

ACCEPT
Education Collaborative

ANNUAL REPORT
2020-2021



*Dr. Donna Flaherty
Executive Director
ACCEPT Collaborative*

Dear ACCEPT Education Collaborative Community,

"It always seems impossible until it is done," is a statement shared by Nelson Mandela. I am so proud of the many accomplishments of the ACCEPT staff during this challenging year as they worked to 'get it done'. ACCEPT was one of the first educational institutes to welcome back all students to in-person learning. Beginning July of 2020, we took action to provide a safe and healthy environment and to acquire all necessary personal protective equipment to safely welcome back students and staff. I am also proud of our families for their collaboration, trust and perseverance for the sake of their children's education. Together we got it done!

We present to you the FY 2021 Annual Report that represents the collective actions of all ACCEPT departments to provide excellence and innovation in educational practice for students, families and school districts. Our strategic areas of focus guide our work towards the goal of continuous improvement 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.

ACCEPT experienced a transition in Board of Directors membership during FY21. First, two long-standing supportive members of our Board have entered a new phase in their lives. We would like to thank Ms. Nancy Gustafson, formerly Superintendent of Millis Public School District, and Dr. Andrew Keough, formerly Superintendent of Dover Sherborn Regional Public Schools for many years of service and visionary leadership that has helped guide the Collaborative to becoming an excellent service agency. Secondly, we would like to welcome our new Board members Dr. Susan Kustka, Superintendent of Holliston Public Schools, Mr. Robert Mullaney, Superintendent of Millis Public Schools, and Dr. Kathleen Smith, Interim Superintendent of Dover Sherborn Public Schools.

Thank you for your contribution to our work at ACCEPT Education Collaborative. We look forward to continuing our partnership as we seek to continuously improve the educational outcomes of our students.

Sincerely,

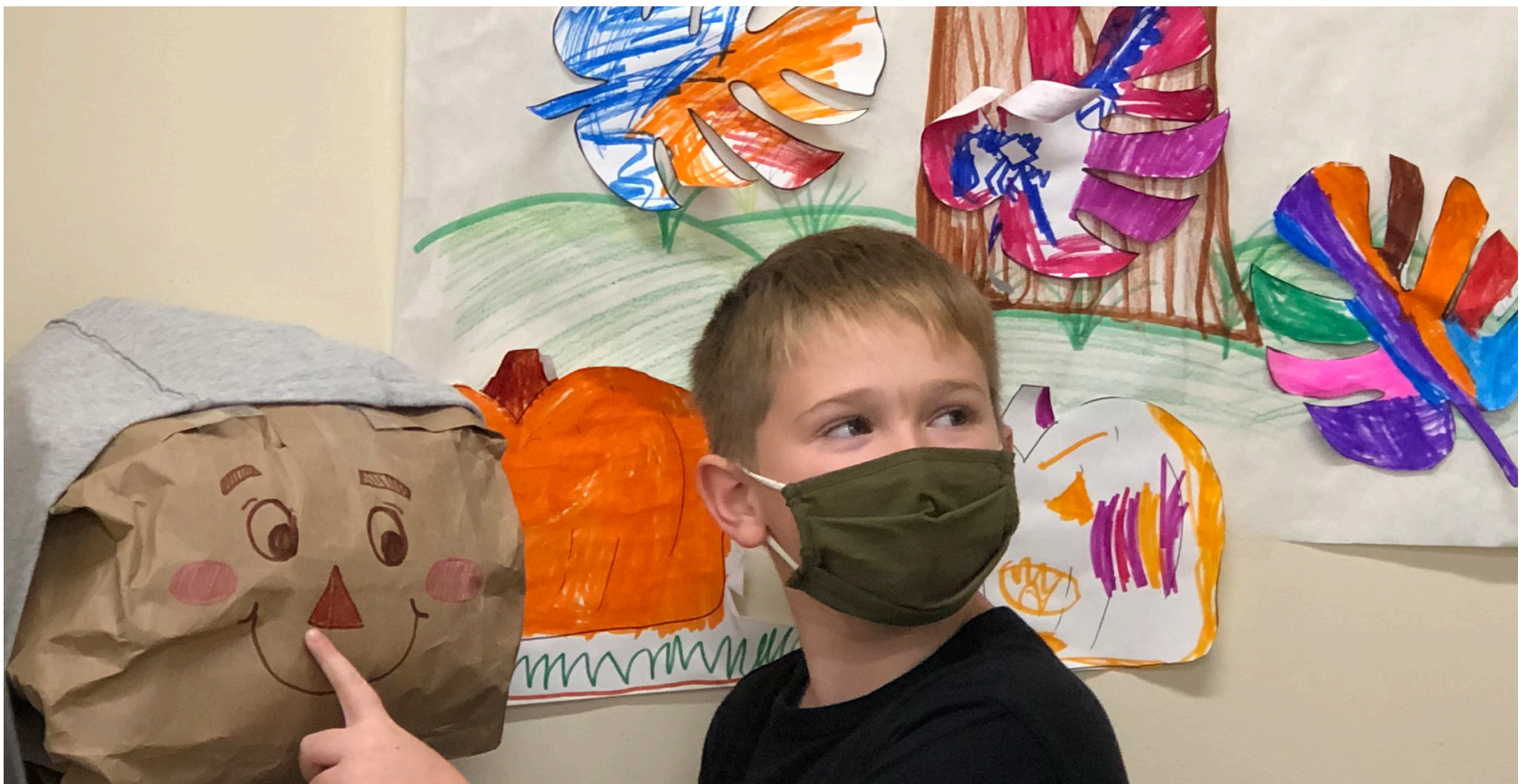
A handwritten signature in black ink that reads "Donna Flaherty, Ed.D." The signature is fluid and cursive.

Dr. Donna Flaherty
Executive Director
ACCEPT Collaborative



“The driver and monitor have been great with my child. They've made it an enjoyable and easy ride home for him every day. I feel safe knowing he is in great hands”

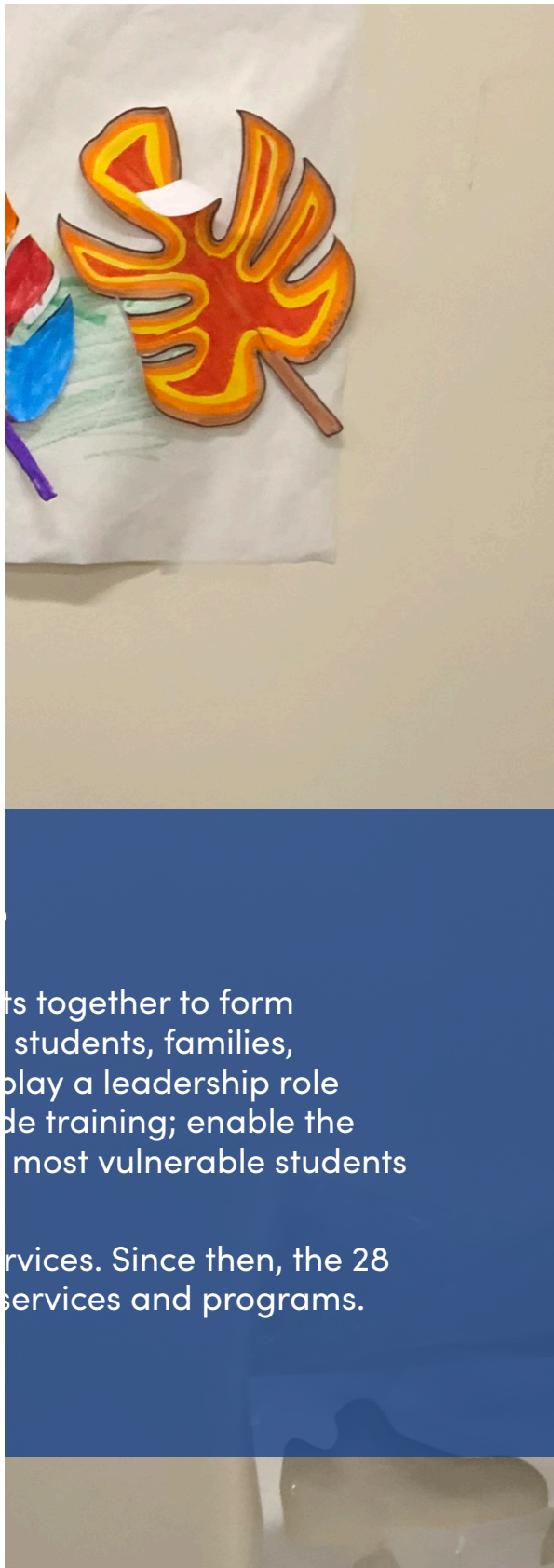
— ACCEPT Parent—



What are Collaboratives?

Massachusetts collaboratives are educational services agencies that bring school districts together in partnerships that create regional educational resources. Collaboratives benefit districts, students, educators, and taxpayers by maximizing efficiency through shared costs and expertise; playing a role in developing a broad range of innovative programming to meet emerging needs; providing a platform for 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. Over time, educational collaboratives statewide have grown to encompass a range of educational services. (Massachusetts Organization of Educational Collaboratives, 2016)



ts together to form
students, families,
play a leadership role
de training; enable the
most vulnerable students

rvices. Since then, the 28
services and programs.

TABLE OF CONTENTS

6	ABOUT ACCEPT EDUCATION COLLABORATIVE	
7	BOARD OF DIRECTORS	
10	STRATEGIC PRIORITIES	
14	STRATEGIC PROGRESS IN ACHIEVING PURPOSE	
18	COLLABORATIVE OFFERINGS	
	SPECIAL EDUCATION PROGRAMS	
	Pre-K – Transition	20
	Extended School Year	22
	EDUCATOR DEVELOPMENT	
	Professional Development for Educators.....	24
18	COLLABORATIVE SERVICES	
	Home-Based Services	28
	Consultation and Evaluation Services for Schools and Districts	29
	VHS (Virtual High School) Online Learning.....	30
	Transportation for Special Education Students.....	31
	Medicaid Reimbursement Services	32
34	FINANCIALS	
35	ADVISORY COMMITTEE MEMBERS	

MISSION AND VISION

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

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

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

OUR 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.

ACCEPT GUIDING PRINCIPLES:

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

BOARD OF DIRECTORS

The ACCEPT Education Collaborative is governed by a Board of Directors comprised of the 14 superintendents of the member school districts. Member district staff who serve on the Special Education, Curriculum, Technology, and Business Operations committees make recommendations to the Executive Director relative to program development and service delivery. ACCEPT is organized according to Massachusetts General Law Chapter 40, Section 4e.



JAMES ADAMS, Chair
Superintendent,
Ashland Public Schools



JEFFREY MARSDEN, Vice-Chair
Superintendent,
Medfield Public Schools



KATHLEEN SMITH
Interim Superintendent,
Dover-Sherborn Regional
School District



ROBERT TREMBLAY
Superintendent,
Framingham Public Schools



SARA AHERN
Superintendent, Franklin
Public Schools



SUSAN KUSTKA
Superintendent, Holliston
Public Schools



CAROL CAVANAUGH
Superintendent,
Hopkinton Public Schools



ARMAND PIRES
Superintendent,
Medway Public Schools



ROBERT MULLANEY
Superintendent, Millis
Public Schools



ANNA NOLIN
Superintendent, Natick
Public Schools



DANIEL GUTEKANST
Superintendent,
Needham Public Schools



JONATHAN EVANS
Superintendent,
South Middlesex
Regional Vocational
Technical School



BRAD CROZIER
Superintendent,
Sudbury Public Schools



DAVID LUSSIER
Superintendent, Wellesley
Public Schools

A young person, likely a student, is sitting in the driver's seat of a car, wearing a dark blue police-style cap with a badge and a blue patterned face mask. They are wearing a blue t-shirt with a red and white graphic. The car's interior is visible, including the steering wheel, dashboard, and a computer screen. The background shows a building with a geometric pattern.

“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 —

WHAT WE DO...

140 students educated in school-based programs

119 students benefited from Extended School Year summer programs

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

9 school districts utilized home-based services, including **6** member districts and **3** non-member districts

382 students enrolled in **122** ACCEPT Virtual High School (VHS) classes

1,340 educators took part in **19** workshops and courses

\$2,417,770 returned to **19** municipalities in Medicaid reimbursements

299 students are picked up at their homes and delivered to over **104** destinations

Contracts with **20** districts for consultation and evaluation, of those **5** were member districts and **15** non-member districts

STRATEGIC PRIORITIES

While continuing the necessary work to ensure a healthy and safe learning and working environment for our students and staff during the 2020 – 2021 School Year, ACCEPT has continued the important work of the Transition Plan Strategic Priorities with an eye on producing a new Strategic Plan for January 2022 – June 2026. These priorities have guided our focus on enhancing employee capacity, strengthening internal and external communication, and assessing current programs. While continuing our efforts to support our students, families and staff, ACCEPT Collaborative continues to focus on the future of the organization, and the quality of its programming for students, families, faculty, and staff.

STRATEGIC PRIORITY 1: ACCEPT WILL BUILD AND STRENGTHEN EMPLOYEE CAPACITY

Objective 1: Establish a committee charged with the creation of a professional development plan to systematically meet the needs of ACCEPT staff

Accomplishments in 2020–2021:

- The participation of staff on the internal PD committee increased. The committee met on several occasions and was facilitated by the Director of Student Services and the Director of Curriculum & Instruction and Professional Development. We value the importance of collaboration between the staff and the administration to determine the most effective professional development.
- Trainings included Standard Assessments to determine Baseline Data Points and Access to the Curriculum Standards, Data Analysis and Application, Book studies on Equity, Inclusion and Diversity within the Classroom, Language-Based Learning Disabilities Teaching and Learning Strategies, Special Education Assessments: How Cognitive Testing Informs IEP Writing, Literacy and Curriculum Frameworks, Restorative Justice and Restorative Practices, Trauma Informed Behavioral Strategies and Care in Schools. Safety Care Training, Meditation and Yoga to assist in self-care.
- During July of 2020, ACCEPT systematically offered all students full in-person learning, while providing our medically fragile students continued virtual learning.
- ACCEPT has continued to focus on building staff's capacity in both social emotional learning initiatives and academic learning initiatives; as well as, strategies for self-care.

Objective 2: Create Program Schedules to provide explicit opportunities for planning time, collaboration and lunch

Accomplishments in 2020–2021:

- Complete

Objective 3: Develop clear expectations/definitions of job roles, prerequisites, and measures/metrics of success

Accomplishments in 2020–2021:

- Even in light of the on-going staffing shortages and continual recruiting, ACCEPT has made progress on this objective.

Objective 4: Define and address immediate Professional Development needs for staff

Accomplishments in 2020–2021:

- All program staff continue to receive professional development in the Massachusetts Curriculum Frameworks.
- Program staff received training in standard assessments to establish baseline data points and to systematically track student learning progress during the school year.
- Professional Development in Literacy continues.
- Language-Based Learning Strategies Professional Development has been provided for the Language-Based Programs.
- ACCEPT continues to build teacher capacity from within, teachers training teachers, and continues to do so today.
- All staff have received trainings in meditations, gratitude and self-soothing strategies to improve their self-care during these stressful times.
- The rationale for the chosen staff professional development is to improve the academic, social, emotional, and transition outcomes for our students.

STRATEGIC PRIORITY 2: ACCEPT WILL ANALYZE AND STRENGTHEN INTERNAL AND EXTERNAL COMMUNICATIONS

Objective 1: Analyze, develop, and refine communication and response processes, procedures, and feedback mechanisms for and between ACCEPT staff and school districts

Accomplishments in 2020–2021:

- ACCEPT continued a “Conversation with the Executive Director” hour every Wednesday 3:30 – 4:30 pm.
- The Executive Director continues to distribute an “Every Friday Update” email to the ACCEPT staff.
- Employee satisfaction surveys were distributed and examined by the Leadership Team.
- Human Resources continues to conduct exit interviews with employees.
- The Executive Director and the Director of Students Services scheduled face-to-face meetings with the Districts’ Directors of Special Education.

Objective 2: Define and articulate: definition of open and honest communication, ACCEPT meeting norms, organizational chart, meetings' purposes

Accomplishments in 2020-2021:

- ACCEPT Collaborative established and agreed to meeting norms for all ACCEPT meetings that are revisited each year to ensure the norms are still valid for the team.
- Collaborative conversations regarding "open and honest" communication were revisited for the school year to define this construct for the current organization.

Objective 3: Increase visibility and accessibility of the Executive Director internally and externally

Accomplishments in 2020-2021:

- The Executive Director increased visibility through program visits, observations, and interactions with staff, students, and families.
- ACCEPT continues to implement a "Conversation with the Executive Director" hour every Wednesday from 3:30 - 4:30 pm.
- In addition, the Executive Director distributed an "Every Friday Update" email to the ACCEPT staff.
- The Executive Director and the Director of Students Services scheduled face-to-face meetings with the Districts' Directors of Special Education.

Objective 4: Increase digital footprint.

Accomplishments in 2020-2021:

- The Collaborative continues to increase its exposure of the programs and services by expanding social media, reaching out to districts, providing job-like opportunities, and hiring a part-time marketing/media specialist.
- ACCEPT has established a Twitter account.

Objective 5: Improve extended Leadership Team's capacity to critically understand the budget

Accomplishments in 2020-2021:

- Each ACCEPT Director continues to meet with the Business Manager and Executive Director to understand their specific department budget, tracking spending, and understanding how to use budget history to plan for the future school year.

- A continuation of Professional Development in budget management is provided to the Leadership Team.
- The Leadership Team worked together in developing the FY22 budget and met regularly to enhance the understanding of the budgeting process.

STRATEGIC PRIORITY 3: ACCEPT WILL ASSESS CURRENT PERFORMANCE OF PROGRAMS, SPECIALIZED EXPERTISE, AND SERVICES TO IDENTIFY STRENGTHS, CHALLENGES, AND AREAS OF GROWTH

Objective 1: Develop a consistent staff evaluation process.

Accomplishments in 2020-2021:

- The Leadership Team continues to apply agreed upon strategies to provide a consistent staff evaluation process.

Objective 2: Executive Director will develop and execute an Entry Plan and Entry Report of Findings

Accomplishments in 2020-2021:

- Complete

Objective 3: Engage a third party to assess ACCEPT's areas of business

Accomplishments in 2020-2021:

- In order to support staff and students who returned to in-person learning during the 2020 - 2021 school year, third party assessments were moved to the 2021 - 2022 school year.

ACCOMPLISHMENTS IN 2019-2020:

- A Program Evaluation Process began by engaging a consultant to evaluate ACCEPT's education programs.
- The Middle School Program was evaluated by the consultant complete with a written report of findings and recommendations.
- Due to the pandemic, the Elementary, High School, and Transition ages 18 - 22 years Programs evaluations were put on hold.
- Our Technology department focused on securing and providing the necessary technology devices to provide successful remote and hybrid learning for students. This included Meeting Owl devices that have a 360-degree camera on top that will capture a teacher as they move freely and instruct throughout the classroom for in-person and remote synchronous learning students.
- Assessment of all other ACCEPT areas of business were put on hold due to the pandemic.

PROGRESS IN ACHIEVING PURPOSE

Since its formation in 1974, ACCEPT has established trusted partnerships with districts to achieve the objectives and purposes set forth in its Collaborative Agreement. The following table highlights progress in 2020-2021.

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2020-2021
<p>ELEVATE STUDENT OUTCOMES</p> <p>Deliver efficient, cost-effective, and high-quality programs and services that minimize the impact of student disabilities and maximize student outcomes including achievement, independence, and participation in the community.</p>	<ul style="list-style-type: none"> • Co-teaching model utilizing a special educator and behavior specialist in ACCEPT programs (Pre-K-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 • The end of each school year is celebrated by a moving-up and award ceremony
<p>RESPOND TO DISTRICT NEEDS WHERE COLLABORATION IS A SENSIBLE APPROACH</p> <p>Develop and implement programs and an array of services that increase educational opportunities for students, families, educators, and districts when it is determined that such programs and services can most effectively, efficiently, and economically be provided on a collaborative basis and complement, strengthen, and meet the evolving needs of member districts.</p>	<ul style="list-style-type: none"> • 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</p> <p>Expand program options in alignment with the mission and purpose of the Collaborative to help districts maximize cost-efficiency and program effectiveness through a collaborative effort.</p>	<ul style="list-style-type: none"> • ACCEPT's collaborative approach to special education services saves districts money (see Value and Cost Comparisons page 22) • Continued to assess FY19's new programming: • A language-based strand for students Pre-K to age 22 years • Life skills program to our middle school offerings • Academic therapeutic programs for students Pre-K to age 22 years

OBJECTIVES OUTLINED IN COLLABORATIVE AGREEMENT	PROGRESS TOWARDS THOSE OBJECTIVES IN 2019-2020
	<ul style="list-style-type: none"> • Maintained FY19's expansion of school consultation services to include AAC consultation, psychological assessments, and general education program evaluations
<p>TRANSPORT STUDENTS WITH DISABILITIES</p> <p>Provide safe, reliable, and efficient transportation services for students with disabilities.</p>	<ul style="list-style-type: none"> • 299 students transported to 104 locations • ACCEPT maintains a fleet of 88 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 office hours, monitored fleet usage and maintenance, provided driver/monitor with increased training and support • ACCEPT drivers delivered technology, academic packets and food to students and families during the school closure. • Purchased 12 minivans and one transit van
<p>OFFER PROFESSIONAL DEVELOPMENT FOR CONTENT, SKILLS, AND SHARING OF PRACTICE</p> <p>Offer quality professional development opportunities to general and special education teachers, administrators, and related service providers, focused on closing achievement gaps, preventing unnecessary referrals to special education, and personalizing learning for students.</p>	<ul style="list-style-type: none"> • ACCEPT hosted job-alike groups for Special Education Directors, Business Managers, Curriculum Directors, BCBA professionals, pre-school coordinators, and elementary and high school special education coordinators • Expanded our BCBA job-alike with MA ABA co-facilitation

PARTNERSHIPS FOR LEARNING

Thank you to the many generous organizations, businesses and individuals in the MetroWest area whose partnerships ACCEPT students and staff have benefited from in 2020-2021.

MUTUALONE CHARITABLE FOUNDATION has been a valuable partner and provided a generous grants for the purchase of iPads in the past and continues supporting the full implementation of our Augmentative and Alternative Communication (AAC) program, providing otherwise non-verbal students the ability to communicate with others.

NATICK PUBLIC SCHOOLS FOOD SERVICE provided students at the Center for Learning and Growth breakfast and a hot lunch daily during the pandemic. Natick Food Service delivers the meals, and students in our transition programs will 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 has warmly welcomed ACCEPT's staff and students at Medway's Middle and High Schools again this year. A big thank you to Medway for their collaboration and helping to make ACCEPT inclusion programs outstanding.

ACCEPT INCLUSION PROGRAM'S OUTSTANDING PARENTS, COLLEAGUES, AND FRIENDS honored staff by contributing funds to enrichment activities for students. Staff appreciated the contributions as an alternative to teacher gifts.

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. Students and staff enjoyed learning about Summer Star's wild land protection program and enjoyed the nature trails.

CASUAL FOR A CAUSE is a tradition at ACCEPT, raising funds and awareness for many causes, organizations and efforts that align with our mission. During the school year several days are dedicated to "Casual for a Cause," where donations are requested and the staff enjoy a casual dress down day. In the past ACCEPT has supported The Taunton Antlers to help the animals devastated by the wildfires in Australia, The Special Olympics, Muscular Dystrophy Association's Deno's Dash 5K, Discovering Hidden Gems to help the people devastated by the hurricanes in Puerto Rico, Boston Children's Hospital's Miles for Miracles Team for Jillian, and the Boston Marathon Jimmy Fund Walk.



“The environment of the ACCEPT program is awesome. It is a safe learning place, and I love coming here every day.”

— ACCEPT high school student—



Collaborative Offerings

Our Expert Staff Includes:

Master's level educators | Reading specialists | Board Certified Behavior Analysts | School Psychologist
Psychiatrist for consultation | Licensed Mental Health Counselors | Licensed Social Workers
Occupational Therapists | Physical Therapists | Registered Behavior Technicians
(Massachusetts Organization of Educational Collaboratives, 2016)

A hand is pointing at a tablet screen. The screen displays a grid of icons, including a person, a speech bubble, a lightbulb, and a question mark. The background of the image is a solid dark blue.

SPECIAL EDUCATION (PRE-K - TRANSITION)

Academic and Therapeutic
Academic and Life Skills
Academic and Language-Based
Transition
Extended School Year

EDUCATOR DEVELOPMENT

Professional Development for Educators
Customized Training for Districts
Online Learning
Special Education Leadership Institute

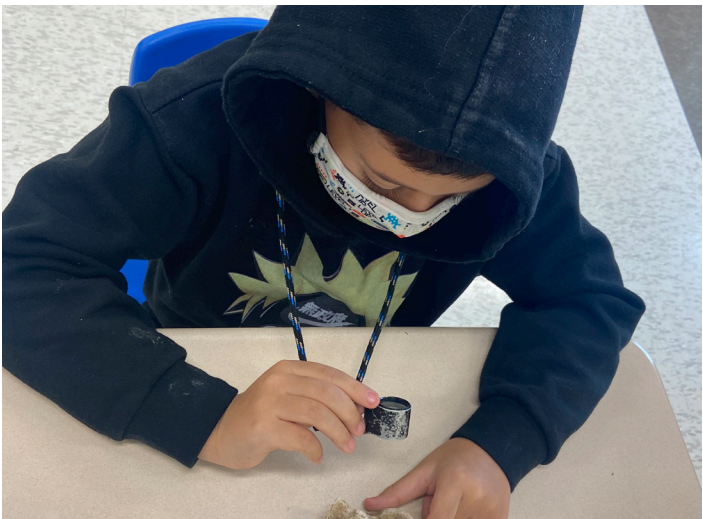
ol and clinical psychologists
rkers | Speech pathologists
nicians (RBT)
(16).

SPECIAL EDUCATION PROGRAMS

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

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

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



ACADEMIC AND THERAPEUTIC

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

Individualized clinical services include:

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

ACADEMIC AND LIFE SKILLS

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

Features include:

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

ACADEMIC AND LANGUAGE-BASED

The programs in the Language-Based strand prepare students for a successful elementary school experience by addressing moderate language and learning difficulties. Comprehensive academic, behavioral, and clinical service supports center on developing oral, social, and written language skills to enhance communication and comprehension of academic content. Each student's program is individualized and based on the IEP, with curriculum aligned with Massachusetts Curriculum Frameworks. Individual and small group instruction with low student-to-teacher ratios

targets communication and social skills, academics, executive functioning skills and compensatory strategies to increase student independence.

TRANSITION PROGRAMS – AGES 18-22

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

Value and Cost Comparisons – School Year						
LOCATION	Type of program	Member Tuition	Non-Member Tuition	Member Savings	Average Private School Tuition	Average Savings Over Private School
ACCEPT CENTER FOR LEARNING AND GROWTH OR MEDWAY PUBLIC SCHOOLS	Academic and Therapeutic	\$48,214	\$57,857	\$9,643	\$101,963	\$53,749
	Academic and Life Skills	\$48,214	\$57,857	\$9,643	\$108,963	\$60,749
	Academic and Language-Based	\$48,214	\$57,857	\$9,643	\$63,637	\$15,423
	Transition	\$53,331	\$63,997	\$10,666	\$95,447	\$42,116

EXTENDED SCHOOL YEAR (SUMMER)

The Extended School Year programs are designed to prevent substantial regression of skills and provide a bridge between academic years. Structured individual, small group, and classroom instruction is provided consistent with the students’ Individualized Education Programs.

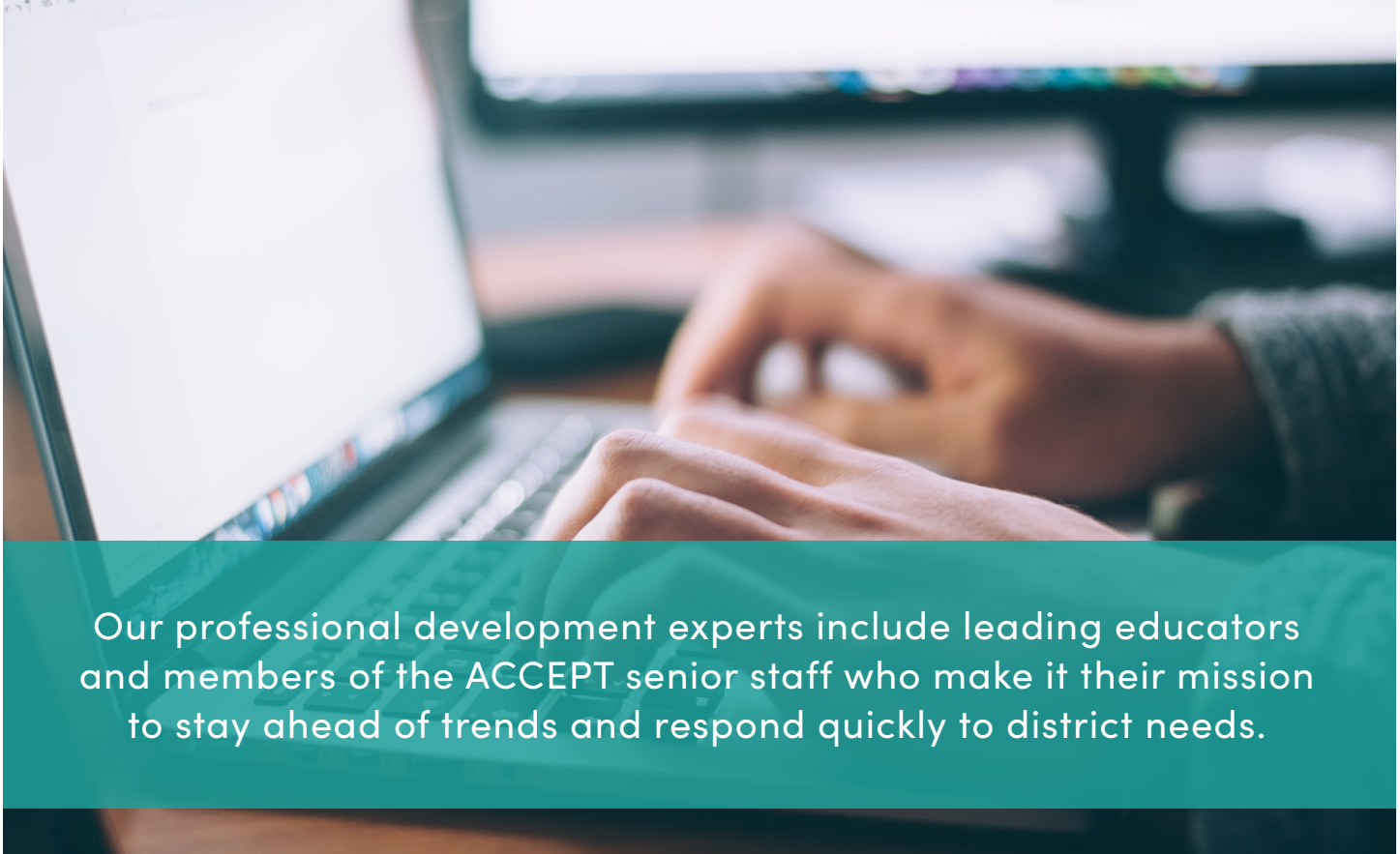
Value and Cost Comparisons - Extended School Year						
LOCATION	Type of program	Member Tuition	Non-Member Tuition	Member Savings	Average Private School Tuition	Average Savings Over Private School
ACCEPT CENTER FOR LEARNING AND GROWTH OR MEDWAY PUBLIC SCHOOLS	Academic and Therapeutic	\$6,696	\$8,035	\$1,339	\$11,900	\$5,204
	Academic and Life Skills	\$6,696	\$8,035	\$1,339	\$12,373	\$5,677
	Academic and Language-Based	\$6,696	\$8,035	\$1,339	\$8,855	\$2,159
	Transition	\$7,407	\$8,888	\$1,481	\$11,256	\$3,849



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.

EDUCATOR DEVELOPMENT



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

PROFESSIONAL DEVELOPMENT WORKSHOPS, COURSES, AND ONLINE OFFERINGS

ACCEPT believes that what matters most in student achievement is excellent teaching and learning supports and having the tools to help you best prepare for your students. Professional development programs are designed to meet the instructional, management, and leadership challenges that educators face, 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 Fall/Winter and Spring offerings.

PROFESSIONAL DEVELOPMENT WORKSHOPS

ACCEPT focuses on professional development to improve critical areas of practice. We create multiple session programs so that professionals have time to practice and then revise their strategies after discussion with colleagues and experts.

Sample workshops offered in 2020-21 included “Differentiating in Inclusive Classroom Using Universal Design for Learning and Technology,” “Behavioral Technician Trainings,” and “Legal Issue Updates in a Special Education Perspective.”

CUSTOMIZED TRAININGS FOR DISTRICTS

ACCEPT has developed programs that offer total flexibility, allowing districts to receive comprehensive instruction utilizing multi-modal teaching techniques including reading materials. Customized professional development workshops are tailored to each district's specific needs. Our presenters and facilitators, who are highly skilled practitioners, have expertise in a wide range of topics. For example, ACCEPT has provided customized mandated district staff training by utilizing district policy manuals into a consolidated, engaging module for all staff.

VALUE AND COST COMPARISONS

ACCEPT’s Educator Development offerings are high value, both in quality and cost. Post-workshop evaluations, as well as the number of educators who register for ACCEPT workshops and courses year after year, are indicators of the quality and practicality of offerings in helping educators address their current challenges. ACCEPT offerings are at or below the cost of other workshops offered in the MetroWest area. A review of offerings from CREST Institute, The Reading Institute and The Collaborative, shows a range of \$190 to \$300 per day for a workshop. The average cost of an ACCEPT workshop range between \$90 and \$200.



Collaborative Services

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



HOME-BASED THERAPEUTIC PROGRAM

**CONSULTATION AND EVALUATION
SERVICES FOR DISTRICTS**

VHS ONLINE (VIRTUAL HIGH SCHOOL)

TRANSPORTATION SERVICES

MEDICAID REIMBURSEMENT SERVICES

nowledge of
ne specific need.
vironment and
PT services.

HOME-BASED SERVICES

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

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

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

Assessment results guide the selection of service delivery models:

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

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 \$120 per hour. A typical FBA requires 14-16 hours so the savings for a district can be as much as \$2,080 for a single assessment.



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.

Our school consultation team provides both student-specific and program-wide consultation services focusing on evidence-based interventions for specialized student populations, assessment methods, implementing specialized curricula, and development of behavioral supports. A variety of evaluation services are also available, including student-specific and program evaluations.

Consultation Services

- Program Consultation for Special Populations (e.g. Autism programs, therapeutic programs)
- Trauma-Sensitive Schools Consultation
- Transition Specialist Consultation
- Behavioral Consultation
- Augmentative and Alternative Communication (AAC) Specialist Consultation
- Job Coaching/Transition Tutoring

Program Evaluation Services

- Special Education Program Evaluations: e.g. Autism, Therapeutic, Inclusion, and Alternative Education Programs

Student Evaluation Services

- Vocational Assessments
- Transition Assessments
- Functional Behavior Assessments/Trauma-Informed FBA
- Psychological Assessments
- Augmentative and Alternative Communication (AAC) Assessments
- Speech/Language Assessments
- Occupational Therapy Assessments
- Physical Therapy Assessments

VALUE AND COST COMPARISONS

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

VHS (VIRTUAL HIGH SCHOOL)

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

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

Some of the courses include:

- American Sign Language III
- Biotechnology
- Business and Personal Law
- Business Math
- Constitutional Law
- Engineering Principles
- Entrepreneurship
- Environmental Science
- French, German, Latin, Mandarin Chinese Language & Culture, and Spanish Language & Culture
- International Business
- Java Programming
- Journalism
- Kindergarten Apprentice Teacher
- Marketing and the Internet
- Meteorology
- Modern Middle East
- Music: Fundamentals of Composition
- Nuclear Science
- Number Theory
- Personal Finance
- Pre-veterinary Medicine
- Science in Space
- Shakespeare in Film
- Sports and Society
- Video Game Design

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.

TRANSPORTATION

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

Each day more than 299 students are picked up at their homes, delivered to over 104 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 88 vans and 77 drivers and 19 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.

ACCEPT Collaborative established new strategies to enhance student health and safety in FY21. Some of these include:

- Added child reminder systems to all of our vehicles to ensure no child is left in vehicle.
- COVID-19 cleaning, drivers are disinfecting vehicles before any scheduled pick up.
- Enhanced routing system connected to mobile devices, hands-free equipment installed on all vehicles.
- Preventative maintenance with fleet manager and turnover analysis on vehicles.
- All staff wear masks during the pandemic.

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, 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.

MEDICAID REIMBURSEMENT

Since 1994, ACCEPT Education Collaborative has been assisting both member and non-member districts with recouping money spent on school-based health and related medical services through the School-Based Medicaid Program. Over the past 27 years, this program has returned over \$70 million to participating cities and towns.

In recent years, MassHealth has been increasingly requiring that school districts' Medicaid claiming meet similar approval criteria as traditional clinical-environment claiming, even though the school environment bears little resemblance to a medical clinic. Consequently, it has become more challenging for school-based service providers to meet these stringent requirements, resulting in decreased reimbursements. In addition, throughout FY21, the COVID-19 pandemic caused staff priorities to be directed away from Medicaid claiming, reducing reimbursements for FY21 and most likely FY22 as well.

ACCEPT's School-Based Medicaid Services Include:

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

DISTRICT-BY-DISTRICT REIMBURSEMENT DETAIL

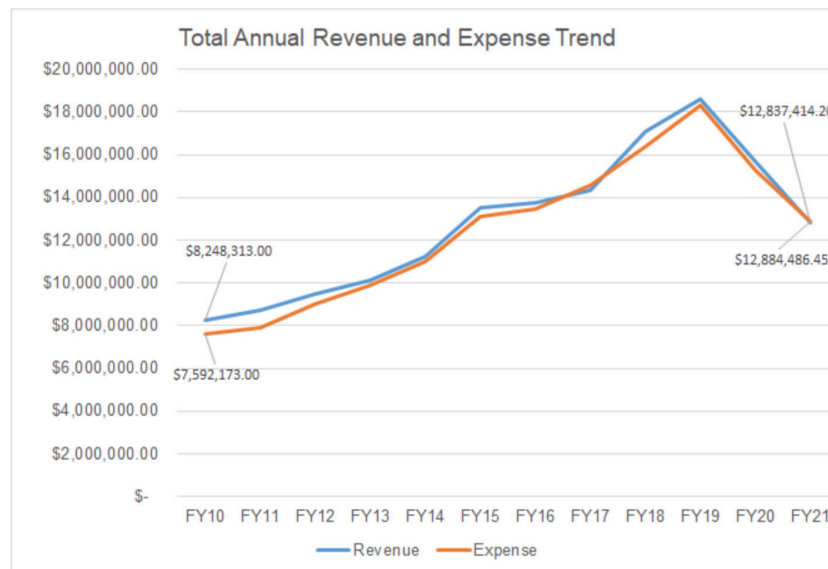
During Fiscal Year 2020 these districts received a total of **\$2,417,770**
in Direct Service and Administrative Claim Reimbursements

School District	Direct Service Reimbursement	Admin Billing Reimbursement	Total Payments FY20 Payments
Acton Boxborough Regional	\$11,094	\$28,319	\$39,413
Ashland	\$ 23,265	\$79,458	\$102,723
Bedford	\$39,181	\$40,935	\$80,116
Carlisle	-	\$8,057	\$8,057
Foxboro	\$16,871	\$60,169	\$77,040
Framingham	\$341,025	\$590,284	\$931,310
Franklin	\$58,316	\$124,206	\$182,523
Holliston	\$32,621	\$53,426	\$86,047
Hopkinton	\$1,981	\$25,333	\$27,314
Lincoln/Sudbury Reg.	-	\$51,212	\$51,212
Littleton	\$8,117	\$31,123	\$39,240
Medfield	\$12,338	\$24,054	\$36,393
Medway	\$12,111	\$26,121	\$38,233
Millis	\$30,198	\$32,393	\$62,591
Natick	\$165,483	\$133,190	\$298,673
Northern Berkshire Reg.	-	\$11,461	\$11,461
South Middlesex Reg.	-	\$9,034	\$9,034
Sudbury	\$20,825	\$43,028	\$63,853
Walpole	\$152,484	\$120,052	\$272,537
TOTAL	\$925,915	\$1,491,855	\$2,417,770

*Includes five quarters of Administrative claims; because the Q1 FY20 Administrative claim reimbursement was calculated and disbursed in FY21.

FINANCIALS

FISCAL YEAR 2021	Revenue	%	Expense	%
School Year Tuition & Services	\$7,624,256	59.39%	\$8,284,625	64.30%
Transportation	\$4,120,416	32.10%	\$3,223,148	25.02%
Home-Based Services	\$ 304,051	2.37%	\$319,467	2.48%
Professional Development	\$80,055	0.62%	\$86,056	0.67%
School Consultation/Evaluation	\$165,438	1.29%	\$301,992	2.34%
ELI	-	0.00%	\$25,038	0.19%
Summer ESY Tuition - not broken out in FY21		0.00%	\$98,497	0.76%
Medicaid Reimbursement	\$ 120,495	0.94%	\$125,842	0.98%
Administration	\$93,953	0.73%	\$93,953	0.73%
Technology	\$181,850	1.42%	\$175,719	1.36%
Unclassified/Restricted	\$146,900	1.14%	\$150,150	1.17%
	\$12,837,414	100.00%	\$12,884,486	100.00%



ADVISORY COMMITTEE MEMBERS

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

SPECIAL EDUCATION

Donna Flaherty and Stephanie Child, ACCEPT Facilitators

Kathryn Silva, Ashland

Kate McCarthy, Dover-Sherborn

Laura Spear, Framingham

Ildefonso Arellano, Framingham

Paula Marano, Franklin

Meg Camire, Holliston

Karen Zaleski, Hopkinton

Mary Bruhl, Medfield

Kathleen Bernklow, Medway

Sue Anne Marks, Millis

Tim Luff, Natick

Erin Miller, Natick

Julie Muse-Fisher, Needham

Mary Lammi, Needham

Michael Dolan, South Middlesex Regional

Stephanie Juriansz, Sudbury

Jeffrey Lapping, Sudbury

Sarah Orlov, Wellesley

Christine Power, Medfield

Gabrielle Abrams, Medway

Joan Lynn, Millis

Kirk Downing, Natick

Theresa Duggan, Needham

Rebecca Swasey, South Middlesex Regional

Kim Swain, Sudbury

Joan Dabrowski, Wellesley

BUSINESS OPERATIONS

Ed Gotgart and Barbara Durand, ACCEPT Facilitators

Barbara Durand, Ashland

Dawn Fattore, Dover/Sherborn

Lincoln Lynch, IV, Framingham

Miriam Goodman, Franklin

Keith Buday, Holliston

Susan Rothermich, Hopkinton

Michael A. LaFrancesca, Medfield

Don Aicardi, Medway

Terry Wiggin, Millis

Peter Gray, Natick

Melissa Martel, Natick

CURRICULUM LEADERSHIP

Elizabeth McCoy, Dover-Sherborn, ACCEPT Facilitator

Paul Vieira, Ashland

Anne Ludes, Framingham

Amy Bright, Framingham

Joyce Edwards, Franklin

Peter Botelho, Holliston

Jennifer Parson, Hopkinton

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
- 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 & More – Holliston
- Belmont Council on Aging Meals on Wheels
- Milford Meals on Wheels
- Medway Council on Aging
- 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 TV Station
- Park Street Books and Toys – Medfield
- Ashland Restore
- Pearl Street Food Pantry – Framingham
- Furry Friends Grooming – Upton
- Restoration Project Thrift Store – Belmont
- SMOC Preschool – Framingham