal 2: To promote effective and proficient use of technology throughout the organization.

Goal 3: To ensure safe and appropriate use of technologies at TEC.

Goal 4 : Design and put into practice instructional experiences to ensure that all TEC students develop their individual capacity to safely, intelligently, productively, and responsibly participate in today's digital world.

Recent updates and investments in educational technology include:

- Expanded 1:1 Chromebook and IPAD Initiatives to all TEC classrooms
- Interactive projection systems in every classroom
- Purchased new classroom technologies
- Invested in current instructional and assistive software
- Purchased "Tap-It" touch accessible interactive technology
- Added Wifi Compatible classroom printers
- Provided new laptops for TEC teachers and specialists
- Assistive Technology - switches, adapters, and other tools
- Purchased an Eye Gaze vision tracking system
- Provide teachers with job-embedded coaching and professional development



The TAP it Assistive Technology with *"intended touch technology"*.

TEC Campus School Expansion

The TEC Campus School is growing! It is hard to believe, but our programs need more space. Our network of programs serving students from age 3 through 21 with neurological impairment, developmental delays, physical disabilities, sensory impairments or complex health needs is benefitting from the daily access to the beautiful accessible playground and range of assistive and augmentative communication technologies in every classroom.

Beginning in the fall of 2017, students will also have access to a heated, salt water therapeutic pool! Construction of the pool on the lower level is underway and the staff and students are excited about the prospect of having daily access to the therapy pool---no more packing up and driving to another facility!

The lower level renovation will also provide a much needed Cafeteria for TEC High School.

The two program will also share a new Fitness Center, Activity Room, and Art Room.



Construction has started on the lower level therapeutic pool, fitness center, art room and cafeteria.

TEC Retirements

This year we celebrated the retirement of some talented members of the TEC learning community. We are thankful for the dedicated service of our colleagues and wish them a healthy, happy and fulfilling retirement!

Mr. James Gormley, TEC Board of Directors and Norwood School Committee Member

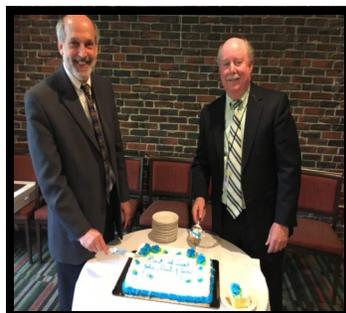
Dr. James Hayden, Superintendent, Norwood Public Schools

Dr. Paul Stein, Superintendent, Wayland Public Schools

Dr. Karen LeDuc, Assistant Superintendent, Dover-Sherborn Public Schools and TEC's Licensure Program Coordinator



Dr. Anna Nolin with retiree, Dr. Karen LeDuc



Dr. Paul Stein and Dr. James Hayden



Dr. Lincoln Lynch, Nancy Gallivan,
Dr. James Hayden with James Gormley

Community Outreach Playground Project



Christopher Catanese Children's Playground Grand Opening



On September 23, 2016 TEC celebrated the grand opening of the Christopher Catanese Children's Playground and our new TEC Sensory Garden with our entire regional community! The beautiful universally accessible playground, where children of all abilities can play, was built through the generosity of so many friends of TEC. The playground committee lead by co-chairs Rose Bragdon and Stephanie Beaudoin, sponsored fundraising events that raised over \$200,000. The ribbon cutting was a joyful event attended by TEC students, staff, friends, Board of Directors, educational leaders from all of the TEC member districts, our benefactors, elected officials and representatives from the Walpole community. The highlight of the day was that our students were all able to play!

We were able to again thank our many supporters who made the building of this incredible playground possible including:

- Christopher Catanese Children's Foundation
- Family and Friends of Jessie Aufman
- Greenberg Traurig, LLP
- KaBOOM! And Dr. Pepper Snapple Group
- Lorusso corporation
- Music Drives Us Foundation
- TEC Member Districts
- Beals and Thomas, Inc.
- Dedham Institution for Savings
- Music Drives Us
- The Donelan Family
- The McGonagle Family and Friends
- TEC Staff, Students and Families



The Education Cooperative provides an array of professional learning opportunities for educators, administrators, and other district- and school-based staff, throughout TEC's member communities, in the greater Boston area and beyond.

During fiscal year 2017, Janet Buerklin, EdD, TEC's talented Professional Development Coordinator, designed a variety of courses in partnership with area colleges and universities. Courses covered all curriculum areas and were targeted at elementary, secondary and special educators. The courses incorporated instruction around the Massachusetts State Frameworks and the Common Core.

To address the state's initiative to train all teachers who have English Language learners in their classrooms, in the spring, TEC offered two Sheltered English Instruction (SEI) Teacher Endorsement courses, one for the town of Sharon and one for TEC Districts. For the second summer, we offered two test prep workshops to assist teachers who will be taking the MTEL exams for Sheltered English Instruction. And, finally, we offered two SEI for Administrators courses to enable building and district administrators to build their re-certification portfolio.

We created a year-long course "Spreading the Word about Assistive Technology and Universal Design for Learning: Tools and Strategies for ALL Learners". This course served TEC teachers and teachers from across the state as it was offered both here in Walpole and in Williamstown, MA.

Many courses were either fully online or hybrid courses as we seek to expand our online offerings to educators. There were over 2,500 participants, with representatives from all TEC-member districts, in the various professional development options that TEC sponsored.



TEC Online Course to Address Social Emotional Learning Needs

Today teachers have a wealth of high quality options within their own districts as part of curriculum-based initiatives. Many of these options are accessed online, providing the flexibility and often times cost savings that those in the market for self-selected professional learning require.

TEC has expanded opportunities for educators, administrators, and other staff to learn via online options. In partnership with the TEC Member Assistant Superintendents, TEC and Ed Tech Leaders Online @ EDC, Inc. created our 3rd online course entitled "Connecting Behavioral Health to Social Emotional Learning for Success in School".

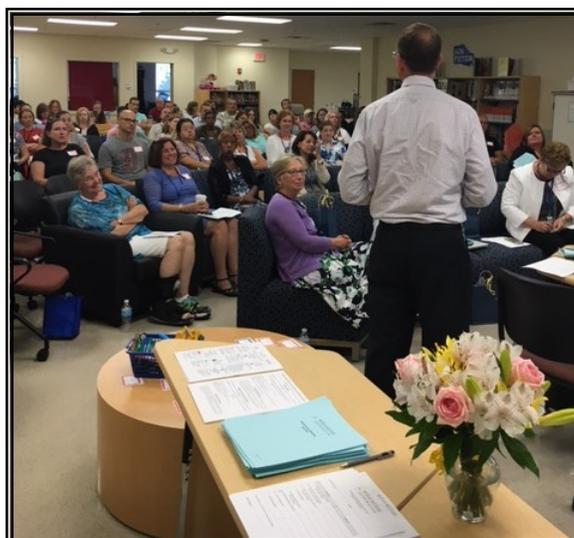
This course has been widely used amongst district staff and has the option of earning one (1) graduate credit for an additional cost. Between these courses, there have been nearly **2,100 enrollments this year**. This is a continued example of the way in which TEC creates innovative solutions to meet the collective need of member districts and staff.

EDC, Inc. was the development partner for this project. The following experts contributed to making this course the most current, and reflective of current thinking in the respective fields of study:

- **Nancy Rappaport, M.D.**
- **Jim Vetter**
- **Laurie Rosenblum**
- **Shari Kessel Schneider**
- **Jessica Auerbach**



Dr. Nancy Rappaport provides a workshop for TEC staff



Dan Shovak presents at TEC's Orientation Program

Boston University Partnership

Since 1992, TEC has offered an Administrative Initial Licensure Program in partnership with Boston University that is approved by the Massachusetts Department of Elementary and Secondary Education. TEC remains committed to providing a low-cost, high quality alternative to traditional college based programs to develop school and district leaders from within our member districts.

We are fortunate to have had four administrators from the TEC districts as part of our outstanding faculty: Dr. John Antonucci, Dr. Jean Kenney, Dr. Karen LeDuc and Dr. Peter Sanchioni.

Additionally, Dr. Karen LeDuc, has served as TEC's Licensure Program Coordinator and done an outstanding job of recruiting and screening applicants as well as mentoring and supervising licensure candidates.

Today there are a number of alternate pathways to licensure that have impacted enrollment in this long standing program and we have made the difficult decision to conclude this program making this the final TEC-BU licensure cohort.

We are proud of our legacy of thoroughly preparing 13 cohorts of talented teacher leaders with the practical, real-world knowledge needed to be an educational leader today. I want to acknowledge and thank Dr. Donald J. Beaudette, Associate Professor of the Practice and Program Director of PK-12 Educational Leadership at Boston University School of Education and the entire Boston University team as well as our wonderful TEC faculty members for their dedication to nurturing future educational leaders.



Dr. John Antonucci

Dr. Jean Kenney

Dr. Peter Sanchioni



TEC Networking Groups

Each month TEC brings together colleagues with similar roles from across our member districts. These "job-alike" networking groups encourage inter-district collaboration which strengthens all participants and offers the opportunity to do more than one district can do individually.

Job alike Networking Groups include:

- Superintendents
- Assistant Superintendents
- Special Education Directors
- Technology Directors
- Instructional Technology Specialists
- Guidance Directors
- Food Service Directors
- School Committee Members

"Between the job-alike groups, presentations, professional development opportunities, and multi-district collaborations on various initiatives, TEC has been a great resource. The job-alike groups have been the most helpful. Not only are the meetings important, they've also allowed us to foster relationships with peers outside our district for ongoing dialog and support. In addition to job alike groups, TEC has brought in a number of high-profile and relevant speakers to discuss a number of topics. Thank you for all of your support, TEC has been a fantastic organization and support for Westwood.

**- Steve Ouellette,
Technology Director, Westwood**

"The Technology Director's Job-alike Group is bringing together some of the best technologically focused, forward thinking educators on a regular basis in this group has pushed each of the systems forward immensely. It has been a great method of mentoring, coaching, and calibration among other advantages."

**- Dr. Don Langenhorst,
Technology Director, Dedham**

"TEC has provided our students and staff with unique and innovative learning opportunities that have allowed them to grow and become empowered. TEC has provided an opportunity for me to connect with, lean on and learn from superintendent colleagues."

**- Dr. Daniel Gutekanst,
Superintendent, Needham**

TEC District Participation in Professional Development

Professional Development Participation by TEC Member District

District	Professional Learning	Online Learning	Administrative Licensure	Internship
Canton	18	34	1	-
Dedham	59	4	1	-
Dover-Sherborn	70	2	-	6
Framingham	53	28	-	-
Holliston	70	93	-	-
Hopkinton	91	53	-	17
Medfield	35	61	2	2
Millis	18	29	-	-
Natick	239	461	1	3
Needham	83	4	2	3
Norwood	99	1	1	-
Walpole	210	125	2	4
Wayland	75	8	-	15
Westwood	115	16	-	8
Total	1235	919	10	58

“TEC is our first source for services and professional learning. I don’t know how we would provide services, professional development, or the myriad of opportunities for our students and staff members without the extremely talented staff and excellent resources provided through TEC. TEC is truly an innovative and responsive organization. Walpole Public Schools is very proud to be part of this outstanding collaborative. ”

-Dr. Jean Kenney, Assistant Superintendent, Walpole

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.

Enrollment in TECCA continues to grow and as of 2017 over 1400 students from 323 school districts across Massachusetts had enrolled. Currently, TECCA enrollment includes 57 full-time students from the TEC member districts and additionally provides instruction for 228 of the over 900 individual online courses taken by TEC member district students, the balance being offered by Connections Learning®. The combined total of TEC member district full-time and part-time students equals 76, or 5.34% of TECCA's total 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**

Online Learning Options for Students: Enrollments from TEC Districts

There was a 20% increase from last year in online course enrollments (906 total) from TEC member district students in the fall semester of 2016 and the spring semester of 2017. 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.

Courses were selected from offerings designed and taught by local teachers in the TEC member districts through the TEC Online Academy, as well as the full complement of middle and high school courses offered by our partners at Connections Learning®. The department of Innovative Learning and Professional Development, works closely with TEC-member district guidance departments in this initiative and facilitates the student enrollment process between Connections Learning and our member district guidance department.

The TECCA Board of Trustees Members

The TECCA Board of Trustees is comprised of the talented educational leaders from the TEC member communities who volunteer their time to ensure that TECCA continues to reflect the high standards and expectations found within the classrooms in the brick and mortar schools in our regional learning community. We acknowledge and thank them for their dedication and commitment to providing a high quality, engaging and individualized alternative learning environment for students. Their work has contributed to the success of TECCA and provided access and equity to students across Massachusetts.

Congratulations to Superintendent Adam Goldberg and his entire staff on this tremendous accomplishment!

- Peter Sanchioni, Ph.D., Board President, Natick Superintendent of Schools
- Jean Kenney, Ed.D., Board Vice President, Walpole Assistant Superintendent
- Jim Flanagan, Board Treasurer, Chief Learning Services Officer, ISTE
- Bob Maguire, Board Secretary, Cambridge Institute of International Education
- Ed DeHoratius, Board Member, Teacher, Hopkinton
- Grace Magley, Board Member, Supervisor of Online Learning, Natick
- Annie Ledoux, Board Member, TECCA Parent

The Education Cooperative (TEC) Career Exploration & Internship Program offers students the opportunity to explore a variety of career paths by learning about their interests, strengths, and skills. Student interns intern at local organizations 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 their interests before entering college.

The internship program benefits districts by offering these opportunities to their students that may not be available within their school or district. Many of our district schools 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 about 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 College Junior Nights at TEC districts (Hopkinton; Medfield; Walpole; Westwood). Five information sessions were also offered from January to April 2017.



Intern @TEC

INSPIRE | NURTURE | SHARE

2016-2017 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 parents/guardians have the opportunity to meet with more than 300 college/university representatives and understand higher educational options.

- October 2016 at Waltham High School, attended by 140 institutions
- March 2017 at Westwood High School, attended by 160 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 2016-17 academic year, this job alike discussed the new SAT, guidance curriculum, career education, among other topics.

TEC Student Internships



TEC Interns at work, L-R: Biology; Meteorology; Mechanical Engineering.

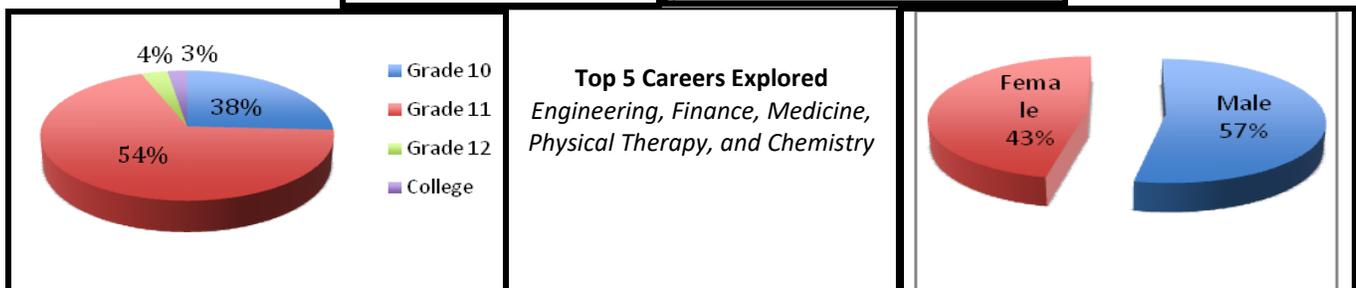
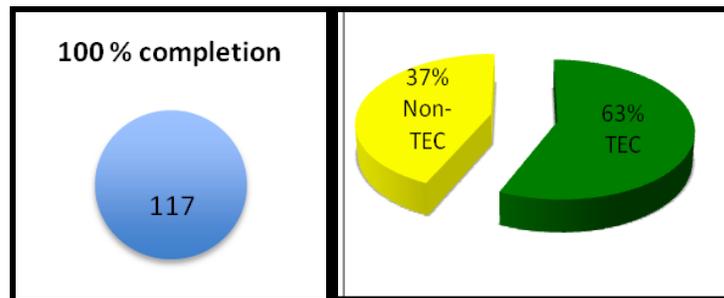
TEC interns and parents speak about the value of gaining career-related experience in a potential career path:

I learned a lot from my internship experience and got a good idea of what mechanical engineering is, and it has motivated me to explore other areas of engineering as well to find the best fit for me.
Brenna (engineering)

"I thought I had an invaluable experience and it taught me about office atmosphere and how to interact with fellow employees as much as it taught me about retirement planning. I would recommend this to anyone."
Connor (finance)

- Students found that time management, communication, and teamwork were at the top of the list of skills developed.
- Interns considered as “most valuable” experience: “real” work in an office, shadow and see the daily responsibilities of a professional, participate in meetings, and technical skills.
- Outreach to more than 150 local businesses resulted in 51 new sponsors developed to meet students’ careers of interest.
- 2016 Survey of TEC Guidance Directors and Higher Committee: internship placements: great and numerous options; outstanding program.

2017 - Another Successful Summer!



Cooperative Purchasing

In fiscal year 2017 TEC continued its commitment to improve efficiencies and increase cost savings through the facilitation of TEC Bids. By utilizing collective volume purchasing, participating school departments are able to obtain the best possible pricing from vendors while taking advantage of a streamlined bid process. TEC bids continue to evolve to better reflect the needs of all participating school departments throughout Massachusetts.

TEC Bids for FY17:

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

Non TEC Annual Participation Costs:

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

Association of Educational Purchasing Agencies (AEPA)

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

Cooperative Purchasing at a Glance FY2017

- **Food Service Bid**
 - 93 School districts participated in Massachusetts
 - \$21,614,515 bid value based on district estimates
 - 639 items bid
- **Custodial Supplies Bid**
 - 18 school districts participate in Massachusetts
 - \$764,762 bid value based on district estimates
 - 349 items bid
- **Athletic and Physical Education Bid**
 - 13 school districts participate in Massachusetts
 - \$207,867 bid value based on district estimates
 - 425 items bid
- **Office Supplies Bid**
 - 57 school districts participate in Massachusetts
 - \$5,756,381 bid value based on district estimates
 - 1,973

AEPA at a Glance FY2017

Total bid categories for FY2017: 14 categories

Bid Categories Offered:

- Digital MFD/Copiers, Printers & Managed Document Services
- Custodial, Rest Room, Break Room & Safety Supplies
- Custodial Equipment
- Industrial Arts, Career and Technical Education
- Instructional and School Supplies
- Office Supplies
- Metal Detectors
- Fingerprinting and Palm Screening
- School Furniture
- Sports Equipment
- Technology Catalog
- Facility Management Software
- Digital Resources

“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 Special Education Programs

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.

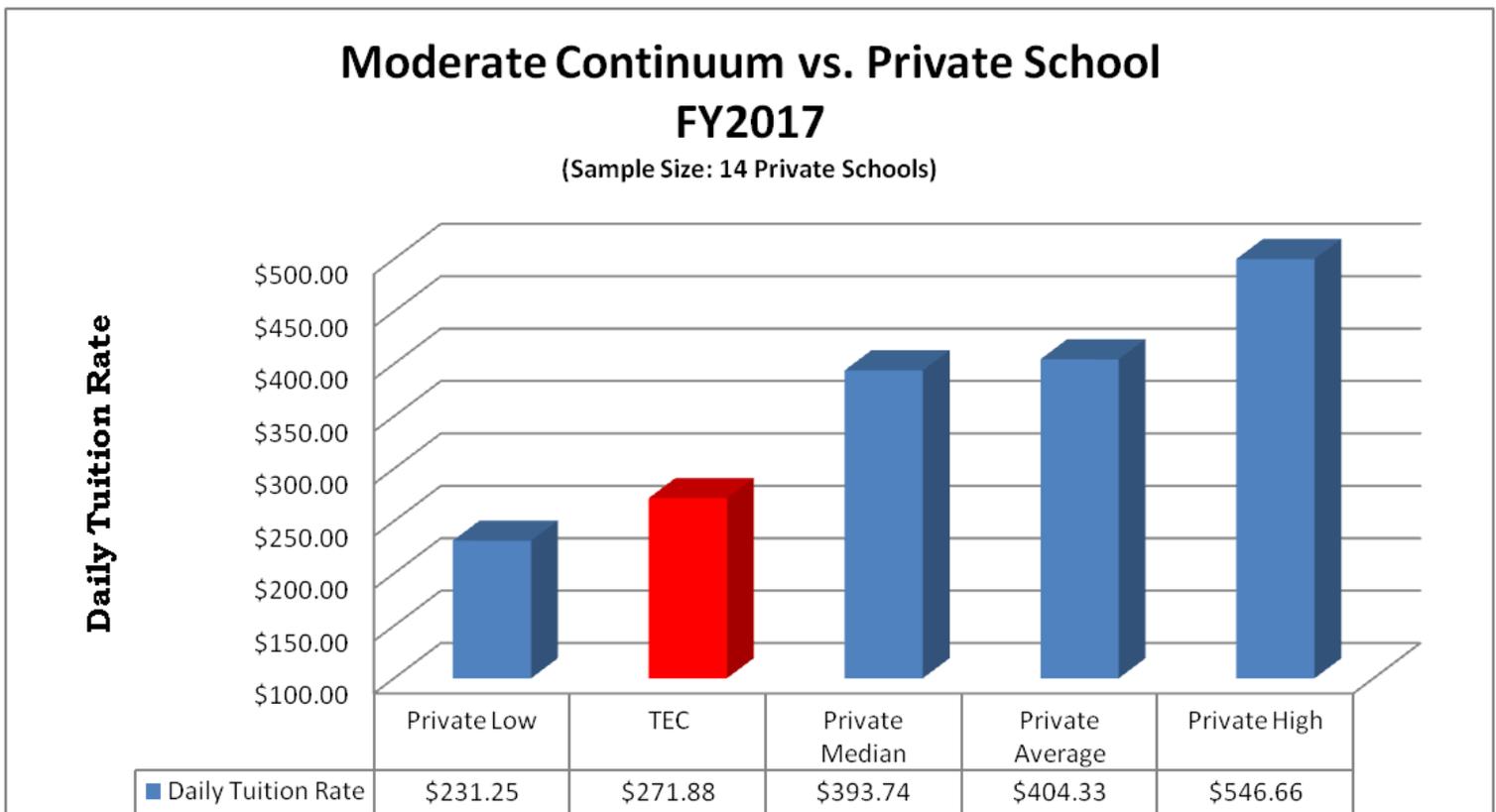
Special Education focuses on the comparable costs incurred by School Districts' placement of students at TEC programs compared to those at comparable private schools that offer substantially similar programs. Comparisons are made with the three different Network Continuums offered at TEC: Moderate, Intensive,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

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

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

Special Education: Moderate Continuum

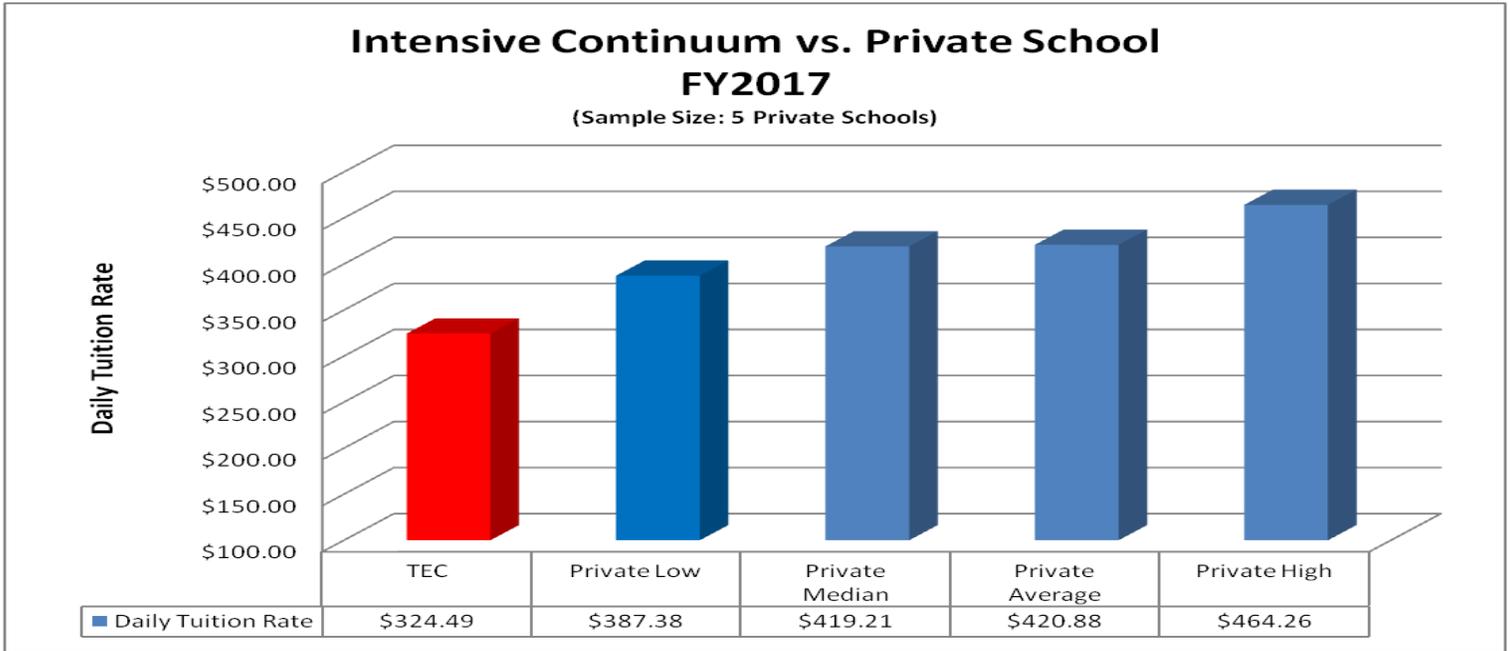
The Moderate Continuum provides high quality, cost-effective educational programs that maximize the academic and life skill development of children, adolescents, and young adults diagnosed with mild to moderate disabilities through highly specialized and eclectic teaching methodologies within substantially separate classrooms of public school environments. The Moderate Continuum at TEC has an annualized in-district tuition rate of \$48,938 or \$271.88 per day. This rate is 31% lower than the median and 33% lower than the average rate of similar private school programs.



Cost Effectiveness Special Education Programs

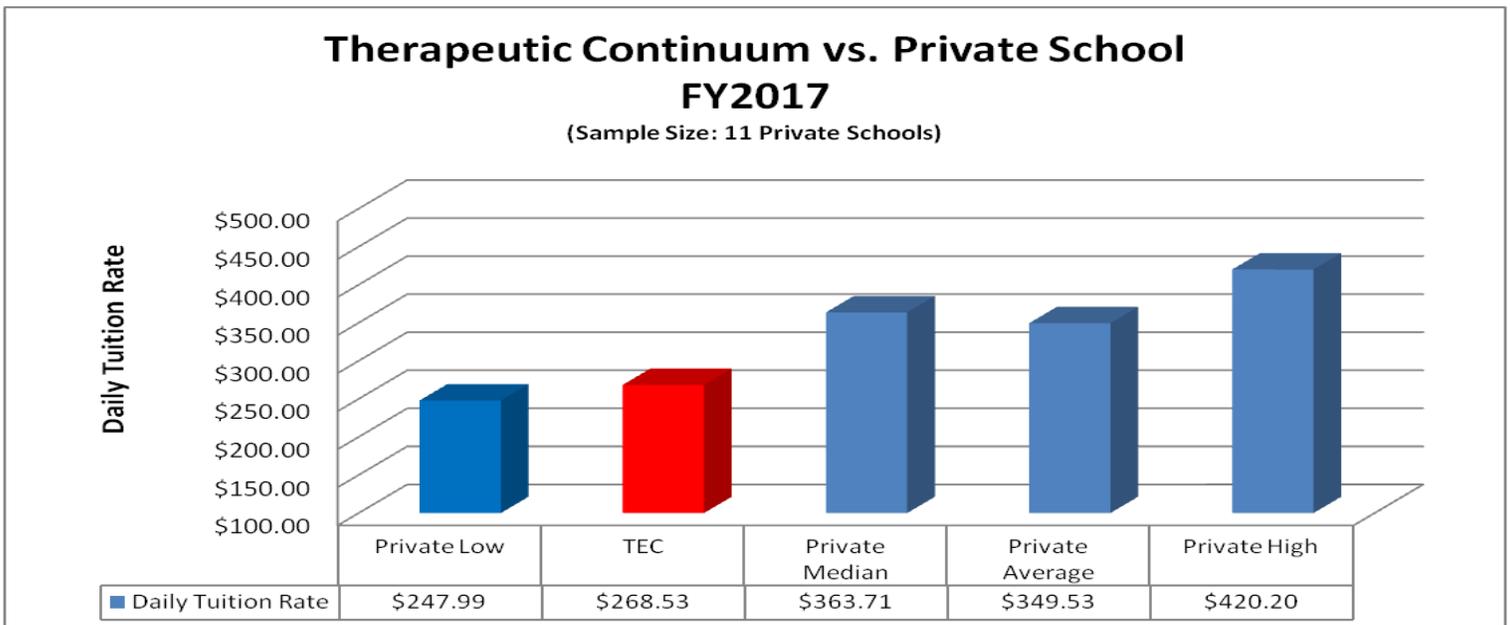
Special Education: Intensive Continuum

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 \$58,409 or \$324.49 per day. This rate is 23% lower than the median and the average rate of similar private school programs.



Special Education: Therapeutic Continuum

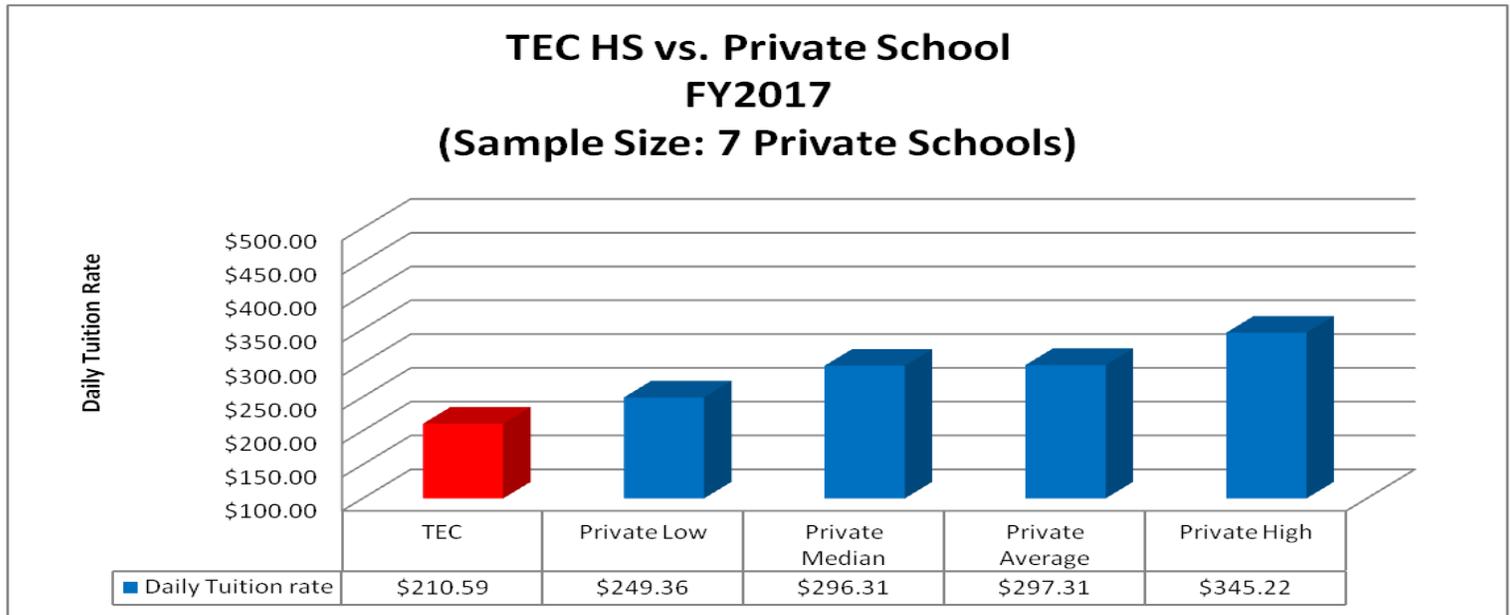
The goal of the Therapeutic program is to provide a supportive, structured environment in which students with complex emotional, behavioral, and learning issues are assisted in improving basic skills and developing strategies to improve their ability to function at school, home, and in the community. 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 \$48,335 or \$268.53 per day. The annualized in-district rate at TEC is 26% lower than the median and 23% lower than the average rate of similar private schools.



Cost Effectiveness Special Education Programs

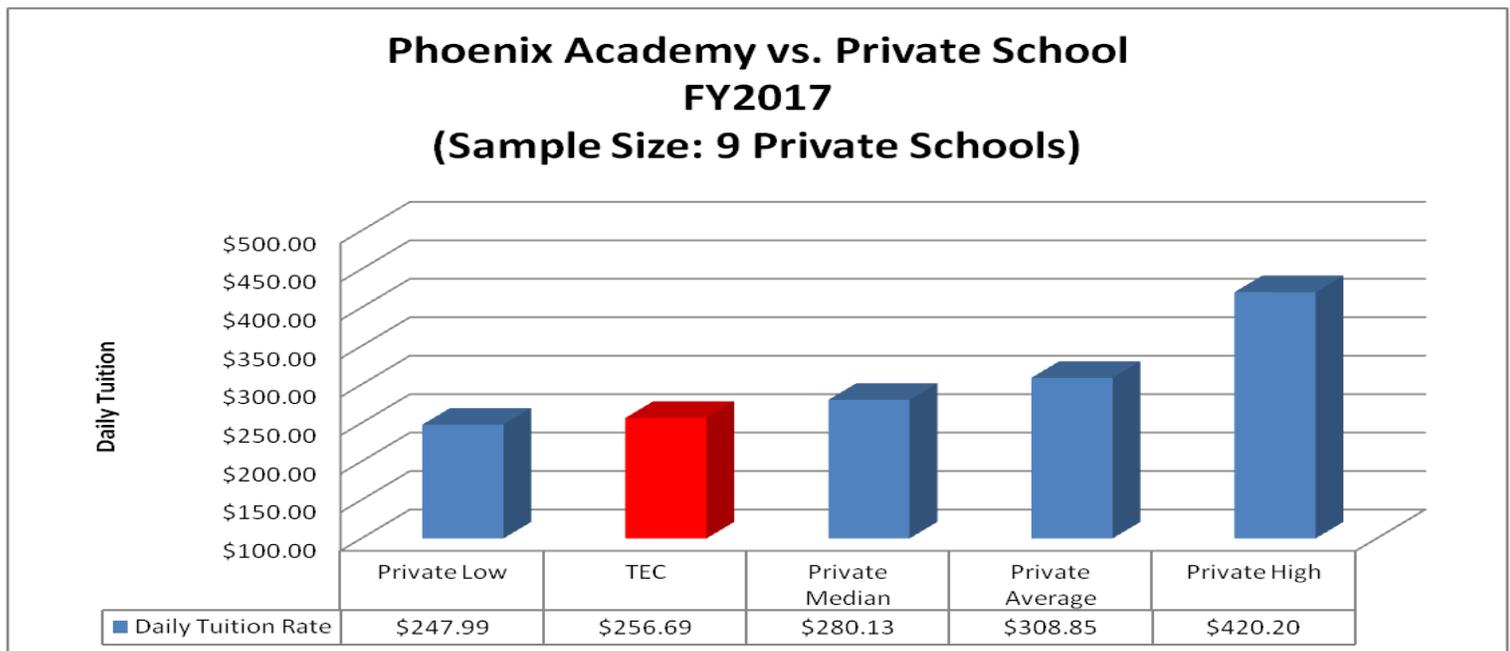
TEC High School

TEC High School is located at the TEC Campus location in Walpole, MA. The goal of the school is to enable students to overcome those academic, social, emotional, and personal issues which have been a source of interference in their past school experiences and to begin to establish positive habits of academic study and improved self-esteem which can result in a substantial pattern of successful functioning for each student. The school functions in a cost-effective manner to provide services to students throughout the metro-west area of the state. The annualized tuition rate at TEC HS is \$37,906 or \$210.59 per day for in-district placements. This rate is 29% lower than the median and the average rate of similar area private schools.



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 \$46,204 or \$256.69 per day. This rate is 8% lower than the median and 17% lower than the average rate of similar private school programs.



Cost Effectiveness Cooperative Purchasing

TEC facilitates Cooperative Purchasing bids that offer significant savings to participating districts that are measurable and cost-effective. The following is a list of bid offerings for larger quantity items that were awarded by TEC in FY2017 with 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.

Type of Bid	# of Participating Districts	Bid Items Awarded	Annual Savings Percentage*
(POCAS-17) Office, Classroom Supplies & Copy Paper	57	1,973	24% Paper 51% Office
(FSB-17) Food Service	93	639	5%
(A-PE-17) Athletic & PE	13	425	30%
(C-17) Custodial Supplies	18	349	47%

Cost Comparisons of TEC Bid Items					
Bid Title	# of participants	Bid Item	TEC Bid Price	Market/State Bid Price	Savings Per Item
Paper Bid	57	Paper, Xerographic, 8.5x11 (White-Recycled-Case)	28.76	43.95	15.19
Paper Bid	57	Paper, Xerographic, 8.5x11 (White-Non Recycled-Case)	24.37	62.10	37.73
Classroom Supplies Bid	57	Markers, Sharpie Fine Line, Black 9700-BLK	0.44	0.50	0.06
Classroom Supplies Bid	57	Markers, Crayola ASTM non-toxic, fine tip water-based (8/set)	1.40	4.65	3.25
Classroom Supplies Bid	57	Pencils #2 Dixon Ticonderoga #1388 (1 dz)	1.18	2.47	1.29
Classroom Supplies Bid	57	Presentation/View Binders, white, 3 ring 1" (1 dz)	11.88	35.11	23.23
Milk	93	Milk 1% 8oz. Cartons	.2473	.2787	.0314
Milk	93	Milk-Chocolate Fat Free 8 oz. Cartons	.2502	.2977	.0475
Athletic, PE Equipment & Supplies	13	Football, Game Ball (NCAA 1003)	67.28	79.99	12.71
Athletic, PE Equipment & Supplies	13	Baseball, Game Ball (D1 Pro Diamond)	59.50	84.88	25.38
Athletic, PE Equipment & Supplies	13	Volleyball: Game Ball (Baden VX5EC)	40.98	59.19	18.21
Athletic, PE Equipment & Supplies	13	Soccer, Game Ball (Brine NCAA Champ)	34.72	69.99	35.27
Custodial Supplies	18	Ice Melt (Purple Flame)	8.56	17.08	8.52
Custodial Supplies	18	Paper Towels, condensed roll, natural, 800" 2" core	16.00	32.54	16.54
Custodial Supplies	18	Plastic Trash Liners (23"x17"x46", 1.5ml Gorilla bag)	12.23	34.99	22.76
Custodial Supplies	18	Hand Soap (Foam, 1000 ml cartons, "DEB-SBS Aeroblue"	38.00	43.99	5.99
Custodial Supplies	18	Soap, Kutol #69041, EZ Foaming hand soap 1000 ml, green seal certified	28.13	39.44	11.31

*Annual savings percentage based on an analysis of TEC bid pricing with Massachusetts state contracts.

Cost Savings Per District — TEC vs. Private Schools

FY2017 Moderate Continuum

Average Annual Savings per Student
(In District) \$23,841

Average Annual Savings per Student
(Non-member) \$13,444

Member District	# of Students	Total Savings
Canton	3.00	\$71,523
Dedham	3.10	\$73,907
Dover-Sherborn	1.00	\$23,841
Framingham	2.40	\$57,218
Holliston	No Students	NA
Hopkinton	No Students	NA
Medfield	No Students	NA
Millis	1.00	\$23,841
Natick	1.00	\$23,841
Needham	2.00	\$47,682
Norwood	No Students	NA
Walpole	2.00	\$47,682
Wayland	1.00	\$23,841
Westwood	1.00	\$23,841
Total	17.50	\$417, 217
	# of Students	Total Cost
Non-member	3.00	\$40,332

Intensive Continuum

Average Annual Savings per Student
(Member) \$17,349

Average Annual Savings per Student
(Non-member) \$6,689

Member District	# of Students	Total Savings
Canton	No Students	None
Dedham	2.40	\$41,637
Dover-Sherborn	1.00	\$17,349
Framingham	1.00	\$17,349
Holliston	1.00	\$17,349
Hopkinton	No Students	NA
Medfield	No Students	NA
Millis	.10	\$1,735
Natick	No Students	None
Needham	.10	\$1,735
Norwood	4.00	\$69,396
Walpole	1.00	\$17,349
Wayland	1.00	\$17,349
Westwood	1.00	\$17,349
Total	12.60	\$218,597
	# of Students	Total Cost
Non-member	7.30	\$48,829

Cost Savings Per District - TEC vs. Private

Phoenix High School

Average Annual Savings per Student
(Member) \$9,389

Average Annual Savings per Student
(Non-member) \$4,840

Member District	# of Students	Total Savings
Canton	1.70	\$15,961
Dedham	No Students	NA
Dover-Sherborn	No Students	NA
Framingham	2.00	\$18,778
Holliston	No Students	NA
Hopkinton	No Students	NA
Medfield	No Students	NA
Millis	No Students	NA
Natick	1.00	\$9,389
Needham	3.20	\$30,045
Norwood	2.10	\$19,716
Walpole	2.60	\$24,411
Wayland	2.00	\$18,778
Westwood	No Students	NA
Total	14.60	\$137,078
	# of Students	Total Cost
Non-member	10.80	\$52,272

Therapeutic Continuum

Average Annual Savings per Student
(Member)\$14,580

Average Annual Savings per Student
(Non-member) \$6,019

Member District	# of Students	Total Savings
Canton	No Students	NA
Dedham	No Students	NA
Dover-Sherborn	No Students	\$25,474
Framingham	No Students	NA
Holliston	No Students	NA
Hopkinton	1.00	\$14,580
Medfield	No Students	NA
Millis	No Students	NA
Natick	No Students	NA
Needham	No Students	NA
Norwood	No Students	NA
Walpole	No Students	NA
Wayland	No Students	NA
Westwood	No Students	NA
Total	1.00	\$14,580
	# of Students	Total Cost
Non-member	2.80	\$16,853

Cost Savings Per District - TEC vs. Private Schools

TEC High School

Average Annual Savings per Student
(Member) \$15,610

Average Annual Savings per Student
(Non-member) \$4,062

Member District	# of Students	Total Savings
Canton	5.00	\$79,611
Dedham	1.00	\$15,610
Dover-Sherborn	2.50	\$39,025
Framingham	No Students	NA
Holliston	No Students	NA
Hopkinton	1.00	\$15,610
Medfield	No Students	NA
Millis	No Students	NA
Natick	3.00	\$46,830
Needham	1.70	\$26,537
Norwood*	3.90*	\$100,682
Walpole	2.30	\$35,903
Wayland	1.00	\$15,610
Westwood	2.00	\$31,220
Total	23.50	\$406,638
	# of Students	Total Cost
Non-member	11.20	\$45,494

*5 + placement based on lower rate

Grant Funding FY2017

FY17 Commonwealth of Massachusetts Grant Receipts:

Assistive Technology Professional Development Institute \$22,844

Special Education Program Improvement \$2,194

Total Commonwealth Grant Receipts: \$22,844

FY17 Private Grant Receipts:

Dedham Institute for Savings \$8,500

Total Private Grant Receipts: \$8,500

the education COOPERATIVE

Together we create more possibilities...



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