

ANNUAL REPORT

2018-2019

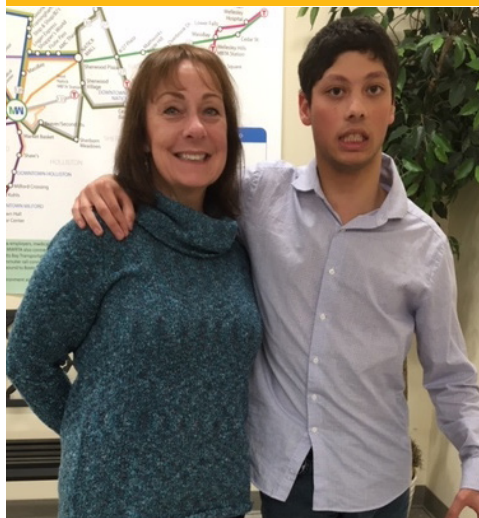


TABLE OF CONTENTS

MESSAGE FROM THE EXECUTIVE DIRECTOR AND BOARD CHAIR	3
ABOUT ACCEPT EDUCATION COLLABORATIVE	4
GOVERNANCE	5
STRATEGIC FRAMEWORK	6
STRATEGIC PROGRESS IN ACHIEVING PURPOSE	7
COLLABORATIVE OFFERINGS	13
Special Education Programs	
PreK - Transition	13
Extended School Year	17
Educator Development	
Professional Development for Educators.....	18
Services	
Home-Based Services	20
Consultation and Evaluation Services for Schools and Districts	21
VHS (Virtual High School) Online Learning	22
Transportation for Special Education Students	23
Medicaid Reimbursement Services	24
FINANCIALS	25
ADVISORY COMMITTEE MEMBERS	26

ANNUAL REPORT

Message from the Executive Director and Board Chair



What is the ACCEPT Advantage?

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

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

- ACCEPT staff



Dear ACCEPT Education Collaborative Community,

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

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

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

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

Warmest Regards,

A handwritten signature in black ink, appearing to read "James Adams".

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

A handwritten signature in black ink, appearing to read "Donna Flaherty, Ed.D.". The signature is written in a cursive style.

Dr. Donna Flaherty
Executive Director,
ACCEPT Collaborative

ABOUT ACCEP EDUCATION COLLABORATIVE

ANNUAL REPORT

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

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

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

OUR 45TH ANNIVERSARY YEAR

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

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

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

HONORING MARCIA BERKOWITZ

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

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

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

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



ANNUAL REPORT

What are Collaboratives?

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



GOVERNANCE



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

Board of Directors

Member Districts

Daniel Gutekanst, Chair	Superintendent, Needham Public Schools
James Adams, Vice-Chair	Superintendent, Ashland Public Schools
Andrew Keough	Superintendent, Dover-Sherborn Regional School District
Robert Tremblay	Superintendent, Framingham Public Schools
Sara Ahern	Superintendent, Franklin Public Schools
Bradford Jackson	Superintendent, Holliston Public Schools
Carol Cavanaugh	Superintendent, Hopkinton Public Schools
Jeffrey Marsden	Superintendent, Medfield Public Schools
Armand Pires	Superintendent, Medway Public Schools
Nancy Gustafson	Superintendent, Millis Public Schools
Anna Nolin	Superintendent, Natick Public Schools
Jonathan Evans	Superintendent, South Middlesex Regional Vocational Technical School District
Brad Cozier	Superintendent, Sudbury Public Schools
David Lussier	Superintendent, Wellesley Public Schools

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.

OUR STRATEGIC PRIORITIES

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

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

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

ANNUAL REPORT

ACCEPT Guiding Principles

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



“ 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

ANNUAL REPORT

STRATEGIC PROGRESS IN ACHIEVING PURPOSE

HIGHLIGHTS & NEW OR CHANGED 2018-2019

Strategic Priority 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

Accomplishments in 2018-2019

<ul style="list-style-type: none">• Evaluation and training documentation and supports in place• Onboarding systems adopted• Employee how-to book developed• Regular team building activities and communications established	<ul style="list-style-type: none">• Enhanced in-house IT capacity• Expanded internal support for student and teacher use of technologies• Increased monitoring of student internet usage• Go Guardian filtering of social media for self-harm alerts• Expanded use of 1:1 Chromebooks• Use of Chromebooks for MCAS testing	<ul style="list-style-type: none">• Transportation data utilization formalized for continuous improvement and to build capacity• Staff engagement surveys adopted• ACCEPT Parent Special Education Program survey administered annually	<ul style="list-style-type: none">• Full utilization of Center for Learning and Growth exceeding expectations and accommodating growth• Enhanced safety protocols and training in place• Expanded programming• Expanded use of Professional Development spaces
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NEW HUMAN RESOURCES AND INFORMATION TECHNOLOGY RESOURCES CAPACITY

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

INFORMATION SYSTEMS

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

SPACE SAFETY IMPROVEMENTS

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

Strategic Priority 2: Focus on Communicating the ACCEPT Advantage

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
Accomplishments in 2018-2019		
<ul style="list-style-type: none"> Implemented recommendations from year-long marketing and communications project with CES, funded by Sudbury Foundation Widespread use of new program names re-aligned for clarity PreK-22 	<ul style="list-style-type: none"> Reorganization of special ed leadership to include Special Ed Chairs for each level facilitates consistency and communication of the ACCEPT story All parent and staff resources are now online Website content linked to Google for automatic staff updating 	<ul style="list-style-type: none"> All new program brochures available online and continuously updated New website launched - reflects new branding and provides a better user experience.

COMMUNICATIONS STRATEGY AND NEW WEBSITE

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

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

Special Education Programs	Educator Development	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"> Expand online and blended learning options; expand job-alike groups Further evaluate demand for Assistive Technology consultation 	<ul style="list-style-type: none"> Investigate expansion potential for Home-Based services Gather data on health resource needs in districts, including mental health, trauma Transportation - focus on continuous improvement and equity of availability of transportation services Medicaid Reimbursement – determine current capacity for growth; market accordingly
Accomplishments in 2018-2019		
<ul style="list-style-type: none"> Curriculum reviewed and realigned, PreK-22. Resources such as Lexia adopted for reading Enhanced schedule for SafetyCare training Coordinated Program Review (CPR), conducted by DESE, reinforced that our practices are in high compliance with Special Ed, Civil Rights and Public Day School requirements 	<ul style="list-style-type: none"> Social Studies-themed series introduced district curriculum leaders to the new standards Professional Practices Symposium for Public School BCBAs a monthly workshop series, led by ACCEPT with MA Association for Applied Behavior Analysis, involves 93 BCBAs from 40 districts 	<ul style="list-style-type: none"> Transportation infrastructure reorganized to support fleet maintenance, driver support and dispatch, and increased use of technologies to enhance routing

PROGRAM REORGANIZATION TO BETTER SERVE OUR STUDENTS

Another benefit of our year-long communications consultation was rethinking how we organize and describe our school programs. We now have three basic strands: Academic and Therapeutic; Academic and Life Skills; and new in 2017-18, Academic and Language-Based. The newly defined strands better represent the way our services are aligned across classrooms and allow us to be more agile in meeting student needs. (see p. 14 for descriptions of strands)

NEW CURRICULUM COORDINATOR ROLE LEADS CURRICULUM REVIEW, REFRESH, AND REALIGNMENT

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

SPECIAL ED CURRICULAR ENHANCEMENTS

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

ALL STAFF TRAINED IN SAFETY-CARE

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

COORDINATED PROGRAM REVIEW

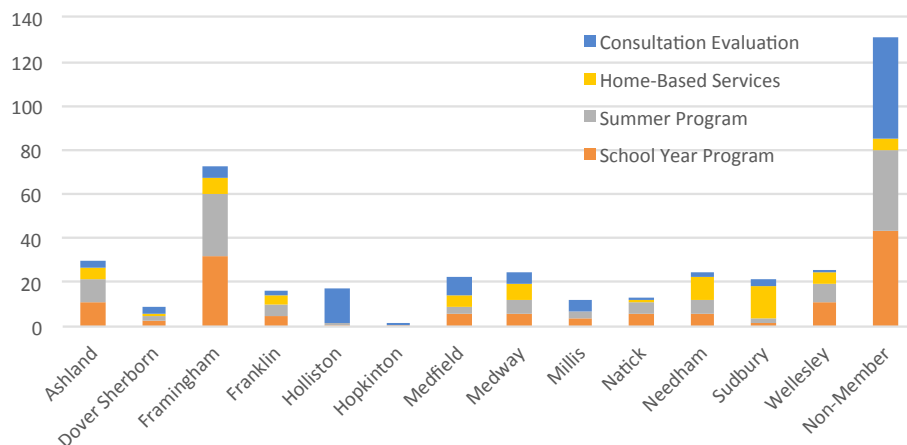
ACCEPT was recognized for high compliance and minor areas for improvement with special education, civil rights, and public day requirements via the every six-year Department of Elementary and Secondary Education (DESE) Coordinated Program Review. The first step, providing evidence of compliance, was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

TRANSPORTATION

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

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

Number of Students Served by Program and by District - FY19



PARTNERSHIPS FOR LEARNING

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

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

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

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

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

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

Summer Star Wildlife Sanctuary, located in Boylston, MA, hosted ESY students at their 45-acres of wildlife and trails, and the inspirational and educational green-built Trailhead House. Founder Shalin Liu visited students

By the Numbers Students Served

137 students educated in school-based programs

116 students benefited from Extended School Year (summer) programs

72 students/families received home-based services

582 students transported

441 students enrolled in **774** ACCEPT/Virtual High School (VHS) classes

Districts Served

157 districts, regional schools, charter schools, and parochial schools utilized ACCEPT's programs, educator development, and services



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

- ACCEPT Staff Member



before their visit, getting to know them and their interests, and sharing the story of Summer Star’s wild land protection and the inspiration from nature that Summer Star represents. Students were also treated to delicious treats, musical performances, and art exhibits.

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

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

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

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

PROGRESS IN ACHIEVING PURPOSE

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

Objectives outlined in collaborative agreement	Progress towards those objectives in 2018-2019
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"> • Co-teaching model utilizing a special educator and behavior specialist in ACCEPT programs (preK-8). The full-time approach strengthens the learning for students as behavioral strategies and proactive measures are fully embedded and practiced throughout the school day • Favorable staff to student ratios are at the heart of the ACCEPT model • All students earned “progressing” scores on their MCAS-Alt portfolios. • The end of each school year is celebrated by a moving-up and award ceremony

Objectives outlined in collaborative agreement	Progress towards those objectives in 2018-2019
<p>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.</p>	<ul style="list-style-type: none"> • Completed a number of in-district program evaluations and provided consultations to build capacity to keep students in-district for member and non-member districts • Clarified and streamlined the admission process and posted it on our website • Provided highly skilled staff to conduct student evaluations for districts lacking necessary resources to conduct these evaluations. • Expanded expertise in the area of trauma-informed services
<p>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.</p>	<ul style="list-style-type: none"> • ACCEPT's collaborative approach to special education services saves districts money (see Value and Cost Comparisons pages 17) • Increased programming to include a language based strand for students pre-K to 22 • Added a life skills program to our middle school offerings • Expanded school consultation services to include AAC consultation, psychological assessments, and general education program evaluations
<p>TRANSPORT STUDENTS WITH DISABILITIES Provide safe, reliable, and efficient transportation services for students with disabilities.</p>	<ul style="list-style-type: none"> • 582 students transported to 122 locations • ACCEPT maintains a fleet of more than 120 vans providing flexibility and efficiency in dispatching drivers; ACCEPT continues to supplement capacity by contracting with local transportation companies • Expanded infrastructure to accommodate families and districts with longer hours office hours, monitor fleet usage and maintenance, provide driver/monitor increased training and support • Purchased 12 minivans and one transit van
<p>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.</p>	<ul style="list-style-type: none"> • ACCEPT hosted job-alike groups for Special Education Directors, Business Managers, Curriculum Directors (adding a Social Studies series), pre-school coordinators, and elementary and high school special education coordinators • Expanded our BCBA job-alike with MA ABA co-facilitation • The 16th Annual Institute for new Special Education directors received excellent reviews again in Summer 2018 (see page 19)

ANNUAL REPORT

By The Numbers

137 students educated in school-based programs

116 students benefited from Extended School Year summer programs



Our Expert Staff Includes

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

SPECIAL EDUCATION PROGRAMS

SPECIAL EDUCATION PROGRAMS

Elementary School

Middle School

High School

**Transition
Ages 18-22**

Extended School Year (summer)

ELEMENTARY SCHOOL, MIDDLE SCHOOL AND HIGH SCHOOL PROGRAMS

At ACCEPT, we work with parents and districts to design individualized, evidence-based programs for each student addressing academics, behavioral and therapeutic needs, life skills, and specialized services based on the IEP. The goal is to build strengths and self-confidence, and to maximize the potential for students in PreK, elementary, middle, and high school grades and beyond.

Our programs address autism spectrum disorders, emotional/behavioral needs, global impairments and medically involved disabilities, cognitive/intellectual disabilities, language disorders, ADHD/ADD, and nonverbal learning disability. ACCEPT programs are supported by a highly trained, specialized team of teachers and specialists, who are hired for their hearts and minds.

PROGRAM	TYPE OF DISABILITY
Academic and Therapeutic	Emotional, Autism, Neurological
Academic and Life Skills	Autism, Communication, Developmental Delay, Intellectual, Neurological, Health, Multiple Disabilities, Physical
Academic and Language-Based	Autism, Communication, Neurological, Specific Learning, Emotional, Health, Intellectual
Transition	Full range of disabilities

At ACCEPT, we work with parents and districts to design individualized, evidence-based programs for each student addressing academics, behavioral and therapeutic needs, life skills, and specialized services based on the IEP. The goal is to build strengths and self-confidence, and to maximize potential for students in elementary, middle, and high school grades.

Our programs address autism spectrum disorders, emotional/behavioral needs, global impairments and medically involved disabilities, cognitive/intellectual disabilities, language disorders, ADHD/ADD, and nonverbal learning disability. ACCEPT programs are supported by a highly trained, specialized team of teachers and specialists, who are hired for their hearts and for their minds.

Academic and Therapeutic

The programs in the therapeutic strand bring together clinical, therapeutic, and behavioral services with rigorous academics, and supports to strengthen life skills. We use an integrated team model that seamlessly blends individualized clinical services within the practices and routines of the school day to help students learn the skills they need in the places they will use them, with more practice opportunities. Each student participates in all classroom activities, and teachers and therapists can focus on skills that are immediately useful leading to better generalization of the skills. The academic curriculum is challenging and engaging, aligned with Massachusetts Curriculum frameworks.

Individualized clinical services include:

- A therapeutic milieu providing consistent routines and clinical supports.
- Embedded group social skills instruction and counseling, individual counseling and clinical check-ins, and coping strategy practice.

Academic and Life Skills

The programs in the life skills strand blend academics, daily living, personal/social and occupational skill development with behavioral and social supports in a highly individualized program, tailored to the student's unique profile, based on the IEP. This makes every day an opportunity for students to develop self-confidence, self-control, and the life skills to pursue their passions. The program is a great fit for students who have complex language and learning difficulties, have issues with behavior or coping, and need moderate to significant modification to the Massachusetts Curriculum Frameworks in order to make effective progress.

Features include:

- Academics and life skills curriculum tailored to the needs of each student.
- Consistent and predictable routines and structures, shared with families and home providers for adaptation to the home.
- Expected classroom and community behaviors that are communicated, practiced and reinforced throughout the day.
- Individual and small group explicit instruction, which may include Social Thinking techniques, video modeling and feedback, self-rating scales, and more.

Academic and Language-Based

The programs in the Language-Based strand prepare students for a successful elementary school experience by addressing moderate language and

At the heart of our programs is an integrated team model that seamlessly blends functional academics, community experiences, social skills development, specialized services, vocational training, and independent living skills.

Programs are individualized depending upon each student's unique needs and may be a hybrid of one or more of the three strands at the left. All of ACCEPT's special education programs offer:

- Continuum of programs and services PreK-12 and to age 22
- Favorable teacher-to-student ratios
- Individual and group instruction
- High academic expectations
- Activity-based learning
- Specialized therapeutic supports
- A team of experts to provide positive behavioral interventions and supports
- Healthcare team of registered nurses that support the physical, behavioral and social health of our students
- Access to art, music, physical activities, health and wellness, technology, and pre-vocational learning
- Technology integrated into learning opportunities
- Ongoing district and family communication
- Extended year option

Thank you to the many organizations & businesses who provided vocational experiences & community outings.

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

learning difficulties. Comprehensive academic, behavioral, and clinical service supports center on developing oral, social, and written language skills to enhance communication and comprehension of academic content. Each student's program is individualized and based on the IEP, with curriculum aligned with Massachusetts Curriculum Frameworks. Individual and small group instruction with low student-to-teacher ratios targets communication and social skills, academics, executive functioning skills and compensatory strategies to increase student independence.

TRANSITION PROGRAMS – AGES 18-22

Transition programs prepare students for a successful passage to adult living. We view each student as the unique individual they are and, using their IEP and results from transition and vocational assessments, develop a personalized transition plan to maximize independence, vocational potential, participation in the community, and help students meet their postsecondary vision. At the heart of our transition programs is an integrated team model that seamlessly blends functional academics, community experiences, social skills development, specialized services, vocational training, and independent living skills.

Celebrating Success – Our Students



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

The 2018-19 recipient is **Christos Brokalakis** from Framingham. CB, as he is known, came to ACCEPT's transition program in the fall of 2016 as a quiet, unsure young man and completed the program as a social and confident adult. He embraced new skills, shared his infectious sense of humor and led by example. Hardworking and open to trying new things, particularly vocational internships, he participated in 24 job and company tours and informational interviews, worked at Assumption College, and accepted a job with Staples in Natick as a Customer Service team member, where he still works. CB truly embodies the success we hope for all our students.

Value and Cost Comparisons - School Year

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

Celebrating Success – Our Teachers



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

- ACCEPT Parent

At the heart of ACCEPT and its quality programs are the professionals who, through training and experience, have the specialized expertise to identify student and educator needs and develop a plan of action. Each year ACCEPT honors one of our exceptional educators with the Susan S. Rees Award for Excellence in Teaching and Learning. This year **Anne Donovan** was selected by her peers. Anne, ACCEPT's first full-time consultant, joined ACCEPT in 2007 when we had just one contract for school consultation services. Over the years she has grown the consultative services to more than 100 contracts per year overseeing six amazing consultants. Her success also prompted the establishment of Home-Based services, which with its own Director oversees 28 therapists and provides services to 69 families.



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

EXTENDED SCHOOL YEAR (SUMMER)

The Extended School Year programs are designed to prevent substantial regression of skills and provide a bridge between academic years. Structured individual, small group, and classroom instruction is provided consistent with the students' Individualized Education Programs. In summer 2018, our transition and elementary students enjoyed the new Center for Learning and Growth. In addition, we had elementary, middle, and high school programs at Medway Public Schools.

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

Value and Cost Comparisons - Extended School Year

Location	Type of program	Member Tuition	Non-Member Tuition	Member Savings	Average Private School Tuition	Average Savings Over Private School
ACCEPT Center for Learning and Growth or Medway Public Schools	Academic and Therapeutic	\$6,374	\$7,649	\$1,275	\$72,658	\$535
	Academic and Life Skills	\$6,374	\$7,649	\$1,275	\$93,070	\$535
	Academic and Language-Based	\$6,374	\$7,649	\$1,275	\$59,302	\$535
	Transition	\$6,374	\$7,769	\$1,295	\$10,707	\$4,233



EDUCATOR DEVELOPMENT

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

EDUCATOR DEVELOPMENT
Professional Development for Educators
Customized Trainings for Districts
Online Learning
Special Education Leadership Institute

PROFESSIONAL DEVELOPMENT WORKSHOPS, COURSES AND ONLINE OFFERINGS

ACCEPT believes that what matters most in student achievement is excellent teaching and learning. Professional development programs are designed to meet the instructional, management, and leadership challenges that educators face on a daily basis, and our innovative workshops and courses are offered in a variety of formats including online, hybrid, and in-person options. Our website is updated regularly to reflect our full listing of offerings.

Professional Development Workshops

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

Sample workshops offered in 2018-19 included Social Studies Update, SEI Full Teacher Endorsement, Legal Issues Update – School Refusal and Co-Teaching & Inclusive Practices to Close the Achievement Gap.

Customized Trainings for Districts

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

ANNUAL REPORT

By the Numbers

1,010 educators took part in **22** workshops and courses

149 participants in "Differentiating in Inclusive Classrooms" workshops

376 Paraprofessionals from **3** districts enrolled in online training



Value and Cost Comparisons

ACCEPT's Educator Development offerings are high value, both in quality and cost. Post-workshop evaluations, as well as the number of educators who register for workshops and courses year after year, are indicators of the quality and practicality of our offerings in helping educators address their current challenges. ACCEPT offerings are at or below the cost of other workshops in the area. A review of offerings from Research for Better Teaching, Teachers21, and the Reading Institute shows a range of \$195 to \$300 per day for a workshop. The average per day cost for an ACCEPT workshop is approximately \$175.

“ I really enjoyed my time at this Job Alike group! Loved the speakers that were brought in and the ability to connect outside of the group. ”

– Professional development participant



Sample in-district workshops offered in 2018-2019 included Functional Behavior Assessment: From Conceptualization to Practice, Registered Behavior Technician (RBT®) Training Course, The Nuts and Bolts of Transition Planning, and DESE’s Low-Income Education Access Project (LEAP) Training.

Social Studies Series

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

Professional Learning Communities

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

BCBA Professional Learning Community

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

Special Education Administrators Institute: New Directors

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

SERVICES

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

SERVICES
Home-Based Therapeutic Program
Consultation and Evaluation Services for Districts
VHS Online (Virtual High School)
Special Education Transportation Services
Medicaid Reimbursement Services for Towns

HOME-BASED SERVICES

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

To determine the scope and sequence of services, initial assessments may include:

- Home Functional Behavior Assessments (FBA)
- Adaptive Living Skills Assessment (Home and Community)

Assessment results guide the selection of service delivery models:

- Direct service model
- Parent training
- 8-Session parent training

ANNUAL REPORT

By the Numbers

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



Value and Cost Comparisons

ACCEPT's home-based service rates for member districts are 10% – 55% lower than the rates of comparable private agencies.

Some area agencies charge \$250 per hour for a functional behavioral assessment (FBA) compared to ACCEPT member district rate of \$90 per hour. A typical FBA requires 14-16 hours so the savings for a district can be as much as \$2,500 for a single assessment.

ANNUAL REPORT

By the Numbers

102 contracts with 37 districts for consultation and evaluation.

Of those 13 were member districts and 24 non-member districts



Value and Cost Comparisons

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

CONSULTATION AND EVALUATION SERVICES

ACCEPT offers a variety of consultation options and technical assistance to help school districts build their capacity to meet the needs of diverse student populations. Our team of expert consultants works with member and non-member districts to improve and enhance a range of special education programs and services with a strong emphasis on collaboration and long-lasting partnerships.

CONSULTATION AND EVALUATION SERVICES

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

School Consultation

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

Student Evaluation Services

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

VHS (VIRTUAL HIGH SCHOOL)



VHS provides districts with a wide range of high quality online courses that offer flexible credit recovery, opportunities for accelerated students, unique electives, career-focused coursework, summer courses, and more.

VHS is also well-suited to the needs of students at ACCEPT High School Academy. ACCEPT teachers customize the courses utilizing blended learning that accommodates the individual learning needs of each student. The VHS modules are rigorous and meet graduation credit and syllabus requirements. Students from Middle School through age 22 participated in these courses.

More information is available at vhscollaborative.org

Some of the courses include:

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

ANNUAL REPORT

By the Numbers

570 seats in 412 innovative online courses

441 students benefited from courses



VALUE AND COST COMPARISONS

As part of the Consortium, teaching membership districts paid \$150 per VHS seat. Rates for districts who purchase seats only range from \$250-\$400 depending upon the number of seats purchased. These rates compare very favorably to a district's costs for in-school classrooms, especially in classes with lower enrollments. In addition, a high quality online course is an efficient solution for students who have individual needs that do not fit the usual school offerings and calendar.

ANNUAL REPORT

TRANSPORTATION

By the Numbers

582 students transported to 133 locations

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

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

– ACCEPT Parent

VALUE AND COST COMPARISONS

ACCEPT utilizes an assessment model to price transportation for member districts. This allows districts to pay a fee equivalent to the actual cost of providing special education transportation services to the students in their district. Assessments are calculated annually, providing districts with the data necessary to budget accurately and allowing ACCEPT to meet its costs, an advantage not available from for-profit transportation vendors. Looking ahead to FY20, the decision of our largest district to move their transportation services to an outside vendor will impact the remaining districts that utilize our transportation services as the costs of transportation infrastructure will be divided by fewer transportation seats. We will monitor the changes and seek efficiencies that maintain high quality service while also reducing costs where possible.



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

Each day more than 582 students are picked up at their homes, delivered to over 133 destinations -- either their special education program at ACCEPT or other schools in Massachusetts -- and safely returned home at the end of the day. A fleet of over 125 vans and 130 drivers and monitors meet the individual needs of each student ensuring a comfortable and positive experience.

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

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

MEDICAID REIMBURSEMENT

In 1994, ACCEPT Education Collaborative established the School-Based Medicaid Reimbursement Program for member and non-member districts to recoup money spent on school-based health and related medical services. Over the past 25 years this program has returned over \$65 million to participating cities and towns.

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

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

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

VALUE – DISTRICT-BY-DISTRICT REIMBURSEMENT DETAIL

During Fiscal Year 2019 these districts received a total of \$4,197,079 in Direct Service and Administrative Activity Claiming

School District	Direct Service Reimbursement	Admin Billing Reimbursement	Total Payments FY19 Payments
Ashland	\$74,637	\$80,943	\$155,580
Auburn	\$63,588	-	\$63,588
Bedford	\$30,032	\$7,398	\$37,430
Carlisle	5,454	-	\$5,454
Foxboro	\$44,588	\$43,556	\$88,144
Framingham	\$574,830	\$935,795	\$1,510,624
Franklin	\$135,033	\$139,956	\$274,988
Holliston	\$38,981	\$47,109	\$86,089
Hopkinton	\$21,276	\$23,682	\$44,958
Lincoln/Sudbury Reg.	40,157	-	\$40,157
Littleton	\$49,920	\$22,574	\$72,494
Medfield	\$23,344	\$28,480	\$51,824
Medway	\$33,705	\$31,615	\$65,319
Millis	\$20,166	\$23,222	\$43,387
Natick	\$131,019	\$280,962	\$411,980
Northern Berkshire Reg.	\$11,277	-	\$11,277
South Middlesex Reg.	\$19,155	\$20,190	\$39,346
Sudbury	\$2,079	-	\$2,079
Walpole	\$100,401	\$458,070	\$558,471
TOTAL	\$1,419,640	\$2,143,550	\$3,563,190

ANNUAL REPORT

By the Numbers

\$3,563,190 returned to 18 municipalities in Medicaid reimbursements

Annual direct service reimbursements ranged from **\$7,398** to **\$935,785**

Annual administrative reimbursements ranged from **\$2,079** to **\$574,830**



Services Include

- Program set-up & ongoing maintenance
- Quarterly identification of eligible students
- Submission of electronic claims for direct services
- Follow-up with out-of-district programs to obtain service documentation for students
- Preparation of quarterly administrative claims on behalf of the districts
- Calculation of annual Direct Service Cost Reports
- Ongoing assistance with understanding constantly evolving state regulations and program changes
- Creation of custom reports for districts
- Unlimited training for district staff on the Medicaid reimbursement process and systems
- Assistance for the district if selected for an audit

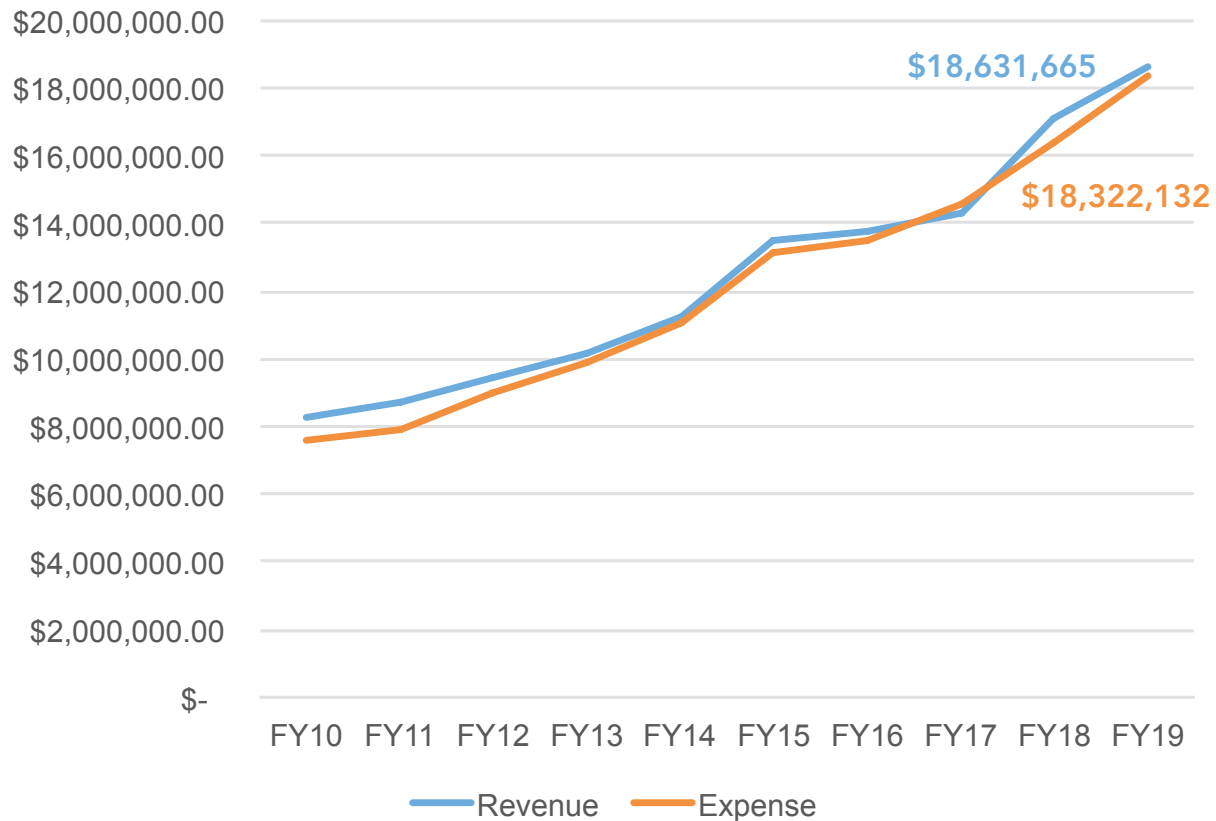
ANNUAL REPORT

FINANCIALS



FISCAL YEAR 2019	Revenue	%	Expense	%
School Year Tuition & Services	\$7,727,333	41.47%	\$7,466,484	40.75%
Transportation	\$8,741,768	46.92%	\$8,593,554	46.90%
Home-Based Services	\$486,895	2.61%	\$572,408	3.12%
Professional Development	\$91,590	0.49%	\$81,514	0.44%
School Consultation/ Evaluation	\$274,401	1.47%	\$366,474	2.00%
Extended Year Tuition & Services	\$807,233	4.33%	\$800,361	4.37%
Medicaid Reimbursement	\$219,914	1.18%	\$198,884	1.09%
Administration	\$85,235	0.46%	\$61,900	0.34%
Technology	\$197,297	1.06%	\$180,553	0.99%
	\$18,631,665	100.00%	\$18,322,132	100.00%

Total Annual Revenue and Expense Trend



ADVISORY COMMITTEE MEMBERS

ANNUAL REPORT

Job-alike advisory groups, composed of district leaders in Special Education, Curriculum, and Business Operations provide input into the development and implementation of ACCEPT programs and services. Members work collaboratively, as a professional learning community, throughout the school year to support each other as 21st century educational leaders.

SPECIAL EDUCATION

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

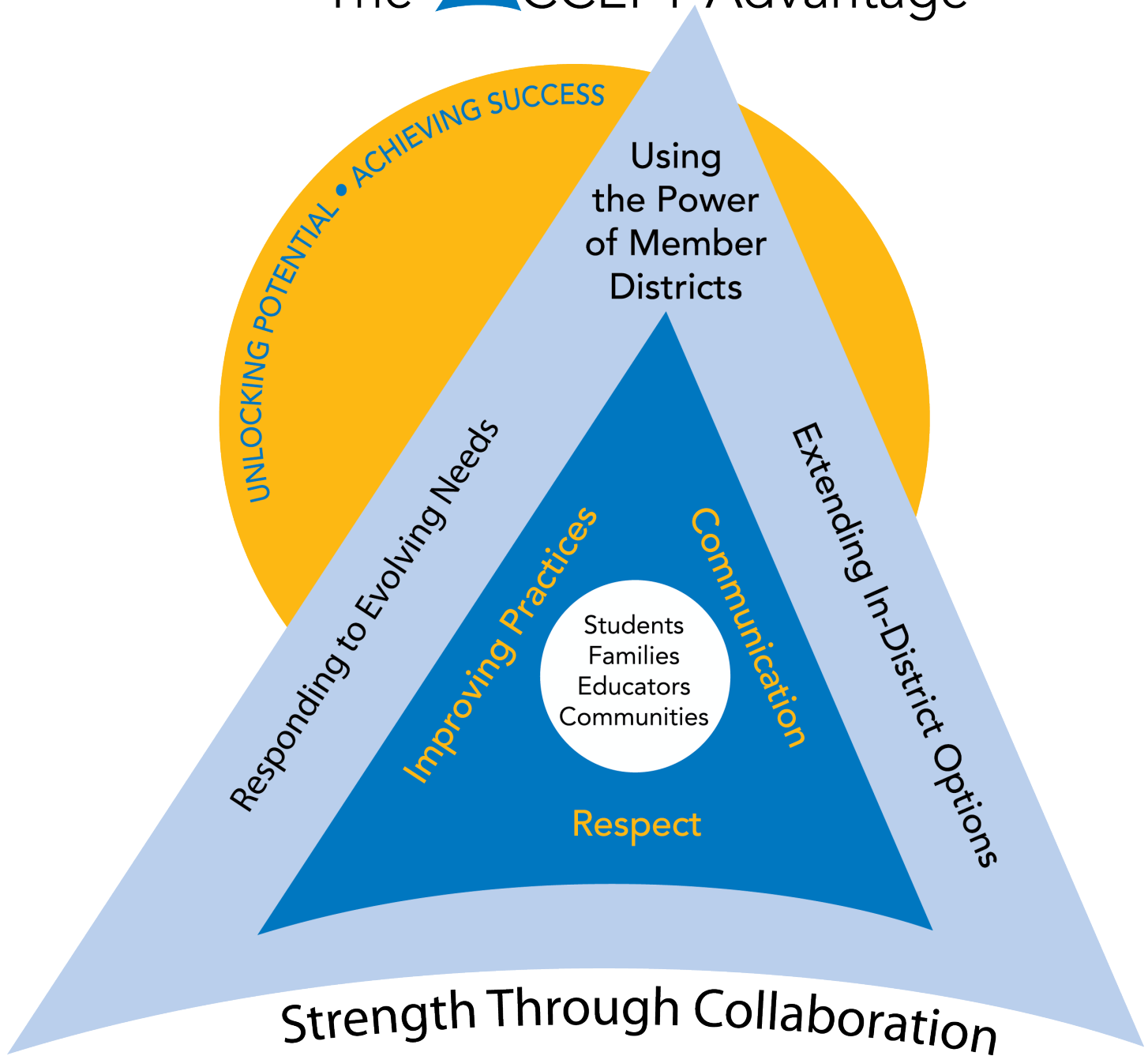
BUSINESS OPERATIONS

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

CURRICULUM LEADERSHIP

Marcia Berkowitz, ACCEPT Facilitator
Paul Vieira, Ashland
Elizabeth McCoy, Dover-Sherborn
Anne Ludes, Framingham
Amy Bright, Framingham
Joyce Edwards, Franklin
Peter Botelho, Holliston
Jennifer Parson, Hopkinton
Kim Cave, Medfield
Gabrielle Abrams, Medway
Joan Lynn, Millis
Kirk Downing, Natick
Theresa Duggan, Needham
Rebecca Swasey, South Middlesex Regional
Kim Swain, Sudbury
Joan Dabrowski, Wellesley

The CCEPT Advantage



The ACCEPT Education Collaborative does not discriminate against students, parents, employees or the general public on the basis of race, color, sex, homeless status, gender identity, religion, national origin, sexual orientation, disability, or age. ACCEPT is also committed to maintaining a school environment free of harassment. Harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, homeless status, age or disability is prohibited. In addition to the protected classes identified above, as to employment practices, ACCEPT also does not discriminate based on genetic information, ancestry or status as a veteran. The sending district also provides equal access to the Boy Scouts, Girls Scouts and other designated youth groups in accordance with the Boy Scouts of America Equal Access Act. 20 U.S.C. § 7905; 34 C.F.R. Part 108. The Collaborative also does not discriminate against students on the basis of homelessness in a manner consistent with the requirements of the McKinney-Vento Act. For more information contact ACCEPT's designated compliance coordinator Donna Flaherty, 4 Tech Circle, Natick MA 01760. (508)653-6776



ACCEPT
Education Collaborative

Center for Learning and Growth
4 Tech Circle, Natick, MA 01760
508-653-6776

www.accept.org

Questions?

Here are three ways to learn more:

- Visit www.accept.org
- Contact us via email at info@accept.org
- Call us at 508-653-6776

Unlocking Potential – Achieving Success