



2015-2016



ANNUAL REPORT

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Message from the Executive Director and Board Chair



What is the ACCEPT Advantage?

- High-quality, exceptional services to students and families, educators, and districts.
- Reliability as an extended source of capacity and expertise for our member districts.
- High-quality teaching and learning.
- Focusing on outcomes and cost-effective delivery of the highest quality services possible



ACCEPT's hallmark is strength through collaboration; sharing expertise and ideas across all constituencies. This spirit of collaboration was instrumental in our work this year as we engaged in a strategic planning process that benefited from the input of ACCEPT's many stakeholders. Thanks to the depth of the process and authentic engagement of so many, the resultant plan goes deeper than a set of initiatives for growth. We have adopted a strategic mindset focused on three anchors: Building Infrastructure to Support Growth; Communicating the ACCEPT Advantage; and Expanding Programs, Specialized Expertise, and Services. These anchors are central to the ACCEPT Advantage.

What is the ACCEPT Advantage? As part of our strategic planning process, we pondered that question as we methodically examined what's going well, what we could do better, and what the future holds. We concluded that the ACCEPT Advantage is multi-faceted and includes high-quality, exceptional services to students and families, educators, and districts. The ACCEPT Advantage is about reliability as an extended source of capacity and expertise for our member districts.

At its core, the ACCEPT Advantage comes from living and owning our guiding principles of respect, improving practice and communication. It's about staying laser-focused on our students, continually improving practices in special education, being responsive and attentive to our stakeholders, and anticipating the evolving special education needs of students and educators in our member districts.

The ACCEPT Advantage is about high-quality teaching and learning. Our teachers, specialists, nurses, paraprofessionals, special education consultants, and trainers are compassionate, skilled and expert in the needs of unique learners. This expertise is shared with educators across the member districts and beyond through participation in high-quality workshops, courses for college credit, and on-line learning opportunities, as well as job-alike sessions for district-to-district problem-solving and sharing.

As you will see in this Annual Report, the ACCEPT Advantage is also about focusing on outcomes and cost-effective delivery of the highest quality services possible. Member districts see the ACCEPT Advantage as an additional resource, extending the breadth of service and reach to students and families in ways they cannot do individually.

As we implement our strategic plan, we want to hear from you about what is working, what can be better, and how ACCEPT can help anticipate emerging challenges. Please let us know what you are thinking, anytime. We want you, too, to experience the ACCEPT Advantage.

Sincerely,

A handwritten signature in black ink, appearing to read 'Daniel E. Gutekanst'.

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

A handwritten signature in black ink, appearing to read 'Marcia Berkowitz'.

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

HIGHLIGHTS

True to our guiding principles, ACCEPT staff and Board invested time and resources this past year on two parallel tracks: strengthening and expanding existing services to students and districts, and looking ahead to the next five years by conducting a strategic planning process.

NEW OR CHANGED IN 2015 – 2016

PROGRAMMING FOR STUDENTS

STAR (Strategies and Tools for Academic Rewards) is a new program that helps students build skills in communication and social skills, academic skills, executive functioning, and compensatory strategies. Located at Ashland Middle School, the program served 4 students in 2015-16.

The IDEAL program moved from Wheelock School in Medfield to Medway Middle School. ACES moved from Pine Hill in Sherborn to Medway Middle School. We are grateful to all of our districts for welcoming ACCEPT classrooms at their school sites as classroom space is available year to year.

Virtual High School utilization increased. In 2015-16, 767 middle and high school students enrolled in online courses, up 15% from 666 in 2014-15.

STRATEGIC PLANNING

ACCEPT engaged stakeholders in revisiting and revising our mission, identifying strategic priorities, reviewing programs, vetting potential opportunities, and identifying a set of strategic priorities and initiatives to lead us into the next phase of ACCEPT's development as an organization in service to districts and their students and families. (see pages 8-12)

EXPANDED PROFESSIONAL DEVELOPMENT

The numbers of educators taking advantage of ACCEPT's professional development series more than doubled in 2015-16 from about 1,100 participants to almost 3,100. Much of this growth is attributed to online and hybrid courses that respond to district needs and offer content and skills in research-based practices. Examples of popular new online courses include mentor training, paraprofessional training, and restraint training.

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By the Numbers Students Served

110 students educated in school-based programs

66 students/families received home-based services

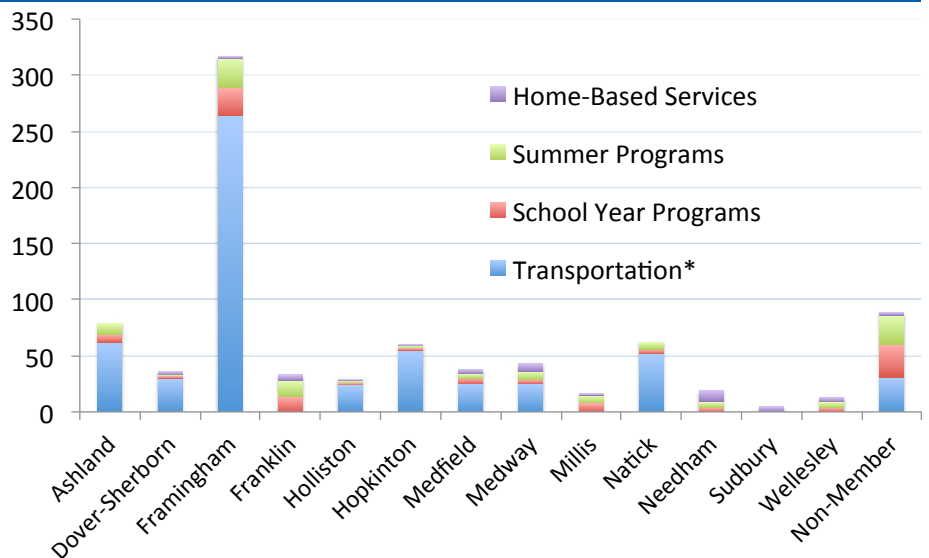
545 students transported

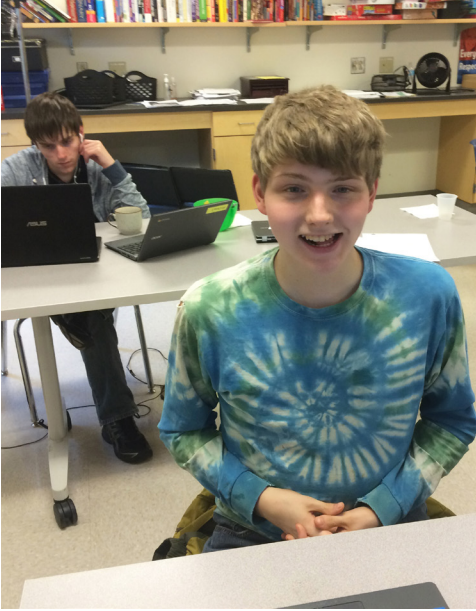
767 students enrolled in ACCEPT/Virtual High School (VHS) partnership

“ We really do have strength in numbers, we can borrow best practices from different districts... and figure out what's working and what's not. ”

- ACCEPT Special Education Director

Number of Students Served by Program and by District





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).

GOVERNANCE AND LEADERSHIP TEAMS

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. 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

Stacy Scott

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

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

ADVISORY COMMITTEE MEMBERS AND THEIR DISTRICTS

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
Terry Green, Dover/Sherborn
Laura Spear, Framingham
Ildefonso Arellano, Framingham
Deborah Dixon, Franklin
Meg Camire, Holliston
Karen Zalesky, Hopkinton
Matt LaCava, Medfield
Kathleen Bernklow, Medway
Sue Anne Marks, Millis
Tim Luff, Natick
Mary Lammi, Needham
Terry Green, Sherborn
Michael Dolan, South Middlesex Regional
John Verre, 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

CURRICULUM LEADERSHIP

Chris Brumbach, ACCEPT Facilitator
Karen LeDuc, Dover/Sherborn
Grace Wai, Framingham
Joyce Edwards, Franklin
Sara Ahern, Holliston
Robert Belo, Hopkinton
Kim Cave, Medfield
Gabrielle Abrams, Medway
Joan Lynn, Millis
Anna Nolin, Natick
Terry Duggan, Needham
Shannon Snow, South Middlesex Regional
Kim Swain, Sudbury
Judith Malone-Neville, Wellesley

BUSINESS OPERATIONS

William Hurley, ACCEPT Facilitator
Barbara Durand, Ashland
Hans Baumhauer, Dover/Sherborn
Edward Gotgart, Framingham
Miriam Goodman, Franklin
Keith Buday, Holliston
Ralph Dumas, Hopkinton
Michael LaFrancesca, Medfield
Donald Aicardi, Medway
April Yu, Millis
Liam Hurley, Natick
Anne Gulati, Needham
Kirsteen Leveillee, South Middlesex Regional
Mary Will, Sudbury
Judy Belliveau, Wellesley

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ABOUT ACCEPT EDUCATION COLLABORATIVE

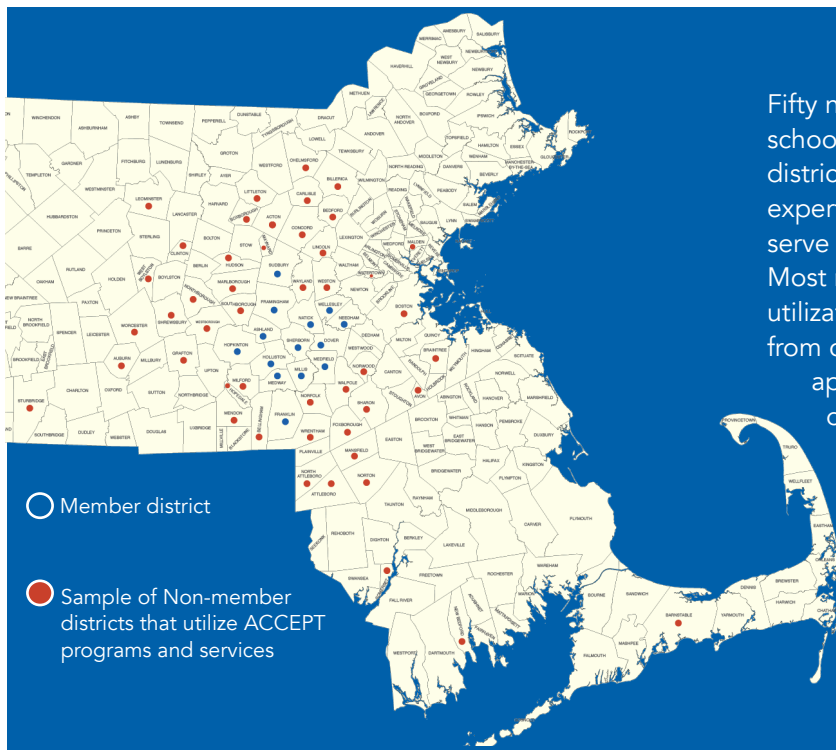
ACCEPT SERVICE AREA

ACCEPT's sixteen member districts include: Ashland, Dover, Dover-Sherborn, Framingham, Franklin, Holliston, Hopkinton, Medfield, Medway, Millis, Natick, Needham, Sherborn, South Middlesex Regional Technical, Sudbury, and Wellesley. School districts may be a member of one or more collaboratives. Non-member school districts may also take advantage of programs and services.

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, schools, districts, and municipalities continue to value opportunities to stretch dollars, better meet the needs of their special education populations, and take advantage of and learn about new technologies, proven education practices, and cost-savings opportunities that keep districts 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 nearly \$14 million.



Fifty non-member districts, regional schools, charter schools, and parochial schools, in addition to member districts, utilize ACCEPT's programs, specialized expertise, and services. Transportation services alone serve 13 member districts and 20 non-member districts. Most non-member district transportation, as well as utilization of seats in specialized classrooms, comes from contiguous or nearby cities and towns within an approximate 20-mile radius of Natick. In addition, other programs and services that are less dependent on geographic proximity (e.g. school consultation, Virtual High School (VHS) and Medicaid Reimbursement) draw districts from a larger radius.

STRATEGIC FRAMEWORK

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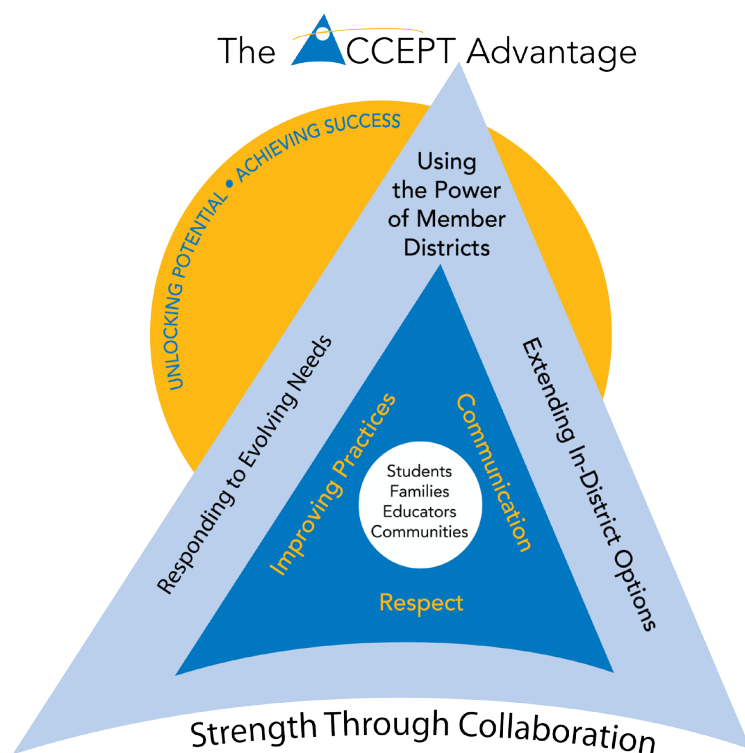
OUR REVISED MISSION STATEMENT

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. Being strategic, aligned, and coherent is everyone's business.



During the 2015-2016 School Year

ACCEPT engaged with a wide range of stakeholder groups to reflect, rethink, and update our mission, our strategy, and our priorities moving forward. The process was inspiring, sometimes provocative, and mostly it provided clarity – clarity of mission, clarity of our value to member districts and their staff, families and students, and clarity in our path forward.

“ACCEPT is often one step ahead of the game. We don't have time to do that – to do the research and figure out the programming, have that in place, and be at the ready.”

- Member District Special Education Director

ACCEPT Guiding Principles

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

THEORY OF ACTION

The Theory of Action takes the Strategic Framework one step further, succinctly adding the link between what specifically the organization does and how that relates to impact. It helps us be explicit about how our actions lead to improved outcomes.



THREE STRATEGIC PRIORITIES

The strategic planning process culminated in the identification of three strategic anchors to guide smart growth and improvement over the next three to five years.

STRATEGIC ANCHOR 1: FOCUS ON BUILDING INFRASTRUCTURE TO SUPPORT GROWTH

Throughout the process, the potential and desire for growth was a recurring theme. At the same time, there are few areas where ACCEPT's existing infrastructure is positioned to support significant growth. Our goal is not to push growth, but to remove the factors limiting growth. A focus on performance, including a system to monitor data and performance, will allow growth to happen organically, at a smart, strategic pace aligned with the organization's improvements in infrastructure. In addition, newer cost-effective technologies are available that can streamline tasks, eliminate redundancies, and yield better alignment across the organization. Objectives for Strategic Priority 1 include:

- Formalized organizational structures to support current and future growth while maintaining quality
- Improved human resource systems that attract and retain top-notch staff, supporting them with onboarding, training, and clear expectations, monitoring performance, and building on an already positive culture
- Improved information technology systems that address redundancies, efficiencies, and smooth flow of information, as well as provide data output to drive improvements and decisions
- A system of reporting and dashboards offering timely snapshots of trends and performance

STRATEGIC ANCHOR 2: FOCUS ON COMMUNICATING THE ACCEPT ADVANTAGE

Goal 2 is about further branding ACCEPT's success, especially in the areas of special education, school consultation, professional development, and transportation. ACCEPT is dependent upon daily staff/district interactions to share the ACCEPT story and promote an accurate narrative that provides clarity and understanding of all that ACCEPT has to offer.

This past year, staff began by developing "elevator pitches" and one-page documents that outline services and performance data related to each program. Professional development in this area needs to continue with all staff, including consultants, as they are often on the front-line and in the best position to share information about ACCEPT's many offerings.

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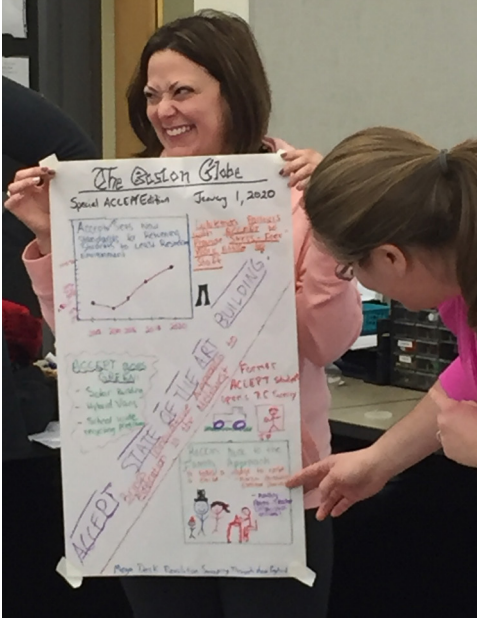
We reframed the question

"How do we expand and grow?"

and expanded our thinking to ask

"How do we build our capacity to do more, maintain quality, and continue to perform at a high level?"





We are asking ourselves

“How do we define the ACCEPT Advantage?”

“How do we add value for districts, families, and students in everything that we do everyday?”

Objectives for Strategic Priority 2 include:

- Clarity on messaging – what is the ACCEPT story? What is “The ACCEPT Advantage?” What does “Strength through Collaboration” mean?
- Communications focused professional development for identified staff
- Website updates
- Better utilization of existing marketing vehicles – program brochure, annual report, one-page program outlines, billing, professional development sessions, printing on folders, etc.

STRATEGIC ANCHOR 3: FOCUS ON EXPANDING AND IMPROVING CURRENT SPECIAL EDUCATION PROGRAMS, SPECIALIZED EXPERTISE, AND SERVICES

While Goal 1 focuses on infrastructure to support future growth, Goal 3 is about immediate opportunities to increase program and service delivery that will add value to districts without straining ACCEPT’s overall ability to perform. Objectives for Strategic Priority 3 include:

SPECIAL EDUCATION PROGRAMS

- Continue active efforts to create classrooms and evolve offerings to meet needs of students in member districts
- Acquire space that is centrally located and meets classroom, office, and professional development needs

SPECIALIZED EXPERTISE

- Expand in-district workshops and program consultation offerings.
- Take a leadership role with partner districts in developing and adopting trauma-based schools
- Stay ahead of professional development needs and trends, continue to expand professional development, including job-alike groups and online/ blended courses
- Further evaluate demand for assistive technology consultation

SERVICES

- Focus on adopting a continuous improvement approach to define and improve quality, refine systems, improve communication, and achieve equity of availability of transportation services for member districts
- Promote and attract more districts to the Medicaid reimbursement service



“ Everyone (at ACCEPT) is pretty close, we have a good relationship, and are like a family. ”

- ACCEPT Student

GOAL TREE

Strategic Anchor 1: Focus on Building Infrastructure to Support Growth

Human Resource Systems	Information Systems	Metrics and Dashboards	Space
<ul style="list-style-type: none"> • Hire HR Professional • Use consultant recommendations to prepare work plan 	<ul style="list-style-type: none"> • Complete assessment of current information systems 	<ul style="list-style-type: none"> • Define success and quality for each program • Define metrics to measure that success • Pilot one easy-to-implement dashboard 	<ul style="list-style-type: none"> • Locate a space that could ideally house all offices, programs, and professional development

Strategic Anchor 2: Focus on Communicating the ACCEPT Advantage

The ACCEPT Story	Make Marketing Everyone's Job	Marketing Collateral
<ul style="list-style-type: none"> • Define “The ACCEPT Advantage” • Work with all staff to explore ways to incorporate messaging into everyday work 	<ul style="list-style-type: none"> • Build on high customer service culture and extend to marketing and communications • Promote cohesive, unified approach 	<ul style="list-style-type: none"> • Review existing marketing materials through lens of The ACCEPT Advantage • Revise existing materials portfolio

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

Special Education Programs	Specialized Expertise	Services
<ul style="list-style-type: none"> • Stay ahead of district and student needs, designing quality solutions that are agile and evolving • Acquire space to ensure stability and efficiency 	<ul style="list-style-type: none"> • Investigate expansion potential for Home-based services • Expand online and blended learning options; expand job-alike groups • Gather data on health resource needs in districts, including mental health, trauma • Further evaluate demand for Assistive Technology consultation 	<ul style="list-style-type: none"> • Transportation - focus on continuous improvement and equity of availability of transportation services • Medicaid Reimbursement – determine current capacity for growth; market accordingly

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PROGRESS IN ACHIEVING PURPOSE

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 2015-2016.

Objectives outlined in collaborative agreement	Progress towards those objectives in 2015-16
ELEVATE STUDENT OUTCOMES Deliver efficient, cost-effective and high quality programs and services that minimize the impact of student disabilities and maximize student outcomes including achievement, independence, and participation in the community.	<ul style="list-style-type: none"> • High value and high student outcomes is at the heart of the ACCEPT model. See Value and Cost Comparisons for each Special Education program on pages 17-22 • All students earned passing scores on their MCAS-Alt portfolios. All high school students who participated in MCAS met the graduation requirement • The end of each school year is marked by a moving-up and award ceremony
RESPOND TO DISTRICT NEEDS WHERE COLLABORATION IS A SENSIBLE APPROACH Develop and implement programs and an array of services that increase educational opportunities for students, families, educators, and districts when it is determined that such programs and services can most effectively, efficiently, and economically be provided on a collaborative basis and complement, strengthen, and meet the evolving needs of member districts.	<ul style="list-style-type: none"> • During 2015-16, ACCEPT engaged over 200 stakeholders in mission revision, identification of strategic priorities, program review, vetting of potential opportunities, and development of strategic priorities and initiatives (see pages 8-11) • In keeping with our mission, our Home-based and School Consultation Services allows districts to avail themselves of state of the art services that are readily available and customized to address the specific needs of the individual district
EXPAND PROGRAMS TO MEET NEW NEEDS Expand program options in alignment with the mission and purpose of the Collaborative to help districts maximize cost-efficiency and program effectiveness through a collaborative effort.	<ul style="list-style-type: none"> • STAR (Strategies and Tools for Academic Rewards) is a new program that prepares students for a successful middle and high school experience by focusing on language and skills development (see page 18) • Recognizing the need to expand our repertoire of approaches to working with students with social, emotional, and behavioral challenges, our child psychiatrist trained staff on alternative ways to engage vulnerable children
TRANSPORT STUDENTS WITH DISABILITIES Provide safe, reliable, and efficient transportation services for students with disabilities.	<ul style="list-style-type: none"> • 545 students transported to 151 locations • All drivers issued a cell phone for better communication and safety • A new time and attendance application, that seamlessly integrates with our payroll system, was added to the new communication devices provided to drivers • ACCEPT relies primarily on its own fleet of more than 150 vans providing more flexibility and efficiency in dispatching drivers
OFFER PROFESSIONAL DEVELOPMENT FOR CONTENT, SKILLS, AND SHARING OF PRACTICE Offer quality professional development opportunities to general and special education teachers, administrators, and related service providers, focused on closing achievement gaps, preventing unnecessary referrals to special education and personalizing learning for students.	<ul style="list-style-type: none"> • Professional development has been a growth area for ACCEPT over the last year (see page 26) • ACCEPT hosted job-alike groups for Special Education Directors, Business Managers, Curriculum Directors, Technology Directors, pre-school coordinators, BCBAs, high school special education coordinators • The 13th Annual Institute for new Special Education directors received excellent reviews again in Summer 2015 (see page 26)

Executive
Director

**Marcia
Berkowitz**

Special Education Programs

Elementary Level
ACCEPT Academy
Academy ACES
IDEAL

Middle Level
ACCEPT Academy
PALS
STAR

High School Level
ACCEPT Academy
ACCESS APP
PALS
The Club (After School)
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

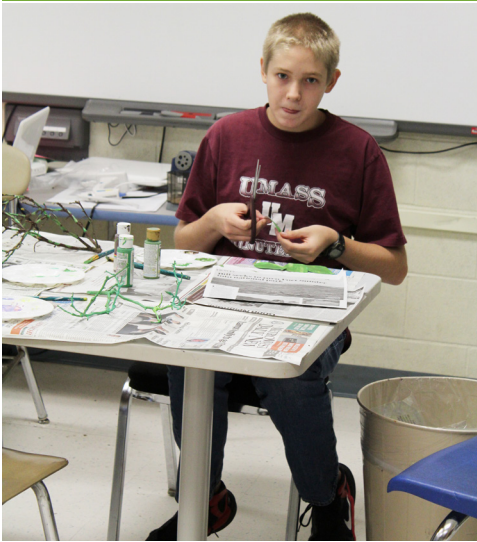
VHS Online
(Virtual High School)
Online Learning

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By The Numbers

110 students educated in school-based programs

115 students benefited from Extended School Year summer programs

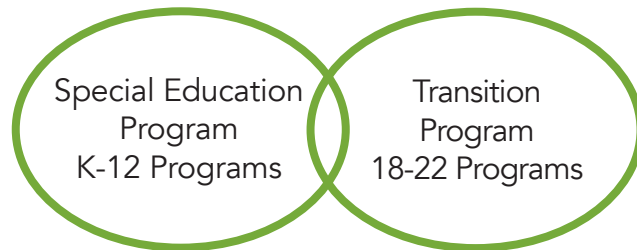


Our Expert Staff Includes

- Master's level educators
- Reading specialists
- Board certified behavior analysts
- School and clinical psychologists
- Psychiatrist for consultation
- Licensed Mental Health Counselors
- Licensed social workers
- Speech pathologists
- Occupational therapists
- Physical therapists
- Registered Behavior Technicians (RBT)

SPECIAL EDUCATION PROGRAMS K-12

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.

INTENSE STABILIZATION

(Extended Evaluation)

- High staff support
- Skill building
- Reduced schedule
- Ongoing therapeutic support
- Regular behavioral management

SUPPORT PROGRAM

- Application of skills
- Subseparate programs
- Increasing academic demands
- Frequent social opportunities
- Full day rotating schedule
- Students grouped by need
- Increased independence and responsibility

EXPANDING INCLUSION OPPORTUNITIES

- Based on readiness preferences and strengths
- Staff support available; fading as appropriate
- Frequent consultation with general educators
- Scheduled time to support academic demands

RETURN TO DISTRICT

- Individualized transition plans to support students
- Frequent communication to district regarding readiness

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, 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

ACCEPT ACADEMY (THERAPEUTIC PROGRAM)

- Emotional/Behavioral

Pittaway School, 75 Central Street, Ashland, MA 01721

Grades: K – 5

ACCEPT 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: \$73,697

**Average Savings
Over Private School:** \$29,141

ACADEMY ACES (ACCEPT'S CLASSROOM FOR ESSENTIAL SKILLS)

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

Medway Middle School, 45 Holliston Street, Medway, MA 02053

Grades: Primary

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: \$73,201

**Average Savings
Over Private School:** \$28,645

IDEAL (INDIVIDUALLY DESIGNED EDUCATION TO ACCESS LEARNING)

- Global Impairments Medically Involved

Medway Middle School, 45 Holliston Street, Medway, MA 02053

Grades: Primary

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: \$88,536

**Average Savings
Over Private School:** \$32,121

MIDDLE SCHOOL PROGRAMS

ACCEPT ACADEMY (THERAPEUTIC PROGRAM)

- Emotional/Behavioral

Ashland Middle School, 87 West Union Street, Ashland, MA 01721

Grades: 6 – 8

ACCEPT 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:	\$73,201
Average Savings Over Private School:	\$28,645

PALS (PROGRAMS FOR ACADEMIC AND LIFE SKILLS)

- Language and Skills Development

Ashland Middle School, 87 West Union Street, Ashland, MA 01721

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, career exploration

PALS Tuition	
Member Tuition:	\$44,556
Non-Member Tuition:	\$53,467
Member Savings:	\$8,911
Comparison Tuition Rates Average Private	
School Tuition:	\$95,778
Average Savings Over Private School:	\$51,222

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 01721

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:	\$53,166
Average Savings Over Private School:	\$8,610

HIGH SCHOOL PROGRAMS

ACCEPT ACADEMY (THERAPEUTIC PROGRAM)

- Emotional/Behavioral

Franklin High School, 218 Oak Street, Franklin, MA 02038

Grades: 9 – 12

ACCEPT 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: \$61,602

Average Savings

Over Private School: \$17,046

ACCESS APP

- Moderate Disabilities

Medfield High School, 88R South Street, Medfield, MA 02052

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, support 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: \$94,753

Average Savings

Over Private School: \$50,197

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: \$95,778

Average Savings

Over Private School: \$51,222

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: \$12,357

Non-Member Tuition: \$13,702

Member Savings: \$1,345

Comparison Tuition Rates Avg Private

School Tuition: \$15,400

Average Savings

Over Private School: \$3,043

TRANSITION PROGRAMS AGES 18-22

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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 01721

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: \$100,438

Average Savings Over Private School: \$55,882

PASSAGES

- Mild to Moderate Disabilities

Ashland High School, 65 East Union Street, Ashland, MA 01721

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: \$68,816

Average Savings Over Private School: \$33,955

ACT (ACCEPT'S CENTER FOR TRANSITION)

- All Types of Disabilities

Medway Middle School, 45 Holliston Street, Medway, MA 02053

Grades: Post High School

All ACCEPT students age 14 through age 22 attend ACT on a regular basis. Vocational Rehabilitation Counselors provide opportunities for students to explore a variety of educational, vocational and occupational opportunities in a safe and nurturing environment. Students learn a variety of skills related to activities of independent living, work experience, career exploration and job seeking including resume writing and interview skills. Through simulated work stations and more than 20 community based work sites, students experience the realities of the workplace and develop technical skills and individual qualities that are required to succeed in the world of work. ACT services are also available to districts as an adjunct to their programming.

ACT Tuition

Includes review of record and student screening

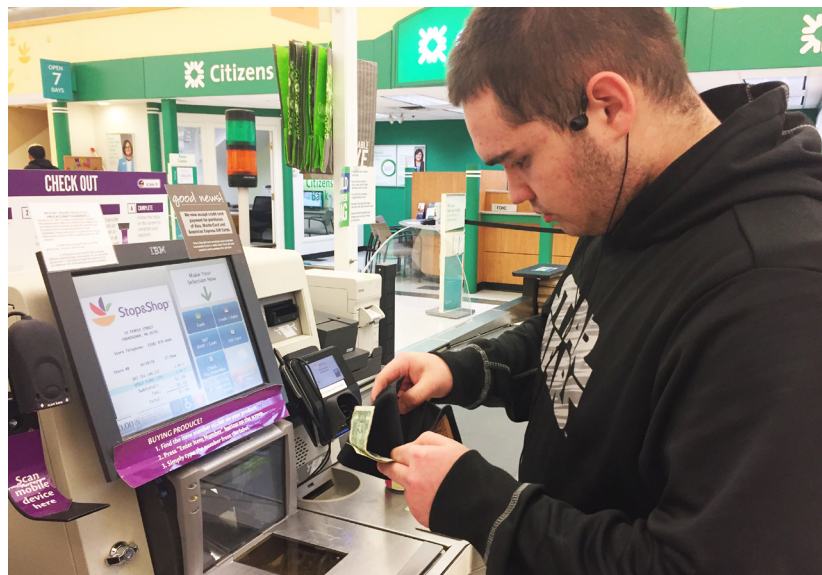
1-3 students: \$63 per student per day (up to 3 hours per day)

4-6 students: \$45 per student per day (up to 3 hours per day)

**Average Savings
Over Private School: \$27,000**

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 2015-16 recipient was Devin Wheaton.



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

Hampton Inn-Natick	Morse Institute Library
Blessing Barn-Milford	Lil Folk Farm
Medway Senior Center	YMCA-Framingham
Meals on Wheels- Milford Senior Center	Mary Ann Morse Healthcare Center
Putts N'More	Medfield Public Library
Gentiva Hospice	Freedom Printing
Bethany House	Sunrise Assisted Living
Hopkinton Lumber	Heritage Assisted Living
St. Joseph's Parish-Medway	Tower Hill Botanical Garden
Courtyard Marriott-Westboro	Community Harvest
Millis Public Library	Project-Grafton

EXTENDED SCHOOL YEAR

During Summer 2015, 115 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 2015 theme was ACCEPTionally Fit. A slide show of 2015 activities is available at our Photo Gallery, <http://accept.org/photo-gallery/>

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.

ANNUAL REPORT

Value and Cost Comparisons

On average, ACCEPT Extended School Year programs are 8.5% less expensive than similar programs offered by private schools. Full day programs are approximately \$552 less and half-day programs \$276 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 Wheelock Elementary School, Medfield	Global Impairments Medically Involved	\$7,835	\$10,881	\$3,046
ACCEPT Academy Therapeutic Program Pittaway School, Ashland	Emotional/Behavioral	\$6,188	\$7,026	\$838
Middle School				
PALS Program Ashland Middle School	Autism Spectrum and other Neurological Disorders (Moderate to Severe)	\$6,188	\$7,026	\$838
ACCEPT Academy Therapeutic Program Ashland Middle School	Emotional/Behavioral	\$6,188	\$7,026	\$838
High School				
PALS Program Ashland High School	Autism Spectrum and other Neurological Disorders (Moderate to Severe)	\$6,188	\$7,026	\$838
Academy Therapeutic and Stabilization Component Ashland High School	Emotional and Behavioral	\$3,713	\$4,125	\$412
Transition Programs				
C2C (Classroom to Community) , Ashland High School, Community	Autism Spectrum and other Neurological Disorders (Severe)	\$6,188	\$7,026	\$838
PASSAGES 5 for 5 (5th Year Transition) Ashland High School, Community	Learning Disabilities and Asperger's Syndrome	\$3,094	\$4,162	\$1,068
PASSAGES ECO Ashland High School, Community	Mild to Moderate Disabilities	\$3,094	\$4,162	\$1,068

ANNUAL REPORT

By the Numbers

71 families benefited from home-based services

90 consultations and evaluations conducted for 26 districts

2,460 educators were enrolled in 26 workshops and courses



“Visual supports, modeling of techniques and the presentation style of the instructor allowed me to build a stronger repertoire of strategies for my students.”

- ACCEPT Workshop Participant

SPECIALIZED EXPERTISE

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 quickly identify student needs 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, Jescah Apamogannon was selected by her peers to receive the honor and be recognized for her outstanding work with her students, as well as her contributions to the Collaborative. Jescah is a classroom teacher, MCAS Coordinator, and Home-based Services Coordinator. She is also a state-wide MCAS Training and Scoring specialist, and adjunct professor at Simmons.



HOME-BASED SERVICES

ANNUAL REPORT

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-based Assessment

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

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

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.

“It's private and makes me feel less anxious.”

- ACCEPT Student

By the Numbers

71 families received home-based services

57 families benefited from services and 14 received home assessments

13 families received parent training

17 families successfully transitioned from home-based services

12 of ACCEPT's 16 member districts and 2 non-member districts utilized home-based services.

ANNUAL REPORT

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.



By the Numbers

90 contracts with 26 districts

10 districts utilized consultation services

22 districts utilized evaluation services

CONSULTATION AND EVALUATION SERVICES

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; transition)
- 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 generalization of skills, 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.

PROFESSIONAL DEVELOPMENT

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 year, ACCEPT has responded to increased requests for in-district professional development provided by ACCEPT staff. Additionally, ACCEPT has moved all its hybrid and on-line courses to MoodleRooms, which provides an outstanding platform for our Paraprofessional, Behavior Technician, and Mentoring courses. In-district programs, coaching and program evaluation, and consultation have become a cost-effective, efficient way districts can provide high quality professional development for their administrators and staff and an effective way for ACCEPT to share its expertise with school districts.

Institute for New Special Education Administrators

Twenty-seven new Special Education Directors from across Massachusetts took part in the 13th 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: 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).

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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.

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

- Special Education Director

By the Numbers

2,460 educators took part in 26 workshops and courses

125 participants in each of 5 *Mental Health in the Schools* workshops

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By the Numbers

\$3,368,035 returned to municipalities in Medicaid reimbursements

545 students transported to 151 locations

714 students enrolled in innovative online VHS courses

“ The people here at ACCEPT are great! ”

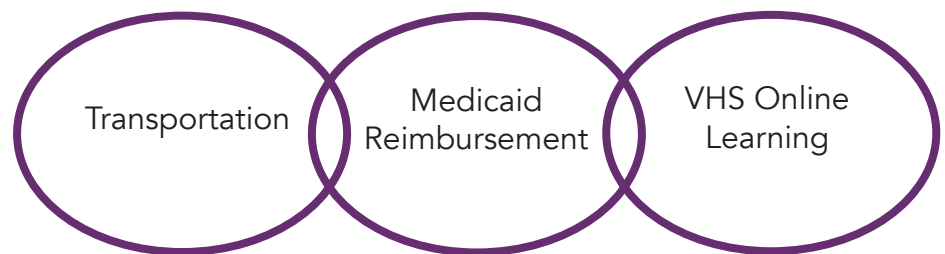
- ACCEPT Student

VALUE AND COST COMPARISONS

We conducted a survey of 6 for-profit transportation providers in the Metrowest area including JCS, YCN, and Kiessling and found the average daily cost for a vehicle was \$224 per day. Rates varied depending on the duration of the trip from \$195 to \$277 per day. ACCEPT average daily van rate for fiscal year 2016 is \$190, \$34 or 15% below the for-profit average. This savings to school districts is significant. ACCEPT saved school districts approximately \$795,600 in 2015-2016.

SERVICES

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

ACCEPT Education Collaborative has provided specialized transportation services for our member school districts for almost 40 years. Each school day, we deliver safe and reliable transportation services for over 545 students traveling to 151 different locations, all at a significant discount as compared to for-profit specialized transportation providers.



MEDICAID REIMBURSEMENT

In 1994, ACCEPT Education Collaborative established a Municipal Medicaid Reimbursement Program for member and non-member districts to recoup money spent on school-based health and related medical services. Over the past twenty-one years this program has returned over \$53 million to participating cities and towns.

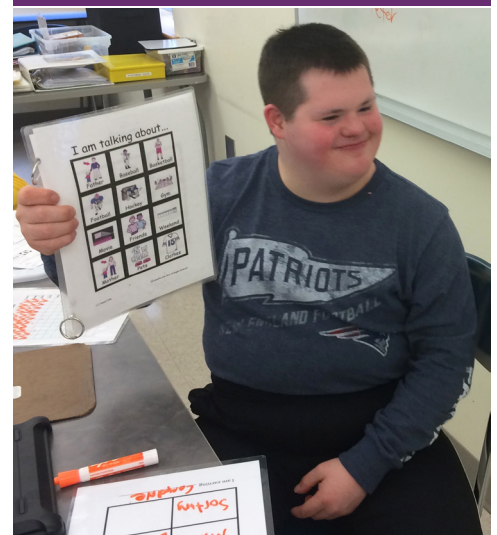
Our Medicaid Reimbursement Services

- Program set-up and ongoing maintenance
- Quarterly identification of eligible students
- Submit electronic claims for direct services
- Follow-up with out-of-district programs to obtain service documentation for students
- Calculate and prepare quarterly administrative claims on behalf of the district
- Calculate annual Direct Service Cost report
- Help districts understand constantly evolving state regulations and changes to the program
- Create custom reports for districts
- Unlimited training for district staff on the Medicaid reimbursement process and systems
- Assist the district if selected for an audit

ANNUAL REPORT

ACCEPT works effectively 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



VALUE AND COST COMPARISONS

During FY2016, these districts received a total of \$3,368,035 in Direct Service and Administrative Claim reimbursements.

	2015		2016	
	Direct Service Claiming (DSC) Reimbursement	Administrative Activity Claiming (AAC) Reimbursement	Direct Service Claiming (DSC) Reimbursement	Administrative Activity Claiming (AAC) Reimbursement
Ashland	\$62,173	\$43,881	\$55,634	\$57,915
Auburn	-	\$47,057	-	\$51,040
Bedford	\$47,136	\$30,311	\$45,220	\$29,593
Carlisle	-	\$6,662	-	\$5,696
Concord	-	\$28,306	-	-
Concord-Carlisle Regional	-	\$20,531	-	-
Dudley-Charlton	\$112,747	\$54,047	-	-
Foxboro	\$74,221	\$33,364	\$62,742	\$40,953
Framingham	\$1,404,766	\$342,229	\$1,000,242	\$444,470
Franklin	\$207,512	\$89,790	\$126,229	\$104,187
Holliston	\$112,333	\$48,467	\$64,812	\$50,531
Hopkinton	\$53,206	\$22,220	\$34,853	\$22,288
Lincoln/Sudbury Regional	-	\$42,602	-	\$21,298
Littleton	\$50,257	\$25,232	\$55,693	\$24,863
Medfield	\$46,675	\$25,882	\$39,698	\$26,117
Medway	\$71,740	\$26,621	\$50,386	\$35,960
Millis	\$39,858	\$25,613	\$31,408	\$30,297
Natick	\$305,041	\$92,529	\$255,001	\$100,606
Northern Berkshire Regional (McCann Technical)	-	\$9,896	-	\$14,666
South Middlesex Regional (Keefe Technical)	\$35,822	\$15,992	\$33,403	\$17,777
Sudbury	-	\$15,704	-	\$13,601
Walpole	\$308,017	\$84,351	\$340,894	\$79,961
TOTAL	\$2,931,503*	\$1,131,288	\$2,196,215	\$1,171,820

*2015 total higher than normal due to some 2014 reimbursements completed in 2015

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 www.thevhscollaborative.org

Some of our students' favorite courses include:

- Algebra 1
- Geometry
- Algebra 2
- U.S. History 1
- U.S. History 2
- World History
- Psychology
- Environmental Science
- Meteorology
- Biology
- English 9
- English 11
- Academic Writing
- Mythology
- Physical Education: Personal Fitness
- Now What Will You Do?
- Employability Skills
- Perspectives in Health
- Ghoulies, Ghosties, and Long-Legged Beasties
- (The Human Body- 1 quarter)

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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

767 seats in 133 innovative online courses

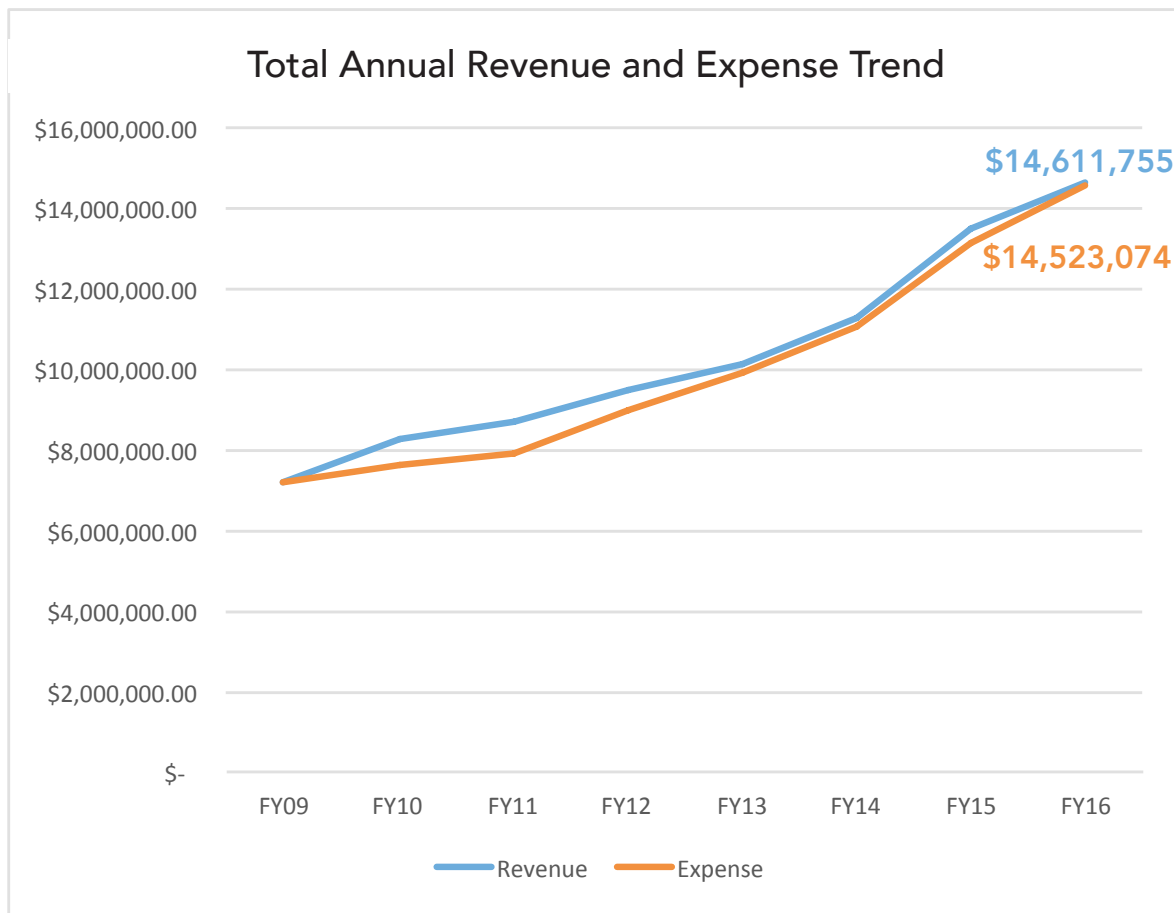
714 middle and high school students benefited from courses

15% increase over the 666 seats utilized in 2014 - 2015

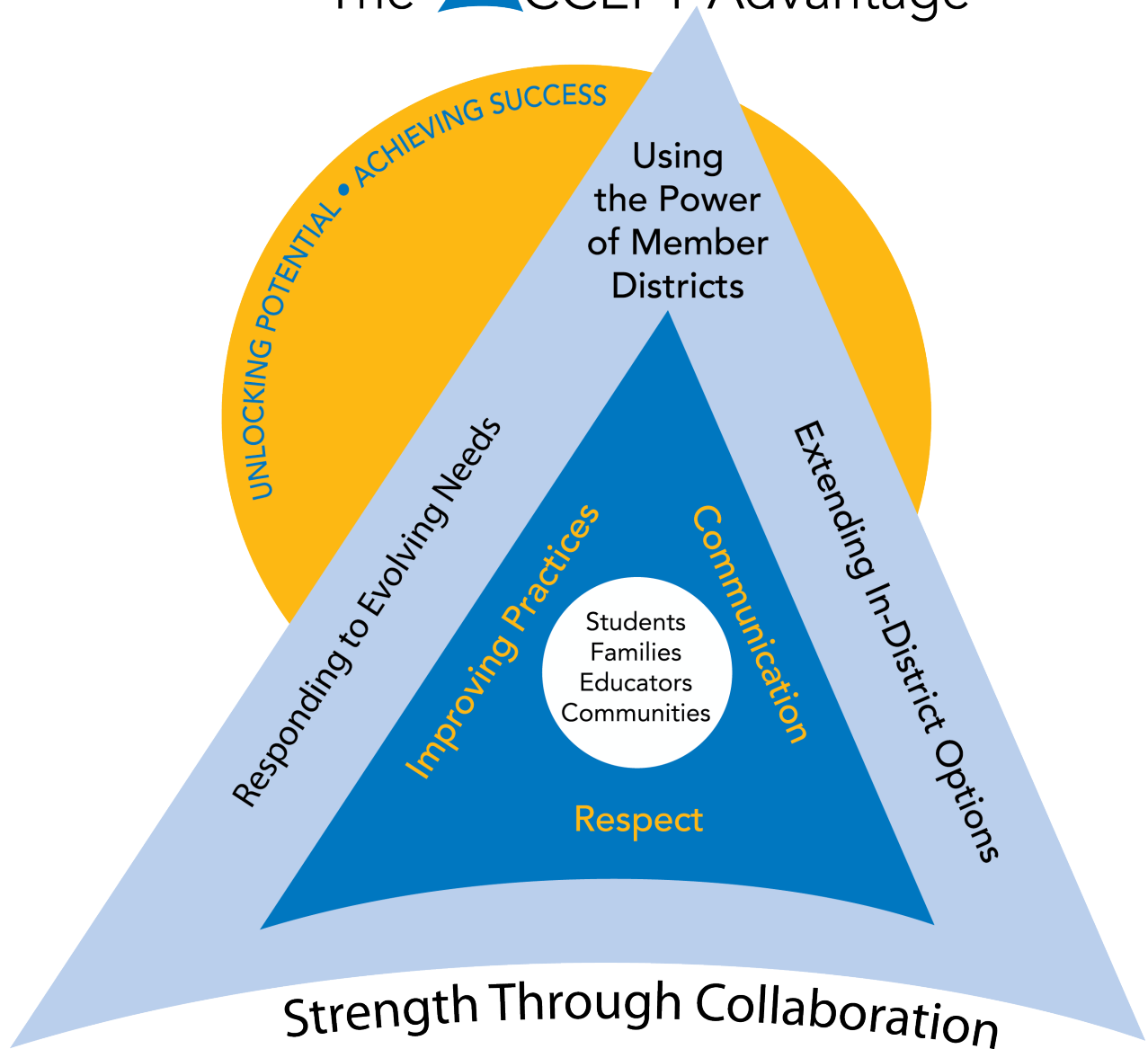
ANNUAL REPORT

FINANCIALS

FISCAL YEAR 2016	Revenue	%	Expense	%
School Year Tuition & Services	\$5,563,273	38.1%	\$5,373,339	37%
Transportation	\$6,658,895	45.6%	\$7,022,556	48.4%
Home-Based Services	\$673,654	4.6%	\$570,685	3.9%
Professional Development	\$250,931	1.7%	\$196,118	1.4%
School Consultation/Evaluation	\$318,243	2.2%	\$347,045	2.4%
Extended Year Tuition & Services	\$654,483	4.5%	\$524,061	3.6%
Medicaid Reimbursement	\$220,560	1.5%	\$188,619	1.3%
Administration	\$77,416	0.5%	\$110,911	0.8%
Technology	\$194,300	1.3%	\$189,740	1.3%
	\$14,611,755	100.00%	\$14,523,074	100.00%



The CCEPT Advantage



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