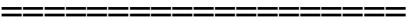


TOWN OF BROOKLINE



Request for Reserve Fund Transfer

To the Board of Selectmen:

Date: 05/21/2021

It is hereby requested that you approve and transmit to the Advisory Committee the following Reserve Fund Transfer:

Department Public Schools of Brookline **Total Transfer Requested** \$1,300,000

Org #334099 Object #510100 AMOUNT \$1,300,000

Description (or attach memorandum): – Attached Memorandum and

The breakdown of the Covid Costs is as follows:

COVID Funds	COVID Related Expenses	Offsets from Town/Federal Relief	Net
CvRF School Reopening Grant Allocated	\$ 1,720,350	\$ (1,720,350)	
Remote Learning Technology Essentials Grant Allocated	\$ 7,257	\$ (7,257)	
ESSER I Allocated	\$ 430,150	\$ (430,150)	
Remote Learning Academy*	\$ 2,600,000	\$ (1,100,000)	
Reopening Costs In District STM		\$ (1,750,000)	
ESSER II Allocated (tents*)	\$ 150,000	\$ (150,000)	
Additional Direct State Aid (furniture for reopening)	\$ 255,000	\$ (255,000)	
Testing Costs as of 5/13/21*	\$ 102,702	\$ (102,702)	
	\$ 5,265,459	\$ (5,515,459)	\$ (250,000)
Substitutes/LOA projected due to COVID*	\$ 722,086		
BA&CE revenue shortfall	\$ 200,000		
Special Education Tuition and Compensatory Svc Costs	\$ 300,000		
EDCO Deficit Assessment	\$ 200,000		
Athletics/Performing Arts Unfunded FY21 Stipends	\$ 200,000		
Total	\$ 6,887,545	\$ (5,515,459)	\$ 1,372,086

* Cost Estimate - not final.

SCHOOL COMMITTEE VOTE 5/13/21

Department Head

Approved:

Board of Selectmen

- Experience budget pressure from mandated special education costs (memo attached).
- Carry up to \$200K for a projected BA&CE deficit that will close out to them as the fiscal year closes.
- Hold budget freeze through the end of the fiscal year as encumbrances are liquidated through the invoice payment process.

We have utilized all sources of funds legally available to us. The offset of \$1,1M of the \$2.6M identified to open the RLA has been removed from the operating budget to the Town Cares Fund. The Finance Team was able to identify more than \$2.6 Million in staffing costs and over \$100,000 in instructions supplies and materials that were necessary to operate the RLA.

Since November, PSB froze approximately \$1.2M in expense lines (Contracted Services, Supplies, Other, Equipment). We are currently showing a projected available balance of approximately \$210K in the expense lines after holding back reserve amounts. The Salaries for FY21 are projected to be in deficit over \$1.4M.

As we continue to the close of the fiscal year, the Finance team will continue to

- Review and close open purchase orders and open requisitions (\$3.2M) for the necessity of those funds as the fiscal year begins to wind down into the spring.
- Review expenditure transactions in Departments that have negative balances. We have confirmed and completed all transfers to ESSER I, Town Cares, CvRF, Technology grants or other miscoding of charges. Some deficits are caused by charging line items correcting, budgeting line items incorrectly.
- Release for use the funds generated from Transportation of approximately \$392K due to the shorter school year and fewer special education vans needed.

We can no longer holding in reserve the following:

- Special Education Reserve of \$475K for tuitions. Funds have been used transfers are in process as of the writing of this report.
- \$255K in reserve for Custodial Expenses
- \$492K is reserve to fund unknown and unanticipated special education expense lines for settlements, legal expenses, compensatory services, and other identified student supports in process of being implemented.
- Financial Assistance reserve of \$175K for distribution as the spring comes forward, vaccine is available, and field trips or other fee-based activities may resume.

Please note: Special Education Tuition and six (6) grade level teachers are encumbered against the Special Revenue Accounts used to offset the Operating Budget (Circuit Breaker and Materials Fee/Tuition respectively). They are not shown as an expense or an offset as typically included our reports.

Attached is the Office of Student Services 3rd Quarter Report.



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

PHONE 617-730-2332
 FAX 617-730-2108

CASEY NGO-MILLER
 DEPUTY SUPERINTENDENT FOR STUDENT
 SERVICES

MICHAEL D'ONOFRIO
 FINANCE MANAGER FOR THE OFFICE OF
 STUDENT SERVICES

TO: V. James Marini, Interim Superintendent of Schools, Mary Ellen Normen,
 Deputy Superintendent for Administration and Finance, Casey Ngo-Miller,
 Deputy Superintendent for the Office of Student Services

FROM: Michael D'Onofrio, Finance Manager, Office of Student Services

RE: 3rd Quarter Special Education Projection

DATE: May 10, 2021

The memo serves as the third quarter FY2021 Projection for Special Education. The 3rd Quarter report showed projected expenditures of \$7,297,011 against a budget of \$6,921,000, leaving a deficit of \$376,011 at the end of March. We have consistently seen an increase in the number of placements since the beginning of the school year. During the 1st Quarter, 9 additional students were placed out of district. During the period October – December (2nd Fiscal Quarter), we added 3 more students to our original projection from February of 2020 upon which the budget was built. Since then, another 4 students have entered out of district placements, for a total of 16 overall. Some of these costs are one time retroactive payments, while others had program reconstruction cost increases approved by OSD since July 1st of 2020. For example, one schools daily rate jumped from \$298.43 to \$407.82, a \$25K increase for the year. Another school, where we have 4 students placed, had their daily rate increase from \$462.79 to \$554.31. This had a \$79,073.28 impact on our projection for the rest of the year, and further impacts FY2022's budget need. Some agreements had retroactive payments which will not impact FY2022.

9000 Series	Programs with Other School Districts	FY2020 Budgeted Head Count	FY2020 Budget	FY2020 Actual	FY2021 Budgeted Head Count	FY2021 Budget*	Q3FY2021 Projected Head Count	Q3FY2021 Projected	Variance (Head Count)	Variance \$
9100	Tuition to Mass. Schools	1	\$ 44,376	\$ 53,257	1	\$ 48,034	1	\$ 55,920	-	\$ (7,886)
9200	Tuition to Out-of-State Schools	4	\$ 254,326	\$ 222,880	2	\$ 306,642	1	\$ 174,753	(1)	\$ 131,889
9300	Tuition to Non-Public Schools	62	\$ 5,619,590	\$ 5,599,049	61	\$ 6,425,136	76	\$ 6,729,676	15	\$ (304,540)
9400	Tuition to Collaboratives	3	\$ 133,568	\$ 74,103	3	\$ 141,188	5	\$ 336,662	2	\$ (195,474)
Total		70	\$ 6,051,860	\$ 5,949,290	67	\$ 6,921,000	83	\$ 7,297,011	16	\$ (376,011)

*9300 Series includes \$2,572,839 in Circuit Breaker Funding

The third quarter projection includes all students currently at out of district placements. While we continue to monitor potential additional outplacements (i.e.: ‘The Watchlist’), the number of students currently placed out has increased from December 31st from 79 to 83.

Contractual Services

Our contracted services projection is under budget as of 3/31/2021 by \$35,628, which includes IDEA Grant funding, but this expense is highly variable based on the predictability of services provided, particularly in regards to 45-day placements and the need for evaluations in other languages, and, as will be detailed later in this report, by a spike in Legal Services costs.

ORG	OBJECT	ACCOUNT DESCRIPTION	ORIGINAL APPROP	YTD EXPENDED	ENCUMBRANCE/REQ	AVAILABLE BUDGET
BHS	521800	521800 ONLINE BOOKS,SUBSCRIP A	\$ -	\$ 210	\$ -	\$ (210)
BHS	522016	522016 COMPUTER SOFTWARE R & M	\$ -	\$ 358	\$ -	\$ (358)
BHS	524633	524633 FIELD TRIPS	\$ 7,000	\$ -	\$ -	\$ 7,000
BHS	528080	528080 SUBSCRIPTIONS	\$ -	\$ 664	\$ -	\$ (664)
System	521530	521530 BOTTLED WATER SERVICE	\$ -	\$ -	\$ 80	\$ (80)
System	521800	521800 ONLINE BOOKS,SUBSCRIP A	\$ 42,000	\$ 42,620	\$ 21,966	\$ (22,586)
System	522030	522030 EDUCATION EQUIP R & M	\$ -	\$ 150	\$ -	\$ (150)
System	523020	523020 SOFTWARE LICENSES	\$ -	\$ 5,262	\$ 195	\$ (5,457)
System	523090	523090 OTHER RENTALS/LEASES	\$ 750	\$ -	\$ -	\$ 750
System	524002	524002 OFFICE/CLERICAL SERVICE	\$ -	\$ 642	\$ 258	\$ (900)
System	524005	524005 MEDICAL/HOSPITAL SERVIC	\$ 125,000	\$ -	\$ 20,004	\$ 104,996
System	524008	524008 GENERAL CONSULT SERVICE	\$ 409,522	\$ 62,385	\$ 40,254	\$ 306,884
System	524010	524010 PROFESSIONAL/TECH SERVI	\$ -	\$ 11,138	\$ 42,651	\$ (53,788)
System	524013	524013 TRANSLATION SERVICES	\$ -	\$ 37,733	\$ 34,052	\$ (71,785)
System	524020	524020 LEGAL SERVICES	\$ 40,000	\$ 92,921	\$ 7,079	\$ (60,000)
System	524526	524526 ANCILLARY THERAPY SERVI	\$ 110,000	\$ 56,197	\$ 219,662	\$ (165,859)
System	525002	525002 WIRELESS COMMUNICATIONS	\$ 1,000	\$ -	\$ 3,135	\$ (2,135)
System	528010	528010 BANKING SERVICES	\$ -	\$ 30	\$ -	\$ (30)
		52 OUTSIDE SERVICES	\$ 735,272	\$ 310,309	\$ 389,334	\$ 35,628

We have four contracts that currently exceed \$50,000:

- The Brookline Center for Community Mental Health, which administers the BRYT (Bridge for Resilient Youth In Transition) Program and provides program coordination and consultation services, as well as Crisis Intervention Services on an as needed basis.
- Gateways Access to Jewish Education, who manages our Proportionate Share Allocation Services for private schools in Brookline who access therapeutic services as required by the IDEA (Individuals with Disabilities Education Act) grant funding that the district receives.
- The Landmark School, which oversees the Landmark School Outreach Program, designed to administer professional development to program staff in the areas of language based learning disabilities. Our staff is trained in intensive interventions in reading and writing, using nationally acclaimed techniques such as the Wilson Reading and Orton-Gillingham methods.
- Stoneman, Chandler and Miller, our legal services provider.

We also contract with a number of consultants and providers in the range of \$10,000 - \$50,000. These varied district wide programs include:

- The Public Schools of Brookline’s District Wide Physician
- Behavioral Safety Training Services
- Online specialized learning platforms/subscriptions
- Orientation and Mobility Services
- Medicaid Claiming Processing Services
- Tutoring Services for Students
- Neuropsychological Evaluations
- Individualized Services for students who are in Out of District Programs, but require additional therapeutic services.

Many of the contracted services we provide are a collection of individual evaluations that are required but not frequent enough that we would hire staff to perform them. Typically these are related to language based evaluations in speech, language or auditory/visual disabilities.

Legal Services

Over the past 8 years, our Legal Services budget has been extremely stable, until last year. In FY20, our legal costs almost doubled, leading to a \$30K deficit in that line item. Anticipating that this might not be a one year anomaly, we increased our budget 25% (from \$40,000 to \$50,000). Unfortunately, there were an even higher number of settlement agreements that had to be negotiated as we advocate to place our students in schools where they can best succeed. We have worked with the Town’s Counsel in past years to utilize in house attorneys when possible to mitigate costs. This may be worth pursuing as more students seek outside placements, particularly in light of the effects of the pandemic.

Outside Legal Counsel - Stoneman, Chandler and Miller LLP (and other engaged firms pending individual settlement agreements)			
Fiscal Year	Legal Budget	Legal Expense	Surplus/Deficit
FY14	\$ 40,000.00	\$ 30,496.99	\$ 9,503.01
FY15	\$ 40,000.00	\$ 40,180.47	\$ (180.47)
FY16	\$ 40,000.00	\$ 40,328.46	\$ (328.46)
FY17	\$ 40,000.00	\$ 21,502.39	\$ 18,497.61
FY18	\$ 40,000.00	\$ 43,610.85	\$ (3,610.85)
FY19	\$ 40,000.00	\$ 40,481.72	\$ (481.72)
FY20	\$ 40,000.00	\$ 70,087.21	\$ (30,087.21)
FY21 (YTD through December)	\$ 50,000.00	\$ 65,653.00	\$ (15,653.00)
FY21 (Projected)	\$ 50,000.00	\$ 101,066.68	\$ (51,066.68)

Transportation Services

Conversely, our Transportation Services costs for Special Education are significantly below our budgeted figure. In FY21, the transportation budget was level funded at \$2,133,722. The 2nd Quarter projection calculated our final expense to be \$1,662,805, which left us with a surplus of \$470,917. Although we have added additional buses/vans as more students are placed out, the

3rd Quarter projection continues to have a surplus of \$336,837. This can be utilized to offset overages in out of district tuition costs, but it should be expected that FY2022 will be more in line with the FY2021 budgeted amount as schools move from a hybrid model (transporting many students 2-3 days per week in our day placements) to a fully in person learning experience next year.

Recommendations

At this time, we recommend the following actions.

We are requesting a budget transfer from the Special Education Reserve Fund (budget line 327699-558080) in the amount of \$225,000 (of the original budgeted line item of \$475,000) and \$200,000 from the Special Education Transportation account (313028-524631). We recommend allocating these funds to:

327699-529300 – Tuition to Non Public Schools - \$400,000
327699-524020 – Legal Services - \$25,000

We will continue to monitor the impact that new, unanticipated placements will have on the FY2021 Budget.

Additionally, we will continue to review open Purchase Orders, in an effort to reduce/close them and free up additional funding. As we get closer to the end of the year, some of our contracts are underutilized based on the number of hours we've used in the past. We should have a firmer number after paying bills for services rendered through April 30, 2021.

Other Factors/Concerns

- There are students who are placed unilaterally by their parents out of district without the Districts approval. That number currently sits at 20 as of December 31st.
- The financial impact of new placements have a diminishing effect on the current years' budget as we move through the school year, but do result in a negative way on FY2022's budget projection as they will most likely attend that school for the entirety of next year.
- We currently have no students in 45-day placements. We did have one in early November that led to one of the nine additional placements since 9/30/2020. As a reminder, 45 day evaluations often lead to additional placements out of district, which has financial implications not only in the current year, but against next years' budget and, cumulatively, ones going forward.
- FY2021's projection includes anticipated Program Reconstruction costs for students identified in those schools/programs. While these applications have not been approved yet by DESE, it is expected that they will cause the final actual expense to rise slightly depending on when and if they are approved and the effective date of the increased rate.

We have 2 students remaining who are currently in schools that have applied for Program Reconstruction this year. The other 8 students who previously were identified (of the 10 total at the beginning of the year) had their programs rate increase approved.

- The FY2020 Circuit Breaker revenue amount used to establish the FY2021 budget was approved by School Committee at \$1,971,547. The FY2021 Initial Circuit Breaker Claim, posted by DESE on October 19, 2020 and based on a 70% reimbursement rate was \$2,139,353. In December, DESE increased the reimbursement rate from 70% to 75%, raising the allocation to \$2,292,164. This did not include additional transportation funding that was established under the Student Opportunity Act of 2019, which has been deferred until FY2022. Additionally, there was a carryforward fund balance in the Circuit breaker account of \$280,675. The net increase to the FY2021 adjusted budget, pending school committee approval, is \$601,292.

Fwd: Statement of EDCO Interim Executive Director Cyndy Taymore

MaryEllen Normen <maryellen_normen@psbma.org>
Draft

Thu, May 13, 2021 at 3:59 PM

EDCO Collaborative

Cyndy Taymore, Interim
Executive Director

36 Middlesex Turnpike
Bedford, MA 01730



FOR IMMEDIATE RELEASE

Friday, Feb. 26, 2021

Statement of EDCO Interim Executive Director Cyndy Taymore

BEDFORD -- EDCO Collaborative Interim Executive Director Cyndy Taymore wishes to provide the following statement regarding the status of the organization:

“The EDCO Collaborative has informed its 16 member districts that it has voted to dissolve the Collaborative by mid-2022 due to insurmountable financial barriers. The board voted to initiate dissolution on Feb. 10.

“For 50 years EDCO has served primarily as a professional development organization, offering a wide range of professional learning opportunities for educators in its member districts. These include networking and collaboration opportunities, diverse courses covering such topics as multicultural education, the inclusion of students with disabilities, ways to address the academic achievement gap, engaging students

through remote education and much more.

“EDCO also provides special education and alternative education programs for students with disabilities and at-risk youth, and services paid for through a variety of state and federally funded programs.

“The move toward dissolution is the result of myriad complex factors, including increasingly challenging financial conditions brought on by the growing costs of maintaining our operations, as well as decreased enrollment in professional development and academic programming.

“Steps have been taken to reduce costs, such as running at reduced staffing levels, but this has simply not been enough. The COVID-19 pandemic, while by no means the catalyst for EDCO’s financial hardship, has created additional challenges that ultimately cannot be overcome.

“Upon the dissolution of EDCO, districts have been informed, as per the governing documents of the organization, that any outstanding debts will pass proportionally to each member district, as well as former member districts. There are a number of issues that must first be fully understood and resolved before the final cost of dissolving the collaborative can be determined.

“We are committed to transparency in keeping all of our stakeholders, including districts and the communities they serve, informed as we navigate this process. Between now and March 30, as required by the collaborative's bylaws, member districts' school committees will vote on the proposed dissolution.”

###



May 5, 2021

Mr. James Marini, Superintendent
Brookline Public Schools
333 Washington Street
Brookline, MA 02445

Invoice Number: 2021.04.15 Brookline Rev. 2

8/3/20 Invoice #1211028 for 2020-2021 Annual Membership Assessment	\$	16,784.00
9/14/20 Payment from Brookline Public Schools	\$	(16,784.00)
	\$	-
4/15/21 Invoice for additional member district assessment for FY21 deficit as voted on by the EDCO Collaborative Board of Directors		
Assessment includes the following:		
Additional Assessment - FY21 Operations Deficit	\$	80,231.53
Additional Assessment for Pay Back of Line of Credit	\$	43,553.00
Additional Assessment for Vacation Pay Out	\$	20,886.41
Additional Assessment for Contribution to Welfare Benefit Trust	\$	14,857.06
Additional Assessment for Pay Back of Seefurth Funds	\$	37,954.77
	Sub-Total \$	197,482.77
	*Additional FY21 Deficit Assessment Paid To Date \$	<u>(40,939.06)</u>
	Total Outstanding Balance \$	156,543.71

**The total assessment for Brookline is \$197,482.77. Payment of \$40,939.06 was made toward this assessment on 4/26/21*

Please Make Check Payable To:

EDCO Collaborative
36 Middlesex Turnpike
Bedford, MA 01730
(339) 222-5641

Strength in Diversity • Quality through Collaboration

EDCO COLLABORATIVE PROGRAMS*

Academic Programs

The North Crossing Academy Therapeutic Day Program (NCA) offers a range of services for students in grades 6-12 who are diagnosed with clinical mental health emotional issues that adversely impact their daily performance in the classroom academically as well as socially and emotionally. NCA offers a comprehensive Therapeutic Day School Program that provides educational instruction to students with unique academic, emotional, and social challenges by offering a highly structured therapeutic environment while maintaining academic integrity.

The EDCO/NCA 45-Day Assessment Program serves students in grades 6 – 12 who are referred by their school districts for an in-depth analysis of learning, social, emotional and/or behavioral needs. Curriculum guidelines are obtained from the students' home schools and lessons are designed to keep the students current in academic subjects.

The Deaf and Hard of Hearing Program, in collaboration with Newton Public Schools, provides students with academic and social emotional learning in both integrated and self-contained settings. Students enrolled in general education courses receive instruction from a general education teacher with supplemental aids and services as determined by their Individualized Education Plan (IEP). Self-contained classes, geared towards individualized small group instruction, are taught by certified Teachers of the Deaf. All students have access to the full-range of academic and extra-curricular offerings at both F.A. Day Middle School and Newton North High School in addition to EDCO sponsored activities.

Students in the academic programs above will be assigned new placements by the sending districts responsible for their IEPs.

EDCO Youth Alternative (EYA) provides a full academic program, along with counseling and related support services, for students who have dropped out, are significantly at risk of dropping out, or are several years delayed in earning a high school diploma. These students require a more supportive environment than a large, traditional high school can offer. The program is funded by the City of Boston and Department of Labor through the Mayor's Office of Workforce Development, along with the Boston Public Schools. Students at EYA enjoy small, accredited classes in regular high school subjects with the goal of attaining a BPS high school diploma.

Students in the EYA are all Boston students. Boston Public Schools has several alternative programs to which they may be assigned. Boston Public Schools can also seek a new partner to manage the program if they chose. The contract with BPS expires June 2021.

Professional Development Programs

IDEAS builds upon EDCO's mission to support member and non-member districts as they focus on culturally proficient schools and classrooms. IDEAS offers professional learning opportunities to school districts as they work to enhance the anti-racist and inclusive practices identified in Standards II and III of the MA Department of Elementary and Secondary Education Model Teacher Rubric. In addition, IDEAS works with districts and organizations to develop a range of professional development opportunities in cultural proficiency, consultation about curriculum and developing culturally proficient classrooms and schools, affinity group

meetings for educators of color, and conferences for middle and high school students to help shape diversity initiatives.

We will work with IDEAS to find the program a new “home.” At this time three organizations have indicated interest in IDEAS.

EDCO’s Educator Leadership Institute (ELI) is a licensure program preparing teachers and administrators for Principal/Assistant Principal PreK-8 or 5-12. Upon completion of the coursework, ELI endorses the cohort of candidates to the Massachusetts Department of Elementary and Secondary Education for licensure. Candidates may also choose to receive a Master’s Degree in partnership with Fitchburg State University. *Similarly, we will help ELI find a new partner. Two organizations are interested in ELI.*

The McSwiney Center for Professional Learning provides professional learning programs, networking opportunities, and special projects to assist member school districts in strengthening their curriculum and instruction.

The McSwiney Center program goals are developed by district representatives on EDCO’s Program Advisory Committee in concert with EDCO staff to address current issues and needs across the collaborative.

The McSwiney Center has experienced declining enrollment over the past two years. Many districts have developed their own comprehensive professional learning programs. In addition, other districts have entered into regional collaborations to offer PD together in order to be more cost efficient.

Grant Programs

The New England High School Equivalency Program (NE HEP) is grant funded through the Office of Migrant Education of the US Department of Education since 2016. The program supports migratory and seasonal farm workers in preparing and testing for the GED or high school equivalency test (HiSET). The program works with graduates to achieve improved employment, post-secondary education, or training. NE HEP serves students in Massachusetts, Vermont, New Hampshire, and Maine through a joint collaboration between EDCO, the University of Vermont Extension Program, World Education Inc., and with the support of the Migrant Education Programs in each of the four states.

The HEP contract with EDCO expires June 30, 2021. We have encouraged the program director for HEP and the program director for the Migrant Education Project to explore options that would benefit the students in both programs.

EDCO’s Habilitative Services Program at Wrentham Developmental Center (WDC) provides therapeutic services to over 208 adult residents with intellectual disabilities, through a grant awarded by the Department of Developmental Services. The Habilitative Services provided by the team include adapted physical education, occupational therapy, physical therapy, and orientation and mobility. Through these services, the team provides residents significant opportunities for improved health, safety, recreation, and leisure throughout the year.

The contract with Wrentham expired December 31, 2020 but was extended for six months due to COVID-19. The RFP for a new contract has been posted. The Department of Developmental Services will choose another organization in accordance with procurement regulations. We are encouraging other collaboratives to bid on the contract.

The Special Education Surrogate Parent (SESP) Program appoints trained volunteers to act as special education decision-makers for students who have no parent or legal guardian. These students typically reside in a variety of living situations that may include residential schools, group homes, hospitals or pediatric nursing homes, state institutions, diagnostic placements, and shelters. The SESP Program works in partnership with the Massachusetts Federation for Children with Special Needs, which is responsible for volunteer recruitment, training, and support.

SESP is in the first year of a five-year grant. We will work with SESP, the Federation, and DESE to transfer the grant to an appropriate partner.

The Experienced Directors of Special Education Institute is a grant-funded program in partnership with Teachers 21. The program provides professional development to Special Education administrators.

This grant expires June 30, 2021.

The IEP Improvement Project is intended “to improve outcomes for all students with disabilities by providing guidance, technical assistance, and tools on equitable processes to school and district professionals, families, and students so that all students with disabilities have meaningful access to the curriculum frameworks and life of the school.” As the grant recipient, EDCO staff manage the project in collaboration with DESE staff.

The grant expires on June 30, 2021.

*The programs listed are those programs currently running. Other programs and services listed on the website ceased to run at the end of the 2019-20 school year or were suspended due to COVID-19 for this year.