

**Valley Collaborative
Board of Directors Meeting
25 Linnell Circle, Billerica, Massachusetts
Thursday, June 1, 2017 ▪ 8:15 a.m.**

Welcome Guests

Dr. Anthony Bent, M.A.S.S. Professional Development

Mr. Jeff Perrotti, Founding Director of the Massachusetts Department of Elementary and Secondary Education's Safe Schools Program for Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Students

Dr. Lori Likis, Principal Consultant, Creative Coaching for School Improvement

Action Required

- I. Meeting Minutes
 - a. General Session Minutes – March 16, 2017
 - b. Executive Session Minutes – March 16, 2017
- II. Board Governance 2017-2018
 - c. Election of Board Chairperson and other Board Positions
 - d. Appoint/Re-appoint Committee Members
- III. Finance and Operations Update
 - e. Treasurer Evaluation and Treasurer Re-appointment
 - f. FY'17 Quarterly Update - See Above Finance Memo
 - g. Treasurer's Report
 - h. 25% Rule - Distribution of Surplus Funds to Members Districts
 - i. Award of Window Replacement Contract
 - j. Award of Office Space Lease for Adult Services Program
 - k. Safety Update
 - l. Transfer of Funds to/from Capital Reserve Fund for Capital Improvement Projects
 - m. Addendum to 25 Linnell Circle Lease – Additional Office Space
 - n. Procurement Office – Appointment of new Chief Procurement Officer
- IV. Curriculum Update
- V. Consulting Psychiatrist
- VI. Sensory Integration Space
- VII. Director of Finance and Operations Contract Extension and Evaluation
- VIII. Approval of 2017-2018 Employee Handbook
- IX. Approval of 2017-2018 Student and Family Handbook
- X. Executive Director Evaluation and Five Year District Improvement Plan Update-Objectives & Goals
- XI. Review of Feasibility Report from Landscape Architect for Linnell Circle Property

No Action Required

- XII. Disabled American Veterans Fundraiser for New England's most severely wounded Veterans—Student Presentation
- XIII. Professional Development Update:
 - o. Leadership Seminars by Dr. Tony Bent
 - p. The Presentation of the Annual Dr. Tony Bent Leadership Award
- XIV. Valley Collaborative District Five Year Improvement Plan Update-Dr. Lori Likis, Principal Consultant
- XV. Site 1 students David Price (Lowell) and Lilly Wyatt (Tewksbury) Presents Making a Difference Award-Mr. Jeff Perrotti, founding director of the Massachusetts Department of Elementary and Secondary Education's Safe Schools Program for LGBTQQ Students
- XVI. Staff, Students and Adult of the Month
- XVII. Extra-Curricular Fundraising 2017 Update
- XVIII. Communications
 - q. ALICE Staff Training Email-Donna Suarez, Valley Collaborative, School Secretary
 - r. The Most Amazing Support Staff Email-Denise Cook, Valley Collaborative, Human Resources and Benefits Administrator
 - s. Picture of Valley Collaborative Recipients of Merrimack Valley Superintendents Association (MVSA) Academic Scholars Award
 - t. Enterprise Bank Donation Letter from Alison Burns, Senior Vice President, Community Relations on behalf of Enterprise Bank Chairman, George Duncan
 - u. MOEC Finance Workshop Evaluations Sessions 2, 3, and 4
 - v. Email-Bryan Thomas, Valley Collaborative Music Therapist
 - w. Email from Beth, Valley Elementary School Parent
 - x. Thank You from Craig Consigli, Milford Public Schools, Assistant Superintendent for Curriculum, Instruction and Assessment
 - y. Leadership Mentorship Program Presents Dr. Anthony Bent, Massachusetts Association of School Superintendents, Assistant Superintendent Leadership Seminar Facilitator June 1st at 1:30 p.m. at 25 Linnell Circle and Massachusetts Lieutenant Governor Karyn Polito, June 15th at 10:00 a.m. at 25 Linnell Circle -All Board Members welcome
 - z. Special Education Director Meetings-Revised Coordinated Program Review Process Email-Vani Rastogi-Kelly, Director, DESE, Office of Public School Monitoring
 - zz. Valley Collaborative Newsletter- Spring 2017

Executive Session

- XIX. **Executive Session: to consider and discuss the purchase and value of real property**



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: June 1, 2017
Re: Approval of Minutes

Attached, please find the following minutes:

- i. Board of Directors, General Session: March 16, 2017
- ii. Board of Directors, Executive Session- March 16, 2017 (to be handed out at meeting)

Required Action:

Vote to approve the minutes:

- i. Board of Directors, General Session: March 16, 2017
- ii. Board of Directors, Executive Session, March 16, 2017(to be handed out at meeting)

Attachments:

- i. Board of Directors, General Session: March 16, 2017
- ii. Board of Directors, Executive Session, March 16, 2017 (to be handed out at meeting)

**Valley Collaborative Board of Directors
General Session Meeting Minutes
January 26, 2017
8:23 a.m. – 9:47 a.m.
25 Linnell Circle, Billerica, MA**

Board Members Present: Mr. Timothy Piwowar, Mr. Christopher Malone, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Steven Stone, Ms. Joan Landers, Dr. William Ryan

Board Members Absent: Ms. Denise Pigeon, Mr. Everett Olsen

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Joia Mercurio, Assistant Executive Director; Mr. Sean Glavin, Director of Facilities and Operations; Ms. Heidi Kriger, Treasurer; Members of the Collaborative Senior Leadership Team

Also Present: Mr. Thomas Lent, Marathas Barrow Weatherhead Lent LLP

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 8:23 a.m.

Mr. Timothy Piwowar and Dr. Chris A. Scott welcomed the Board Members, Collaborative personnel and guests in attendance. Upon request, the Board agreed to take agenda items out of order.

Staff, Students and Adults of the Month

The Board recognized the achievements and successes of the Students, Adult and Staff of the Month in attendance.

Diligent Training – Electronic Board Books

Dr. Chris Scott introduced Paul Donovan, the Collaborative's Network and Systems Administrator. Mr. Donovan introduced the Board to the Diligent Support Team Member and together they provided an overview of the new electronic board books. Dr. Chris Scott explained that the Collaborative was seeking to move to an electronic format for efficiency and financial reasons. The Board completed the training and used the electronic board books for the remainder of the meeting.

Approval of Minutes

Mr. Timothy Piwowar asked for a motion relating to the January 26, 2017 meeting minutes.

On a motion made by Mr. Steven Stone and seconded by Mr. Christopher Malone, a quorum of voters being present, it was voted:

VOTED: To approve the General Session Meeting Minutes for the Board of Directors meeting dated January 26, 2017.

The vote was 6-0-1. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Steven Stone, Mr. Christopher Malone and Ms. Joan Landers voted yes. Dr. William Ryan abstained.

On a motion made by Mr. Christopher Malone and seconded by Ms. Joan Landers, a quorum of voters being present, it was voted:

VOTED: To approve the contents of the Executive Session Meeting Minutes for the Board of Directors meeting dated January 26, 2017, but not yet approve for release.

The vote was 5-0-2. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Steven Stone, and Ms. Joan Landers voted yes. Mr. Christopher Malone and Dr. William Ryan abstained.

Fiscal Year 2018 Board Meeting Calendar

Mr. Timothy Piwowar and Dr. Chris Scott referenced the Collaborative Agreement that provides that the Board shall, prior to the commencement of any school year, post its regularly scheduled meetings for the following school year on the Collaborative website.

Mr. Timothy Piwowar directed the Board to the board materials which contained proposed meeting dates for the 2017-2018 School Year. A discussion ensued and the Board agreed to the proposed schedule.

On a motion made by Dr. Michael Flanagan and seconded by Mr. Christopher Malone, a quorum of voters being present, it was voted:

Voted: That the Board of Directors calendar the Board meeting dates for the 2017-2018 School Year, and authorizes the Executive Director to post such dates on the Collaborative website, as follows:

- **September 14, 2017**
- **October 19, 2017**
- **November 9, 2017**
- **December 7, 2017**
- **January 25, 2018**
- **March 15, 2018**
- **June 7, 2018**

The Vote was 7-0. Mr. Timothy Piwowar, Mr. Steven Stone, Dr. William Ryan, Ms. Joan Landers, Dr. Jay Lang, Dr. Michael Flanagan and Mr. Christopher Malone voted yes.

Treasurer's Report

Ms. Heidi Kriger, the Collaborative Treasurer, provided the Board with her report. Ms. Kriger provided a verbal summary of her report, including total cash, receipts, expenditures, bank balances through January 31, 2017. She also provided her report on the OPEB Trust. A copy of her written report was contained within the board materials. The Board accepted the Treasurer's Report without any further discussion.

Fiscal Year 2017 Update: Quarterly Update

Dr. Scott provided the Board with an update regarding the financial position of the Collaborative, characterizing it as very strong. She directed the Board to the board materials which provided unaudited summaries relating to assets and liabilities. Dr. Scott reviewed the enrollment figures and revenues and expenses to date. She explained that due to the requirements related to the limitation of surplus funds, the Collaborative anticipated returning funds to the member districts. Dr. Scott provided a handout to the Board that provided an estimate of funds to be returned to each member district at the end of Fiscal Year 2017. The Board discussed.

Southbridge Public Schools Consulting

Dr. Chris Scott advised the Board that she was asked to provide consulting services to the Southbridge School District with respect to its special education needs. Mr. Timothy Piwowar advised the Board that he had discussed the consulting services with Dr. Chris Scott and agreed that her engagement would not have adverse consequences to her duties as Executive Director. The Board agreed.

MOEC Finance and Legal Workshop Update

Dr. Chris Scott provided the Board with an update to the programs and workshops being offered through MOEC over the next several weeks. There was no further discussion.

Massachusetts Department of Elementary and Secondary Education ("DESE") 2016 Annual Independent Audit Report

Dr. Chris Scott reviewed the February 2, 2017 letter from Michelle Griffin of the DESE to Valley Collaborative, which sought additional information about the Collaborative's independent audit report by Fritz & DeGuglielmo, LLC. Dr. Chris Scott also reviewed the Collaborative's response. There was no further discussion.

DESE Collaborative Compliance and Fiscal Review Results 2016

Dr. Chris Scott reviewed the recent correspondence with the DESE contained within the Board materials which summarized the results of the Collaborative's compliance and fiscal review by the DESE. The Collaborative received a perfect score. There was no further discussion.

Communications

Dr. Scott directed the Board to the communications contained within the board materials. There was no further discussion.

Executive Session: To discuss the purchase and value of real property

Mr. Timothy Piwowar requested a motion to enter into executive session to discuss the purchase and value of property. Mr. Piwowar stated for the record that having the discussion in an open session may be detrimental to the Collaborative's negotiating position with respect to the property located within the suburban park at Linnell Circle. Mr. Piwowar also stated that the Board would reconvene in open session at the end of this executive session only to adjourn. He asked for a motion and a roll call vote of the Board to enter into executive session.

On a motion duly made by Dr. Michael Flanagan and seconded by Mr. Christopher Malone, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board enter into executive session to discuss the purchase and value of real property.

The motion passed. The roll call vote was 7-0. Mr. Timothy Piwowar, Dr. William Ryan, Dr. Michael Flanagan, Dr. Jay Lang, Ms. Joan Landers, Mr. Christopher Malone and Mr. Steven Stone voted yes.

The Board entered Executive Session at 9:15 a.m.

The Board returned to General Session at 9:46 a.m.

[Mr. Steven Stone had left the meeting during executive session at 9:40 a.m.]

On a motion made by Dr. Michael Flanagan and seconded by Mr. Christopher Malone, a quorum of voters being present, it was voted:

VOTED: To adjourn the Board meeting.

The motion passed. The vote was 6-0. Mr. Timothy Piwowar, Dr. William Ryan, Dr. Michael Flanagan, Dr. Jay Lang, Ms. Joan Landers and Mr. Christopher Malone voted yes.

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 9:47 a.m.

LIST OF DOCUMENTS USED, DISTRIBUTED AND REVIEWED AT THIS MEETING:

- School Year 2017-2018 Electronic Board Binder for January 26, 2017 Meeting
- Valley Collaborative's 2017 Estimated Member District Funds Available for Return

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____

**Valley Collaborative Board of Directors
Executive Session Meeting Minutes
January 26, 2017
9:15 a.m. – 9:46 a.m.
25 Linnell Circle, Billerica, MA**

Board Members Present: Mr. Timothy Piwowar, Mr. Christopher Malone, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Steven Stone, Ms. Joan Landers, Dr. William Ryan

Board Members Absent: Ms. Denise Pigeon, Mr. Everett Olsen

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Joia Mercurio, Assistant Executive Director; Mr. Sean Glavin, Director of Facilities and Operations; Members of the Collaborative Senior Leadership Team

Also Present: Mr. Thomas Lent, Marathas Barrow Weatherhead Lent LLP
Leah D. Basbanes, M.A., Basbanes Wetland Consulting

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Executive Session of the Collaborative Board Meeting at 9:15 a.m.

Executive Session: To discuss the purchase and value of real property

Mr. Timothy Piwowar and Dr. Chris Scott updated the Board with respect to the potential real estate acquisition being contemplated to the Collaborative. The Board discussed the potential acquisition and value of the approximately three-acre, open space, wooded property adjacent to the Collaborative's current property at 40 Linnell Circle, at 0 Suburban Park Drive, including potential environmental and developmental issues. Dr. Scott and Mr. Glavin explained that in order to continue to obtain a better understanding of the value of the property, the Collaborative had retained the services of a wetland consultant. Mr. Glavin introduced Leah D. Basbanes to the Board.

Leah Basbanes reviewed her report with the Board, indicating potential environmental issues that may hinder the development of the property and, therefore, likely effecting the value of the property. The Board discussed. The Board thanked Ms. Basbanes for her report.

[Leah Basbanes left the Board meeting at 9:30 a.m.]

Thomas Lent provided a status update with respect to discussions with the property owner. The Board discussed potential next steps, including the need for a formal appraisal, possible retention of an architect and landscape consultant to determine what, if anything, could be developed on the property as that guidance also would determine whether the Board should invest in the purchase of the property and provide a better value estimate.

[Mr. Steven Stone left the Board meeting at 9:40 a.m.]

On a motion duly made by Dr. Jay Lang and seconded by Dr. Michael Flanagan, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board authorizes the Executive Director to retain the necessary parties to complete a formal appraisal of the property and conduct an architectural and landscape review of the property to assist the Board in determining an estimated value and potential uses of the property.

The motion passed. The roll call vote was 6-0. Mr. Timothy Piwovar, Dr. Michael Flanagan, Dr. Jay Lang, Dr. William Ryan, Ms. Joan Landers and Mr. Christopher Malone voted yes. [Mr. Steven Stone was absent for the vote].

On a motion duly made by Ms. Joan Landers and seconded by Dr. Jay Lang, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board exit executive session to adjourn the Board meeting.

The motion passed. The roll call vote was 6-0. Mr. Timothy Piwovar, Dr. Michael Flanagan, Dr. Jay Lang, Dr. William Ryan, Ms. Joan Landers and Mr. Christopher Malone voted yes. [Mr. Steven Stone was absent for the vote].

The Board exited Executive Session to return to General Session at 9:46 a.m.

Respectfully Submitted,

Mr. Timothy Piwovar, Chairman

Dated: _____



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Election of Chairperson and other Board Positions

Annually during the final scheduled meeting of the school year, the Board organizes itself by electing a Chairperson and any other Board positions deemed appropriate by the Board. The Chairperson, with the majority vote of the Board, may appoint such committees and subcommittees of the Board. The Board should, therefore, elect a Chairperson and discuss what committees/subcommittees should exist/remain including the Executive Committee.

Required Action:

Vote to elect a Chairperson

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: June 1, 2017
Re: Financial Update for FY'17 Budget

Valley's student centered budget, year after year, ensures that the students and adults we educate/serve received the most effective curriculum and state of the art resources to meet their special needs. On average our staff student ratio remains between 1:1 and 1:5. (See attachment on Staff/Student ratios for more details.) For the third consecutive year, due to the "25% rule", Valley is required to return its surplus funds to its member districts. This year it looks like we will be returning \$2 million to our member districts and fully funding the Capital Fund (\$1.5 million).

Valley's revenues are up 7% over what was projected; while expenses were just slightly under budget for FY'17. Historically the enrollment is higher in June than it is in September. However, this year Valley's enrollment was almost the same in September as it was in June (see attachment on Enrollment for more details). As the year has progressed Valley continues to receive many referrals because our programs are of the highest quality and tuition rates are most competitive. This success can be attributed to a supportive, knowledgeable Board and the most caring, dedicated professional staff in the Commonwealth.

It has been a very successful year in the business office as we have customized the numerous commercial systems, e.g. InfiniteVisions, Payroll, SchoolBrains, and Time Clock Plus in order to meet our specific needs. It will take another year of tweaking InfiniteVisions so that it is operationally ideal.

I would like to thank all the staff in the business office for their hard work and ongoing dedication: Sean Glavin, Curt Malonson, Denise Cook, Gail DeGregory, Kristen Vazquez, Dan Schaffner and Steve DeGuglielmo.

Required Action:

None

Attachments:

FY'17 Budget Update
Enrollment Data
School Staffing Ratios
Treasurer's Report

Valley Collaborative
Interim Statement of Net Assets
For the Period Ended April 30, 2017

UNAUDITED	
ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 4,075,682
Restricted Investments - OPEB	3,461,419
Accounts Receivable, Net	3,749,724
Prepaid Expenses and Other Assets	27,808
Cash Held for Member Districts	30,477
Other Assets	-
Total Current Assets	11,345,110
Non-Current Assets	
Land & Building	6,323,513
Furniture, Equipment, and Leasehold Improvements,	
Net of Depreciation	817,219
Construction in Progress	-
Total Non-Current Assets	7,140,732
TOTAL ASSETS	\$ 18,485,842
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts Payable and Accrued Liabilities	\$ 563,606
Other Liabilities	26,933
Deferred Revenue	-
Member District Accounts (Settlement)	30,477
Total Current Liabilities	621,016
Total Liabilities	621,016
Net Assets	
Operating - Unrestricted	5,929,997
Restricted - Student Activities	32,678
Reserved - Subsequent Year Expenditures	300,000
Reserved - OPEB Trust	3,461,419
Reserved - Capital	1,000,000
Invested in Capital Assets, Net of Related Debt	7,140,732
Total Net Assets	17,864,826
TOTAL LIABILITIES AND NET ASSETS	\$ 18,485,842

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending April 30, 2017
170 of 210 School Days (81% of Year)

UNAUDITED			
	<u>BUDGET</u>	<u>ACTUAL</u>	
REVENUES			
Services	\$ 14,520,880	\$ 12,665,720	
State Contracts	1,935,000	1,779,370	
Other	432,000	454,336	
Interest	4,500	7,405	
Total Revenues	16,892,380	14,906,831	88.25%
EXPENSES			
Salaries	10,774,247	8,842,884	
Employee Benefits	2,314,855	1,628,952	
Operating Expenses	1,977,725	1,761,284	
Leases & Rentals	421,802	401,555	
Depreciation	704,750	587,292	
Total Expenses	16,193,379	13,221,967	81.65%
Change in Net Assets - Operating	\$ 699,001	\$ 1,684,864	
Non Operating Activities			
Non-Operating Revenues	-	-	
Non-Operating Expenses (1)	(600,000)	(350,947)	
Change in Net Assets	\$ 99,001	\$ 1,333,917	
<i>(1) Capital Plan</i>			

Valley Collaborative Board of Directors Year 5 Book 7 - III. Finance and Operations Update

ENROLLMENT AS OF 9.8.16			ENROLLMENT AS OF 5.25.17		
PROGRAM	# of Students		PROGRAM	# of Students	DIFFERENCE
Elementary School - ASD	42		Elementary School - ASD	43	1
Elementary School - ASD - 45-Day Assessment	0		Elementary School - ASD - 45-Day Assessment	0	0
Elementary School - EBS	28		Elementary School - EBS	33	5
Elementary School - EBS - 45-Day Assessment	1		Elementary School - EBS - 45-Day Assessment	6	5
Elementary School - ISN - ASD	4		Elementary School - ISN - ASD	2	-2
Elementary School - ISN - EBS	6		Elementary School - ISN - EBS	5	-1
	81			89	8
High School - Alternative - Site 2	45		High School - Alternative - Site 2	49	4
High School - Alternative - Site 2 - 45-Day Assessment	1		High School - Alternative - Site 2 - 45-Day Assessment	3	2
	46			52	6
High School - Alternative Vocational - Site 1	41		High School - Alternative Vocational - Site 1	48	7
High School - Alternative Vocational - Site 1 - 45-Day Assessment	2		High School - Alternative Vocational - Site 1 - 45-Day Assessment	3	1
	43			51	1
Middle School - ASD	18		Middle School - ASD	23	5
Middle School - ASD - 45-Day Assessment	0		Middle School - ASD - 45-Day Assessment	1	1
Middle School - EBS	15		Middle School - EBS	16	1
Middle School - EBS - 45-Day Assessment	2		Middle School - EBS - 45-Day Assessment	0	-2
Middle School - ISN	1		Middle School - ISN	1	0
Middle School - ISN - ASD	0		Middle School - ISN - ASD	1	1
Middle School - School & Life Skills ISN	4		Middle School - School & Life Skills ISN	6	2
	40			48	8
School & Vocational Training	30		School & Vocational Training	29	-1
School & Vocational Training - 45-Day Assessment	0		School & Vocational Training - 45-Day Assessment	0	0
School & Life Skills Training	23		School & Life Skills Training	24	1
School & Life Skills Training ISN	4		School & Life Skills Training ISN	3	-1
School to Work	25		School to Work	23	-2
School to Work - 45-Day Assessment	0		School to Work - 45-Day Assessment	1	1
Intensive Special Needs	3		Intensive Special Needs	4	1
Intensive Special Needs - 45-Day Assessment	0		Intensive Special Needs - 45-Day Assessment	0	0
	85			84	-1
TOTAL	295		TOTAL	324	29

School Staffing Ratios

Program	Total Number of Students	Number of Students that do not have 1:1 Aides	Number of Teachers	Number of 1:1 Aides	Number of classroom Aides	Number of Worksite Aides	1:1 Nurse	Other Staff FTEs	Total FTEs	Direct Ratio	Indirect Ratio	Cost Effective
Elementary	87	65	15	22	15	0	0	19	71	1:2	1:2	5
Middle School	49	38	7	11	10	0	1	11.6	40.6	1:2	1:2	5
High School Site 1	48	48	5	0	0	4.4	0	4	13.4	1:5	1:4	5
High School Site 2	52	51	10	1	2	0	0	5	18	1:4	1:3	5
High School Site 3	86	60.9	9	25.1	0	10	1	13	58.1	1:3	1:2	5
TOTALS	322	262.9	46	59.1	27	14.4	2	52.6	201.1	1:3	1:2	5



* Data as of 5.11.17

Valley Collaborative Board of Directors Year 5 Book 7 - III. Finance and Operations Update

VALLEY COLLABORATIVE TREASURER'S REPORT APRIL 30, 2017

ENTERPRISE BANK ACCOCUNTS

	Valley Operating Enterprise a/c 493426	Valley Payroll Enterprise a/c 795823	Community Catering Enterprise a/c 531401	ICS MMDA a/c 856490	Independence Project a/c 821315	Total Enterprise Bank a/c 601076227
Beginning Balance	\$ 1,692,575.24	\$ 429,802.67	\$ 6,568.47	\$ 1,000,449.36	\$ 5,529.59	\$ 3,134,925.33
Receipts	1,063,257.94		5,925.97			\$ 1,069,183.91
Transfers In		950,000.00				\$ 950,000.00
Withdrawals:						
Payroll		(1,286,087.57)				\$ (1,286,087.57)
Accounts Payable	(395,706.48)		(289.64)			\$ (395,996.12)
Other						-
Total Withdrawals	(395,706.48)	(1,286,087.57)	(289.64)	-	-	(1,682,083.69)
Transfers Out	(950,000.00)					\$ (950,000.00)
Int./Investment Earnings				164.43		164.43
Ending Balance	\$ 1,410,126.70	\$ 93,715.10	\$ 12,204.80	\$ 1,000,613.79	\$ 5,529.59	\$ 2,522,189.98

OTHER CASH ACCOUNTS

	Eastern a/c 601076227	MMDT 00044263747	Total Cash
Beginning Balance	\$ 250,000.00	\$ 1,370,420.76	\$ 4,755,346.09
Receipts			\$ 1,069,183.91
Transfers In			\$ 950,000.00
Withdrawals:			
Payroll			\$ (1,286,087.57)
Accounts Payable			\$ (395,996.12)
Other			-
Total Withdrawals	-	-	(1,682,083.69)
Transfers Out			\$ (950,000.00)
Int./Investment Earnings		1,238.29	1,402.72
Ending Balance	\$ 250,000.00	\$ 1,371,659.05	\$ 4,143,849.03

RESTRICTED

PARS OPEB TRUST
\$ 3,452,664.06
(719.31)
(719.31)
9,474.39
\$ 3,461,419.14

as of Mar. 31, 2017



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Treasurer Evaluation and Treasurer Reappointment for the 2017-2018 School Year

Under Article IV, Section 9 of the Articles of Agreement, the Board is responsible for the appointment of a Treasurer for the Collaborative, and required to annually evaluate the Treasurer's performance and effectiveness. Assuming there are no issues with her evaluation or objection to her continued services as Treasurer, the following are proposed motions to be considered by the Board:

Proposed Motion:

That the Board of Directors accepts the evaluation of the Collaborative Treasurer, Ms. Heidi Kriger as presented at this meeting, and requests that a copy of the written evaluation be filed within the Treasurer's file maintained at the Collaborative.

Proposed Motion:

That the Board of Directors authorizes the Chairman, to finalize and execute an agreement by and between the Collaborative and Ms. Heidi Kriger, as its Treasurer, for the 2017-2018 School Year with the term of the agreement to be July 1, 2017 through June 30, 2018, with additional terms and conditions substantially in the form presented to the Board at this meeting.

Attachments:

Treasurer Evaluation for the 2016-2017 School Year

Valley Collaborative
Staff Self-Evaluation Form

Employee Name: Heidi Kriger

Job Title: Treasurer

School/Location:

Date Hired: October, 2011

Date of Evaluation:

Name of Evaluator:

PERFORMANCE MEASURES RUBRICS

- 2 - Exceeds Expectations
- 1- Meets Expectations
- 0 - Does Not Meet Expectations

PERFORMANCE MEASURES

1. Communication

(e.g. listening, oral communication, oral presentation, written communication)

Comments:

Score: 2

During the past year Ms. Kriger worked with Valley Collaborative staff to analyze and evaluate our banking service options and make recommendations for new and/or additional services. Once the evaluation process was complete she presented her findings to the Board of Directors in a clear and easily understandable format.

2. Personal/Motivation

(e.g. job motivation, work standards, initiative, tolerance for stress, management identification, professional interest, energy, attention to detail, vigilance, integrity, ability to learn, range of interests and controlled demeanor)

Comments:

Score: 2

As her position at the Collaborative requires that she work independently it is her responsibility to motivate herself and maintain the highest standard of professionalism. Attention to detail is of the utmost importance to her in her role as Treasurer. As such, her bank reconciliations are prepared accurately and in a timely manner.

3. Interpersonal

Valley Collaborative
Staff Self-Evaluation Form

(e.g. sensitivity, leadership, tenacity)

Comments:

Score: 2

Ms. Kriger has a good working relationship with Valley staff. She is professional while also being personable and flexible.

4. Impact

(e.g. rapport building, behavioral flexibility, negotiation, adaptability, independence and resilience)

Comments:

Score: 2

Ms. Kriger listens to suggestions and recommendations from the staff and from the Board of Directors while still maintaining independence. She is available and responds timely to needs of the Collaborative, especially when asked to move funds or prepare other wire transfers as needed.

5. Decision Making

(e.g. analysis, judgment, oral fact finding and decisiveness)

Comments:

Score: 2

As stated earlier, she works with staff to analyze and evaluate our banking services. Based on my analysis she was able to make recommendations to the Board of Directors, which have since been implemented.

6. Extra-organizational Awareness

(e.g. recognition of safety needs, creativity/innovativeness, risk taking, organizational sensitivity, extra-organizational sensitivity and controlled decision making)

Comments:

Score: 1

Even though her position is part-time she is very responsive as possible to the needs of the Collaborative. While attending Board of Director meetings she takes interest in various presentations and enjoys seeing the impact that the Collaborative has in the community.

Valley Collaborative
Staff Self-Evaluation Form

7. Knowledge/Skills

(e.g. technical/professional proficiency, technical/professional knowledge)

Comments:

Score: 1

As a Town Accountant she works closely with her treasurer and is knowledgeable of the requirements of this position.

8. Career Development

(e.g. career ambition, self-development orientation and technical/ professional/ self-development)

Comments:

As stated above, she stays up to date on changes in State laws related to finance, which translate to her role as Treasurer.

Score: 1

OVERALL PERFORMANCE

SCORE:
1.625

Valley Collaborative Board of Directors Year 5 Book 7 - III. Finance and Operations Update

VALLEY COLLABORATIVE TREASURER'S REPORT APRIL 30, 2017

ENTERPRISE BANK ACCOCUNTS

	Valley Operating Enterprise a/c 493426	Valley Payroll Enterprise a/c 795823	Community Catering Enterprise a/c 531401	ICS MMDA a/c 856490	Independence Project a/c 821315	Total Enterprise Bank a/c 601076227
Beginning Balance	\$ 1,692,575.24	\$ 429,802.67	\$ 6,568.47	\$ 1,000,449.36	\$ 5,529.59	\$ 3,134,925.33
Receipts	1,063,257.94		5,925.97			\$ 1,069,183.91
Transfers In		950,000.00				\$ 950,000.00
Withdrawals:						
Payroll		(1,286,087.57)				\$ (1,286,087.57)
Accounts Payable	(395,706.48)		(289.64)			\$ (395,996.12)
Other						-
Total Withdrawals	(395,706.48)	(1,286,087.57)	(289.64)	-	-	(1,682,083.69)
Transfers Out	(950,000.00)					\$ (950,000.00)
Int./Investment Earnings				164.43		164.43
Ending Balance	\$ 1,410,126.70	\$ 93,715.10	\$ 12,204.80	\$ 1,000,613.79	\$ 5,529.59	\$ 2,522,189.98

OTHER CASH ACCOUNTS

	Eastern a/c 601076227	MMDT 00044263747	Total Cash
Beginning Balance	\$ 250,000.00	\$ 1,370,420.76	\$ 4,755,346.09
Receipts			\$ 1,069,183.91
Transfers In			\$ 950,000.00
Withdrawals:			
Payroll			\$ (1,286,087.57)
Accounts Payable			\$ (395,996.12)
Other			-
Total Withdrawals	-	-	(1,682,083.69)
Transfers Out			\$ (950,000.00)
Int./Investment Earnings		1,238.29	1,402.72
Ending Balance	\$ 250,000.00	\$ 1,371,659.05	\$ 4,143,849.03

RESTRICTED

PARS OPEB TRUST
\$ 3,452,664.06
(719.31)
(719.31)
9,474.39
\$ 3,461,419.14

as of Mar. 31, 2017



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Sean Glavin, Director of Finance and Operations
Date: June 1, 2017
Re: 25% Rule- Distribution of Surplus Funds to Member District

Please see below the 25% surplus calculation based on current projections:

16,674,093 (Projected Total Expenses)

-704,750 (Depreciation)

+331,965 (Capital Outlay)[Van Purchases, Technology, Furniture]

+500,00 (Projected Capital Reserve Transfer In)

=16,801,308 (Expenses Subject to 25% Surplus Calculation)

x25% (25% Calculation)

4,200,327 (25% Surplus Threshold)

Operating – Unrestricted is projecting at 6,180,078.

Required Action:

None

Attachments:

Projected Distribution of Surplus Funds

Projected Distribution of Surplus Funds for FY2017 From Enrollment Data at May 25, 2017				
		Projected		Percentage of
	Projected	Percentage	Estimated	Tuition Estimated
Member District	School Year Tuition	of Total	Return	To Be Returned*
Billerica Public Schools	730,593	15.20%	303,999.77	41.61%
Chelmsford Public Schools	1,092,265	22.72%	454,491.63	41.61%
Dracut Public Schools	670,176	13.94%	278,860.33	41.61%
Groton-Dunstable Regional School District	85,185	1.77%	35,445.49	41.61%
Nashoba Valley Technical High School	8,463	0.18%	3,521.46	41.61%
North Middlesex Regional School District	780,275	16.23%	324,672.54	41.61%
Tewksbury Public Schools	745,976	15.52%	310,400.72	41.61%
Tyngsborough Public Schools	281,499	5.86%	117,131.78	41.61%
Westford Public Schools	412,103	8.57%	171,476.29	41.61%
Grand Total	4,806,535	100.00%	2,000,000.00	41.61%
	*Valley Collaborative is the lowest tuition rate in the area, before returns.			
	*Percentage of School Year Tuition. Does not include Summer Tuition.			



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Sean Glavin, Director of Finance and Operations
Date: June 1, 2017
Re: Award of Window Replacement Contract

On March 8th 2017, Valley Collaborative, consulting with Russo Barr Associates posted an Invitation to Bid for a Window Replacement Project at 40 Linnell Circle in Billerica, Ma. The Window Replacement Project will replace all 94 Fixed Aluminum windows in the building with Operable Aluminum windows.

The Invitation to Bid closed on March 23rd. Three Bids were received and A & A Window Products, Incorporated from Malden, Massachusetts was the low responsive and responsible bidder. Their Bid was \$205,000.00 for the project, which is under the \$300,000.00 budgeted amount.

Satisfactory references were returned on behalf of the contractor.

Required Action:

Recommendation is to approve the awarding of contract to A & A Window Products, for construction to begin at the end of June, and run into Mid-Fall.

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Sean Glavin, Director of Finance and Operations
Date: June 1, 2017
Re: RFP for Leased Space: Adult Services Program

On April 4th 2017, Valley Collaborative posted and advertised a Request for Proposals for Leased Space, specifically space for the Adult Services Program administrative offices. The posting closed on Monday, May 1st at 10AM.

Two proposals were received. One proposal was disqualified for not meeting Minimum Requirements (Proposed location was not located on a Lowell Regional Transit Authority bus route, which is a minimum requirement in the specification).

The winning bidder is The Edge Group, agent for MacCormack Properties, for 17 Bridge Street Billerica, Massachusetts. This is the current location for the Adult Services Program. The terms (as specified in RFP) are for three years, with two negotiable extension options. Lease amount is \$19.57 per square foot, and gross square footage is 1,218 square feet. Lease amount is to increase at 2.5% per annum.

Recommendation is to award the Adult Services Program Leased Space contract to the winning bidder, for lease to start July 1, 2017

Required Action:

Vote to award lease contract

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Sean Glavin, Director of Finance and Operations
Date: June 1, 2017
Re: Safety Update

Valley Collaborative completed its second year of Lockdown Drills and ALICE Model Staff training. Both sets of drills were completed at both the Billerica and Tyngsboro locations, and were administered by the Billerica and Tyngsboro Police Departments, respectively. Next year, the Collaborative will look to introduce Students and Adult Workers to some of the ALICE Model components, empowering evacuation options in dangerous situations.

The Town of Billerica continues to extend its generosity and thoughtfulness by including Valley Collaborative as part of its annual Town Wide Safety Meeting, in which town officials meet and discuss best practices in Safety around town.

Next steps in further enhancing safety at the Collaborative include increasing Two-Way Radios, and providing individual staff instruction on the ALICE Model.

Required Action:

None

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Sean Glavin, Director of Finance and Operations
Date: June 1, 2017
Re: Transfer of Funds to/from Capital Reserve Fund for Capital Improvement Projects

Valley's current balance within the Capital Reserve Fund is \$1 million dollars. The limit on the balance that may be held in the Capital Reserve Fund was set by Board vote at \$1.5 million dollars. Deposits into the Capital Reserve Fund shall be proposed and approved through the budget process. I recommend the Board amend the FY 2017 Budget by reducing the capital expenditure amount by \$300,000 and vote to transfer \$300,000 from the FY17 Operating Budget to the Capital Reserve Fund. In addition, I recommend the Board further amend the FY 17 Operating Budget to deposit \$200,000 into the Capital Reserve Fund to support costs associated with the future acquisition, maintenance and improvements projects. I also recommend that the Board amend the FY 2018 Budget and authorize the transfer of \$205,000, effective July 2017, from the Capital Reserve Fund for the purposes of the window replacement project.

Proposed Motion: That the Board of Directors agrees to amend the FY 2017 Budget by reducing the capital expenditure amount by \$300,000, and approves and authorizes the deposit of \$300,000 into the Collaborative's Capital Reserve Fund with such amounts transferred from the FY 2017 general fund balance; and authorizes the Executive Director, Treasurer and the Chairman to execute all necessary documents to effectuate the deposit of such amounts into the Capital Reserve Fund.

Proposed Motion: That the Board of Directors agrees to amend the FY 2017 Budget to approves and authorize the deposit of \$200,000 into the Collaborative's Capital Reserve Fund with such amounts transferred from the FY 2017 general fund balance; and authorizes the Executive Director, Treasurer and the Chairman to execute all necessary documents to effectuate the deposit of such amounts into the Capital Reserve Fund.

Proposed Motion: That the Board of Directors agrees to amend the FY 2018 Operating Budget, and authorizes the transfer of \$205,000 from the Collaborative's Capital Reserve Fund for the purposes of the window replacement project at its Building located at 40 Linnell Circle, Billerica; and authorizes the Executive Director, Treasurer and the Chairman to execute all necessary documents to effectuate the transfer of such amounts from the Capital Reserve Fund.

Attachments: None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Sean Glavin, Director of Finance and Operations
Date: June 1, 2017
Re: Additional Office Space at 25 Linnell Circle

In an effort to create two new Classroom Spaces at 40 Linnell Circle and increase office space for the Adult programs, the Collaborative needs to add five office spaces to the 25 Linnell Circle lease terms and conditions, starting July 1st, 2017.

The five offices make up a 631 square foot suite which is located downstairs in the building, and is adjacent to the current leased space. A discounted rate of \$15.91 per square foot (The FY'18 rate is \$16.40/sq.ft.) will be applied. This would increase Valley's rent \$10,039.21 per year to \$134,613.61 for FY'18.

The additional classroom space at 40 Linnell Circle would accommodate 10 students, with an income potential of approximately \$500,000.00

Required Action:

Vote to

Attachments:

None



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Procurement Officer

Required Action:

Attachments:

None



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Valley Collaborative Department Lead's Curriculum Update

During the 2016-2017 school year, Valley Collaborative introduced three Department Leads in the areas of Mathematics, Literacy, and English, and began to develop professional learning communities (PLCs) in each of these targeted areas. Glen Costello served as the Math Department Lead; Meghan Waters served as the Literacy Department Lead; and Matt Manfredi served as the English Department Lead.

Glen Costello, Valley Collaborative Math Department Lead, introduced ST Math at each Valley school. ST Math is a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving to deeply engage, motivate, and challenge Pre-K-8 students toward higher achievement, by removing language from instructional practices. Created by MIND Research Institute, ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. At the end of May 2017, 171 Valley students from kindergarten through grade 12 were using ST Math. Through a 1:1 scaffolded learning environment, games gradually increase in difficulty and provide immediate feedback. ST Math features embedded assessments, detailed reporting of student learning patterns and whiteboard integration. Teacher-guided instruction integrating ST Math software activities in the classroom rounds out MIND's blended learning model. In addition to accessing the software on desktop or laptop computers, teachers and students can access ST Math on supported tablets, enabling anywhere, anytime learning. In addition to ST Math, Glen also offered instructional math support in the form of tutoring to staff taking MTELs in the areas of mathematics. For the 2017-2018 school year, Glen's role will be expanded from Mathematics Department lead to include all relevant STEM subjects and will work to develop PLC's in each Valley school. He is excited to begin this work over the summer by offering mentor coaching to teachers in their classrooms to each school to help facilitate stronger mathematics lessons.

This school year, Meghan Waters, Valley Collaborative Literacy Department lead, worked closely with the Elementary school mentor and coach, Tammy Mulligan, to help implement Reader's Workshop and Writer's Workshop, which integrates the whole language approach to meet the diverse needs of our students. The flexibility of the workshop model(s) allowed the elementary school to modify, differentiate, and give the students the reins on their literacy learning while still exposing them to the Common Core grade standards. Meghan and the Elementary school staff have spent the 2016-2017 school year creating

“mentor” grade level literacy curriculum maps for K-6 that are thoughtfully laid out for cross-curricular teaching and learning. Additionally, work has been started to focus on solidifying the current ‘word study union’ into the daily literacy curriculum. Meghan and this team began implementing Foundations, a Tier 1 Wilson curriculum, and will have all K-3 academic levels participating by the beginning of the 2017-2018 school year, in addition to the older grades utilizing Words Their Way and/or individualized vocabulary studies. Meghan identified the next Wilson training she would like to attend this fall to extend her current work to be able to train Valley teaching staff in the Wilson Reading Program. She will also develop PLC targets this summer for her work with Valley students and staff for the upcoming school year.

Matt Manfredi, Valley Collaborative English Department Lead, worked to implement and move toward a greater focus on a humanities approach of subject based teaching in many high school classrooms. Matt made the decision to focus his English targets through this lens in order to reach Valley’s diverse student body, meet the types of student learners comprised in our classrooms, and better enforce the topics/time periods covered in a prototypical high school English and history class. By aligning Valley’s American Experience classes with the Common Core state standards, Matt has been able to pinpoint cross-curriculum aspects that highlight both the English and the historical contexts of events. In moving towards the 2017-2018 school year, Matt’s role will be expanded from the English Department Lead to formally encompass the Humanities title, while utilizing CommonLit resources in order to refine and develop our humanities curriculum to continue on our trend of student learning success across curriculum subjects. In addition, Matt will also identify and develop a Humanities PLC, as well as associated targets, for students in each Valley school.

During the winter months, through the professional development department, each Department Lead offered a ten hour course in their respective fields at no cost to Valley Collaborative Employees. Participants earned ten PDPs for each course they completed. As you are aware, these PDPs are critical for licensure renewal.

I am happy with the progress each of these professionals made during the school year and am eager to dig deeper into this important work for the upcoming school year.

Required Action:

None

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Consulting Psychiatrist

For the third consecutive year, Valley Collaborative has contracted with Dr. Arnold Kerzner. Arnold Kerzner, MD is a practicing Psychiatrist in Lowell, MA. He completed a residency at Mass Mental Health Center. Dr. Kerzner is also board certified in Pediatrics.

Ms. Kari Morrin and Ms. Joia Mercurio facilitate sessions with Dr. Kerzner where clinical teams consisting of nurses, social workers, and counselors come together and present cases to Dr. Kerzner as well as the other team members. Information in each case presentation includes the Valley program the student is enrolled in, his/her age, diagnosis, relevant history, additional information contributing to being a 'frequent flier' in the counseling offices, recent behaviors, academic performance, family care and involvement, as well as medication profile.

These sessions continue to prove to be productive and encourage rich discussions between our team members and Dr. Kerzner regarding students with complex mental health and emotional/behavioral presentations in of our programs.

Required Action:

None

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Kari Morrin, Director of Student Services
Allyson Locke, Occupational Therapist

Date: June 1, 2017

Re: Therapy Meeting and Sensory Integration in Valley Classrooms

On May 17th, 2017, Valley Collaborative's Therapy Department, which consisted of speech language pathologists, occupational therapists, a physical therapist, social workers, guidance counselors, and behavior analysts, held its final meeting of the 2016-2017 school year. At this meeting, therapists shared caseload/workload analysis ideas, inquired about enrollment trends and space constraints, and provided some suggestions to maximize our current building's spaces with appropriate sensory regulation strategies to help our students maximize his/her time within classroom environments and decrease the amount of time students spend dysregulated, outside of the learning environment.

One of our highly trained occupational therapists, Allyson (Melanson) Locke, spent the better part of eight months taking classes and worked to become sensory integration certified in order to be able to assess and address many of our student's sensory behaviors. Allyson has provided the following information to educate and inform others on the sensory needs of Valley's students, both within the classroom setting and outside of the classroom environment, for optimal regulation:

Ultimately, the first thing to consider is the need for two types of spaces. In terms of sensory processing I tend to use the analogy of food; we need food to survive but sometimes we eat too much, on the other hand, we may not get enough at all. When we eat too much we need less food and time for digestion. When we eat too little we need more food. Similarly, we need sensory stimuli to survive; however, some of us get too much while others don't get enough. When we get too much stimuli (like in a loud/busy classroom) we need to minimize what stimuli we take in and also have time to process that stimuli. On the other hand if we are not getting enough stimuli we need to take in more stimuli.

The first type of space would meet the needs of our "hungry" kiddos; these kiddos require much more sensory input. It would ideally allow for big movements and the ability to use their muscles, as well as the opportunity for visual, olfactory, and auditory stimulation. On POD 3 we have the yellow room that has some great options for these types of input. We have a treadmill with an adjustable incline to allow for some nice proprioceptive input as well as scooter boards that kids can use in the hall. We also have rocker boards, balls, thera band, and equipment to practice yoga. Having the rock wall in the gym is also an amazing opportunity for our kiddos to work their big muscles.

What we are lacking for this group of students is the opportunity for big movements in a safe and controlled manner. Access to a swing would be a huge benefit for these kids, specifically one that allows for rotary movement. Rotary input provides the strongest amount of sensory input to vestibular system. We currently have one free standing swing that is accessed frequently. However, because it is free standing and not secured to a beam it is unsafe for big movements and cannot be used with larger kiddos. An outdoor swing set would be a great means to access this type of movement. Having the ability to allow kids to “just run” and move their bodies is something else we are lacking, an enclosed space where kiddos can freely run, ride bikes or scooters, and just have free access to move their bodies as they need would be another great addition. I am excited by the prospect of the additional outdoor space and am happy to help in whatever way I can to make this space optimal for the needs of our students.

The second type of space would meet the needs of our “full” kiddos; these kiddos are filled to the brim with sensory stimuli. They need a space where they can “digest” all of that stimuli without being bombarded with more stimuli (like the noises/ smells/ visual distractions of a typical classroom). The main characteristic of this type of space is a small area with minimal sensory stimuli or sensory stimuli that provides calming input (in the clinic that I work in outside of Valley we often refer to this type of space as “womb space”). This type of space may also meet the needs of students who are “resetting” or processing following a behavior. It may also meet the needs of our ISN kiddos when working on specific therapeutic interventions for example, when the outside vision therapist come in to provide service.

At the moment, on Pod 3, we are trying to use the yellow room to meet these needs with some success. In the yellow room we have the treadmill, stationary bike, and rocking chair that all provide calming linear input. We also have the net chair to provide deep pressure input. However, because this space is often used for our “hungry” kiddos it often becomes too stimulating for our “full kiddos”. From a sensory perspective I think one of the greatest things we are lacking is a space for these kiddos to “digest” sensory stimuli before they burst at the seams. I strongly believe we would see a reduction in behavior if our students had access to a space where they could decompress appropriately.

With that being said, the constraints of space, understandably, allow for only so much. As a therapy team, we have been exploring ways to access these inputs in a manner conducive to what we have available. These are some ideas that have been brought to the table:

- Classroom seating: Within Pod 3 we have two different types of chairs that we have been trialing. These chairs look like a typical chair however, provide subtle movement input that can be accessed in a classroom without taking any additional space. Additionally, this would allow kiddos to access some of that needed movement input without leaving the classroom. We have trialed the chairs for this many weeks. Teachers and students have responded favorably. We would love the opportunity to discuss implementing this on a broader scale. I am happy to show you these chairs at any time!
- Specific therapeutic interventions: In a clinic setting there are a multitude of therapeutic interventions used to address specific sensory processing difficulties. While not all are suited for a school setting there are a few that we have been researching as a team:
 - Integrated Listening: this is a sound based therapeutic listening program that can have a powerful impact of the vestibular system. Space requirements for this are minimal but it does have a pretty big upfront cost. I use this program at the SI clinic that I work in and have been impressed by the difference this therapy intervention can make.

- Astronaut Training (a.k.a. Kavar Protocol). Again space and time needs are minimal but the impact that it can have on the vestibular system is similar to what a swing could provide. I have also used this in the clinic and have seen really amazing results.
- Movement based therapies including Bal a Vis X, Brain Gym, and Learning Break Through. These are all therapies addressing visual/vestibular integration requiring minimal space and equipment.

In addition to this information, I have put together a Needs Assessment to determine our next set of actions. Please continue reading and consider the following questions as we develop our Sensory Strategies Planning for the 2017 – 2018 school year:

Modify Existing Spaces

1. Is it possible to add a swing access point into the gym/ wellness center? This would allow for swing access but makes it easily removable when not needed. It would give students the opportunity to access swinging equipment even in poor weather.
2. Modify classroom spaces to help with sensory processing within the classroom and decrease the need for spaces outside of the classroom.
 - a. Incorporate alternative seating into the classrooms on a broader scale.
 - b. Look at classroom storage. Specifically, for the POD 3 classrooms, could we look at the possibility of a uniform storage solution (similar to the cabinets that we use for file storage)? This would decrease visual clutter in the classrooms, eliminating some sensory stimulation. If these cabinets are placed on the walls shared with the hallway, this could also provide some sound insulation, reducing another source of sensory stimulation.
 - c. Is there a possibility of exploring the option of windows that open/ close in order to decrease some smells that build up in these classrooms again reducing another source of stimulation?
 - d. Can we use curtains? This would help with sound dampening.
 - e. Can we explore the use of ambient lighting? Ambient lighting has a calming effect and can be used in place of overhead lighting when the energy in the room is high.
 - f. Is it possible to add additional lockers? Another source of visual clutter in classrooms is the personal belongings of the adults working in the classrooms. Currently, there is not a secure place for staff to store their belongings. Additional lockers could be used by staff, for their belongings, in order to reduce some of the “clutter” in the classrooms. In addition, if these are placed on walls shared by the classrooms they could provide additional sources of sound insulation.
 - g. Some classrooms have more available space than others, in these classrooms could we create a “quiet corner”.

Make New Spaces

1. Identify small areas within our school that can be use as “decompression”/ reset space.
 - a. Could we use the yellow room as one of these spaces? If so is it possible to find a storage space to store the rocker boards/ scooter boards/ things that our sensory seekers need to access but could use in the hallway. Maybe a few tall cabinets? This would allow sensory seekers to access needed input in the hallways or empty classrooms and provided a consistently available quiet area for the over stimulated kids. In addition, if these tall cabinets were placed on a wall shared by a classroom it would provide some sound insulation to the classrooms.
 - b. Explore other small areas to use as decompression/ reset spaces. Ideally the characteristics of a space meeting this need is a very small room (closet sized) that has dim/ low lighting, minimal sounds (a white noise machine can be used to filter extraneous noise), and access sensory tools that elicit a calming response.
 - c. Do we need a time study to figure out our exact needs?

Green Space

1. Create an outdoor area that allows for the use of big muscle and a lot of movement but also allows for decompression/ quiet reflection.
 - a. Within this space create storage for equipment like tricycles/ scooters/balls etc creating more room within our existing areas and making these items more readily available.
 - b. Ideal pieces of equipment within this space would include swings, slides, and places to climb/ use muscles.
 - c. Ideal characteristics of this space would include a closed in but open area for running or bike/ scooter use and group games. As well as quiet areas for walking.

Add to our Repertoire

1. Once space is identified for the decompression/ reset rooms, identify sensory specific items that would be needed in order to facilitate a calming response.
2. Pursue therapeutic programs to be used to address sensory needs in a space sensitive manner.
 - a. Integrated Listening
 - b. Astronaut training/ Kavar Protocol
 - c. Bal-A-Vis-X
 - d. Train teachers on Brain Gym (PD day??)

Respectfully submitted,

Allyson (Melanson) Locke
Occupational Therapist

Required Action:

None

Attachments:

None



Central Administration Office

*40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>*

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Director of Finance and Operations Contract Extension and Evaluation

Please find Mr. Glavin's Evaluation attached.

Proposed Motion:

That the Board of Directors authorizes the Chairman to finalize and execute an agreement by and between the Collaborative and Sean Glavin, Director of Finance and Operations, as well as, finalize his evaluation.

Attachments:

Evaluation

End-of-Cycle Summative Evaluation Report: Assistant Superintendent



End-of-Cycle Summative Evaluation Report: Assistant Superintendent

**Assistant
Superintendent:**

Sean Glavin

June 2017

Evaluators:

Chris A. Scott; Tim Piwowar

June 2017

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	X
Standard II: Management and Operations	☐	☐	☐	X
Standard III: Family and Community Engagement	☐	☐	☐	X
Standard IV: Professional Culture	☐	☐	☐	X



End-of-Cycle Summative Evaluation Report: Assistant Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low ☐	Moderate ☐	High ☒
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

You have done a great job this year not only on your professional practice goal. You consistently meet with the technology committee and team in order to help the department manage its many projects. The technology department, under your leadership, is the most improved department at Valley this year. You hired a very competent Systems Administrator and have effectively supported the growth of the Technology team.

Your ability to work with the consultants and quickly understand new material has benefited the business office greatly this year. You are not afraid to be a risk taker and you are a self-starter - two important characteristics of a successful Director of Finance and Operations.

Sean, although you are new in your role as Director of Finance and Operations, you have received an exemplary rating because compared to others who are at a similar stage in this position, you are at the top of your class. Clearly, because you are new in this role, you have a steep learning curve, but this should not take away from the fact that you have done an incredible amount of work for Valley this school year and have helped me improve finance and operations across the Collaborative in very important ways. Your tireless work ethic and willingness to go the extra mile is appreciated by both the Board and me. You have a long and promising career ahead of you. Congratulations on achieving many of your professional goals this year - a job well done. (And good luck with building your home this summer. ☺)



Assistant Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	1. Receive a positive financial review from the Massachusetts Department of Elementary and Secondary Education Auditors 2. Budget vs. Actual reports and analysis will be available by program so all administrators are able to view by the start of the school year (September 2017)	☐	☐	☐	☐	X
Student Learning						
2	I will work with the technology and professional development departments to ensure that SMARTBoards are being utilized throughout the collaborative in all classrooms to increase student engagement.	☐	☐	☐	☐	X



Assistant Superintendent's Performance Rating for Standard I: Instructional Leadership

Overall Rating for Standard I Instructional Leadership (Circle one.)	Indicator D-1: The education leader supports administrator and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
---	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Your work to ensure that our teachers have technology in place to make sure they are able to effectively reach the diverse learners in their classrooms. You support administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and district/school improvement goals and models this process through your own evaluation process and goals (I-D-1).

Indicator/Element	Indicator Rating	Comments and Analysis
I-D. Evaluation (I-D-1 Educator Goals)	E	

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

Element I-D-1 Educator Goals – Proficient: Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.

Examples of evidence assistant superintendent might provide:

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports
- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits

☐ Other: _____



Assistant Superintendent's Performance Rating for Standard II: Management and Operations

Overall Rating for Standard II Operational Systems (Circle one.)	Indicator II-A-2: Operational Systems: Create and maintain a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe.
---	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Sean, I greatly appreciate you working with the consultants to fine-tune Infinite Visions, Time Clock Plus, and Engagement. Your project management skills definitely have improved the quality and quantity of work coming out of the business office. Helped lead the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with school/district-level goals; seeks alternate funding sources as needed. Also, you create and maintain a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe (II-A-2). You are transparent and forthcoming about expectations for all administrator team meetings; collaborate with team members to develop team norms (II-C-2).

Indicator/Element	Indicator Rating	Comments and Analysis
II-E. Operations Systems	E	

Standard II: Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

Indicator II-A: Environment: develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.

Element II-A-2 Operational Systems – Proficient: Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.

Examples of evidence assistant superintendent might provide:

- | | | |
|---|--|--|
| ☐ Goals progress report | ☐ Analysis of student feedback | ☐ Relevant school committee meeting |
| ☐ Budget analyses and monitoring reports | ☐ Analysis of staff feedback | agendas/minutes/materials |
| ☐ Budget presentations and related materials | ☐ Analysis of safety and crisis plan elements | ☐ Analysis and/or samples of leadership team(s) |
| ☐ External reviews and audits | and/or incidence reports | schedule/agendas/materials |
| ☐ Staff attendance, hiring, retention, and other HR data | | ☐ Other: _____ |



Assistant Superintendent's Performance Rating for Standard III: Family and Community Engagement

Overall Rating for Standard III Family and Community Engagement (Circle one.)	Indicator A-2: Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.
--	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Sean, I greatly appreciate your leadership on the safety committee and your outreach to town officials to ensure all of Valley's crisis intervention plans are up to date. You establish strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. You work to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contributions (III-A-2). You set clear expectations for and provide differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from staff, and solicit feedback from staff that informs improvement to communication plans (III-C-1). You are transparent and forthcoming about expectations for all administrator team meetings; you create and implement a schedule that maximizes meeting time for all team members. You collaborate with team members to develop team norms.

Indicator/Element	Indicator Rating	Comments and Analysis
III-A. Engagement	E	

Standard III – Family and Community Engagement: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Indicator III-A – Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.

Element III-A-2- Community and Business Engagement – Proficient: Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.

Examples of evidence assistant superintendent might provide:

- | | | |
|--|---|---|
| ☐ Goals progress report | ☐ Sample district and school newsletters and/or other communications | ☐ Analysis of survey results from parent and/or community stakeholders |
| ☐ Participation rates and other data about school and district family engagement activities | ☐ Analysis of school improvement goals/reports | ☐ Relevant school committee presentations and minutes |
| ☐ Evidence of community support and/or engagement | ☐ Community organization membership/participation/contributions | ☐ Other: _____ |



Assistant Superintendent's Performance Rating for Standard IV: Professional Culture

Overall Rating for Standard IV Professional Culture (Circle one.)	Indicator-E-1: The education leader leads administrators, staff, and students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.
--	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Sean, you have excellent communication skills, both oral and written. You continuously help resolve problems in a harmonious way because of your thoughtful communications (IV-C-1). You plan and facilitate engaging administrator team meetings in which small groups of administrators learn together and create solutions for operational leadership issues. Your due diligence helps to ensure the team has established norms for behavior and consistently adheres to them. You consistently evaluate the effectiveness of the administrator team meetings. You demonstrate strong context- and audience-specific interpersonal, written, and verbal communication skills. You help lead administrators, staff, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship (IV-E-1).

Indicator/Element	Indicator Rating	Comments and Analysis
IV-E. Shared Vision	E	

Standard IV – Professional Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-E – Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

Element IV-E-1 – Proficient: continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.

Examples of evidence assistant superintendent might provide:

- | | |
|--|--|
| <ul style="list-style-type: none"> ☐ Goals progress report ☐ District and school improvement plans and reports ☐ Staff attendance and other data ☐ Memos/newsletters to staff and other stakeholders ☐ School visit protocol and sample follow-up reports ☐ Presentations/materials for community/parent meetings ☐ Analysis of staff feedback | <ul style="list-style-type: none"> ☐ Samples of principal/administrator practice goals ☐ School committee meeting agendas/materials ☐ Sample of leadership team(s) agendas and materials ☐ Analysis of staff feedback ☐ Other: _____ |
|--|--|



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: 2017-2018 Employee Handbook

Special thanks to Denise Cook, Human Resource Specialist and Attorney Thomas Lent for their assistance updating the previous Employee Handbook to the new and improved Valley Employee Handbook. There were numerous revisions that needed to be made due to changes in various state laws.

Proposed Motion:

That the Board of Directors approves the revised Employee Handbook in the substantive form presented at this meeting by the Executive Director.

Attachments:

None - 2017-2018 Employee Handbook is being sent electronically from Attorney Thomas Lent



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: 2017-2018 Student and Family Handbook

Special thanks to Denise Cook, Human Resource Specialist and Attorney Thomas Lent for their assistance updating the previous Student Handbook to the new and improved Valley Student and Family Handbook. There were numerous revisions that needed to be made due to changes in various laws.

Proposed Motion:

That the Board of Directors approves the revised Student Handbook in the substantive form presented at this meeting by the Executive Director.

Attachments:

None- 2017-2018 Student and Family Handbook is being sent electronically by Attorney Thomas Lent



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Executive Director Summative Evaluation and Five Year District Plan Goals and Objectives Update

The Executive Director's Summative Evaluation was emailed to you from the Board Chair. Please find the accompanying enclosed Five Year District Plan Goals and Objectives Update.

Required Action:

Vote to accept

Attachments:

Five Year District Plan Goals and Objectives Update

End-of-Cycle Summative Evaluation Report: Superintendent



End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Chris A. Scott		June 2017
Evaluator:	Tim Piwowar		June 2017
	Name	Signature	Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	<u>Met</u>	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	<u>Exceeded</u>
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	<u>Exceeded</u>

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	X
Standard II: Management and Operations	☐	☐	☐	X
Standard III: Family and Community Engagement	☐	☐	☐	X
Standard IV: Professional Culture	☐	☐	☐	X



End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; circle one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low ☐	Moderate ☐	High ☐
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Valley Collaborative continues to thrive under Dr. Scott's leadership, and is truly due to the work of her and her team that puts the focus of the work squarely on what is best for students. The evidence of that work is shown at each board meeting, where celebrating student successes is a central component of each meeting. In addition, Dr. Scott's recognition of staff members at each meeting shows that Valley is an organization that understands the importance of investing in developing the capacity of its staff, and where adult learning and growth is celebrated and modeled for students.

Dr. Scott impresses with her communication, with an attention to detail that is evident at each and every board meeting. She also continues to amaze with her financial skills, managing a complicated budget with highly variable revenues and expenses in a manner that is responsive to student needs while being fiscally responsible enough to return funds to member districts. Above all else, Dr. Scott has a vision for the Collaborative that is evident in all the decisions that she makes, and which provides great confidence in the Board in supporting her work moving forward.



Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	1. Transition DESE Educator Evaluation System out of TeachPoint into Google Classroom over a two year period, beginning September 2016. Continue to customize forms, monitor fidelity of evaluation process, provide professional development in targeted areas. 2. Receive a FY'17 "finding free" Financial Audit. 3. Receive a positive financial review from the Massachusetts Department of Elementary and Secondary Education Auditors.	☐	☐	☐	X	☐
Student Learning						
2	Supports administrators and administrator teams to develop and attain meaningful, actionable, and pleasurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals.	☐	☐	☐	☐	X
District Improvement						
3	Successfully execute year two of Valley's District Improvement Plan. Receive a FY'17 "finding free" Financial Audit and receive a positive financial review from the Massachusetts Department of Elementary and Secondary Education Auditors.	☐	☐	☐	☐	X



Superintendent's Performance Rating for Standard I: Instructional Leadership

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
---	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

The Valley Team successfully executed the second year of the five year district improvement plan (2015-2020) - see attached artifact. During this process, a shared vision, mission, objectives and goals were further developed by Valley staff. The artifacts associated with this initiative also include improvements made to the educator evaluation process, professional development opportunities to new and returning educators, robust community engagement (i.e. PAG), expansion of transitional services funded through a newly awarded MRC grant, and surveyed students, parents, and staff to determine "sense of belonging" and to determine perceived areas of strengths and weaknesses.

Indicator/Element	Indicator Rating	Comments and Analysis
I-D. Evaluation (I-D-1 Educator Goals)	Exemplary	Dr. Scott's work to implement the actions of Valley's district improvement plan has been evident throughout the evaluation cycle, and is aligned with the Collaborative's overall vision.

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

Element I-D-1 Educator Goals – Proficient: Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| ☐ Goals progress report | ☐ Analysis of staff evaluation data | ☐ Relevant school committee meeting agendas/materials |
| ☐ Analysis of classroom walk-through data | ☐ Report on educator practice and student learning goals | ☐ Analysis of leadership team(s) agendas and/or feedback |
| ☐ Analysis of district assessment data | ☐ Student achievement data | ☐ Protocol for school visits |
| ☐ Sample of district and school improvement plans and progress reports | ☐ Analysis of student feedback | ☐ Other: _____ |
| | ☐ Analysis of staff feedback | |



Superintendent's Performance Rating for Standard II: Management and Operations

Overall Rating for Standard II (Circle one.)	Indicator II-E: Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.
---	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; seeks alternate funding sources as needed. We were able streamline and enhance the Operations and integration of various systems, for example School Brains SIS, Accounting/HR Software Infinite Visions, TimeClock Plus Time and Attendance package. For the third consecutive year, Valley has improved its programming and continues to exceed budget expectations resulting in a significant refund to member districts.

Indicator/Element	Indicator Rating	Comments and Analysis
II-E. Fiscal Systems (II-E-1 Fiscal Systems)	Exemplary	Without a doubt, Dr. Scott's impressive achievement has been her fiscal management and oversight of the Collaborative. The progress made by the Collaborative in a few short years has been impressive and is the result of much hard work by Dr. Scott and her team. The level of transparency with the Collaborative budget is most noteworthy.

Standard II: Management and Operations: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

Indicator II-E – Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.

Element II-E-1 Fiscal Systems – Proficient: Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____



Superintendent's Performance Rating for Standard III: Family and Community Engagement

Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
--	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Numerous contacts have been made this year with community partners and families to enhance the Collaborative programs. Artifacts of engagement are:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Annual Report • Board Books • Quarterly Newsletter • School Newsletters • Open Houses • Book Fair • Website redesign to meet the requirements of Chapter 43 and totally updated with Valley branding and revised programming • Continue to develop partnership with New England Laborer's Union and to expand other vocational offerings in the community to our students • Established effective working relationship with Tyngsboro and Billerica Police and Fire Departments and held safety appreciation luncheon • Partnered with MASS to host PD opportunities for the region • Partnered with DESE to host PD opportunities for the region • Offered financial/leadership workshops for MOEC, which resulted in exemplary evaluations (over 100 people attended the series from across the state) | <ul style="list-style-type: none"> • Parent Advisory Council (PAC) meetings and professionally led workshops for families and our member districts. Partnering with member districts in order to develop a regional PAC. • SPED Director Meetings • Curriculum Director/Assistant Superintendent Meetings • Member Districts' School Committee Meetings • Attendance at School Committee Meetings for updates and the establishment of a capital reserve fund • Leadership Coffee Hour Series – engaged influential leaders from across the state so that aspiring leaders in the Northeast could ask questions of and learn from some of the best • Bent Leadership Seminar Series • 7 therapists and educators presented for the Northeast Professional Educator Network – coordinating and offering professional development for school districts in the Northeast working with Assistant Superintendents, Curriculum Coordinators, and SPED Directors. |
|---|--|

Indicator/Element	Indicator Rating	Comments and Analysis
III-A. Engagement (III-A-1 Family Engagement)	Exemplary	Dr. Scott and the team at the Collaborative work to be active partners with families in supporting their students' education. Families are also celebrated along with students at regular board meetings.
III-A. Engagement (III-A-2 Community and Business Engagement)	Exemplary	Under Dr. Scott's leadership, the Collaborative has done an excellent job of partnering with local business as job sites for students. In addition, the Collaborative has partnered with the local municipalities in Billerica and Tyngsboro to maximize resources related to facilities and public safety.

Standard III – Family and Community Engagement: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Indicator III-A – Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.

Element III-A-1 – Family Engagement – Proficient: Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.

Element III-A-2- Community and Business Engagement – Proficient: Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| ☐ Goals progress report | ☐ Sample district and school newsletters and/or other communications | ☐ Analysis of survey results from parent and/or community stakeholders |
| ☐ Participation rates and other data about school and district family engagement activities | ☐ Analysis of school improvement goals/reports | ☐ Relevant school committee presentations and minutes |
| ☐ Evidence of community support and/or engagement | ☐ Community organization membership/participation/contributions | ☐ Other: _____ |



Superintendent's Performance Rating for Standard IV: Professional Culture

Overall Rating for Standard IV (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
---	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Communication occurs on a regular basis through diverse media with various stakeholder groups. Artifacts include but are not limited to:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Continue to partner with Billerica Police Department for ALICE training • Established Valley Collaborative Technology Committee • Leadership meetings with administrative team • Leadership coaching – opportunities provided to leadership team members • Attendance at school staff meetings and other special functions | <ul style="list-style-type: none"> • Quarterly Newsletter • Website • Staff Newsletters • Educator Induction and Mentorship Program <p>Sought feedback from parent, student, and staff surveys for suggestions on how to continuously improve Valley Collaborative – preliminary results are very positive and will be shared with the Board</p> |
|--|--|

Indicator/Element	Indicator Rating	Comments and Analysis
IV-C. Communications (IV-C-1 Communication Skills)	Exemplary	Dr. Scott has done an excellent job of keeping her Board of Directors informed of both new initiatives and the current status of programming at the Collaborative. The student recognition at meeting provides a snapshot into the daily happenings within Valley. Additionally, Dr. Scott has done an excellent job of collaborating with her staff, and should be commended for her leadership approach at the Collaborative.

Standard IV – Professional Culture: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-C – Communications: Demonstrates strong interpersonal, written and verbal communication skills.

Element IV-C-1 – Proficient: Demonstrates strong interpersonal, written, and verbal communication skills.

Examples of evidence superintendent might provide:

- | | |
|--|--|
| ☐ Goals progress report
☐ District and school improvement plans and reports
☐ Staff attendance and other data
☐ Memos/newsletters to staff and other stakeholders
☐ School visit protocol and sample follow-up reports
☐ Presentations/materials for community/parent meetings
☐ Analysis of staff feedback
☐ Samples of principal/administrator practice goals | ☐ School committee meeting agendas/materials
☐ Sample of leadership team(s) agendas and materials
☐ Analysis of staff feedback
☐ Other: _____ |
|--|--|



Valley Collaborative

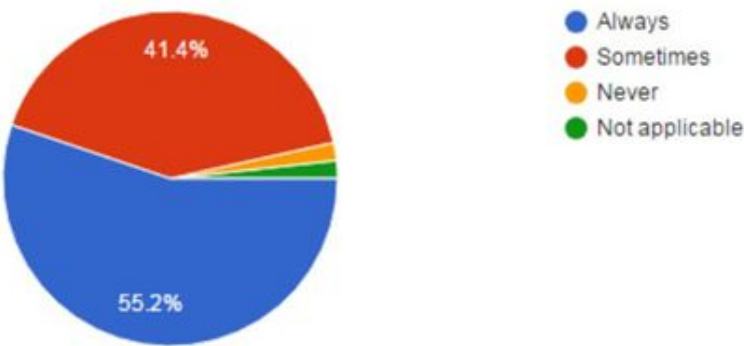
Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

Valley Transition High School Site 3 Student Survey Results

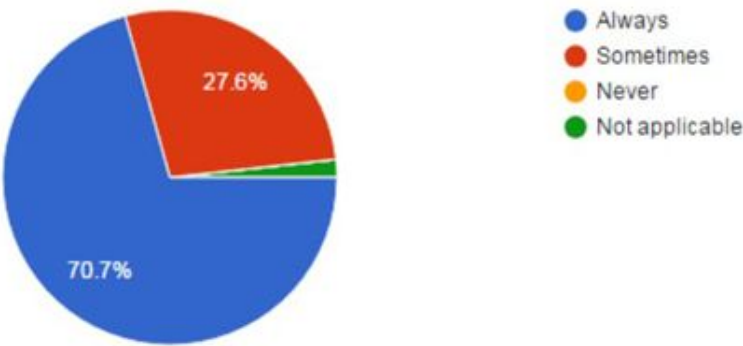
I care about the relationships I have with staff at this school?

58 responses



I am comfortable being myself at this school?

58 responses





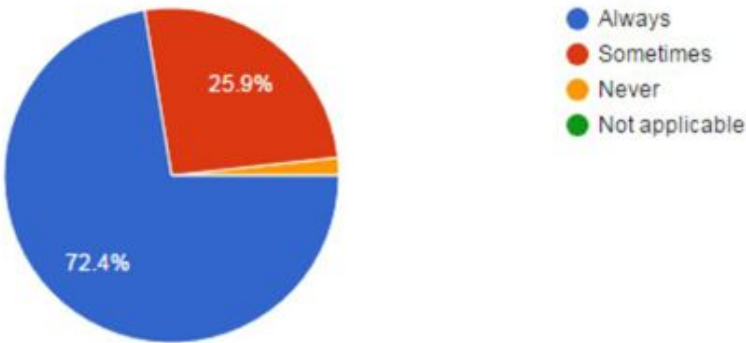
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

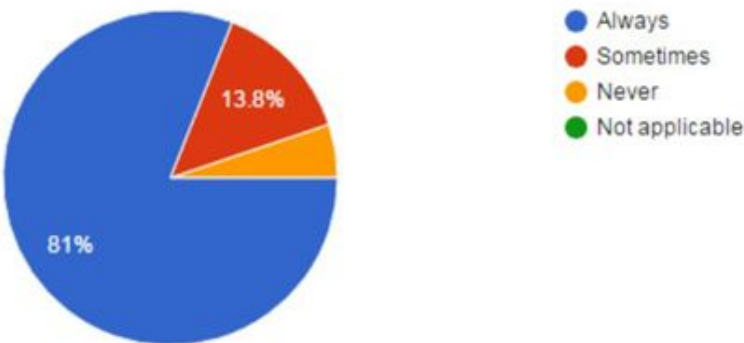
I feel respected by my staff?

58 responses



I have at least 1 staff I trust and can talk to?

58 responses





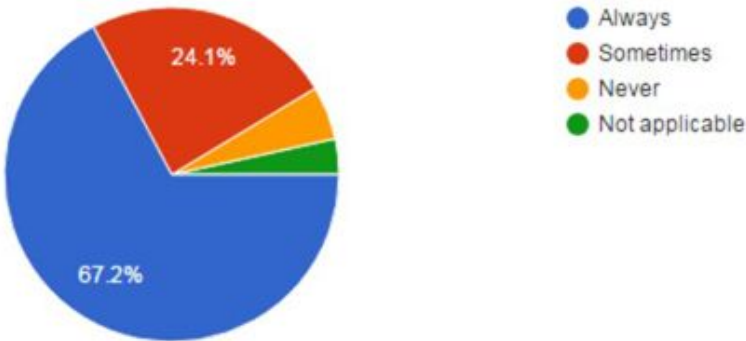
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

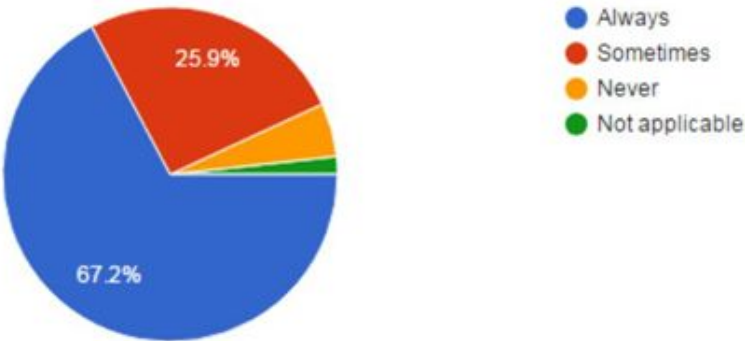
I feel like I am a apart of my school community?

58 responses



I am happy with the classes I am taking?

58 responses





Valley Collaborative

Student Sense of Belonging Committee

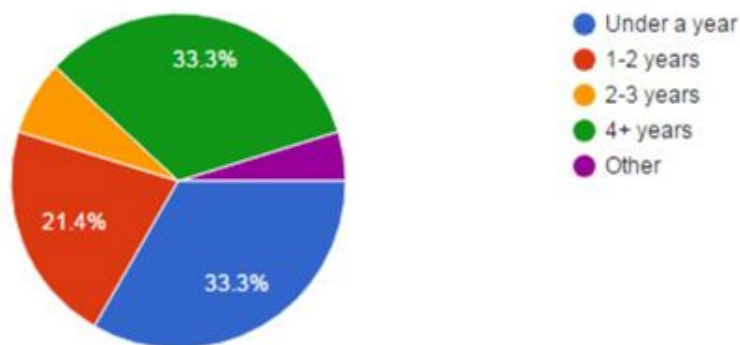
Student Survey results 2016-2017 school year

Valley Transition High School Site 2 Student Survey Results

1-Never 2-Some 3-Always

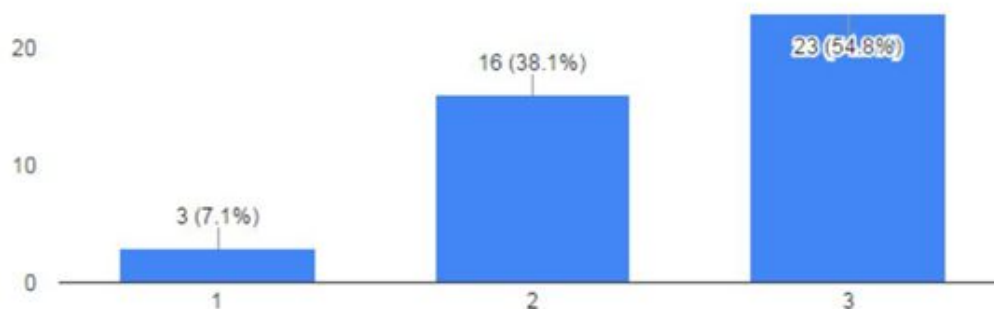
How long have you been a student at Valley?

42 responses



I am comfortable being myself at this school.

42 responses





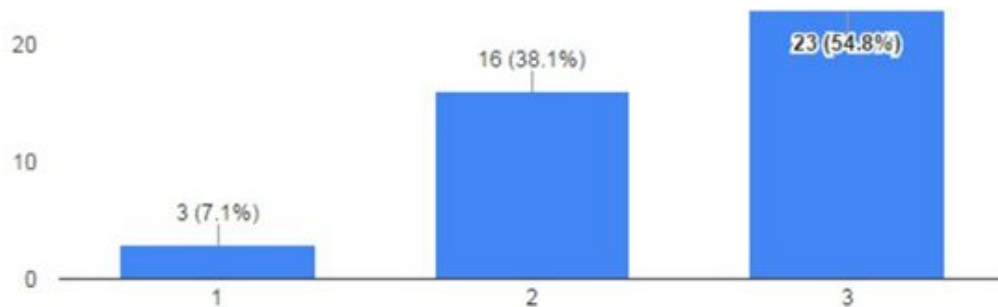
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

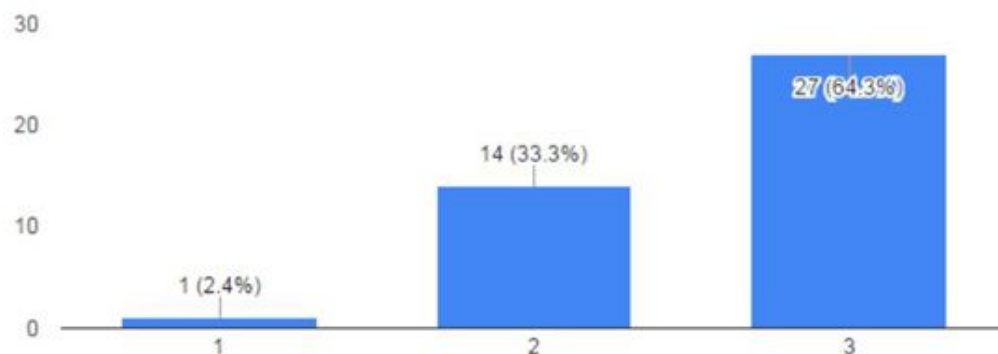
I feel respected by my staff.

42 responses



I have at least 1 friend at school I can talk to.

42 responses





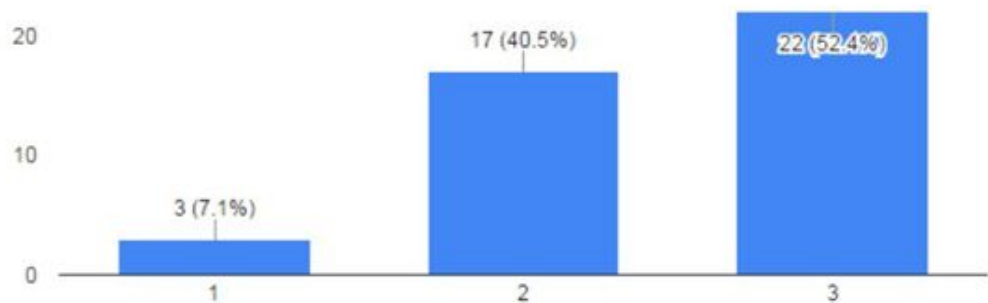
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

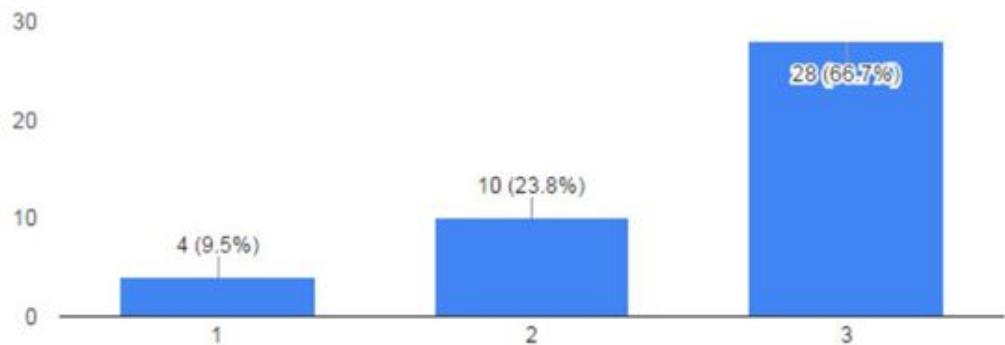
I feel comfortable at school.

42 responses



I go to school because I know it is important for my future.

42 responses





Valley Collaborative

Student Sense of Belonging Committee

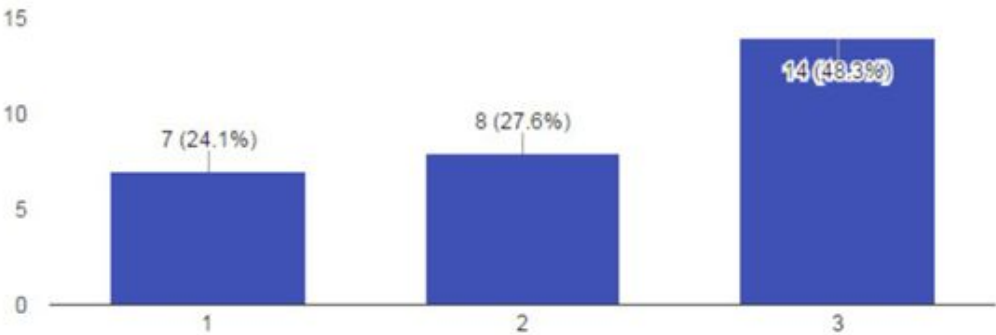
Student Survey results 2016-2017 school year

Valley Transition High School Site 1 Student Survey Results

1-Always 2-Some 3-Never

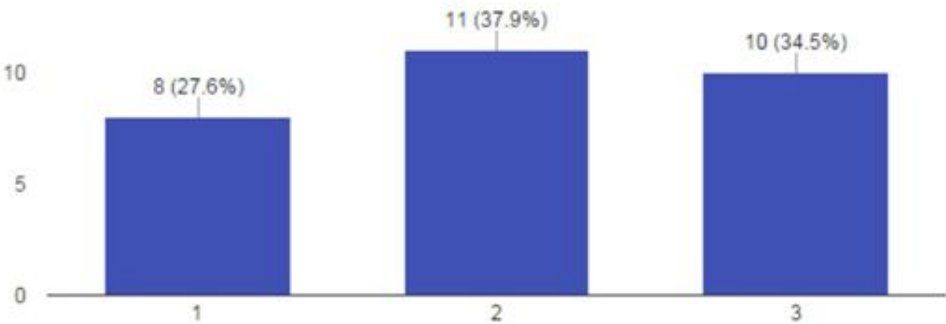
I am happy with the support I get at school when I am upset?

29 responses



I go to school because I want to see my friends?

29 responses





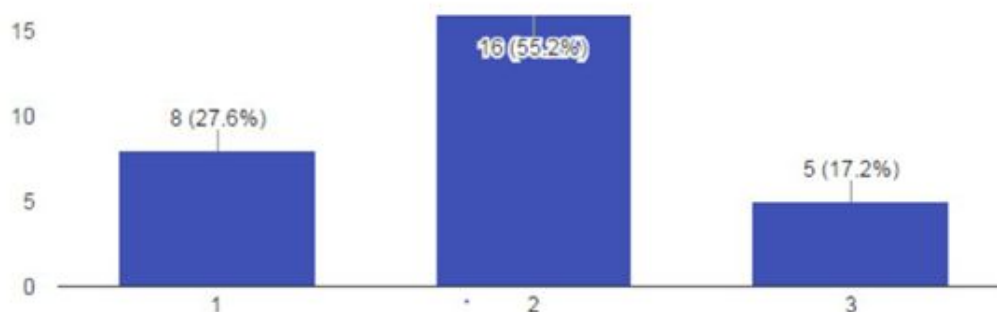
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

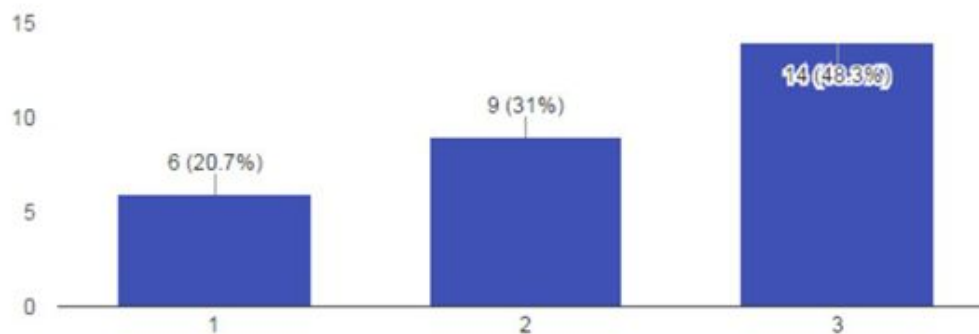
I would feel proud to wear a Valley Collaborative shirt?

29 responses



I feel respected by my peers?

29 responses





Valley Collaborative

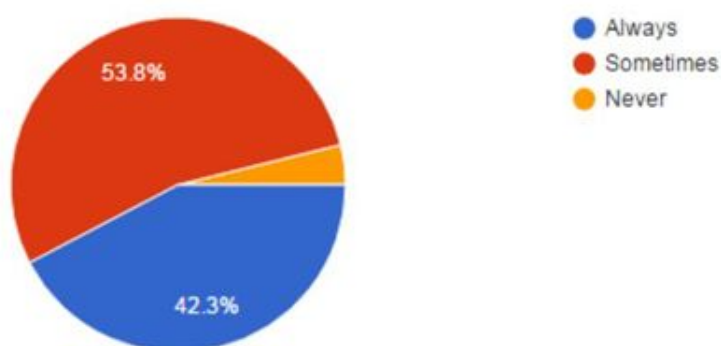
Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

Valley Middle School Student Survey Results

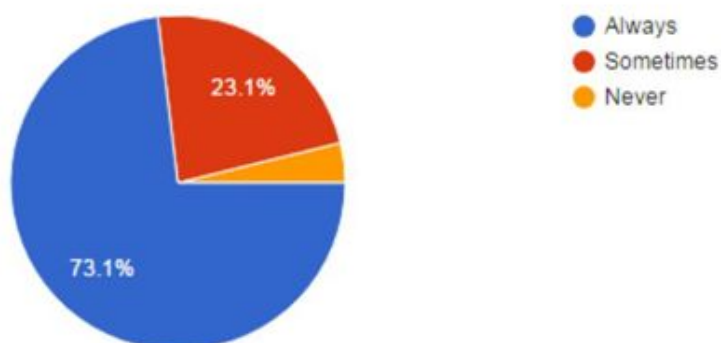
I care about the relationships I have with staff at this school.

26 responses



I am comfortable being myself at this school.

26 responses





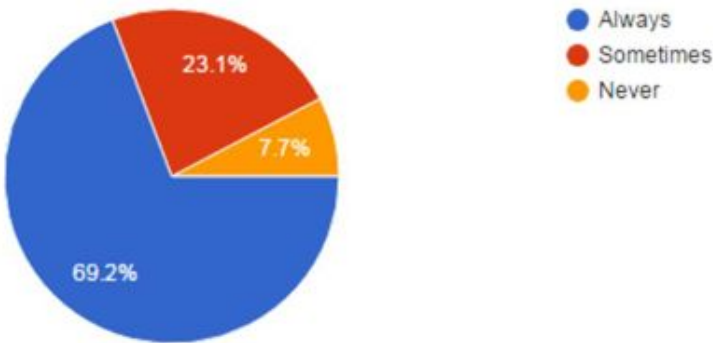
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

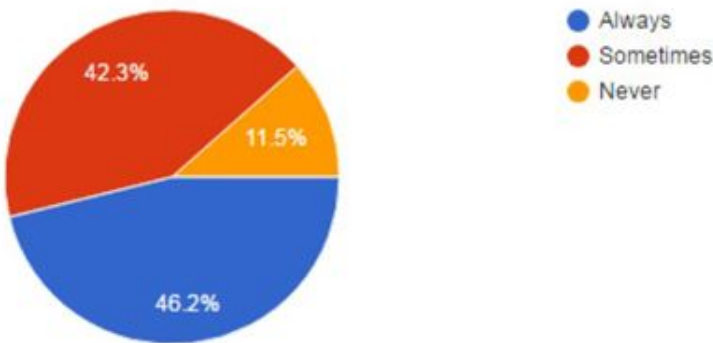
I have at least 1 staff I trust and can talk to.

26 responses



I feel respected by my staff.

26 responses





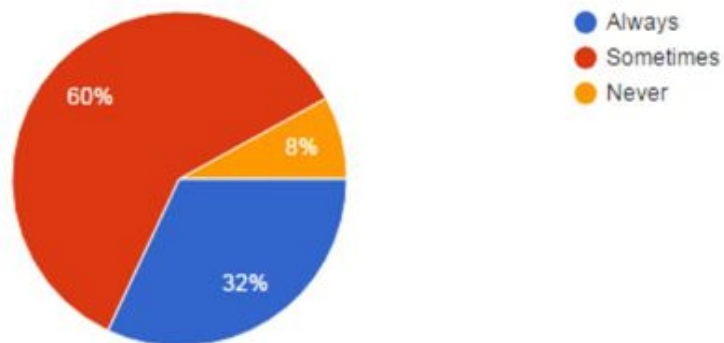
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

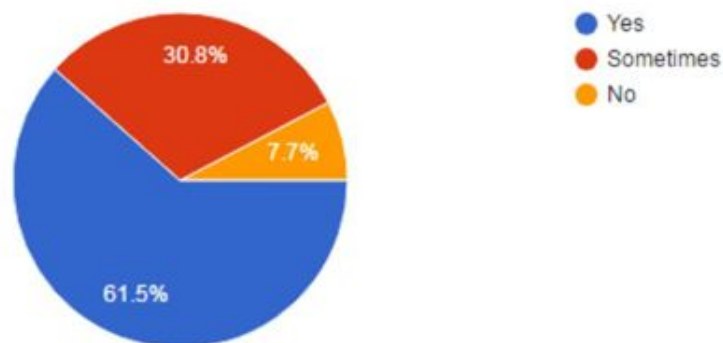
I feel respected by my peers.

25 responses



I have built positive relationships with other students.

26 responses





Valley Collaborative

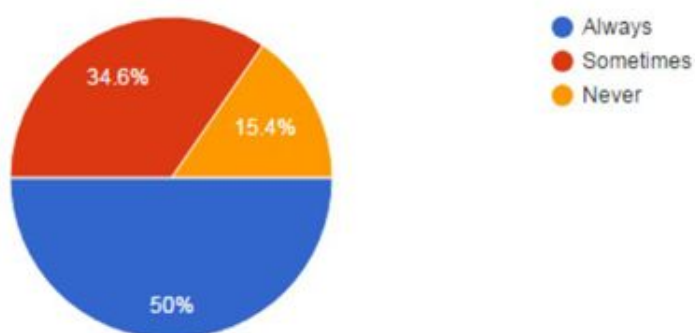
Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

Valley Elementary School Student Survey Results

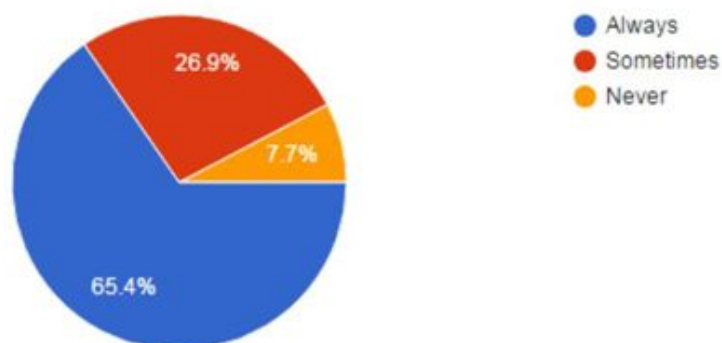
I feel that students are treated fairly

26 responses



I go to school because I want to see my friends

26 responses





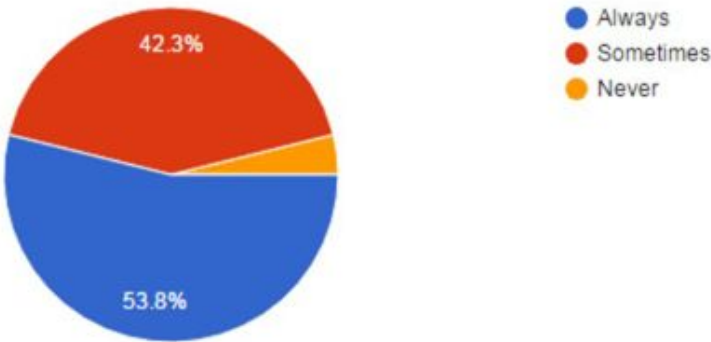
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

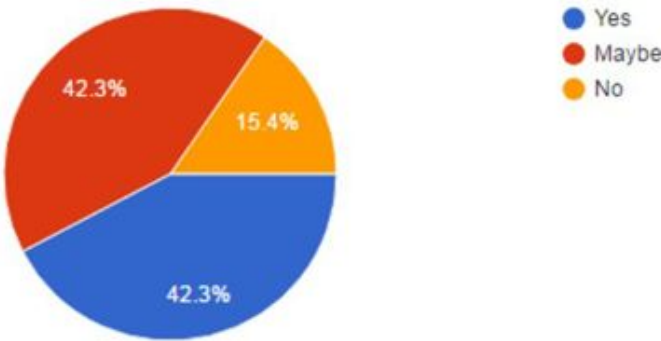
I am a good student

26 responses



Learning to be successful in class, with my behavior, and in the community makes me want to go to school

26 responses





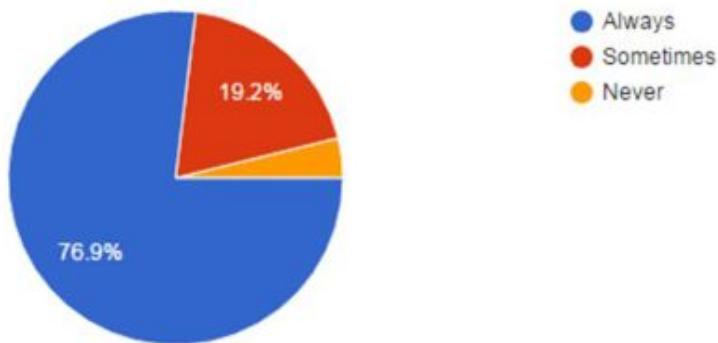
Valley Collaborative

Student Sense of Belonging Committee

Student Survey results 2016-2017 school year

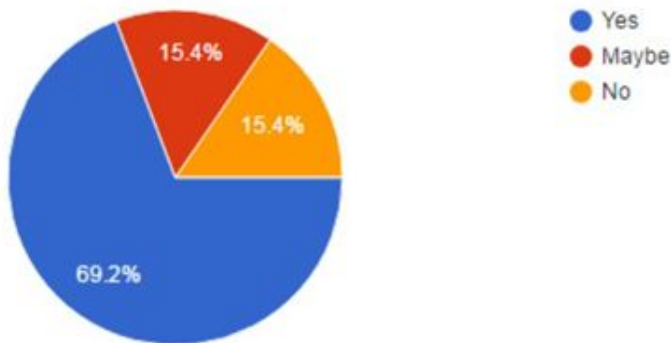
I make an effort to follow the rules at school

26 responses



I care about the relationships I have with staff at this school

26 responses





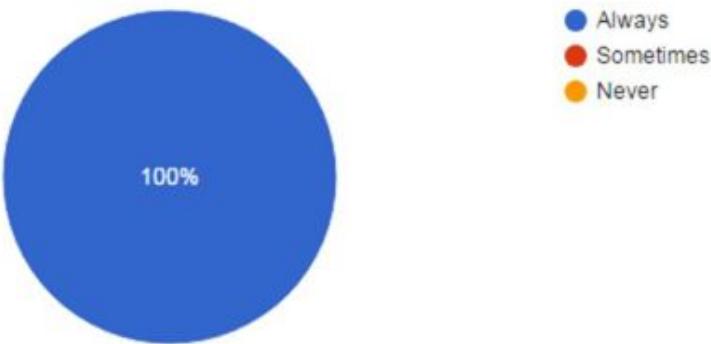
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

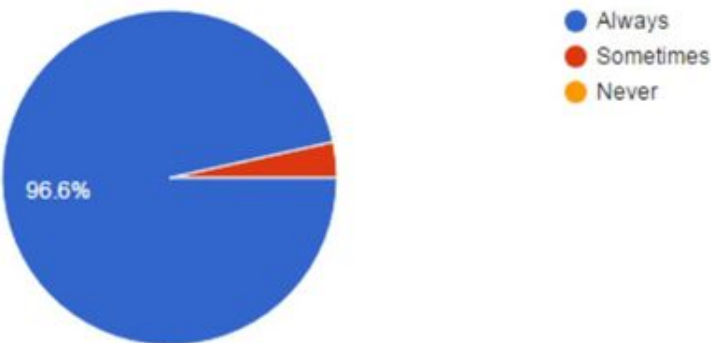
1. I am greeted warmly at my student's school.

30 responses



2. There is a physical space for parents/guardians to meet.

29 responses





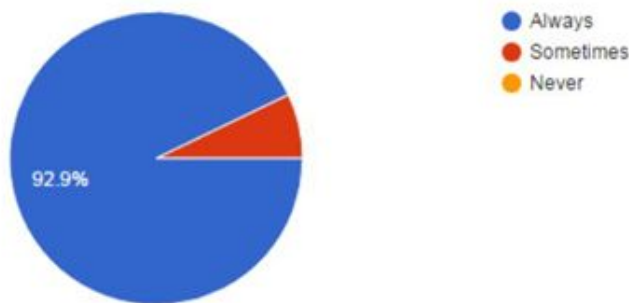
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

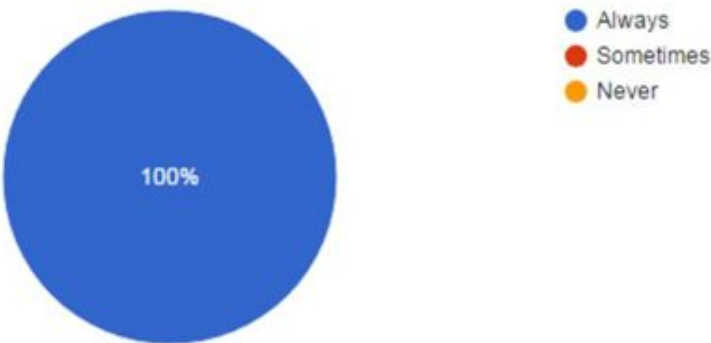
3. There is a place to find information and resources related to the school and education in general.

28 responses



4. I feel welcome to ask questions.

30 responses





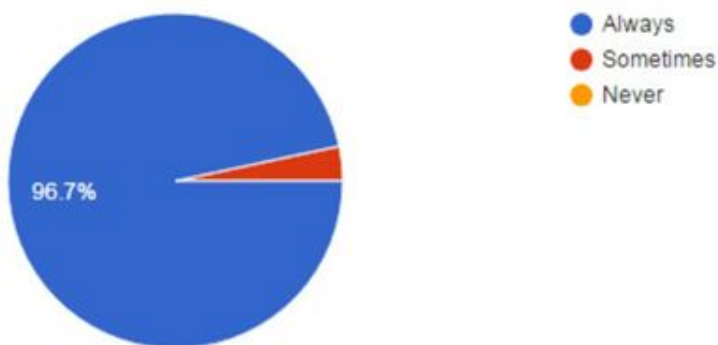
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

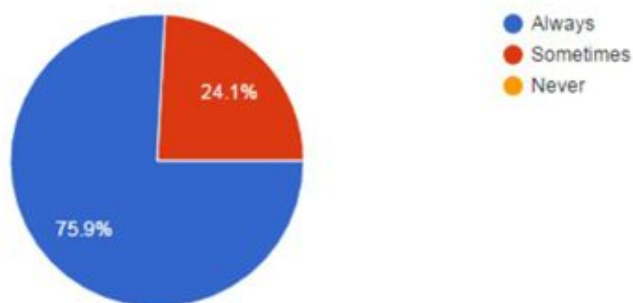
5. I feel welcome to make suggestions.

30 responses



6. I receive timely information (e.g., about school events, student productions, upcoming assessments) on a regular basis.

29 responses





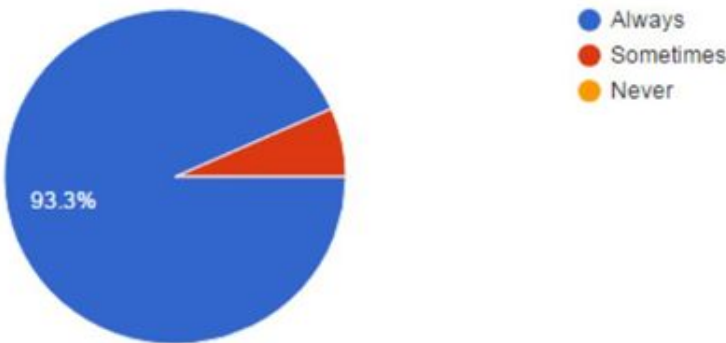
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

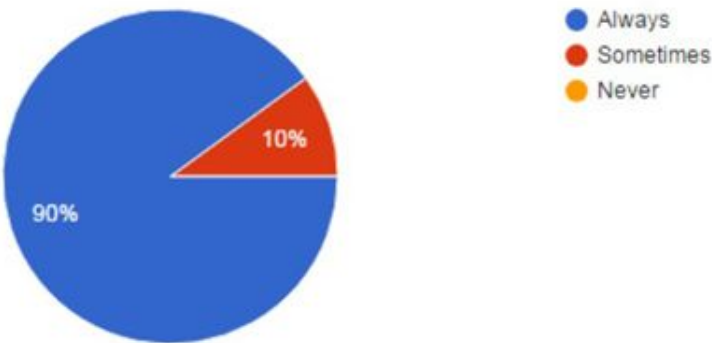
7. I feel my opinions are heard

30 responses



8. My concerns are addressed in a respectful, timely manner.

30 responses





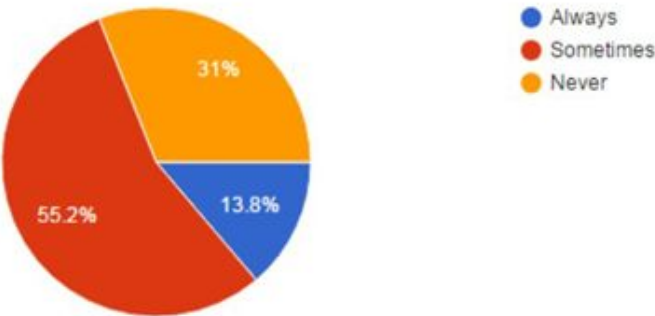
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

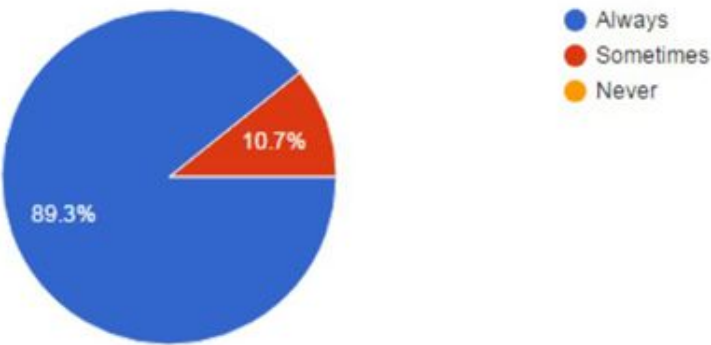
9. Have you attended any of our provided programs (i.e. Parent Advisory Group, Open house, Parent Breakfast, etc.)?

29 responses



10. Parents are included in making important decisions at school.

28 responses





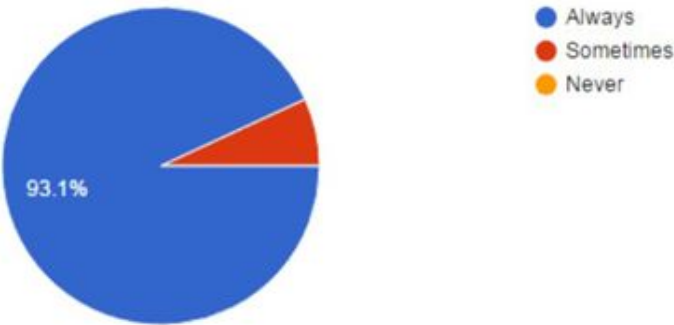
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

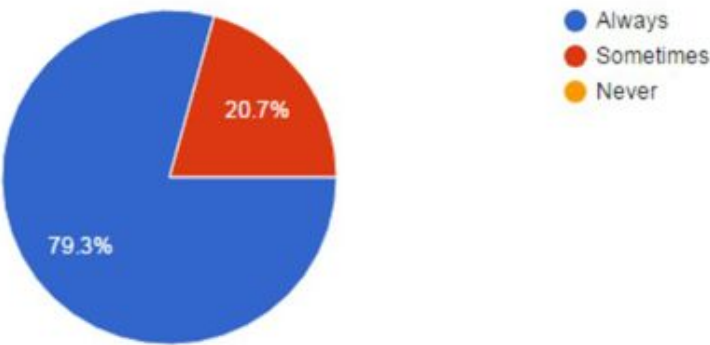
11. I have regular contact with my student’s teacher to discuss his/her academic progress.

29 responses



12. I feel my student is safe in school.

29 responses





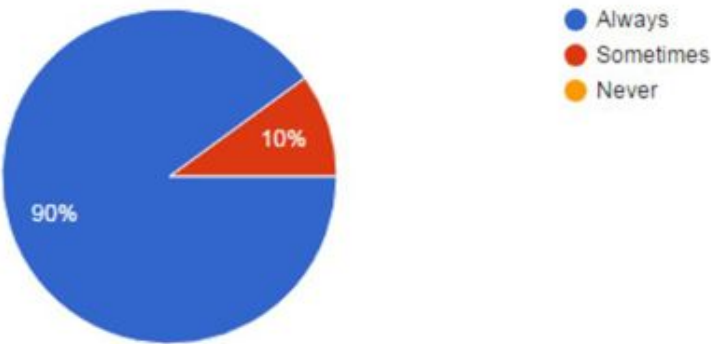
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

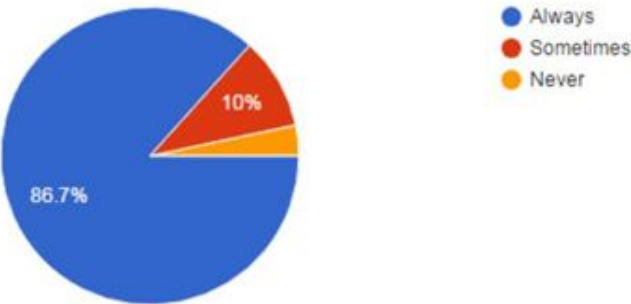
13. I am happy my student is enrolled at this school.

30 responses



14. My student receives the support he/she needs to meet his/her individual goals.

30 responses





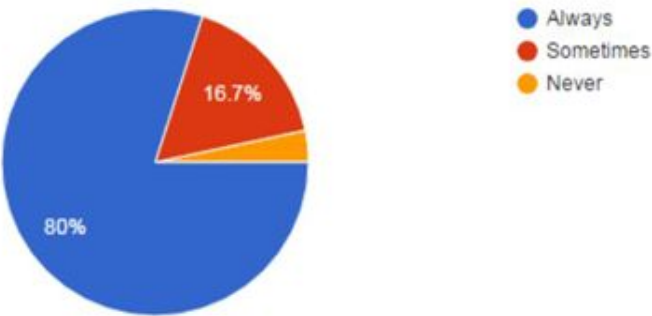
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

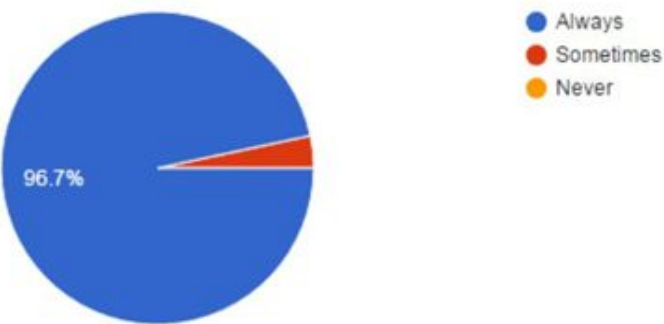
15. I am happy with the progress my student is making academically and socially.

30 responses



16. If I have concerns about my student, her/her teacher will listen and is responsive.

30 responses

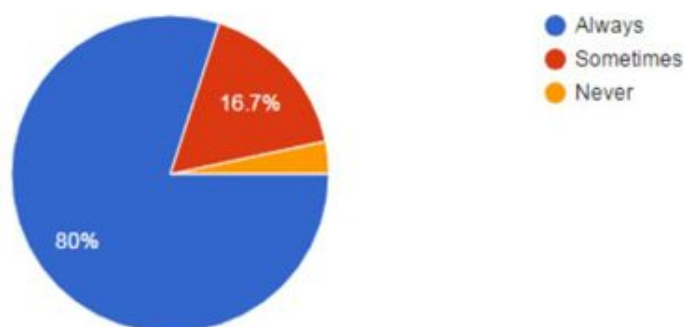




Valley Collaborative Student Sense of Belonging Committee Parent/Guardian Survey results 2016-2017 school year

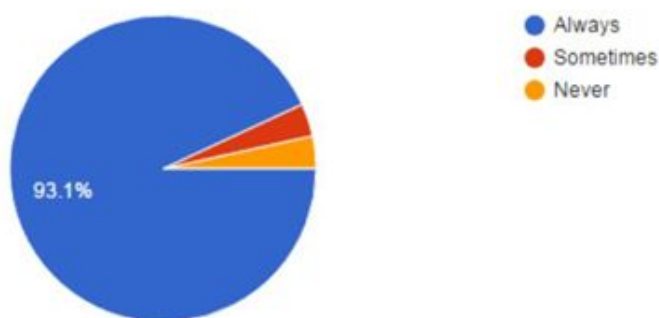
17. I am happy with the progress my student is making with increasing independence towards his/her daily living skills or vocational skills.

30 responses



18. My student's related service providers (OT, SLP, PT, counselor, behavior specialist) seem open to questions or feedback.

29 responses





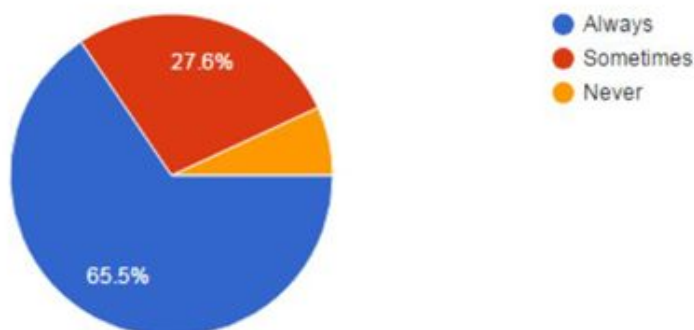
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

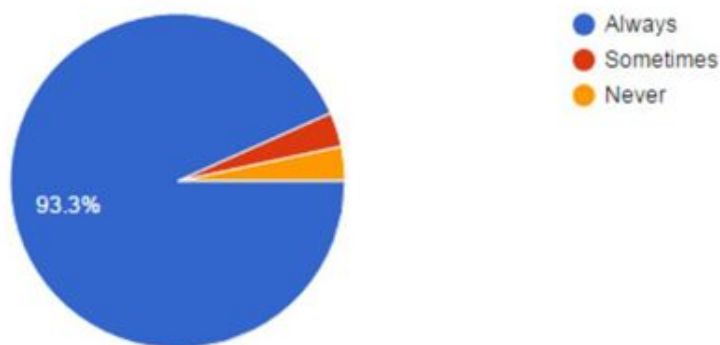
19. I am happy with the progress my student is making with increasing independence towards his/her academic curriculum.

29 responses



20. Administrators at this school are helpful.

30 responses





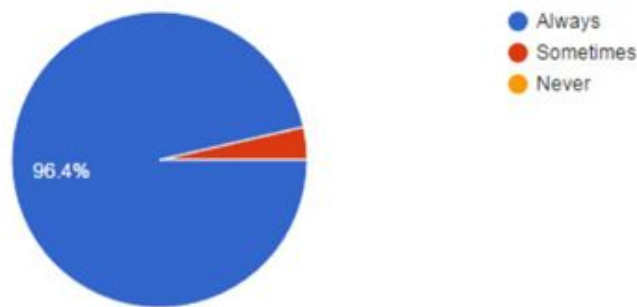
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

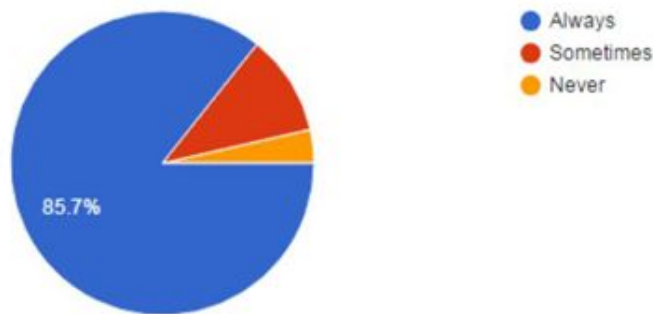
21. The auxiliary staff at the school (custodians, secretaries, cooks) seem to care about the students.

28 responses



22. I am comfortable with the process in which my student's IEP is developed.

28 responses





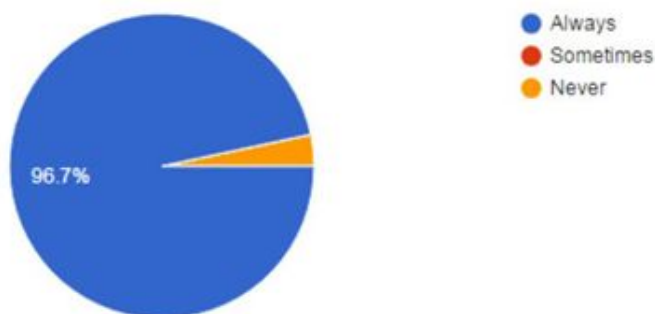
Valley Collaborative

Student Sense of Belonging Committee

Parent/Guardian Survey results 2016-2017 school year

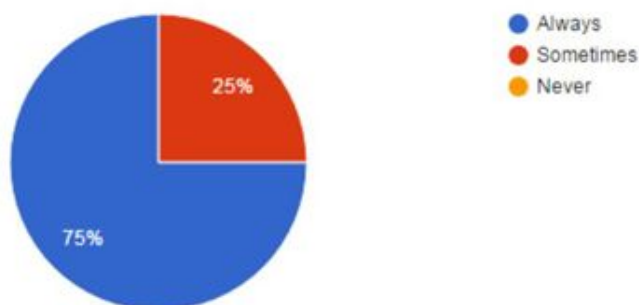
23. I am satisfied with the communication from my student's school team regarding my child.

30 responses



24. If English is not your primary language or you use American Sign Language: Do you receive the support you need to communicate effectively with your child's team (i.e. interpreter or translator, documents translated)

4 responses





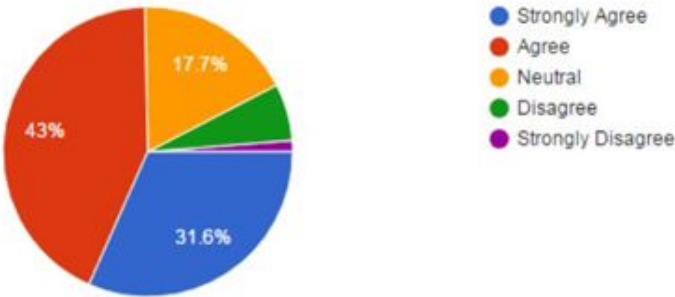
Valley Collaborative

Student Sense of Belonging Committee

Staff Survey results 2016-2017 school year

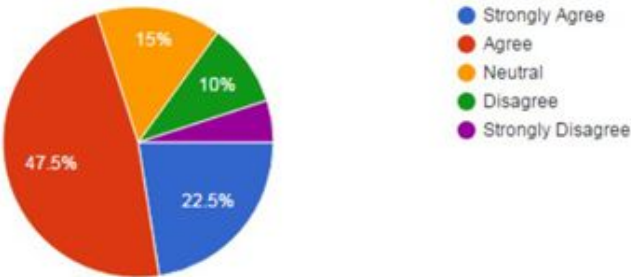
1. Do you feel valued here at the Collaborative?

79 responses



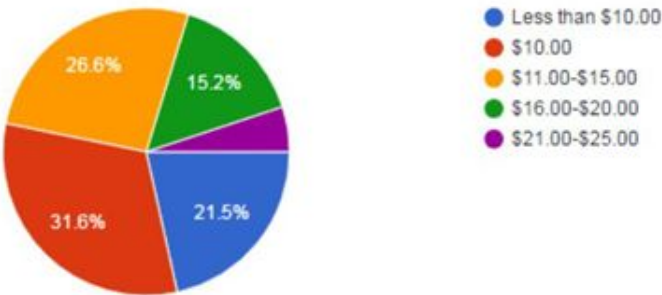
2. Do you feel you have the opportunity to express your thoughts and opinions freely without consequence?

80 responses



3. How much would you be willing to pay for a Valley Collaborative shirt?

79 responses





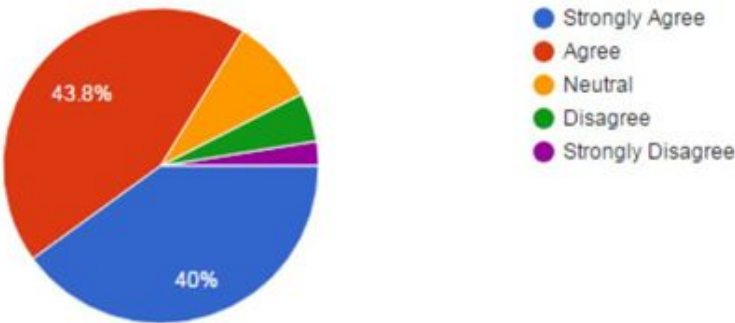
Valley Collaborative

Student Sense of Belonging Committee

Staff Survey results 2016-2017 school year

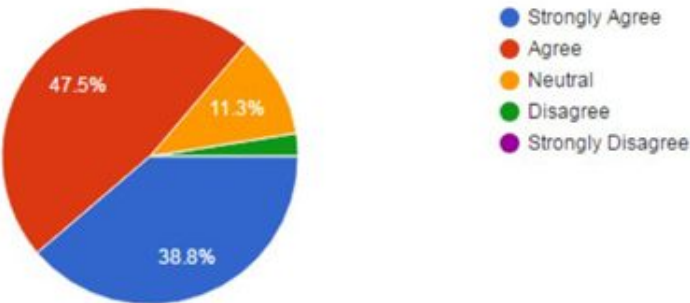
4. When I am in a difficult situation, I find it easy to approach administrators, and feel supported through the process?

80 responses



5. I feel supported by my administrators?

80 responses



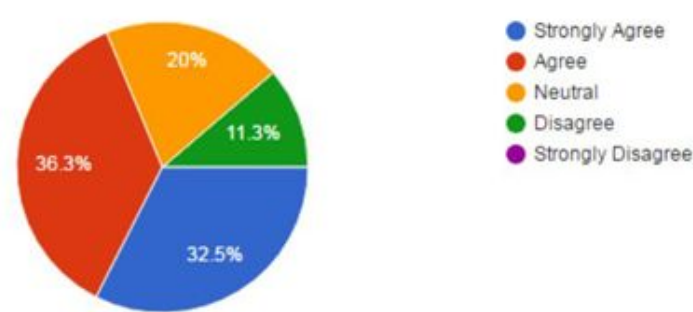


Valley Collaborative

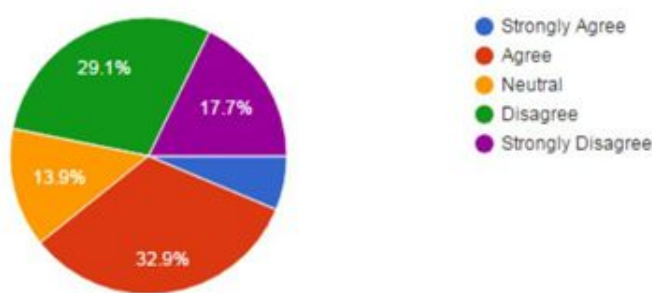
Student Sense of Belonging Committee

Staff Survey results 2016-2017 school year

6. Do you feel you have all the materials you need to be effective in your role?
80 responses



7. Do you feel your site's physical space is adequate for your students's needs?
79 responses





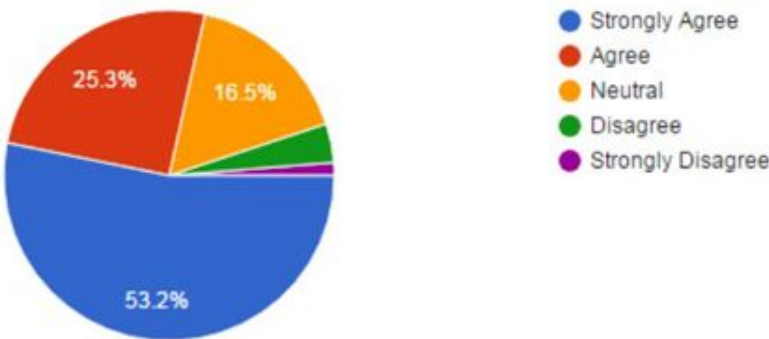
Valley Collaborative

Student Sense of Belonging Committee

Staff Survey results 2016-2017 school year

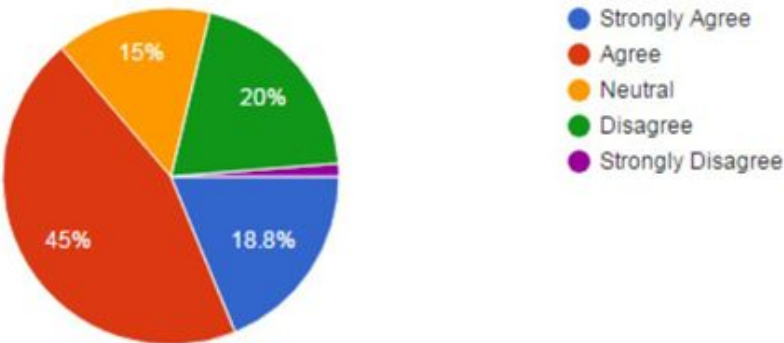
8. I see Valley Collaborative as a long term place of employment (3 yrs +)?

79 responses



9. Do you feel you have opportunities for growth here at the Collaborative?

80 responses





Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Sean Glavin, Director of Finance and Operations
Date: June 1, 2017
Re: Feasibility Report on Suburban Park Parcel - Executive Session

Valley Collaborative is currently evaluating the vacant parcel of land adjacent to its 40 Linnell Circle location on Suburban Park Drive. A wetlands scientist provided a report of the status of the land in March.

Birchwood Design Group, a Landscape Architectural Firm based out of Providence, Rhode Island, has completed a Feasibility Report on the property regarding accessibility, cost analysis, options and recommendations.

Arthur Eddy, Landscape Architect with Birchwood Design, will present the report in Executive Session.

Required Action:

None

Attachments:

Feasibility Report



LAND AREA

TOTAL LAND AREA: 118,660 Sq.Ft.
2.73 ACRES

WETLAND/STREAM: 98,260 Sq.Ft.
2.26 ACRES

- Programs Served
 - Vocational High School:
 - Landscaping-Therapy
 - Physical Therapy
 - Occupational Therapy

0'-25' SETBACK: 11,500 Sq.Ft.
.26 ACRES

- Programs Served
 - Vocational High School:
 - Landscaping-Therapy
 - Physical Therapy
 - Occupational Therapy

25'-50' SETBACK: 5,400 Sq.Ft.
.13 ACRES

- Programs Served
 - Vocational High School:
 - Wood Shop
 - Landscaping
 - Therapy
 - Physical Therapy
 - Occupational Therapy

50'+ SETBACK: 3,500 Sq.Ft.
.08 ACRES

- Programs Served
 - Vocational High School:
 - Wood Shop
 - Landscaping
 - Therapy
 - Physical Therapy
 - Occupational Therapy
 - Music Department



Outdoor Learning Area For Valley Collaborative

6.1.17



PROJECT OPPORTUNITIES

1. Use the natural landscape as a resource to promote project based learning.
2. Create a green asset that aligns and compliments existing school programs such as sensory learning and The “Experiential Physical Education Program”.
3. Foster environmental stewardship



Outdoor Learning Area For Valley Collaborative



1. ENTRANCE IMPROVEMENTS & SHADE STRUCTURE



2. WORKOUT STATIONS



3. OUTDOOR CLASSROOM



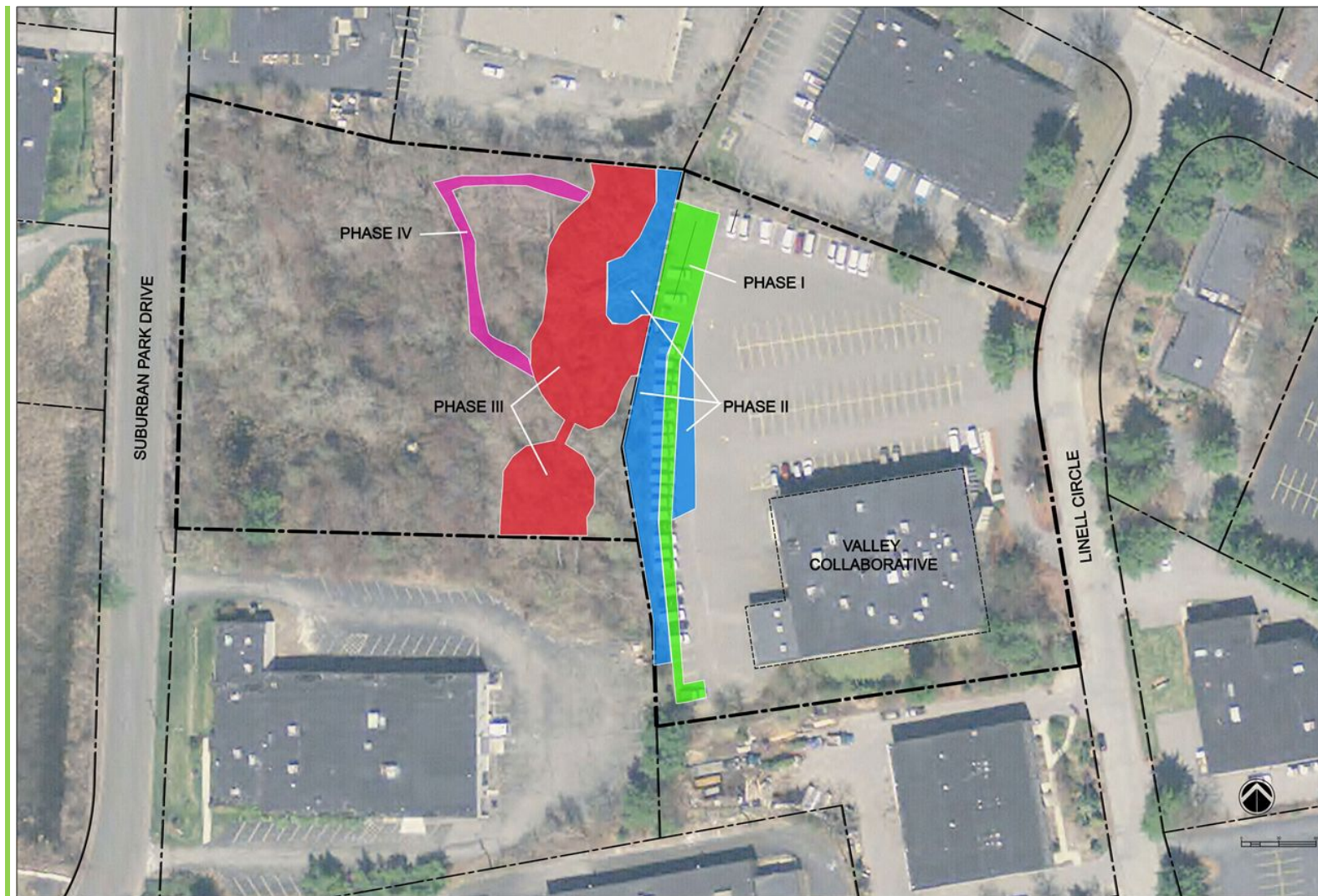
4. NATURE LEARNING STATIONS



5. CONNECTION BRIDGE AND TRAIL



6. SENSORY GARDENS



PHASING

PHASE I: \$XXXXX

- Entrance Improvements



PHASE II: \$XXXXX

- Rain Gardens
- Workout Stations
- Sensory Gardens
- Overhead Structure
- Picnic Area



PHASE III: \$XXXXX

- Seating Area
- Connection Bridge
- Nature Learning Stations



PHASE IV: \$XXXXX

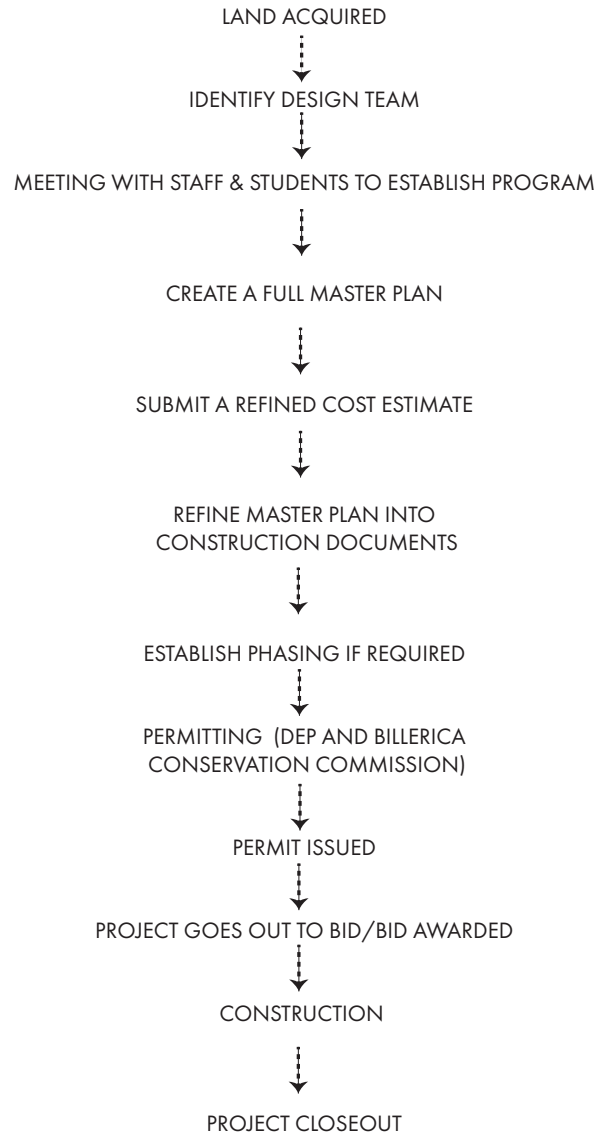
- Boardwalk/Nature Walk
- Nature Learning Stations



Outdoor Learning Area For Valley Collaborative

6.1.17

ROAD MAP



Outdoor Learning Area For Valley Collaborative

6.1.17



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Disabled American Veterans Fundraiser for New England's most severely wounded Veterans

On June 2nd, 7 graduating seniors and several staff members, along with guides from Northeast Mountaineering will undergo a midnight hike of Mount Washington in hopes to arrive at the summit for sunrise. While this experience is amazing in itself, it is the selflessness of the students who will be raising over \$2500 towards the Wounded Vet Program. The funds will go to support 5 of New England's most severely wounded veterans. The fundraising prerequisite was initially waived by the charity for our students, but our students felt that there was an opportunity to "give back", much like they felt that Valley has given back to them over the years.

At the time of this publication, we are so proud to report not only did our students reach the goal of \$2500... they have well over doubled the amount and raised \$5610 for the Wounded Vets!

Required Action:

None

Attachments:

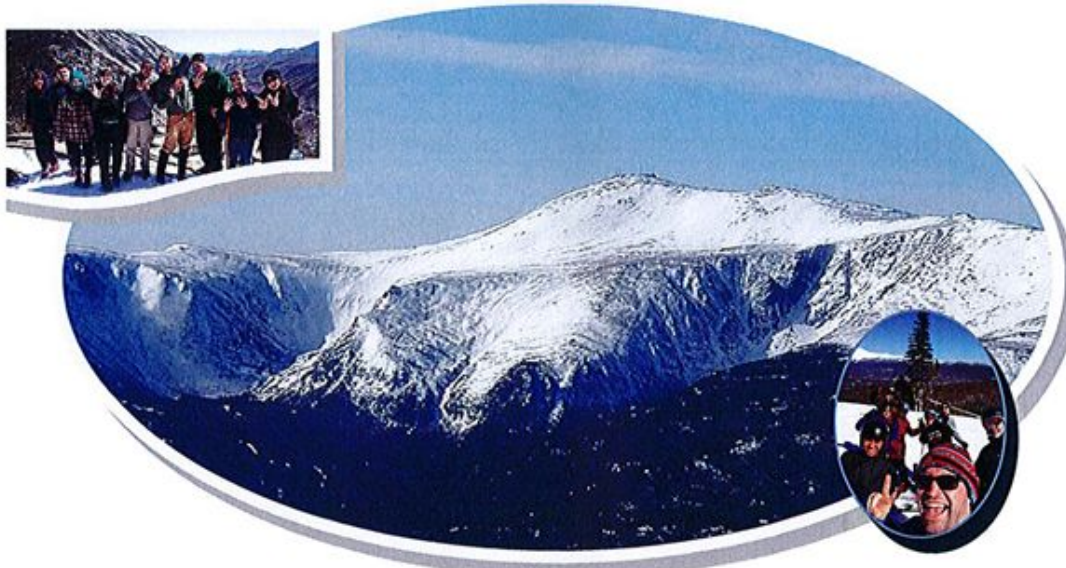
Wounded Vet Site 2 Fundraiser Flyer



Please help Site 2's



"Touch the sky for Wounded Vets"
Fundraiser Event



On **June 2nd, 2017**, 7 seniors, staff and guides from Northeast Mountaineering will hike through the night to reach the peak of Mount Washington for sunrise! An amazing closing event for these members of our graduating class.

But it's for more than just fun, it's about giving back as they will be hiking to raise money for 5 of New England's most severely wounded Veterans.



SSG BRIE SULLIVAN

SSG KENNY BUTLER

SSG BRANDON BOYD

SGT JOSHUA BOUCHARD

CPL. PAUL SKARINKA

When Staff was approached to join the Wounded Vet Expeditionary Group for AidClimb:2017, fundraising requirements were waived...

.....but our students felt they could "rise" to the challenge!

Will you???

Help fund our seniors in their endeavor to conquer Mt Washington! Donate today!

Please mail donations to address listed:

**Checks can be made out to "Valley Collaborative"*

Valley Collaborative
% Glen Costello
40 Linnell Circle
Billerica Ma, 01821



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Professional Development Update

We have had an amazing year of Leadership development under Dr. Anthony Bent's guidance. Please see attached for staff feedback on the significance of Dr. Bent's guidance. In acknowledgement of his noble work with Valley Leadership we have dedicated a Leadership Award in his name. Dr. Bent will be at the meeting to present the second recipient of this award to Mr. Paul Donovan for his dedication, hard work and exemplary leadership.

Required Action:

None

Attachments:

Staff feedback

What Dr. Bent's Leadership workshops have meant to me:

"Tony is a mentor and an exemplary model of the values we hold dear here at Valley. Through teaching us the tools, he inspires us to be better leaders for our staff and students." — *Brian Mihalek*

"Having the access and opportunity to engage with Dr. Anthony Bent during our Leadership workshops has been an extremely beneficial area for both professional and personal growth as well as reflection. I most enjoy when Tony discusses specific circumstances surrounding situations that occurred during his career to highlight topics and further the conversation." — *Kari Morrin*

"I always find our workshops with Tony to be insightful and motivating. They have encouraged me to cultivate my own leadership skills and it has been inspiring to witness other doing the same." — *Julie Fielding*

"Dr. Bent's leadership workshops have fostered the synergy within our organization. When the MASS Assistant Superintendents toured recently, I recall that they made special note of how impressed they were that our staff was so invested in one another and the individual part each plays within the school community. We have a strong foundation of mentorship, on a mutual level, and we are starting to see evidence of this synergy throughout the organization." — *Karen Rowe*

"Dr. Bent's perspective is so meaningful because of the vast experience and knowledge he has from his many different roles with many different districts. Being part of a collaborative who works with so many different districts, this knowledge and perspective is incredibly pertinent to my every day role in the school." — *Matthew Gentile*

"Being my first year in Leadership- it was a pleasure meeting Tony. Whether I was having a good day, bad day or both- I feel like Tony still brought so much positivity and energy to the room and I always left there feeling upbeat, optimistic and excited to share what I had learned with my team. Tony has been so supportive during our time in Leadership. He exudes positivity, optimism and it was a pleasure learning so much from him." — *Mark Morreale*

"Tony's facilitating this year instilled confidence in us as leaders. He celebrated the work that we already do, while highlighting, and expanding upon, the traits and skills required for us to grow in our leadership roles." — *Chris Cowan*

"Being fortunate enough to actively participate in Dr. Bent's Leadership Workshops this year has been a gift. The environment he has fostered has made a tremendous difference in how I carry myself as a Valley Collaborative supervisor. His efforts have not only shown me the importance of remaining omnipresent in how I account for my actions in this role, but they have also encouraged me to recognize and appreciate on a deeper level how truly fortunate the leadership team at Valley is to have such intrepid support for one another. Through challenges, risks and successes, I can honestly say that in my 16 years at Valley Collaborative I have never experienced such genuine encouragement and support as I have being part of the Leadership Team." — *Darren Goad*

"Tony creates exciting and energizing Leadership workshops to allow me to strive towards Valley's mission by embracing all aspects of my values." — *Jessica Scalzi*

"Attending Tony Bent's Leadership workshops this year has been extremely inspirational. I enjoy getting the different perspectives on educational leadership from such a successful professional." – *Riley O'Keefe*

"Leadership sessions with Tony Bent have once again provided a time for both self-growth and self-reflection as a leader. I was able to directly apply information we explored from this year's sessions into my everyday work in my role as a Program Lead. The opportunity to learn from others on the team is also invaluable." – *Pam Walker*

"I enjoyed the diversity in each workshop. Every presentation, the teams brought their own flavor to the topic." – *Denise Cook*

"In reflecting on this year and our Leadership Team I think back to the immense collaboration that took place. Tony was an integral part of facilitating this work. He made us all better leaders for challenging each of us to think critically about our practices, beliefs and values." – *Nicole Noska*

"Thank you for including me in Tony Bent's Leadership Workshops. Not only have I been exposed to wonderful books and leadership activities, but also learned from Tony's enthusiasm and generosity in sharing personal and professional experiences. I often find myself incorporating the strategies discussed into my program specific staff development and find them to be very effective." – *Heather Valcanas*

"Dr. Tony Bent has been an invaluable component to growing the administrative professional culture through his facilitation of Valley Collaborative's Leadership Mentor Program. Many members of the leadership team are new in their roles and Dr. Bent has proven to be an artist at facilitating thoughtful conversations that promote professional growth. I can honestly say that my leadership style has been profoundly and positively influenced by his kind-hearted, students first, style." – *Joia Mercurio*

"Tony's experience, personality, and loyalty to the work at the Collaborative have been instrumental in so much of the success we've had here. Everything he stands for is a microcosm of what has been done at an Organizational level to make Valley Collaborative such a great place for our Students, Adult Workers, and Staff." – *Sean Glavin*

"Tony gave me the opportunity to speak about a topic that I believed was very important to the Collaborative which was communication. With his guidance, I believe we've taken another step forward in making our Collaborative a great place to be for our students and staff." – *Joe Venskus, Jr.*

"I enjoyed how people in different roles picked a topic based on what the topic meant to them. Once, the groups were formed; it allowed our team to build upon our leadership skills." – *Kristine Bonsack*

"Attending the Leadership Meetings with Tony Bent has been very rewarding and enriching for me. I feel blessed to be part of such a wonderful team of leaders who share the same excitement level of working at Valley Collaborative. Through the months, I have learned quite a bit about topical subjects that have a very deep and profound meaning that certainly helps shape our values while working at Valley Collaborative. I'm enjoying the Journey!" – *Paul Donovan*



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Consultant, Dr. Lori Likis
Date: June 1, 2017
Re: DESE District Improvement Planning Process

Consultant Dr. Lori Likis, who has been working with us through both the creation of the district plan and the action plan for implementation in 2016-17, met with the administrative team in May to review our progress for this year and reflect on the action planning process itself. Lori conducted a retrospective with the team and will share the team's responses to what went well, what we will do differently next time, and what we learned.

Over the past two years, the Valley Collaborative team has made impressive progress in implementing the Valley Collaborative District Improvement Plan 2015-20. As one of the original *Planning for Success* (PFS) pilot sites, Valley Collaborative has emerged as a leader in the ongoing use of the PFS action planning process. It is clear that Valley Collaborative leadership has both embraced the planning and action planning process and used this process to drive several transformational improvements—all while strengthening the Collaborative's data collection methods and use of data in decision making.

During SY16-17, I continued to meet with the Administrative Team and the Planning Team to support the Collaborative's action planning work. The Planning Team conducted action planning in October 2016 and reconvened in May 2017 to monitor progress and action plan for SY17-18. As you will see in the updated District Plan, the Valley Collaborative team has completed several of the plan's strategic initiatives over the past two years, and continues to make progress in relation to several other initiatives that remain underway.

The team has also chosen to embark on two additional strategic initiatives in SY17-18: building independence through community activities (initiative 1C) and increasing and maintaining student and family communication (initiative 3D). Action planning for initiative 1C, building independence, includes proposed work in SY19-20 to explore and research residential space for the ILS curriculum, a bold and exciting prospect for Valley Collaborative.

Required Action:

None

Attachments:

Valley Collaborative updated 5 year District Improvement Plan



Valley Collaborative’s District Improvement Plan

Designed to achieve the Purpose and Objectives set forth in the Collaborative Agreement
2015-2020

Plan Overview

Valley Collaborative’s Articles of Agreement
ARTICLE II
Mission, Objectives, Focus, and Purpose
The mission of the Collaborative is to conduct educational programs and/or services for member districts in a cost-effective manner and to increase educational opportunities and to improve educational outcomes for its students. The purpose of the Collaborative is to provide high quality intensive educational, therapeutic and transitional programs and related services to individuals with disabilities referred by member districts, non-member districts and social service agencies, including both children and adults, and to provide professional development to educators. The focus of the Collaborative is the provision of special education, transitional, occupational, and therapeutic programs and services in the least restrictive environment and comprehensive professional development within the local communities of the member districts. The overall objectives of the Collaborative include improving the academic achievement and/or occupational skills of students and individuals with disabilities in the least restrictive environment through high quality programs and services; offering a variety of high quality professional development opportunities to general and special education teachers and related service providers; and offering its programs and services in a cost-effective manner.
Mission
To work collaboratively to create a structured learning environment that empowers individuals to lifelong learning and to navigate confidently and with optimal independence in their community.
Vision
Valley Collaborative partners with families, districts, and the community to provide innovative programming that empowers students and adults to discover their individual strengths, interests, and abilities. In doing so, students become responsible contributing members of society.
Theory of Action
<i>If we...</i> <ul style="list-style-type: none">● Identify students’ immediate and long-term individualized goals, strengths, and needs and provide support to meet them, and...● Build the capacity of, and invest in, our staff, and...● Invest in community building across the Collaborative, with all stakeholder groups, <i>Then we will...</i> <ul style="list-style-type: none">● Increase student independence and prepare students for successful post-secondary placement and adult living● Increase staff professional capacity and the retention of certified staff● Improve the engagement of all stakeholders in the Collaborative community



Strategic Objectives		
1. All students and adults will be prepared for successful adult living	2. Valley Collaborative will provide professional development to build capacity and retain high quality staff	3. Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)
Strategic Initiatives		
a.) Develop and Implement Common Core and Job Skills Curriculum Functional academics, job development and training	a.) Provide Content-specific PD in Technology	a.) Provide Team Building for Students Develop appropriate activities to establish commitment and respect for learning goals
b.) Improve Transition Planning Earlier assessment and communication; explore post-secondary options; travel training; community resources	b.) Build Capacity Through Induction and Mentor Programs for Educators and Leaders, and Provide Leadership Opportunities	b.) Maintain Community Involvement Identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners
c.) Build Independence Through Community Activities Role play and real life situations; vocational activities; practicing life skills	c.) Provide PD Choice: Half Days	c.) Increase District Participation in Advisory Board Meetings Communication; forecasting potential students and programs
d.) Build Self Advocacy Skills Encourage communication w/ peers, staff, employers, worksites, and connect the communication with natural outcomes	d.) All staff: Participants evaluate professional development offerings.	d.) Increase and Maintain Student and Family Communication Parent orientation; invite and inform; current events; website; email
e.) Strengthen Self Actualization Develop and provide choice opportunities for students' reflection in order to build confidence and awareness, and experience belonging	e.) Establish Professional Learning Communities	e.) Develop and Share Best Practices School and Collaborative-wide; Internal transition planning; communication
f.) Track student's/adult's progress on their annual IEP/ISP goals	f.) Network to provide Opportunities to Work Collaboratively with School Districts and Collaboratives in the Northeast	
g.) Administer Independence survey		
h.) Track Post-secondary Plan/Placement		
Outcomes		
1.1 By the 2019-2020 school year, each Valley student/adult who has been enrolled for a year or longer will receive a 'met' rating on his/her IEP/ISP goals a minimum of 70% of the time.	2.1 Professional Development opportunities will receive an overall rating of "very good" on feedback evaluation forms 80% of the time by year five.	3.1 A minimum of one engagement initiative conducted annually, demonstrated through an artifact, targeting each group – students, adults, families, staff, districts, and community partners.
1.2 During the 2016-2017 school year, the Independence Survey will show a 10% increase in greater independence on the student's IEP/ISP goals	2.2 50% of certified staff will still be employed at Valley Collaborative by the end of year 3 of this plan.	3.2 Participation in Community Involvement events will remain steady or increase by 10% .
1.3 By the 2019-2020 school year, 90% of Valley graduates will be entering a college, state agency program, and/or other career track.		



Action Plan

Strategic Objective:

- 1.) All students and adults will be prepared for successful adult living

Initiative:

- 1a.) *Develop and implement common core and job skills curriculum* – Functional academics, job development and training

Monitoring Progress:

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop curricula Teams	Karen Rowe Transition Specialist	Winter '15	Completed
Inventory curricula products	Karen Rowe Transition Specialist	Spring '16	Completed
Assess curricula strengths and areas needing further development through data analysis	Karen Rowe Transition Specialist	Fall '16	Completed
Make recommendations as appropriate	Karen Rowe Transition Specialist	Fall '16	Completed
Develop a program of studies for grades 9-12 (Valley Transitional High School – Sites 1 & 2)	Math/English Dept. Heads	Winter '16	Completed

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 1a	Person Responsible	Date	Status
Attendance at Curriculum meetings	Karen Rowe Transition Specialist	Ongoing	Ongoing
Upload inventory on shared/google drive	Karen Rowe Transition Specialist	Winter '16	Completed
Create final recommendations/proposals	Karen Rowe Transition Specialist	Winter '16	Completed
Review and adjust program of studies	Karen Rowe Transition Specialist	Winter '16	Completed

Monitoring Progress:

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop Assessment Teams	Karen Rowe Transition Specialist	Nov '15	Completed-ongoing
Inventory assessments products	Karen Rowe Transition Specialist	Spring '16	Completed-ongoing
Assess assessment strengths and areas needing further development	Karen Rowe Transition Specialist	Fall '16	Completed
Make recommendations as appropriate	Karen Rowe Transition Specialist	Fall '16	Completed-ongoing



Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 1a	Person Responsible	Date	Status
Attendance at Assessment meetings	Karen Rowe Transition Specialist	ongoing	Completed - ongoing
Upload inventory on shared drive	Karen Rowe Transition Specialist	Winter '16	Completed
Create final recommendations and proposal to purchase new materials if needed	Karen Rowe Transition Specialist	Winter '16	In Progress



Action Plan

Strategic Objective:

- 1.) All students and adults will be prepared for successful adult living

Initiative:

- 1b.) Improve transition planning; earlier assessment and communication; explore post-secondary options; travel training; community resources

Monitoring Progress:

Process Benchmark for Initiative 1b	Person Responsible	Date	Status
Implement Career Cruising curriculum in middle school and high school	Karen Rowe Principals	June '17	Completed
Develop Work-Based Learning Plan for every student who has a vocational goal	Karen Rowe Principals	June '17	Completed
Develop Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe Principals	Sept '15	Completed
Implement Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe Principals	June '17	Completed
Collaborate with member district to customize programming for their students regarding Transition Service. Karen Rowe, Valley Transition Specialist, provided consulting services with Tyngsborough Public Schools regarding various assessment tools that would be appropriate to use with students functioning at various developmental stages. Heather Valcanas, Valley Adult Services Manager provides ongoing consulting services to Tewksbury Public Schools regarding transitioning planning for students who are moving on to adult services and navigating various agencies/resources. Valley also provides crossover programming to Tewksbury students with the same profile.	Karen Rowe and Heather Valcanas	Spring '17	In Progress
Open new Site 2 classroom specifically designed for students of the Autism Spectrum who may not be a great fit for the other classrooms where there is a large outdoor education social component	Julie Fielding	Winter 17'	In Progress

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 1b	Person Responsible	Date	Status
100% of applicable teachers/staff will be trained in using Career Cruising	Karen Rowe Principals	June '16	Completed
50% of high school and middle school students have an individual account	Karen Rowe Principals	June '17	Completed
Each student has a Work-Based Learning Plan	Karen Rowe Principals	June '17	In Progress
Meet with teachers to ensure that 70% of the PCPTTs are complete	Karen Rowe Principals	June '17	In Progress



Action Plan

Strategic Objective:

- 1.) All students and adults will be prepared for successful adult living

Initiative:

- 1c.) Build Independence through community activities: role play and real life situations; vocational activities; practicing life skills

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Identify current transitional skills curriculum collaborative wide	Karen Rowe Voc Coordinator, Matt Gentile	Fall 2017	
Identify gaps in curriculum	Karen Rowe Voc Coordinator, Matt Gentile	Winter/Spring 2017	
Explore and research residential space for ILS curriculum	Principals Dr. Scott, Heather Valcanas	2019-2020 School Year	
Create a Google doc to capture current programming/activities			

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources



Action Plan

Strategic Objective:

- 1.) All students and adults will be prepared for successful adult living

Initiative:

- 1f.) Track student’s/adult’s progress on their annual IEP/ISP goals using a “met” and “not met” scale as measured by the progress reports.

Monitoring Progress:

Process Benchmark for Initiative 1f	Person Responsible	Date	Status
Weekly progress notes are completed for adults and information is compiled to make quarterly progress reports. A new ISP Goal Form for the Today and Tomorrow Program has been created. Additionally, Valley is working with a Google consultant to create a Google Sheet to capture the “met” and “not met” student data systematically.	Heather Valcanas Adult Services Manager/ Principals	2017-2020	In Progress

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 1f	Person Responsible	Date	Status
100% of adult services staff have been trained in using ISP Goal Form	Heather Valcanas	March 17’	Completed
Job Developer has been tasked with reviewing ISP Goal Forms and working with vocational coaches to capture all relevant information regarding progress towards meeting ISP goals.	Heather Valcanas	January 17’	Completed
Using information gathered from ISP Goal Forms individuals have been given specific worksite modifications and tools to support them in achieving ISP goals more quickly.	Heather Valcanas	August 17’	Ongoing



Action Plan

Strategic Objective:

- 1.) All students and adults will be prepared for successful adult living

Initiative:

- 1g.) Administer an Independence Survey

Monitoring Progress:

Process Benchmark for Initiative 1g	Person Responsible	Date	Status
Surveys have been developed, implemented, and completed by students/adults and families during the Spring of 2016 to collect baseline data on “Sense of Belonging”: independence, peer relationships, school culture, and impressions of staff. These surveys will be re-administered every Spring to work towards continuous improvement	Brian Mihalek Program Lead, Middle School	Spring 2016 and ongoing	In Progress

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 1g	Person Responsible	Date	Status
By the end of the 2017/2018 survey cycle, the Sense of Belonging committee will analyze survey data derived from the “Sense of Belonging” student survey to identify 1 recommendation in order to receive an average of 60% ‘yes’ (approval) ratings in the area of independence by the end of the 2017/2018 school year.	Brian Mihalek	Spring 2018	In Progress



Action Plan

Strategic Objective:

- 1.) All students and adults will be prepared for successful adult living

Initiative:

- 1h.) Track Post-secondary Plan/Placement

Monitoring Progress:

Process Benchmark for Initiative 1h	Person Responsible	Date	Status
<p>A database was implemented by Valley Transitional High School’s guidance counselor to track this information by student name, district, and post-secondary plan: college, trade school, work, military, other, as well as adult service agencies involved. With such a diverse student population, our graduating seniors are transitioning out into a number of different opportunities.</p> <p>2015- 2016</p> <p>On site one, we have 11 students going straight into the workforce, three students continuing their education in a trade school, and four students who plan on attending college in the fall. More than half of the graduating class from site one will be working with some form of state agency, from DMH to MRC, after graduation. On site two, nine of our graduating students have enrolled in college for the fall with the other two students choosing to go directly into the work force. On site three, all but one of the graduating students will be receiving state services such as DDS with 11 of them attending an adult services program, three students enrolling in college, two students going straight to work, and one student enrolling in a trade school.</p> <p>2016-2017</p> <p>Site 1 has 16 students graduating, all with their own specific plan. Four of these students plan to attend post-secondary institutions ranging from community college to four year universities to trade schools to hone a specific skill. Two of the students will be utilizing adult services through Valley or MRC. Nine of the students plan to go right into the work force, with four of them already securing employment. One graduating senior plans to travel for a year before committing to any sort of future education.</p> <p>Site 2 has 18 graduating seniors. 12 of these students will be attending post-secondary education also ranging from University, community college, and trade school. Three students will be utilizing adult services either continued through Valley or through MRC. Three students plan on going straight into the work force with two of those students already securing employment.</p>	<p>Matt Gentile Guidance Counselor</p>	<p>2016- 2020</p>	<p>Completed and will now be ongoing</p>



Action Plan

Strategic Objective:

- 2.) Valley Collaborative will provide professional development to build capacity and retain high quality staff

Initiative:

- 2a.) Develop content specific PD in Technology

Monitoring Progress:

Process Benchmark for Initiative 2a	Person Responsible	Date	Status
Identify PD Focus Group members: <ul style="list-style-type: none">Joia MercurioKari MorrinJudy NortonNicole NoskaHeather Valcanas	PD Focus Group	9/30/15	Completed
Define Valley’s ‘technology’ uses and needs		Fall 2015	Completed
Adopt/Modify needs assessment (i.e. DESE’s TSAT) for technology to collect baseline data (i.e. “How often do you use...”)			Completed
Administer the DESE’s TSAT (modified)		Winter 2016	Completed
Assess needs assessment data		Winter 2016	Completed
Prioritize identified areas of need			Completed
Modify current PD evaluation form to collect continued progress data		Spring 2016	Completed
Create PD plan for 2016 -2017 school year		Summer 2016	Completed
Provide Beginner Smart Board training for ELA and Humanities as well as Math and Science as a choice for October 7 th early release PD Day		Fall 2016	Completed
Provide Beginner and Advanced mandatory Smart Board training for all licensed staff during staff meeting times at the Elementary and Middle/High School level		Spring 2016	Completed

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 2a	Person Responsible	Date	Status
60% return rate of needs assessment among all staff	PD Focus Group	Winter 2016	Completed
Analyze results and identify top 3 high priority technology PD needs from needs assessment		Winter 2016	Completed



Action Plan

Strategic Objective:

- 2.) Valley Collaborative will provide professional development to build capacity and retain high quality staff

Initiative:

- 2b.) Build Capacity through the Induction and Mentor Programs for Educators and Leaders and provide leadership opportunities

Monitoring Progress:

Process Benchmark for Initiative 2b	Person Responsible	Date	Status
Create formal Leadership Mentorship Program.	Kari, Joia, and Chris	Fall 16	In progress
Develop Educator Mentorship Program.	Kari and Joia	Fall 16	Completed
Establish a Leadership PLC where people read the latest research on leadership, watch current videos and participate in leadership presentations facilitated by Dr. Tony Bent.	Dr. Tony Bent & Valley Leadership Team	Fall 16	Completed
Establish a Leadership Coffee Hour with distinguished leaders from across the state reflecting on their leadership experiences so that leaders can learn from them.	Chris Scott and Karen Blackburn	Fall 16	Completed
Create networking opportunities for Valley Leaders, Board Members who are new Superintendents, Member District Assistant Superintendents, Special Education Directors and Northeast Collaborative Executive Directors through Leadership Coffee Hours, regional meetings, social gatherings	Chris Scott and Regional Leaders	Fall 16	Completed
Highlight the restructuring efforts of the past 4 years as a case study presentation to MASS’s Assistant Superintendent group	Chris Scott	Spring 2017	In Progress

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 2b	Person Responsible	Date	Status
Schedule of Leadership Coffee Hours - to date, Valley has hosted two meetings	Karen Blackburn & Chris Scott	Fall 16	Completed
Schedule of Leadership meetings with Dr. Tony Bent	Karen Blackburn & Chris Scott	Fall 16	Completed
Schedule of FY17 Mentor and Induction Meetings	Kari Morrin & Joia Mercurio	Fall 16	Completed



Action Plan

Strategic Objective:

- 2.) Valley Collaborative will provide professional development to build capacity and retain high quality staff

Initiative:

- 2c.) Provide PD Choice: Half Days

Monitoring Progress:

Process Benchmark for Initiative 2c	Person Responsible	Date	Status
Identify PD Focus Group Members: <ul style="list-style-type: none">Joia MercurioKari MorrinJudy NortonNicole NoskaHeather Valcanas	PD Focus Group	9/30/15	Completed
Develop survey of half day model		Fall 2015	Completed
Analyze technology needs assessment priority outcomes		Winter 2016	Completed
Administer Survey of Half Day Model		Winter 2016	Completed
Develop a PD Schedule/ Catalogue of PD Offerings		Fall 2016	Completed
Identify and secure providers/trainers for 2016 - 2017 school year		Fall 2016	Completed
Work with NPEN (Northeast Professional Educators Network) to offer PD for Educators, and Related Service Providers in the Northeast Region on Election Day 2016		Ongoing	Completed

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 2c	Person Responsible	Date	Status
60% return rate of needs assessment and half day model survey	PD Focus Group	Winter 2016	Met
Provide PD Schedule of Offerings	Kari Morrin & Joia Mercurio	Winter 2017	Completed
Provide schedule from October 7th half day offerings	Kari Morrin & Joia Mercurio	Winter 2017	Completed
Provide schedule from NPEN day of Valley providers and in-district para trainings	Kari Morrin & Joia Mercurio	Winter 2017	Completed



Action Plan

Strategic Objective:

- 2.) Valley Collaborative will provide professional development to build capacity and retain high quality staff

Initiative:

- 2d.) All staff: Participants evaluate professional development offerings.

Monitoring Progress:

Process Benchmark for Initiative 2d	Person Responsible	Date	Status
Valley evaluates all professional development offerings. The evaluation scale has simply been agree or disagree in ten targeted areas and multiple open response questions. On average the evaluations have been favorable. In order to improve the Evaluation tool Valley’s PD department has asked Billerica Public Schools to see a copy of their Professional Development Feedback Form to use as a model in the redevelopment of this form.	Joia Mercurio Assistant Director Kari Morrin Director of Student Services	2015	Completed
Valley has modified its professional development evaluation form as a Google form and has changed its questions to emulate Billerica Public School’s	Joia Mercurio Assistant Director Kari Morrin Director of Student Services	Spring 2017	Completed



Action Plan

Strategic Objective:

- 2.) Valley Collaborative will provide professional development to build capacity and retain high quality staff

Initiative:

- 2e.) Establish Professional Learning Communities (PLCs)

Monitoring Progress:

Process Benchmark for Initiative 2e	Person Responsible	Date	Status
Appoint Department Leads in TEM, English and Humanities, and Literacy	Joia Mercurio	Winter 16	Completed
Each Department Lead to establish a PLC in their discipline	Joia Mercurio	Summer 17	In progress
Each Department PLC to develop a schedule of meetings and goals and objectives for 2017-2018 school year	Department Leads	Fall 17	

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 2e	Person Responsible	Date	Status
Emails from Department Leads to Collaborative staff	Joia Mercurio	Fall 16	ongoing
Implementation of STMath in all appropriate programs	Glen Costello	ongoing	ongoing



Action Plan

Strategic Objective:

- 2.) Valley Collaborative will provide professional development to build capacity and retain high quality staff

Initiative:

- 2f.) Network to develop opportunities to work collaboratively with school districts and Collaboratives in the Northeast

Monitoring Progress:

Process Benchmark for Initiative 2f	Person Responsible	Date	Status
Joint planning with districts: Northeast Professional Educators Network (NPEN)	Kari Morrin & Joia Mercurio	Fall 16	ongoing

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 2f	Person Responsible	Date	Status
Comparison of number of Valley presenters from FY16 to FY17	Kari Morrin & Joia Mercurio	Fall 16	completed
Scheduled list of NPEN Steering committee meetings	Kari Morrin & Joia Mercurio	Fall 16	completed



Action Plan

Strategic Objective:

- 3.) Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)

Initiative:

- 3b.) *Maintain Community Involvement:* Identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners

Monitoring Progress:

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
In order to effectively assess community involvement and more specifically, understand how to maintain or increases community involvement, one must first understand their sense of belonging. Therefore, Valley Collaborative will need to collect baseline data regarding students', adults', and families' current sense of belonging. 1. Develop a task committee to assess engagement of student and families at Valley Collaborative. a. Develop meeting schedule	Brian Mihalek Program Lead, Middle School	December 2015	Completed
2. Committee meeting to discuss: a. Plan Overview, Action Plan Overview, types of information to be obtained from the survey, student and parent access to the survey, determine teams within the committee, brainstorm challenges/barriers to success	Task Committee	Dec. 2, 2015	Completed
3. Committee meeting to discuss: a. Survey methods, questions for survey that address (happiness, safety, respect, acceptance, and engagement), adjust timeline in Action Plan Template, type of survey, brainstorm challenges/barriers to success	Task Committee	Dec. 16, 2015	Completed
4. Committee meeting to discuss: a. Rough draft of student survey b. Rough draft of parent survey c. Define student engagement/sense of belonging in the following areas: independence, happiness, safety, respect, acceptance, and engagement, community, classroom, vocational, non-academic, and feelings towards school d. Define family engagement in the following areas: independence, communication, involvement in school based activities, feelings about student program, feelings about student's progress, feeling about school, and the feelings about student's happiness	Task Committee	Jan 20, 2016	Completed
5. Committee meeting to discuss: a. "Sense of Belonging" definition b. Discuss committee feedback on student and parent survey c. Discuss modifications to different surveys for different populations d. Discuss Google Doc survey as main method for student survey	Task Committee	Feb. 10, 2016	Completed
6. Committee meeting to discuss: a. Final definition of "Sense of Belonging" b. V. Drive for data collection c. Final student/parent surveys d. Communication plan for all staff e. Determine implementation phase	Task Committee	Mar. 9, 2016	Completed
7. Final meeting before implementation of surveys	Task	March 30,	Completed



	Committee	2016	
<p>8. Update on progress:</p> <p>a. "Sense of Belonging" has been defined</p> <p>b. Data has been set up to be collected on the V drive through a Google Doc survey</p> <p>c. Final student survey was distributed beginning 4/6/16. Parent Survey has multiple drafts and will be finalized by May 16th</p> <p>d. Team members have communicated the purpose and instructions of the student survey</p> <p>e. Student survey will be completed by all students on 4/29/16 at which point the team will start to determine data analysis protocols</p> <p>f. Next meeting date to be determined</p>	Task Committee	April 6, 2016	Completed
<p>9. Committee meeting to discuss:</p> <p>a. Define means of data analysis and collection</p> <p>b. Finalize parent survey</p>	Task Committee	May 4, 2016	Completed
<p>10. Committee meeting to discuss:</p> <p>a. Data collected to date</p> <p>b. survey completion analysis</p>	Task Committee	May 31, 2016	Completed
<p>11. Committee meeting to discuss:</p> <p>a. Next steps for identifying strengths/ areas of need, recommendations</p>	Task Committee	October 6, 2016	Completed
<p>12. Analyze Sense of Belonging Survey data to make recommendation for Community Involvement Activities</p>	Task Committee	October 27, 2016	In Progress
<p>13. Plan, develop, and implement one new community involvement engagement activity</p> <p>Update on progress: Based on data derived from parent survey, Sense of Belonging committee identified areas of need within the parent base regarding trainings needed. In coordination with Sense of Belonging committee and Parent Advisory Council, a Parent Workshop Night has been scheduled to address these needs on May 11th, 2017.</p>	Task Committee	Spring 2017	In Progress
<p>14. Sense of Belonging Committee meeting to discuss:</p> <ul style="list-style-type: none"> • Data entry for all surveys • Cycle 1 data analysis • Work with site specific teams to identify relative strengths and areas of need derived from data • Generate recommendations 	Task Committee	October 6 2016	Completed
<p>15. Sense of Belonging Committee meeting to discuss:</p> <ul style="list-style-type: none"> • Review all relative strengths and areas of need • Make modifications to cycle 2 student, parent and adult surveys • Create site specific and Collaborative wide recommendations • Discuss cycle 2 timeline 	Task Committee	November 16 th 2016	Completed
<p>16. Sense of Belonging Committee meeting to discuss:</p> <ul style="list-style-type: none"> • Finalize student, parent, adult surveys • Finalize site specific recommendation action plan with timeline • Start to generate staff survey questions 	Task Committee	December 12 th 2016	Completed



17. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none"> Finalize Valley Collaborative recommendation action plan with timeline Create sub-committees to address collaborative wide recommendations Finalize cycle 2 timeline 	Task Committee	January 18 th 2017	Completed
18. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none"> Review final site specific and collaborative wide recommendation action plan Finalize staff survey 	Task Committee	March 9 th 2017	Completed
19. Use existing <i>Sense of Belonging</i> data to identify MS program's strengths and areas of need; develop a set of recommendations	MS Admin Team	Fall 2016	Completed
20. Develop and implement targeting/bullying procedure for the MS	MS Admin Team	Fall 2016	Completed
21. Install suggestion box to address student needs/concerns and review content in the MS	MS Admin Team	Fall 2016/ongoing	Completed
22. Develop format for a quarterly MS specific newsletter	MS Admin Team	Spring 2017	In Progress
23. Gather program specific information for letter for the MS	MS Admin Team	Spring 2017/ongoing	In Progress
24. Send out first newsletter for the MS	MS Admin Team	August 2017	In Progress
25. Improve communication with parents/families-Identify most effective means of communication and gather that data schoolwide; distribute calendar of upcoming events in the MS	MS Admin Team	Fall 2017	In Progress
26. Incorporate more hands-on, engaging, challenging lessons with the use of Google Classroom for the MS	MS Admin Team	Fall 2017	In Progress
27. Survey parents/students regarding afternoon activity choices for quarterly after school activity; coordinate details re: staff, cost, specific etc. for the MS	MS Admin Team	Winter 2018	In Progress
28. Offer first afternoon activity for the MS students to participate in	MS Admin Team	Spring 2018	In Progress
29. Implement Sense of Student Survey <ul style="list-style-type: none"> a. April 2016 (baseline) b. April 2017 c. April 2018 	Task Committee	September 2017	In Progress
30. Implementation of Adult Survey <ul style="list-style-type: none"> a. April 2016 (baseline) b. April 2017 c. April 2018 	Task Committee	September 2017	In Progress
31. Implementation of Parent Survey <ul style="list-style-type: none"> a. April 2016 (baseline) b. April 2017 c. April 2018 	Task Committee	September 2017	In Progress
32. Analyze Data and make Recommendations <ul style="list-style-type: none"> a. Analyze 2015-2016 Data and make Recommendations 	Executive Director and	June 2016/2107	a. Completed b. in progress



b. Analyze 2016-2017 Data and make Recommendations	B. Mihalek		
33. Report Data to stake holders and Executive Board	Executive Director and B. Mihalek	June 2016/2107	a. Completed b. in progress
a. Report 2015-2016 Data to stake holders and Executive Board			
b. Report 2016-2017 Data to stake holders and Executive Board			
Report baseline data to stake holders and Executive Board	Executive Director and B. Mihalek	June 2016	Completed

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
The Elementary, Middle and Highs School Valley Collaborative Parent Advisory Group (PAG), will plan one engagement initiative regarding “Rights and Responsibilities in Special Education” to all families of students K-12. Middle School/High School presented on 11.17.15 Elementary and Middle School/High School scheduled to present on 5.11.17	Brian Mihalek, Middle School Lia MetrakasHigh School, Pam Walker, Elementary	Fall 2016	In Progress
The Valley Collaborative Human Rights Group will plan one engagement initiative regarding “Accessing Resources in the Community”	Collette Elliot, Adult Program	Spring 2017	In Progress
Develop Employee of the Month recognition initiative	Valley Principals	On going	In Progress
Continue to include all member districts sped directors as well as other stakeholder representatives to the District Improvement Planning process	Chris A. Scott, Executive Director	Fall 2016	

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
In response to the Sense of Belonging survey data, the Sense of Belonging Committee has collaborated with the PAG in order to identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners 1. Facilitators at Valley Elementary School and Valley Middle School/Transitional High School have held staff luncheons in addition to meetings on the following topics: transition planning, internet safety, and parents’ rights. Artifacts including agendas and sign-in sheets for these meetings have been collected.	Staff	2015-2020	Completed/ Ongoing

Group	Engagement Initiative	Artifact	Status
Students	1. School Play Performance 2. Student Trips 3. Class Trips (Overnight) 4. After School Activities (Recreation)	1. Program 2. Permission Slips/Itineraries 3. Permission Slips 4. Schedules	Completed



Adults	1. Valley Collaborative Dance 2. Human Rights Meetings (Quarterly)	1. Flyer 2. Itineraries, Minutes, Sign-In Sheet	Completed
Families	1. Open House 2. Parent Advisory Group 3. Spirit Fridays (Elementary)	1. Sign-In Sheet 2. Meeting Minutes 3. Flyers/Invitations	Completed
Staff	1. Staff Appreciation Day 2. School Spirit Contests	1. Flyers 2. Prizes	Completed
Districts	1. District Outreach Meetings 2. SPED Advisory Meetings	1. Outreach Folders 2. Sign-In Sheet/Itineraries	Completed
Community Partners	1. District Improvement Planning 2. The INDEPENDENCE Project 3. School Play Performance	1. District Improvement Plan 2. Committee Meetings 3. Program	Completed

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
1. Sense of Belonging survey will have an 80% completion rate for students	Principals	April 2016	Completed
2. Sense of Belonging survey will have a 50% completion rate for Families.	Principals	April 2016	In Progress
3. Sense of Belonging survey will have a 50% completion rate for Adults.	Principals	April 2016	Completed
4. Report Sense of Belonging baseline data to the Board of Directors	Executive Director	June 2016	Completed
5. A 10% increase in participation at PAG facilitated events	PAG facilitators	Fall 2017	In Progress

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources
Google Survey
IT Consultation



Action Plan

Strategic Objective:

3.) Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)

Initiative:

3c.) *Increase District Participation in Advisory Board Meetings:* Communication; forecasting potential students and programs

Monitoring Progress:

Process Benchmark for Initiative 3c	Person Responsible	Date	Status
1a. Establish an Outreach committee (compromised of two Valley Board of Directors, one member District Special Education Director, Valley Collaborative Executive Director and Assistant Director) 1b. Establish Co-Chair for SPED Advisory Board, and one member District SPED	Executive Director	11/30/2015 & 11/14/2015	Completed
2 The Outreach committee schedules a 60 minute meeting with the District teams. Each District team will be comprised of the Superintendent, the Special Education Director, and the district liaison(s).	Assistant Executive Director	1/15/2016	Completed
3 Outreach committee and District teams will meet and discuss 5 year District Improvement Plan.	Outreach Committee and District Teams	4/1/2016	Completed
4 At the same meeting, Valley program offerings will be reviewed.	Outreach Committee and District Teams	4/1/2016	Completed
5 At the same meeting, Valley tuitions and services will be compared to other local Collaborative(s).	Outreach Committee and District Teams	4/1/2016	Completed
6 At the same meeting, there will be a review of the Out of District referrals to non-Valley placements questionnaire.	Outreach Committee and District Teams	4/1/2016	Completed
7 At the same meeting, review of Valley student termination questionnaire.	Outreach Committee and District Teams	4/1/2016	Completed
8 Member District Special Education Department to fill out questionnaires and submit to Valley Team.	Member Districts Special Education Dept.	4/30/2016	Completed
9 Hold quarterly Special Education Advisory Meeting with member district Special Education Administrators co-chaired with Srah Lewenczuk, Tyngsborough's Special Education Director	Executive Director and Valley Team	Winter 17'	Completed
10 Invite member district Special Education Administrators to be a part of Valley's "Leadership Coffee Hour"	Executive Director and Valley Team	Winter 17'	Completed
11 Host DESE's Regional Special Education Meeting	Executive Director and Valley Team	May 8, 2017	Completed
12 Valley Team to analyze data from referral questionnaires	Executive	5/30/2016	Completed



	Director and Valley Team		
13 Valley Team makes recommendation for programming changes or enhancements to Board of Directors, if required.	Executive Director	June 2016 Board Meeting	Completed

Monitoring Progress:

Process Benchmark for Initiative 3c	Person Responsible	Date	Status
11. Create a Referral Database Committee: Joia Mercurio, Brian Mihalek, Nicole Noska, Annie Willis, Heather Valcanas, Sean Glavin, Kari Morrin, Julie Fielding, Chris Cowan, Kristine Bonsack, and Jessica Scalzi	Referral Database Committee	Winter 2017	Completed
12. Develop a Referral Google Form that feeds into a Google Sheet	Referral Database Committee	Spring 2017	Completed
13. Implement Referral Google Form	Referral Database Committee	Spring 2017	Completed
14. Analyze current enrollment per MS classroom (program)	MS Administration Team	Fall 2016	Completed
Establish quarterly communication protocol with Elementary School admin to identify needs (# 6th grade referrals, student movement, etc.)	MS Administration Team	Winter 2017	In Progress
Input 2016/2017 SY referrals into database	MS Administration Team	Ongoing	In Progress
Review data from elementary school database and current enrollment for start of 17/18 SY	MS Administration Team	Ongoing	In Progress
Meet with Elementary admin to discuss projected upcoming student movement for ESY 2018	MS Administration Team	Ongoing	In Progress
Analyze and review data from referral database and meet with Executive Director regarding possible programmatic needs (additional classroom space, staff, etc.)	MS Administration Team	Ongoing	In Progress
Develop/adjust programming per recommendations from data gathered through referral database and elementary movement	MS Administration Team	Ongoing	In Progress



Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark for Initiative 3c	Person Responsible	Date	Status
Meeting completed and attendance	Executive Director & Co-Chair	April 2016	Completed
Report out data, and add District Improvement Plan to website	Executive Director & Co-Chair	June 2016	Completed



Action Plan

Strategic Objective:

3.) Valley Collaborative will foster a sense of belonging and engagement in the Collaborative community for all stakeholders (students, adults, families, staff, districts, community partners)

Initiative:

3d.) Increase and Maintain Student and Family Communication: Parent orientation; invite and inform; current events; website; email

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Research technology based apps (i.e. Class Dojo) for parent communication from school to home	Valley School Principal	2017-2018 School Year	
Identify appropriateness of technology based apps per site/school for parent communication from school to home	Valley School Principal	2017-2018 School Year	
Consult with Valley Technology Committee to research school/district website models and best practices for website maintenance	Valley Leadership Team	2017-2018 School Year	
Utilize Google for student email communications	Paul Donovan	2017-2018 School Year	

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status

Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Resources

District Plan Update and Action Planning SY17-18

Valley Collaborative Board Meeting
Lori Likis, Ed.D., Creative Coaching
June 1, 2017

District Plan Progress

1. Prepared for Successful Adult Living

- Completed Initiatives
 - 1A: Develop and implement Common Core and job skills curriculum
- Initiatives in Progress
 - 1B: Improve transition planning
 - 1F: Track student's/adult's progress on their annual IEP/ISP goals
 - 1G: Administer an Independence Survey
 - 1H: Track post-secondary plan/placement

2. Provide Professional Development

- Completed Initiatives
 - 2A: Develop content specific PD in technology
 - 2B: Build capacity through the Induction and Mentor Programs
 - 2C: Provide PD choice: Half days
 - 2D: All staff participants evaluate professional development offerings
- Initiatives in Progress
 - 2E: Establish Professional Learning Communities (PLCs)
 - 2F: Network to develop opportunities to work collaboratively with school districts and Collaboratives

3. Foster a Sense of Belonging

- Initiatives in Progress
 - 3B: Maintain community involvement
 - 3C: Increase district participation in Advisory Board Meetings

New Strategic Initiatives SY17-18

- 1 Prepared for successful adult living
 - 1C: Build independence through community activities
- 3 Foster a sense of belonging
 - 3D: Increase and maintain student and family communication

1C: Build Independence

- Identify current transitional skills curriculum collaborative wide and identify gaps, SY17-18
- Explore and research residential space for ILS curriculum, SY19-20

3D: Increase & Maintain Communication

- Research technology based apps (i.e. Class Dojo) for parent communication from school to home
- Consult with Valley Technology Committee to research school/district website models and best practices for website maintenance
- Utilize Google for student email communications



Valley High School & Middle School

Parent Advisory Council

40 Linnell Circle, Billerica, MA 01821 * Tel: (978) 528-7800 * valleycollaborative.org

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Brian Mihalek and Chrystalia Metrakas
Date: June 1, 2017
Re: Middle and High School Parent Advisory Council Update

The Valley Collaborative Parent Advisory Council works to support all children and parents with special needs in our community. We are committed to:

- Promoting a platform for discussion for parents to share information, discuss common concerns, matters, and interests among the population of students.
- Meeting with our Administrators and appropriate Valley Collaborative personnel as needed, to participate in discussions regarding education, health and safety of our students.
- Providing informational and educational forums to parents, students, educators and other professionals involved with children with special needs.
- Promoting communication that encourages understanding, acceptance and inclusion of our students.

Currently, the Parent Advisory Council (PAC) has held 5 meetings in which the group has developed and worked on the following initiatives:

- Plan and implement fundraising strategies in order to raise funds for gym equipment, family workshop night, and the staff appreciation event for the high school and middle school programs.
- A "March Madness" raffle was implemented during the month of March where 16 different families donated prizes, over 100 participants purchased tickets, and where we raised over \$1,400.00!
- Develop a list of priority trainings for parents based on the identified PAC needs.
- Develop a series of presentations specifically tailored to the needs of our Valley families. During a "Family Workshop" event held on May 11th, workshops covered topics in the areas of transition, sensory integration, applied behavior analysis, communication, special education law, and anti-bullying law were provided to families of the Collaborative and member district families. In addition to the workshops, after school recreational activities and refreshments (Curious Creatures animal presentation, games, Arts & Crafts, and pizza) were provided for Valley students whose parent(s)/guardian(s) attended the event.
- Organize staff appreciation "Dessert Hour" event to celebrate all Valley Collaborative staff from both the 40LC and 25LC locations, on May 9th for National Teacher Appreciation Day.

The Parent Advisory Council worked hard towards their initiatives this year and each one proved to be a great success! The members of the parent advisory group have truly become a cohesive and diligent unit who is committed to the vision and mission of the Collaborative, the students we serve, and the Valley staff.



Valley Collaborative

Student Sense of Belonging Committee

High School Site 1 Action Plan

Setting Benchmarks to Monitor Progress and Impact during Implementation

Monitoring Progress-*Process Benchmarks: What will be done, when, and by whom*

Process Benchmarks (recommendations)	Person Responsible	Implementation Date	Status
Work on building a sense of community through Valley Gear.	Joe Venskus & Nick LeClair	Fall 2016	Met
Designate a work space outside of classroom for students who are struggling, need space or counsel.	Joe Venskus, Social Worker	Fall 2016	Met
Send out email and mail printed reminders to inform parents of provided programs.	Principal, Lead, Teachers	Fall 2017	
Create a suggestion box for students to be able to share their opinions about questions, comments, concerns and ideas for the Site to improve on.	Joe Venskus & Nick LeClair	Summer 2017	
Implement weekly check-ins with parents to discuss academic, social and vocational progress.	Principal, Lead, Teachers	Fall 2016	Met
Create staff profile to help students get to know their teachers better in hopes of building a relationship that will help motivate them to come to school more consistently.	Joe Venskus & teachers, Voc Staff	Summer 2017	
Create a weekly and monthly incentive to improve student attendance on site.	Chris Cowan & Joe Venskus	Spring 2017	Met
Plan a spirit week festivities at the beginning and end of the year to help students feel more comfortable about being themselves at Valley.	Joe Venskus, Nick LeClair, & Chris Cowan	Fall 2017	
Have speakers come into the collaborative and speak with the students about how school was important to them to succeed. These speakers should come from other students or folks with a similar background.	Chris Cowan, Joe Venskus, Riley O'Keefe and Nick LeClair	Fall 2017	



Valley Collaborative

Student Sense of Belonging Committee

High School Site 2 Action Plan

Setting Benchmarks to Monitor Progress and Impact during Implementation

Monitoring Progress-Process Benchmarks: *What will be done, when, and by whom*

Process Benchmarks (recommendations)	Person Responsible	Implementation Date	Status
Send out email and mail printed reminders to inform parents of provided programs.	East, West, North Side Teachers	Fall 2017	
Add a Transition Teacher to address student and parents' concerns in regards to increasing independence towards daily living/vocational skills.	David Illg and Julie Fielding	Fall 2016	
Opt-in directory for students and parents to plan social get togethers to address the concerns in regards to social progress.	East, West, North Side Teachers	Spring 2017	
Plan Spirit Week festivities to help students feel more comfortable about themselves being at Valley Collaborative.	Collaborative Wide	Spring 2017	
Designate a work space outside of classroom for students who are struggling with a peer inside the classroom.	East, West, North Side Teachers	Fall 2016	
Have speakers come into the Collaborative and speak with the students about how school was important for them to succeed. These speakers should come from former students or folks with a similar background.	West Side	Fall 2016, Spring 2017	
Create staff profile to help students get to know their teachers better in hopes of building a relationship that will help motivate them to come to school more consistently.	East, West, North Side Teachers	Spring 2017	
Obtain Valley gear in an effort to build better sense of community.	East, West, North Side Teachers, Administrators	Spring 2017	



Valley Collaborative

Student Sense of Belonging Committee

High School Site 3 Action Plan

Setting Benchmarks to Monitor Progress and Impact during Implementation

Monitoring Progress-Process Benchmarks: *What will be done, when, and by whom*

Process Benchmarks (recommendations)	Person Responsible	Implementation Date	Status
<i>Coordinate after-school sports activity with the recreational program (highly requested by students, develop positive relationships among students) & look into incorporating an in-school sports team</i>	Joe Cronin Allison Grady	Partially met: January 2017 Spring 2018	Partially met-offered more sports choices-will offer more organized sports
<i>Valley swag for all students: contribute to develop student community- look into options (update website, send memos home, etc.) to make it more available for purchase and future fundraiser to raise funds</i>	Lia Metrakas Kristine Bonsack Joe Venskus	September 2017 Spring 2018(fundraiser)	
<i>Continue spirit events: encourage positive relationships, respect among students/staff, provide fun & safe activities</i>	Lia Metrakas & Spirit Committee	September 2015	Met and continuing
<i>Expand after-school rec ideas: taking student's feedback -Joe Cronin: will contact teachers to get pulse of student's interests and incorporating survey results</i>	Joe Cronin	Met October 2014 & August 2017	Met and continuing
<i>Email and print memos for teachers to send to parents</i>	Lia Metrakas, Kristine Bonsack and all teachers	December 2016	Met
<i>Improve communication by: Providing parents with informational packet (i.e. PAC, school calendar, recreational information, school menu, snow policy, when a student is sick, safety, Site 3 specific information, etc.), at the beginning of school year or when student starts, as events pop up, teachers will send memos. Teachers will utilize mass email for parents, ask parents the best format</i>	Lia Metrakas, Kristine Bonsack and all teachers	September 2017	
<i>Acknowledge website:</i> <i>Add to welcome packet, bringing attention to class news</i> <i>Work with Technology committee to address website navigation concerns</i>	Lia Metrakas, Kristine Bonsack and all teachers Technology committee	September 2017 December 2017	
<i>Address safety concerns:</i> <i>Staff continue provide a safe learning environment</i> <i>Have Sean send a letter about our safety developments</i> <i>Continue to lock doors (front and back upstairs)</i>	Lia Metrakas, Kristine Bonsack and all teachers Sean Glavin & Safety Committee	Current September 2017	Met &



Valley Collaborative Student Sense of Belonging Committee



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Making a Difference Award – Mr. Jeff Perrotti

Jeff Perrotti is the founding director of the Massachusetts Department of Elementary and Secondary Education's *Safe Schools Program for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Students*. He is the co-author, with Kim Westheimer, of *When the Drama Club is not Enough* (Beacon Press, 2001), and he facilitated the development of the Massachusetts Department of Elementary and Secondary Education's pioneering Guidance on Gender Identity. He also developed the instructor's materials for the McGraw Hill textbook, *Human Sexuality: Diversity in Contemporary America*. Jeff has conducted numerous workshops on sexual orientation and gender identity and expression for school administrators, counselors, nurses, coaches, teachers, parents and students. Jeff has assisted many schools and families in orchestrating a thoughtful, comprehensive, and successful process where transgender students have transitioned their gender. For several years Jeff has taught and advised students at Harvard University. Jeff was featured on Italian Rai International Radio, speaking about Harvard's acclaimed *Positive Psychology* course, and he has received several awards for excellence in teaching. Jeff Perrotti is the founding director of the Massachusetts Department of Elementary and Secondary Education's *Safe Schools Program for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Students*. He is the co-author, with Kim Westheimer, of *When the Drama Club is not Enough* (Beacon Press, 2001), and he facilitated the development of the Massachusetts Department of Elementary and Secondary Education's pioneering Guidance on Gender Identity. He also developed the instructor's materials for the McGraw Hill textbook, *Human Sexuality: Diversity in Contemporary America*. Jeff has conducted numerous workshops on sexual orientation and gender identity and expression for school administrators, counselors, nurses, coaches, teachers, parents and students. Jeff has assisted many schools and families in orchestrating a thoughtful, comprehensive, and successful process where transgender students have transitioned their gender. For several years Jeff has taught and advised students at Harvard University. Jeff was featured on Italian Rai International Radio, speaking about Harvard's acclaimed *Positive Psychology* course, and he has received several awards for excellence in teaching.

Required Action:

None

Attachments:

None



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Staff, Students and Adult of the Month

We will honor Valley's Students of the month from the Valley Elementary School, the Valley Middle School, the Valley Transitional High School and an Adult from Adult Services.

We would also like to recognize Valley's staff members of the month from the Valley Elementary School, the Valley Middle School, the Valley Transitional High School and Adult Services for all their hard work and dedication to the Collaborative.

Required Action:

None

Attachments:

None



Valley Collaborative

Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Dr. Chris A. Scott

From: Gail DeGregory

Date: May 1, 2017

Re: Fundraiser 2017 Update

Our 2017 fundraiser for student scholarships providing educational trips and after school programming has produced the following contributions:

Amount	Name	Level
5,000.00	Enterprise Bank & Trust Co	Gold
1,000.00	AI3 Architects LLC	Silver
1,000.00	Marathas Barrow Weatherhead and Lent LLP	Silver
300.00	TGL Logistics LLC	Bronze
250.00	Fritz & DeGuglielmo CPA	Bronze
250.00	B J Doyle Inc	Bronze
100.00	Lyons and Rogers LLC	Bronze
100.00	Compass Project Management	Bronze
100.00	Industrial Floor Covering Inc	Bronze
100.00	Lori L. Likis	Bronze
100.00	O'Connor Hardware Inc	Bronze
100.00	PARS	Bronze
50.00	Embroidery Unlimited Inc	Bronze
50.00	Arnold Kerzner	Bronze
50.00	Action-King Enterprises Inc	Bronze
50.00	QPL Inc	Bronze
50.00	O'Connor Portraiture Inc	Bronze
35.00	Marilyn Humphries Photograsy	Bronze
\$ 8,685.00		
150.00	Roller Kingdom	In Kind
35.00	Butterfly Place	In Kind

All of our donors will be acknowledged in our upcoming newsletter.
We thank them all for their generous support of our students.

Required Action: None

Attachments: None



Central Administration Office

40 Linnell Circle, Billerica MA 01821 * Tel: (978)-528-7800 * <http://www.valleycollaborative.org>

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Communications

As always a great deal has happened at Valley Collaborative since our last Board meeting. I have included various communications and artifacts for your review.

Required Action:

None

Attachments:

- q. ALICE Staff Training Email-Donna Suarez, Valley Collaborative, School Secretary
- r. The Most Amazing Support Staff Email-Denise Cook, Valley Collaborative, Human Resources and Benefits Administrator
- s. Picture of Valley Collaborative Recipients of Merrimack Valley Superintendents Association (MVSA) Academic Scholars Award
- t. Enterprise Bank Donation Letter from Alison Burns, Senior Vice President, Community Relations on behalf of Enterprise Bank Chairman, George Duncan
- u. MOEC Finance Workshop Evaluations Sessions 2, 3, and 4
- v. Just a Thought Email-Bryan Thomas, Music Therapist
- w. Email from Beth Randall, Valley Elementary School Parent
- x. Thank You from Craig Consigli, Milford Public Schools, Assistant Superintendent for Curriculum, Instruction and Assessment
- y. Leadership Mentorship Program Presents Dr. Anthony Bent, Massachusetts Association of School Superintendents, Assistant Superintendent Leadership Seminar Facilitator Thursday, June 1st at 1:30 p.m. at 25 Linnell Circle and Massachusetts Lieutenant Governor Karyn Polito, June 15th at 10:00 a.m. at 25 Linnell Circle -All Board Members welcome
- z. Special Education Director Meetings-Revised Coordinated Program Review Process Email-Vani Rastogi-Kelly, Director, DESE, Office of Public School Monitoring

Chris Scott

From: Donna Suarez
Sent: Tuesday, April 25, 2017 4:34 PM
To: Sean Glavin
Cc: Chris Scott
Subject: RE: ALICE Staff Training

Hi Sean,

I know that this training is so very necessary but I am always so apprehensive about participating. I think it is the feeling or the 'what if's' after the drill is over that I overthink. The best thing for me was to be in the real life scenario we found ourselves in a month ago. I think that I take my lead from those who are trained and on that particular day I found myself calm because Dr. Scott was very calm and 'matter of fact' in all she did to make sure the building, staff and students were all safe.

The information we received from the officers, you and Riley today and the answers to some of the questions helped for better understanding of the different scenarios and reasons behind reacting and waiting to react.

I feel safe being in a place where people care so much for each other.

Thank you for taking the time to make sure we all are more aware of what could happen and how to hopefully prevent a tragedy from happening.

Have a nice night!

Donna

From: Sean Glavin
Sent: Monday, April 24, 2017 10:07 AM
To: collaborative
Subject: ALICE Staff Training

Hi Everyone,

A quick reminder regarding the mandatory ALICE Staff Training this week (Tuesday 4/25 2:30P to 3:30P at 40 Linnell Circle Billerica and Thursday 4/27 2:30P to 3:30P 135 Coburn Tyngsboro) at both School Buildings. I've attached the memorandum and included it below. Please note that the Tyngsboro training time has been moved up to 2:30P on Thursday 4/27.

Please check the Shared Drive (V:) under the folder "ALICE Reference Material" for more information on the ALICE Model.

Excited to train with you all tomorrow!

Sean

MEMORANDUM

To: Valley Collaborative Employees

Chris Scott

From: Denise Cook
Sent: Monday, April 24, 2017 1:19 PM
To: Chris Scott; Sean Glavin; Kari Morrin; Joia Mercurio
Subject: RE: The Most Amazing Support Staff in the World

Thank you Dr. Scott, Sean, Kari, and Joia! When I made the leap of faith to join the Valley team back in 2013, I could have never imagined that I could be happy at work, and still be able to balance my home life. I am so thankful for my work life balance and to be part of this incredible organization.

Thank you – looking forward to the luncheon!

Take Care,
Denise

Denise Cook
Human Resources and Benefits Administrator
40 Linnell Circle
Billerica, MA 01821
DIRECT LINE#: 978.528.7801
FAX#: 978.528.7810



From: Chris Scott
Sent: Monday, April 24, 2017 12:46 PM
To: Mark Morreale; Ian MacAulay; Justin Gulinello; Sandra Morency; John Hayes; Robert Landry; Karen Blackburn; Denise Keefe; Linda Cowan; Isabelle Kunselman; Donna Suarez; Denise Cook; Gail DeGregory; Kristen Vazquez
Cc: Sean Glavin; Joia Mercurio; Kari Morrin; Heather Valcanas; Kristine Bonsack; Nicole Noska; Chris Cowan; Julie Fielding; Annie Willis
Subject: The Most Amazing Support Staff in the World

Hello All,

In recognition of your service and dedication to Valley, it is with great respect that I invite you to a Luncheon in your honor to celebrate 'Support Staff Day' at Valley. The Luncheon will take place tomorrow, Tuesday, April 25th at 11:30 a.m. in the Board Room at 25 Linnell Circle.

In acknowledgement for all you do, we would like to give you some Valley Attire. Please go to the link below and select an item of your choosing and e-mail Linda Cowan (lcowan@valleycollaborative.org) the particulars and she will order it for you.

<http://embroideryunl.com/product-category/schools/valley-colaborative/>

Again, thank you for all you do. Your contribution to our Valley Family is so very important to everyone. We appreciate you.

Thanks,

Chris, Joia, Kari, Sean, Annie, Nicole, Chris, Julie, Kristine and the Entire Valley Team

Chris A. Scott, Ph.D.
Executive Director



40 Linnell Circle
Billerica, MA 01821
978-528-7816

When writing or responding, please remember that the Secretary of State's Office has determined that email is public record.



Valley Collaborative Recipients of the Merrimack Valley Superintendents Association (MVSA) Academic Scholars Award (from left to right): Joe Powers, Helen Powers (Kenneth Bonnell's parents); Dr. Chris A. Scott, Executive Director, Valley Collaborative; Kristine Bonsack, Principal, Site 3, Valley Collaborative Transitional High School; Kenneth Bonnell, Student, Site 3, Valley Collaborative Transitional High School; Robert Russell, Teacher, Site 3, Valley Collaborative Transitional High School; Daniel Collins, Student, Site 1, Valley Collaborative Transitional High School; Bridget Collins, Jim Collins (Daniel Collins' parents); Chris Cowan, Principal, Site 1, Valley Collaborative Transitional High School



April 13, 2017

Dr. Chris A. Scott, Ph.D.
Executive Director
Valley Collaborative
40 Linnell Circle
Billerica, MA 01821

Dear Chris:

On behalf of Founder and Chairman George Duncan, enclosed you will find our check in the amount of \$5,000.00 payable to the Valley Collaborative.

Enterprise Bank is pleased that we are able to respond to your request seeking funding that will enable those high school students with limited financial means the opportunity to participate in the educational trip to New Orleans. We hope the students will find the trip to be both an enjoyable and rewarding experience!

Sincerely,

Alison Burns
Senior Vice President
Community Relations

enclosure



Workshop 2 - MOEC Leadership Academy in Collaborative Finance and Operations

QUESTIONS

RESPONSES

26

26 responses

SUMMARY

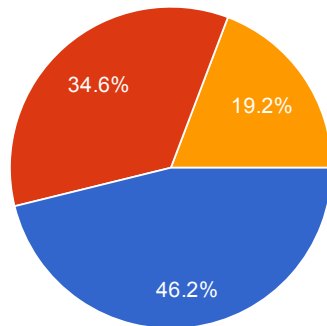
INDIVIDUAL

Accepting responses



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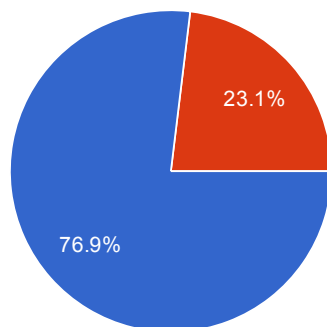
(26 responses)



- 4 - I strongly agree
- 3 - I agree
- 2 - I somewhat agree
- 1 - I do not agree

The setting was comfortable (seating, temperature, technology worked).

(26 responses)

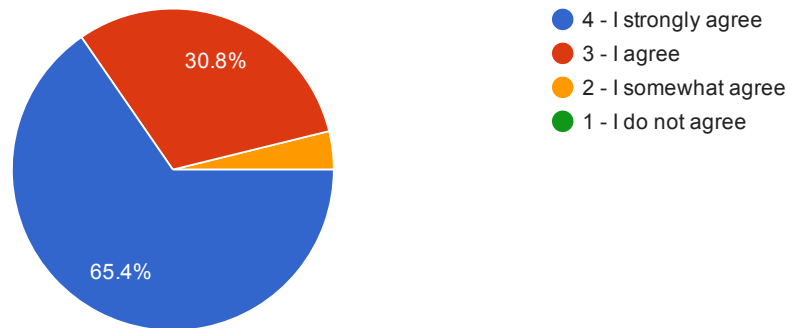


- 4 - I strongly agree
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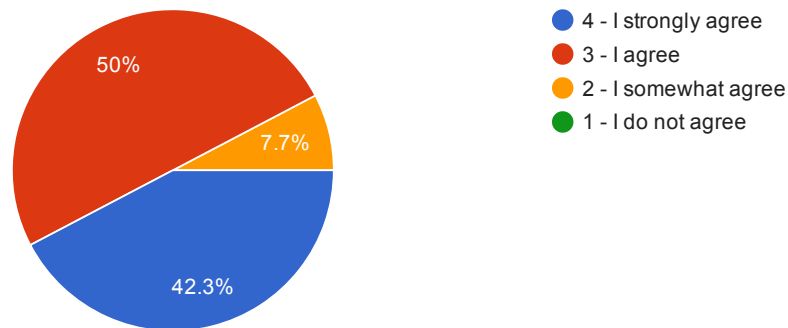
4/5/2017

Workshop 2 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

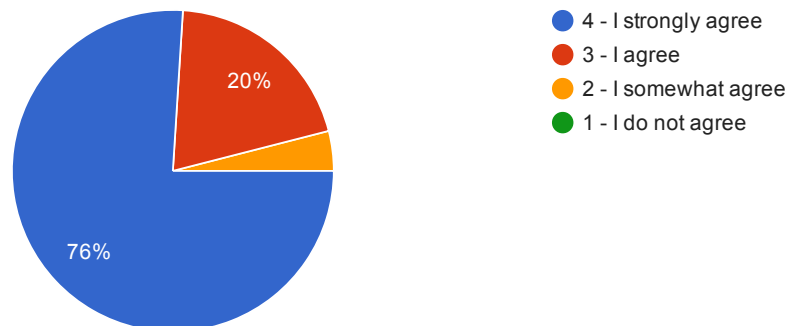
The workshop expanded my knowledge and understanding of the topic.
(26 responses)



As a result of this workshop, I learned new skills. (26 responses)



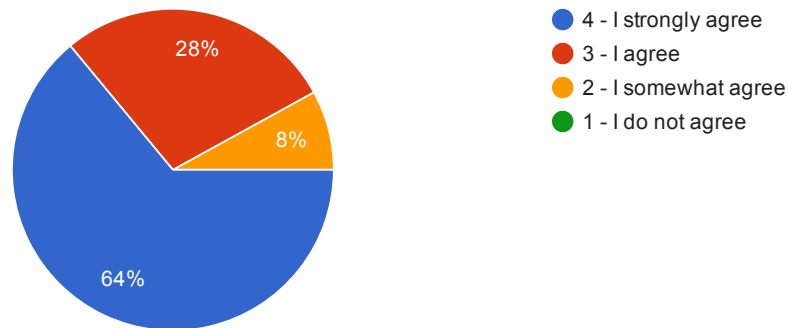
The materials/handouts will be useful to me. (25 responses)



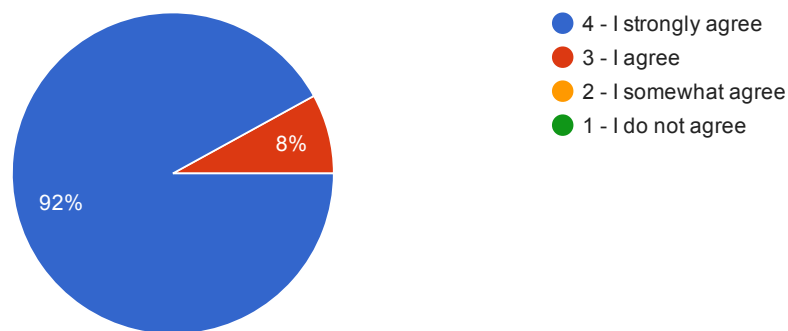
4/5/2017

Workshop 2 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

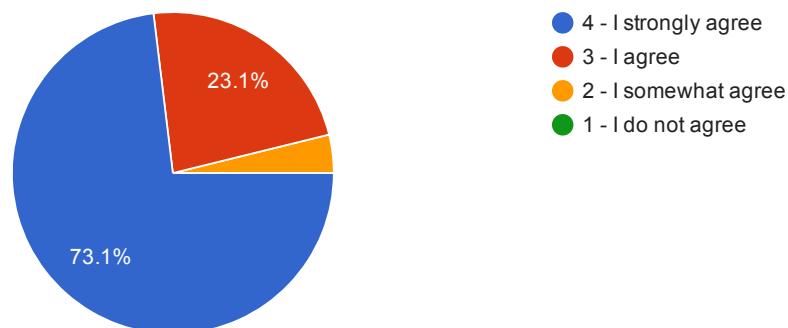
The length of the workshop was just right to cover the topic. (25 responses)



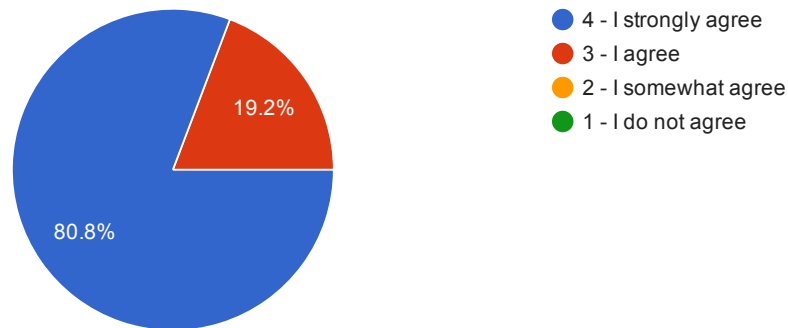
The presenter(s) demonstrated expert knowledge of the topic. (25 responses)



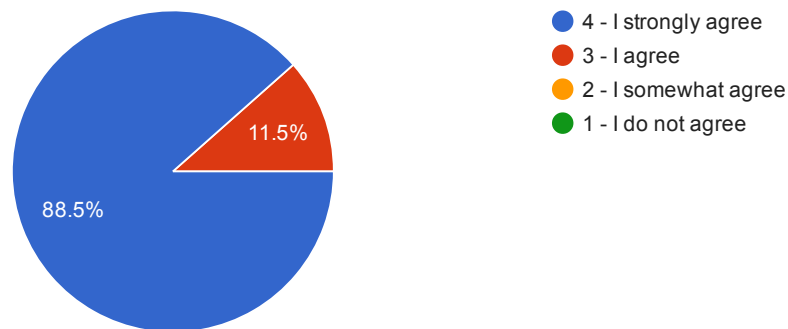
The presenter(s) demonstrated effective use of time/pacing. (26 responses)



The presenter(s) demonstrated effective presentation skills. (26 responses)

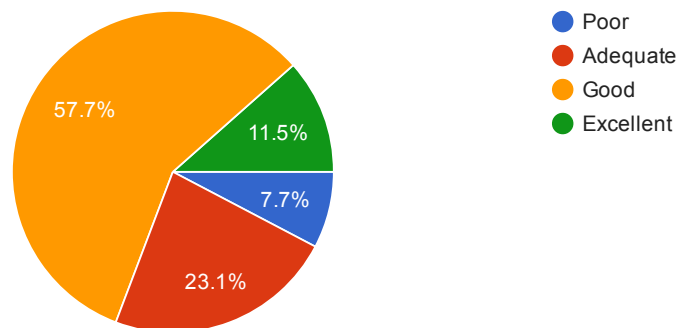


The presenter(s) were highly prepared. (26 responses)



How would you describe your prior knowledge of the material addressed in this workshop?

(26 responses)



4/5/2017

Workshop 2 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

What is one thing that you have learned today that will help you in your practice?

(20 responses)

Reference materials to consider when planning PD/Budgeting

Transparency with Districts

Ideas from other collaboratives

Developing contracts for each student for the district

Strategies

Futures contractor

Documents shared will be helpful and provide a new way to clarify our tuition/finance protocols.

Billing practices and contracts

Our collaborative is very "behind the times" and has a long way to go

Options for billing

Policies & procedures that I thought were unique to our collaborative I now understand to be ubiquitous.

Too many to list

What is one thing that we can do to improve future sessions? (13 responses)

More Networking

Allow for small group work to pair/share around select topics

I love the discussion/sharing model but there were a lot of topics to try to cover in 3 hours

Fewer topics

Well done as is.

Hearing what other collaboratives do for contracts (student and staff)

Continue to offer these workshops

Bigger space perhaps

Select topics based on survey interest. Less topics with more discussion.

Send out packets prior to review before attending.

Keep inviting more program directors!

Please share any thoughts you have about specific strengths of this professional development.

(17 responses)

The opportunity for collaborative staff to share experiences.

Great! Wonderful! More, More, More

All of the sharing

It's great to gain knowledge of how other Collaboratives are handling the same issues that we face

o enjoyed "round table" organization or workshop

o great conversation

o should do this more often

Knowledge base of presenters

Enjoyed sharing ideas.

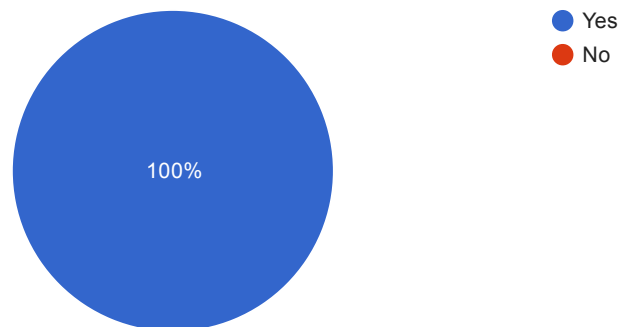
Real-world stories

Learning from others (sharing)

Hearing what others are doing

Excellent knowledge of topics presented

Should MOEC's Leadership Academy be offered next year? (26 responses)



4/5/2017

Workshop 2 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

What future professional development topics would be of interest to you?

(9 responses)

CVTE Career Vocational Technical Education

Strategic Planning!

Budget strategies

o special education laws o PD in-house and across districts

Legal issues

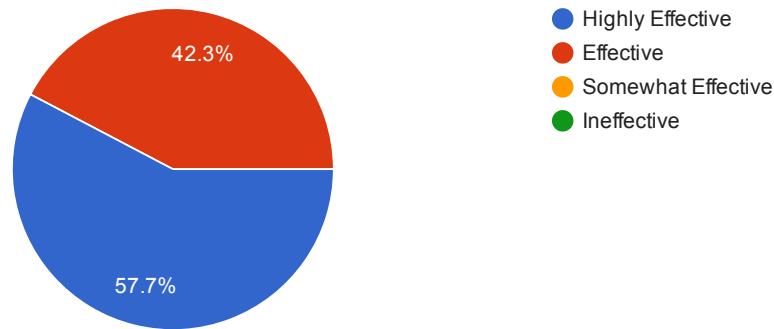
Managing Departmental Staff

DESE with regard to collaboratives reporting requirements(EPIMS, etc.) good suggestion by Richard on how to approach this.

I know I missed it last week but transportation, billing and operations.

Finances of program development

Overall, this session was: (26 responses)



Workshop 3 - MOEC Leadership Academy in Collaborative Finance and Operations

QUESTIONS

RESPONSES 18

18 responses



SUMMARY

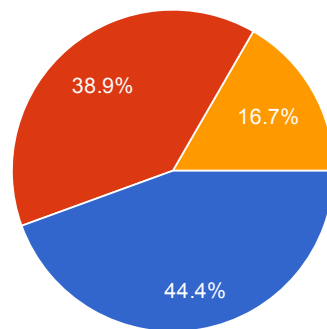
INDIVIDUAL

Accepting responses



The location of the session was centrally located and easy to access.

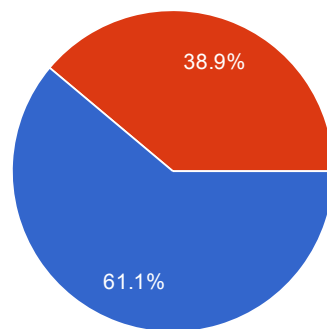
(18 responses)



- 4 - I strongly agree
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The setting was comfortable (seating, temperature, technology worked).

(18 responses)

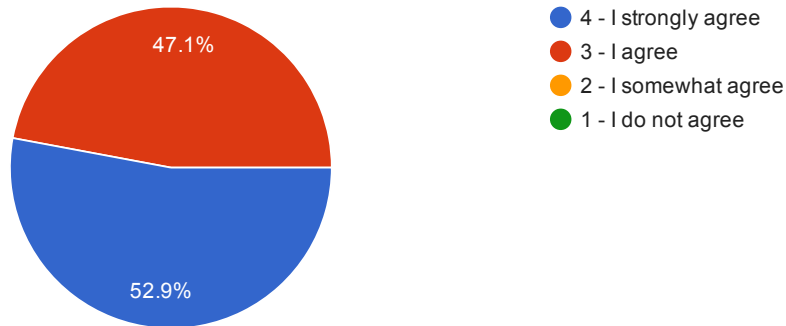


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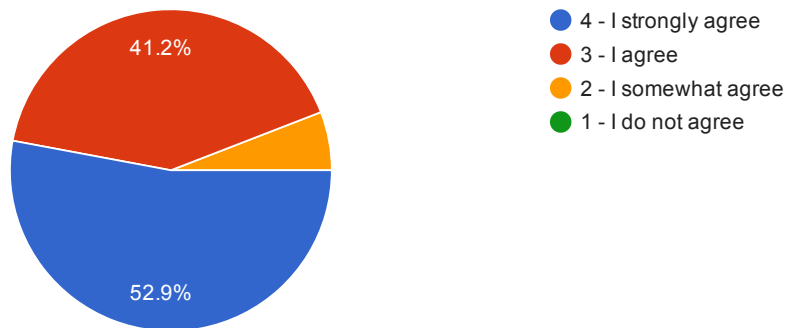
4/5/2017

Workshop 3 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

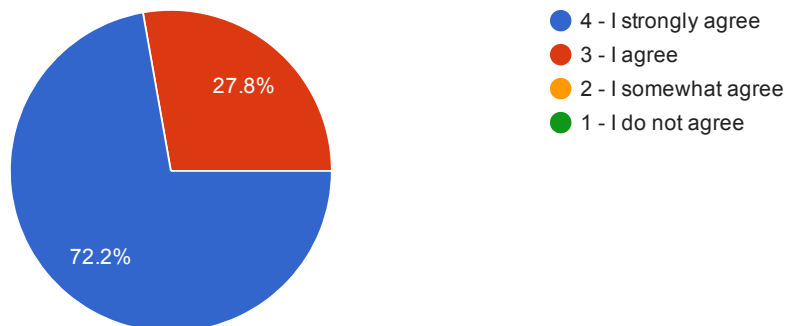
The workshop expanded my knowledge and understanding of the topic.
(17 responses)



As a result of this workshop, I learned new skills. (17 responses)



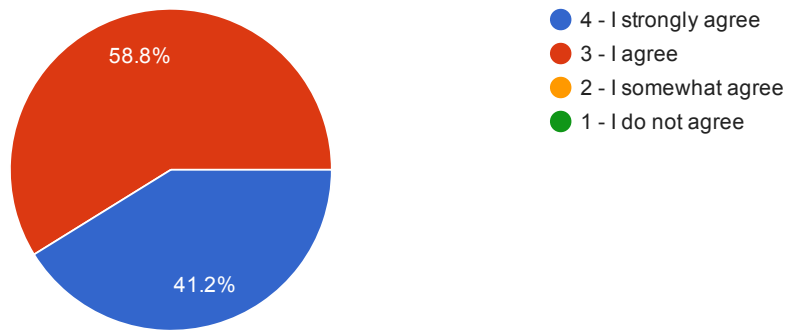
The materials/handouts will be useful to me. (18 responses)



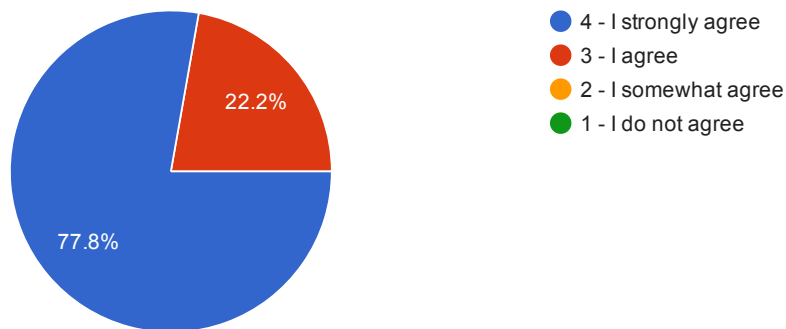
4/5/2017

Workshop 3 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

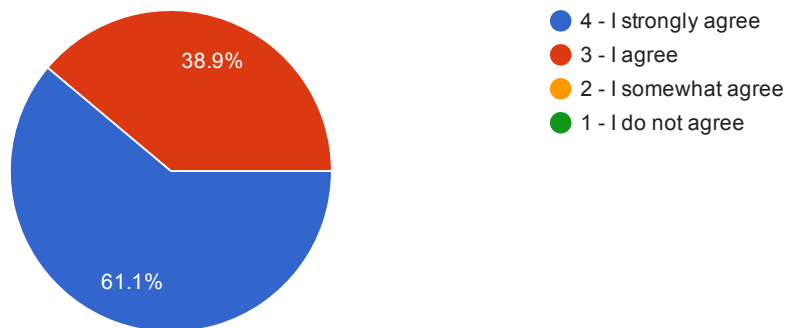
The length of the workshop was just right to cover the topic. (17 responses)



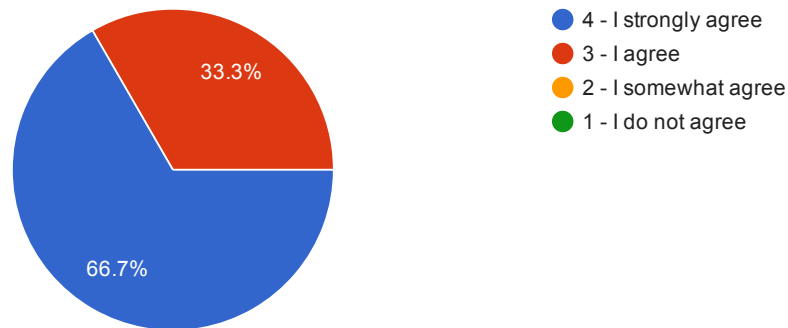
The presenter(s) demonstrated expert knowledge of the topic. (18 responses)



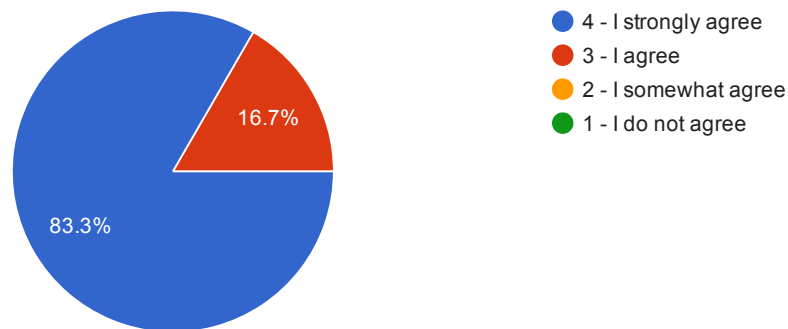
The presenter(s) demonstrated effective use of time/pacing. (18 responses)



The presenter(s) demonstrated effective presentation skills. (18 responses)

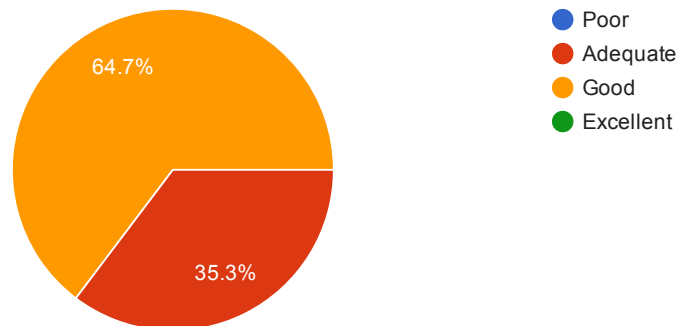


The presenter(s) were highly prepared. (18 responses)



How would you describe your prior knowledge of the material addressed in this workshop?

(17 responses)



4/5/2017

Workshop 3 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

What is one thing that you have learned today that will help you in your practice?

(12 responses)

Program planning

Hearing other ideas!

The importance of the relationship between quality and cost effectiveness of programming.

Broad range of individual program approval

Growth/Needs Assessment

Needs assessment tools - mainly for internal staff needs. Contact information is valuable.

How different collaboratives go through their process of deciding what new initiatives they have started.

Technique to identify growth

Understanding how other collaboratives access their school programs and planning

Info: DIP, Surveys, etc.

The idea of creating a 5 yr improvement plan is something we are looking to develop.

More creative approaches to staffing needs

What is one thing that we can do to improve future sessions? (7 responses)

Differentiate on needs of participants if possible

Two long sessions in one day are heard, especially when adding 2hr drive times each way.

None that I can think of.

Network with others

Perhaps more specific review of some items in the handouts.

Prefer half day sessions to whole day sessions

N/A

Please share any thoughts you have about specific strengths of this professional development.

(8 responses)

4/5/2017

Workshop 3 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

Good

Bringing programmatic info together with financial info helps me as a business official.

Sharing ideas with peers

This is all new information for me and quite valuable. I hope that I can implement some things into my collaborative.

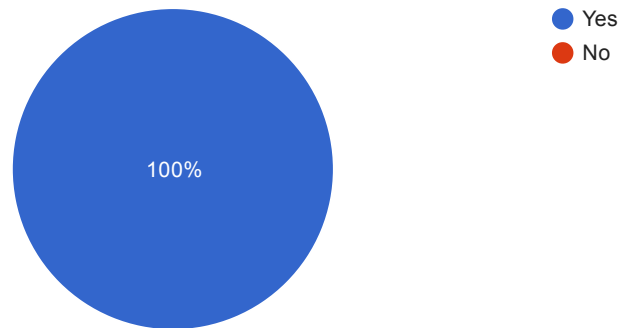
Valley's documents and sharing of same...

Good opportunity to get people talking

Materials

Diversity of presenters in representing specific needs and strengths of their collaboratives

Should MOEC's Leadership Academy be offered next year? (16 responses)



What future professional development topics would be of interest to you?
(6 responses)

Program start up and relationship building/navigating politics

Strategic planning

More of the same

Perhaps some guidance or mentorship for beginners.

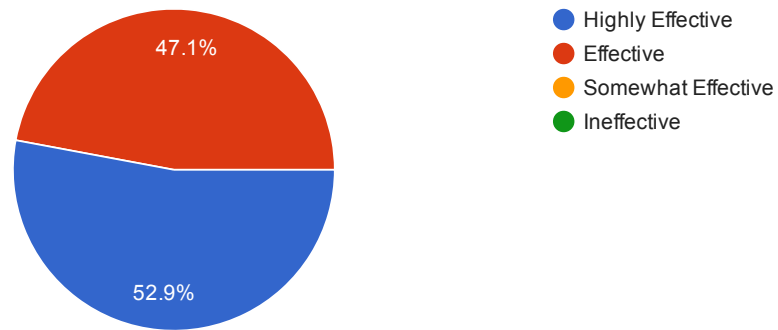
Trends of student population and needs

Transition services

4/5/2017

Workshop 3 - MOEC Leadership Academy in Collaborative Finance and Operations - Google Forms

Overall, this session was: (17 responses)



Workshop 4 - MOEC Leadership Academy in Collaborative Finance and Operation

QUESTIONS

RESPONSES 27

27 responses



SUMMARY

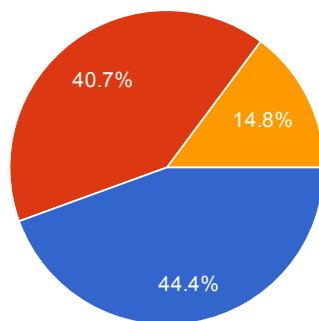
INDIVIDUAL

Accepting responses



The location of the session was centrally located and easy to access.

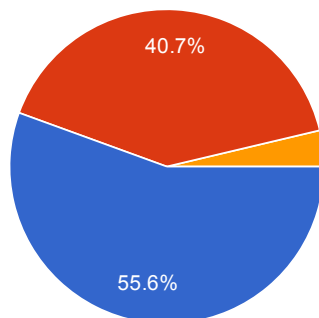
(27 responses)



- 4 - I strongly agree
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The setting was comfortable (seating, temperature, technology worked).

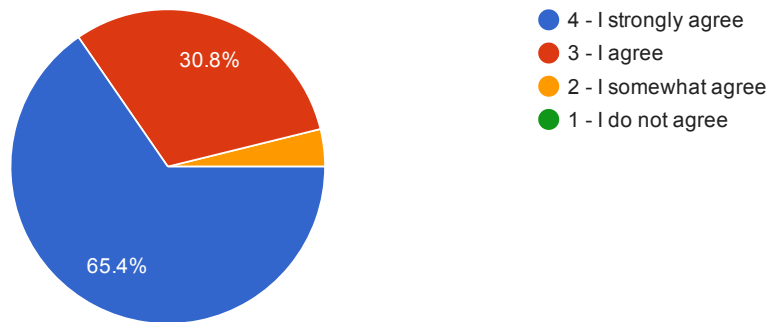
(27 responses)



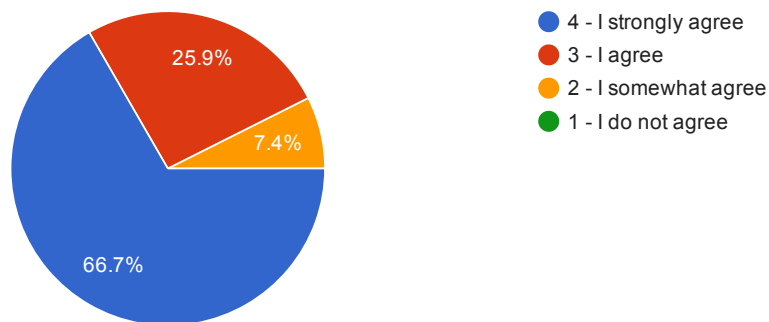
- 4 - I strongly agree
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The workshop expanded my knowledge and understanding of the topic.

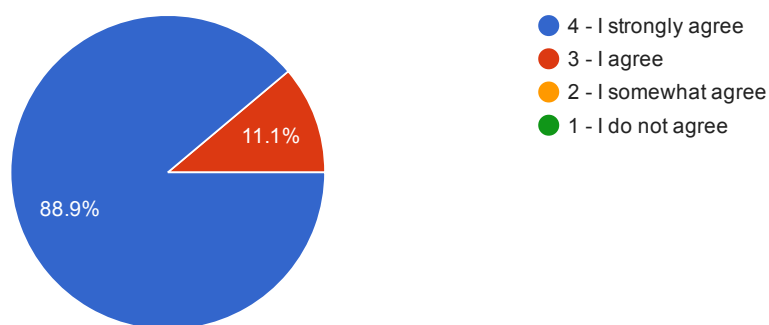
(26 responses)



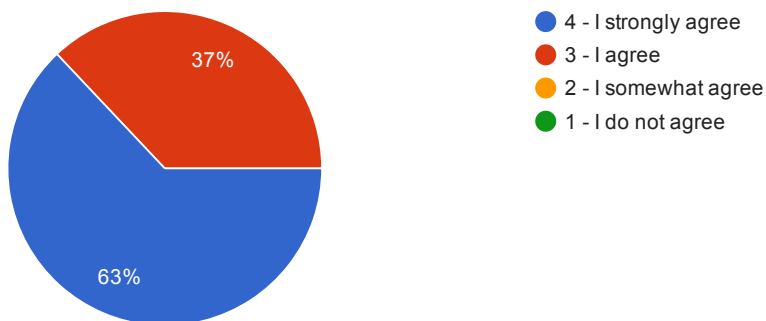
As a result of this workshop, I learned new skills. (27 responses)



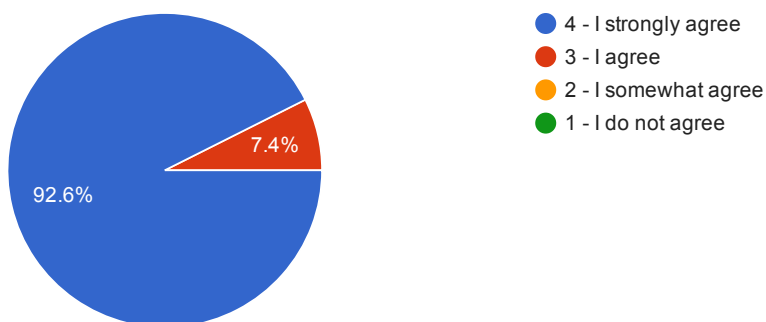
The materials/handouts will be useful to me. (27 responses)



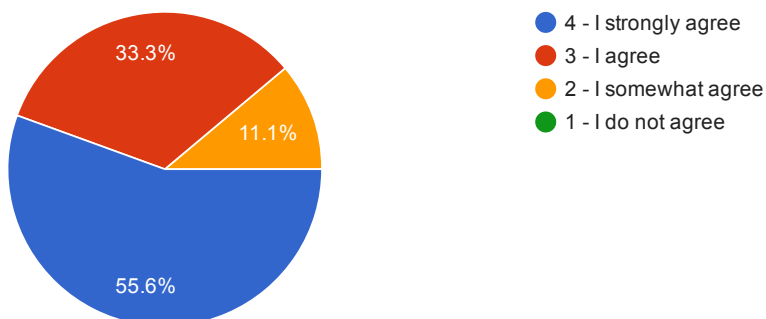
The length of the workshop was just right to cover the topic. (27 responses)



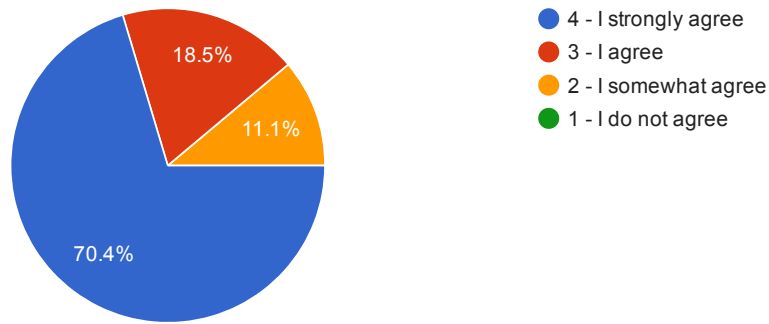
The presenter(s) demonstrated expert knowledge of the topic. (27 responses)



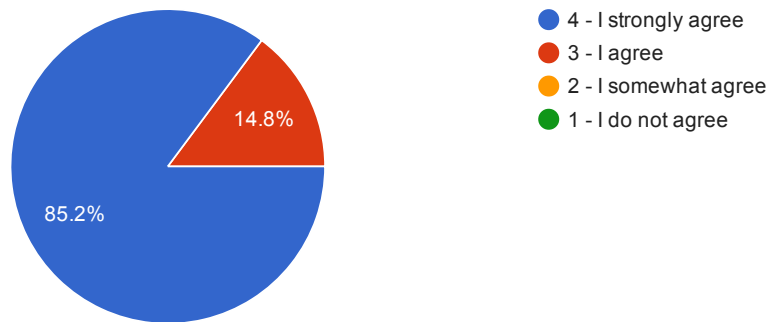
The presenter(s) demonstrated effective use of time/pacing. (27 responses)



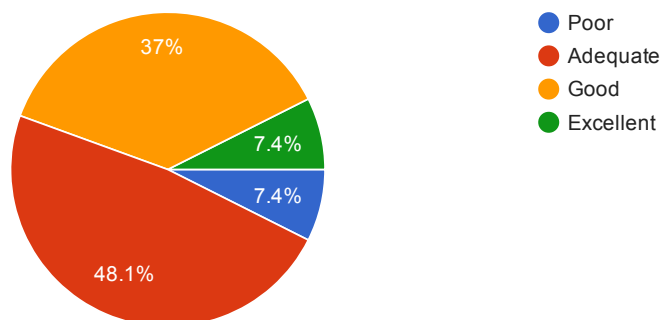
The presenter(s) demonstrated effective presentation skills. (27 responses)



The presenter(s) were highly prepared. (27 responses)



How would you describe your prior knowledge of the material addressed in this workshop?
(27 responses)



What is one thing that you have learned today that will help you in your practice?

(22 responses)

32A Statute - GIC

Reference materials for employee/student handbooks

There were several items discussed that can be implemented in our future development

Learning about other collaborative board management strategies

Keep policies and procedures updated

The user friendly materials.

General info

How to structure a financial policy and procedure manual as well as an EE handbook

Review closely articles; model revisions to Financial Policy book

Detailed specifics of Articles of Agreement

I need to review documents to ensure everything necessary is covered

Will look forward to reviewing financial policies and procedures

What is one thing that we can do to improve future sessions? (13 responses)

N/A

Less content focusing on fewer topic in more in-depth detail

Pacing

Seating for this session is much better than the seating arrangement for #2 & #3

Consistent review of handouts, some items skipped over

Idea of sharing discussion of Articles of Agreements brought by attendees was good - not time provided

There is so much info to take up a whole day except I don't think I could focus that long

Small group discussions

Nothing - well done

Bigger Space - Climate

More case examples

Presentation should be paced to time available.

Please share any thoughts you have about specific strengths of this professional development.

(18 responses)

It was helpful to hear from an attorney with DESE in the room.

It is a welcome opportunity to specifically gear PD to collaborative groups and to offer opportunities to network.

Having legal representation to speak on topics=Good; Having binders with handouts=Helpful

Great workshop - thank you

Very clear and to the point.

Great discussion and networking; great materials

Valley's documents are outstanding! Loved that they shared...

Great opportunity to talk to professionals of other collaboratives; Please have more Leadership sessions

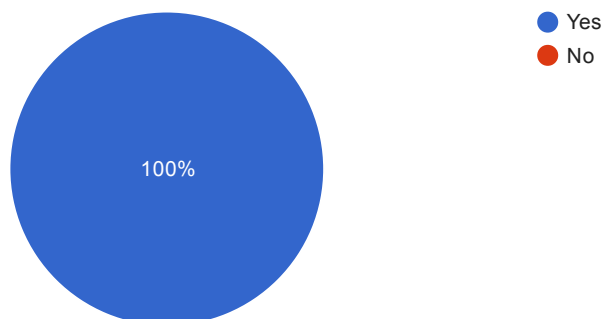
Very good introduction for me as a new collaborative employee

I loved all the sharing of documents and experiences from Valley. You know things have to be in good shape with that kind of scrutinizing

As an overview it was good; I would have liked going more in depth on some topics

Enioved aroun sharing & connecting around common topics/themes

Should MOEC's Leadership Academy be offered next year? (27 responses)



What future professional development topics would be of interest to you?

(7 responses)

More legal updates

More indepth training from session #5 of 1st Leadership Academy hiring/training/returning staff

Program Dev/CES Development

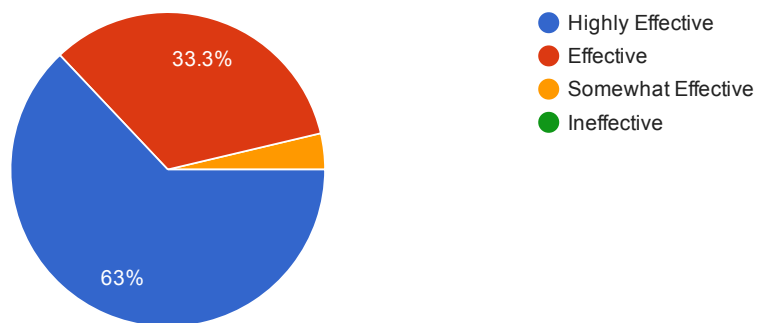
Topics that include the majority of collaboratives and any new DESE information. Procurement items

Managing Departmental Staff

More legal topics for school admin

Budgeting; How to terminate employees (legally).

Overall, this session was: (27 responses)



Karen Blackburn

From: Bryan Thomas
Sent: Friday, March 24, 2017 7:51 AM
To: Chris Scott
Subject: Re: A Thought

Dr. Scott,

My sentiment toward the Elementary school and for Annie extends to the middle school, to the high school, and to you as well. It really has been a remarkable transition. When I reflect on the development of the collaborative since 2008, when I started, through all the upheaval, the challenges, changes, and the opportunities I am so impressed with what we have become, where we are, and what we do. We are proving the best education and care that we have ever given our students and it look like it will only continue to improve.

Thank you,

Bryan



Bryan Thomas, MEd, MT-BC
Board Certified Music Therapist
bthomas@valleycollaborative.org

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From: Chris Scott <cscott@valleycollaborative.org>
Date: Friday, March 24, 2017 at 6:34 AM
To: Annie Willis <awillis@valleycollaborative.org>, Bryan Thomas <bthomas@valleycollaborative.org>
Cc: "collaboratives@doe.mass.edu" <collaboratives@doe.mass.edu>, Joia Mercurio <jmercurio@valleycollaborative.org>, Kari Morrin <kmorrin@valleycollaborative.org>, Sean Glavin <sglavin@valleycollaborative.org>, Pamela Walker <pwalker@valleycollaborative.org>
Subject: Re: A Thought

Dear Bryan,

You guys have built an amazing team of educators who love and work For students.

It was very gratifying to read your well written, thoughtful email.

Your assessment of the progress that has been made is shared by many of us.

This progress is most impressive in the context of the difficult reform that had to happen.

Annie and Pam have been courageous leaders whose smarts and advocacy skills have served the school- Valley well.

My deepest gratitude to the entire Elementary staff for your ongoing care and devotion to our Students.

Again thank you for recognizing the growth and Annie's role- she's a gem.

With respect,

Chris

Sent from my iPad

On Mar 23, 2017, at 9:17 PM, Annie Willis <awillis@valleycollaborative.org> wrote:

Unprompted email from staff... I cried!

But seriously its been a great year.

Bryan and I have a running joke about a few rough months with kids in 2015 :)

Thanks,

Annie Willis
Principal Valley Collaborative Elementary School
978-528-7817

From: Bryan Thomas
Sent: Thursday, March 23, 2017 8:04 AM
To: Annie Willis
Subject: A Thought

Hi Annie,

I just wanted to let you know how amazing this year has been. We have been working together for so long and this year the machine feels like it s running more smoothly and efficiently than ever. The team, the supports, and the service is amazing. I feel like the students are getting the best care and education they have ever received and that it really feels like we are on track to only get better. I have always loved working here (except for maybe a brief period in late 2015) and I have never been happier. The work we do here is outstanding and I am so happy and proud to be a part of it. Thank you for all you have done and all you do.
-Bryan

<1E238015-49B9-481C-9552-DD7DBAAE7C66[9].png>

Bryan Thomas, MEd, MT-BC
Board Certified Music Therapist
bthomas@valleycollaborative.org

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Begin forwarded message:

From: Annie Willis <awillis@valleycollaborative.org>
Date: May 26, 2017 at 1:03:03 PM EDT
To: Chris Scott <cscott@valleycollaborative.org>
Subject: Fw: Thank you!

This is awesome for the entire team as well. Parent that has been here since "before" the MSEC divorce! Student is transitioning to the middle school.

Thanks!

ANNIE WILLIS
PRINCIPAL VALLEY COLLABORATIVE ELEMENTARY SCHOOL
978-528-7817

From: [REDACTED], Beth A.
Sent: Friday, May 26, 2017 12:26 P
To: Annie Willis
Subject: Thank you!

Hi Annie –

Wanted to take a moment to wish you best of luck with your upcoming maternity leave. I wish the very best for you and your family. Hope the arrival of your newest family member is a smooth one!

Also wanted to say a heartfelt thank you for all you've done to facilitate [REDACTED] development. He was in a state of absolute crisis when he arrived at MSEC. Even though the school itself went through considerable turmoil, the staff remained dedicated and focused on the kids.

When I look at [REDACTED] today, and the number of times he's able to participate in mainstream activities in the community (and FLOURISH), I know it was more than divine intervention – it was the hard work and dedication of you and your team. You've allowed him to develop and grow in ways most thought would never happen.

So on behalf of [REDACTED], and my entire family, thank you, thank you, THANK YOU! We will certainly miss you and the entire staff at the Valley Elementary.

Good luck!

--Beth [REDACTED]

Beth [REDACTED]

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Milford Public Schools

Craig A. Consigli
Assistant Superintendent
for Curriculum, Instruction and Assessment

Central Administration Office
31 West Fountain Street
Milford, Massachusetts 01757

Tel: 508-478-1100
Fax: 508-478-1459
email: cconsigli@milfordma.com

Dr. Scott,

Thank you for inviting me to your Showcase. What an amazing place Valley is! You have such a great staff. The one thing that is clearly evident is how supportive the environment is for your staff and students. Kudos to you for fostering such a wonderful climate & culture.

Sincerely, Craig Consigli



Valley's Leadership Mentorship Program Presents:

*Dr. Anthony Bent, Massachusetts Association of School Superintendents,
Assistant Superintendent Leadership Seminar Facilitator
Thursday, June 1st at 1:30 p.m. at 25 Linnell Circle*

and

Please join us on Thursday, June 15, 2017 to welcome Lieutenant Governor Karyn Polito at 10:00 a.m. The event will take place in the Board Room at 25 Linnell Circle, Billerica. Lieutenant Governor Karyn Polito has graciously offered to visit the Collaborative for a 15 minute "meet and greet" which she will follow by 10 – 15 minutes of remarks. There will not be Q&A session and the event will be closed to press. We hope you can join us."



Karen Blackburn

Begin forwarded message:

From: "Rastogi-Kelly, Vandana (DOE)" <vrastogi-kelly@doe.mass.edu>
Date: April 9, 2017 at 8:56:00 AM EDT
To: "Rastogi-Kelly, Vandana (DOE)" <vrastogi-kelly@doe.mass.edu>
Cc: "ccummins@avcollaborative.org" <ccummins@avcollaborative.org>, "sjtheall@moe.net" <sjtheall@moe.net>, "wdiehl@collaborative.org" <wdiehl@collaborative.org>, "cscott@valleycollaborative.org" <cscott@valleycollaborative.org>, "cdolan@edcollab.org" <cdolan@edcollab.org>, "jhaleysullivan@nrcollab.org" <jhaleysullivan@nrcollab.org>
Subject: Special Education Director Meetings - Revised Coordinated Program Review Process

Dear Special Education Administrators:

In 2016, the Office of Public School Monitoring partnered with the Public Consulting Group to conduct an evaluation of the Coordinated Program Review process; the [report](#) is available on the Department's website. Feedback sessions were held in January 2017, and we greatly appreciated your thoughts and comments. Based on the feedback we received, Public School Monitoring has revised this process and I am writing to invite you to participate in a feedback session; the scope and intent of the meeting is to solicit feedback on the revised monitoring procedures from special education directors through a series of in-person regional meetings. The sessions will run for approximately one hour. The dates and times are as follows:

- **Central Mass Region: April 27, 2017 at 9:30 a.m. at Assabet Valley Collaborative**
28 Lord Road, Suite 130, Marlboro, MA 01752
Executive Director Cathy Cummins: ccummins@avcollaborative.org or 508-460-0491
- **South Region: May 3, 2017 at 9 a.m. at North River Collaborative PD Center**
198 Spring Street, Rockland, MA 02370
Executive Director Joanne Haley Sullivan: jhaleysullivan@nrcollab.org or 781-878-6056
- **Western Mass Region: May 5, 2017 at 11 a.m. at the Collaborative for Educational Services (CES)**
97 Hawley Street, Northampton, MA 01060
Executive Director William Diehl: wdiehl@collaborative.org or 413-586-4900
- **North Region: May 8, 2017 at 1:30 p.m. at Valley Collaborative**
40 Linnell Circle, Billerica, MA 01821
Executive Director Chris Scott: cscott@valleycollaborative.org or 978-528-7800
- **Greater Boston Region: May 22, 2017 at 12 p.m. at EDCO Collaborative**
36 Middlesex Turnpike, Bedford, MA 01730
Executive Director Colleen Dolan: cdolan@edcollab.org or 617-738-5600

The tiered design to the new monitoring system is a significant shift in how the current Coordinated Program Review is conducted, with the results under the new process focusing on improved educational

outcomes and systems. The meeting will include a presentation in which the new monitoring process will be discussed in detail, along with an opportunity to ask clarifying questions and provide feedback. As the Office of Public School Monitoring has already held feedback sessions on the original process in January, these sessions will serve to provide updates to many directors who participated in those sessions and to discuss the improvements and changes that were made to the initial proposal.

If you have questions regarding these meetings, please contact Vani Rastogi-Kelly at 781-338-3728 or via email at vrastogi-kelly@doe.mass.edu. If you would like to RSVP, please contact the Executive Director associated with the session you will be attending. Thank you.

-Vani

Vani Rastogi-Kelly, Director
Office of Public School Monitoring
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
Phone: 781-338-3728
Fax: 781-338-3710

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VALLEY COLLABORATIVE

Volume 5, Issue 2 News for the extended Valley Collaborative community Spring 2017

Enhancing Offerings to Meet Student Needs



We are: Reading

■ Page 3: Valley Elementary Students are getting a jump on literacy and emotional growth.



We are: Giving Back

■ Page 3: Meet Valley's new Middle School elective group, A Call to Action, students who are harnessing their energy to make positive change.



We are: Traveling

■ Page 7: The 2017 Valley school trip took students further than many had ever been: to New Orleans.

Dear Valley Collaborative family and friends:

We have had an excellent school year at Valley. Valley continues to develop high quality programming and continuously enhances its offerings depending upon student's needs. With our talented therapy department and certified educators, as well as caring, committed support staff, we have the ability to create customized programming that meets the unique needs of our student body, something we take great pride in everyday.

This past year Valley received another financial audit which was "finding free" and received an exemplary rating on the financial review/audit done by the Department of Elementary and Secondary Education. Valley continues to manage its operations such that tuition rates for FY'18 will not increase and will remain at FY'11 levels. Furthermore, for the third consecutive year, Valley will be returning monies to its member school districts because our excellent programming continues to attract many students resulting in a surplus of funds. For FY'17, we are expecting to return almost \$2 million to our member districts, an approximately 42% reduction in our

already low tuition rates for this past year.

Our elementary school has enjoyed its new sensory stimulation room and greenhouse. Our middle school has settled into their new classrooms. The high school trip this year was to New Orleans. Our students in site 2 had an amazing fundraiser for New England's



PAUL DONOVAN RECIPIENT OF THE ANNUAL TONY BENT LEADERSHIP AWARD WITH DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE

Wounded Veterans, Inc., and site 1 students experienced their first overnight trip.

The Experiential Physical Education program continues to support our students socially and emotionally by providing them with unique outdoor experiences where they are able to develop caring and authentic relationships with their fellow students and staff.

»continued on next page.

VALLEY COLLABORATIVE

Letter from the Executive Director

»continued from cover.

Valley is proud to say that we are one of only a few Department of Developmental Services (DDS) operated programs in the Commonwealth where adults are paid minimum wage for work they do at modified work sites. This year we also received a grant from the Massachusetts Rehabilitation Commission (MRC) for transitional services for students ages 14 -22.

The school play this year was "Aladdin Jr." Our students deserve Oscar nominations and our staff who generously gave up their time and talents all deserve to be staff of the month. If you haven't watched a Valley play and you need an emotional lift, attending this inspirational event will be the cure.

We had a most successful fundraiser for our afterschool program and school trip again this year. We raised over \$8,000. A special thank you to all of our donors. Please see the full list of donors below. A special mention to our gold and silver contributors; Enterprise Bank & Trust (Gold), Marathas Barrow Weatherhead and Lent LLP (Silver), and AI3 Architects LLC (Silver).

LEFT TO RIGHT: NICOLE NOSKA, PRINCIPAL, VALLEY COLLABORATIVE MIDDLE SCHOOL; KERRY CLERY, ASSISTANT SUPERINTENDENT, WESTFORD PUBLIC SCHOOLS; BEVERLY ROSS DENNY, CEO, RESOURCES FOR BETTER TEACHING; KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; MATT CROWLEY, ASSISTANT SUPERINTENDENT, WOBURN PUBLIC SCHOOLS; KRISTINE BONSAK, PRINCIPAL, SITE 3, VALLEY COLLABORATIVE TRANSITIONAL HIGH SCHOOL



Every year Valley Collaborative acknowledges one employee who exemplifies leadership qualities, good character and a strong work ethic. This year the recipient of the Dr. Anthony Bent Leadership Award is Paul Donovan, Network Administrator. Mr. Donovan joined the Valley team last summer and has reformed the IT department and made himself an invaluable team player. Everyone at Valley joins me in thanking Paul for all of his dedication and efforts to make Valley a world class educational institution with state of the art technology.

A special thank you to our supportive Board Members who without their support all of this would not be possible; Valley Collaborative Board Chairman Mr. Timothy Piwovar, Superintendent Billerica Public Schools; Dr. Jay Lang, Superinten-

dent Chelmsford Public Schools; Mr. Steven Stone, Superintendent Dracut Public Schools; Mr. William Ryan, Interim Superintendent Groton-Dunstable Regional School District; Ms. Denise Pigeon, Superintendent Nashoba Valley Technical School District; Ms. Joan Landers Superintendent North Middlesex Regional School District; Mr. Christopher Malone, Superintendent Tewksbury Public Schools; Dr. Michael Flanagan, Superintendent Tyngsborough Public Schools; Mr. Everett (Bill) Olsen, Superintendent Westford Public Schools. We welcome Valley's newest Board Member Dr. Laura Chesson, Superintendent Groton-Dunstable Regional School District. ■

My best to you always,

Chris

Chris A. Scott, Ph.D.
Executive Director

Valley Collaborative Thanks Our Donors

The following businesses and individuals donated to Valley Collaborative this year, making it possible for us to provide student scholarships for educational trips and after school programming for our students:

Gold

Enterprise Bank, Mr. George Duncan Chairman

Silver

AI3 Architects LLC
Marathas Barrow Weatherhead
Lent LLP, Attorney Thomas Lent

Bronze

Action-King Enterprises, Inc.
Security Design
Arnold M. Kerzner
B.J. Doyle, Inc

Bronze (cont.)

Compass Project Management
Embroidery Unlimited, Inc.
Fritz & DeGuglielmo, CPA

Industrial Floor Covering, Inc.
Lori L. Likis
Lyons and Rogers, LLC
Marilyn Humphries Photography
O'Connor Hardware, Inc.
PARS
QPL, Inc.
TGL Logistics LLC

In kind

Butterfly Place
Roller Kingdom

Thanks to all!

VALLEY COLLABORATIVE

Middle Schoolers Answer a Call to Action

They heard the calls for help and answered. Whether it was a small child in need of a pair of shoes or a clean place to play, they were there with a helping hand. I'm not describing a national organization, but rather the Middle School elective group, A Call to Action.

A Call to Action is the brainchild of Middle School Principal, Nicole Noska, and history teacher, John Shea. Noska explains, "We were seeing flashes of extreme generosity and compassion within the Middle School community. We thought the students could harness this energy and really evoke positive change throughout the local and even global communities."

Over the last 4 months, Middle School students participating in this weekly elective, A Call to Action, have been busy. They have organized and participated in a 2-day cleanup of the Billerica Parks, facilitated a book donation through Books For Africa, and are currently working with the non-profit, Soles For Souls, collecting shoes for a shoe drive. The results of these efforts speak for themselves. Over 500 pounds of trash was removed from Billerica parks, 125 textbooks were sent to children in the African nation of Ethiopia, and approximately 100 pairs of shoes have been collected. One student explained that, "Actions speak louder than words and we wanted to actually make things better for people." It's clear that mission has been met. ■



FROM LEFT TO RIGHT: BOB CLOHESY, JAYDA MARQUEZ-SPEAR, AARON MCMAHON, CHRIS LITTLEJOHN, HEATHER LEVASSEUR, XAVIER ROMAN, LUIS ALGARIN, AND ASHER CAMPBELL

Elementary School Students Read Across America

Every month the Elementary school engages in a school wide activity to encourage social and emotional growth for our students. We align many of our activities to our public school counterparts, as a school environment even in our substantially separate program is so important. In March we like most schools, celebrated Read Across America. The staff and students participated in a door-decorating contest of their favorite books. Doors ranged from No David to The BFG. Additionally the New England Patriots were generous enough to send their kicker Stephen Gostkowski to come read to our students! He spent time with our staff prior judging the door contest and then



engaged our kids in a school wide read aloud. The kids formulated 10 questions for him and he generously took pictures with each class and our staff at the end. We were truly grate-

ful for the experience to host such a positive event. A big thank you to our teachers Meghan Waters and Jen Bergeron for organizing the event. ■

FROM LEFT TO RIGHT: ELIZABETH MUGAVERO, AIDE; PHALIN TOUN, AIDE; EDGAR(GEO) NUNEZ, STUDENT; GABE SOUTO, STUDENT; STEPHEN GOSTKOWSKI, NEW ENGLAND PATRIOTS KICKER; HEIDI SANDLER, TEACHER; NATHAN PERUSSE, STUDENT; BRANDON KINGLOCKE, STUDENT

VALLEY COLLABORATIVE

Site I: Making Tangible Connections

Some high schoolers need a tangible connection to the curriculum in order to truly understand or care for the material they learn. An experience embedded in curriculum can even make students care about one another. The teaching staff on Site One understand how to hook a student's interest into an abstract, difficult or seemingly boring topic with real world experiences. Our teachers have connected Valley curriculum to a wide variety of academic and therapeutic field trips that have many positive benefits.



SITE 1 STUDENTS ON A WHITE WATER RAFTING TRIP. PICTURED: AUSTIN PERRY, ANGEL MORALES, NICK LECLAIR, DEREK WYNTERS, JOSH CIAMPA, NICK BRUCE, JAYDEN MANALS

Valley students have built their connection to the community, local history, curriculum and each other with a series of unique field trips this school year. After studying the American Dream, students visited the "Dreams of Freedom" exhibit at the Skywalk Observatory atop the Prudential Center. The museum sits high above the city and depicts personal immigration stories within Boston's rich cultural history shaped by immigration. Students were able to research their own backgrounds and trace how their ancestors came

to the Boston area.

Many students realized they came from the same countries, or their ancestors immigrated to escape similar situations. Then they saw the same stories in readings from their American Experience course.

Reading can be a tough task for students living in a fast paced and technology dependent culture. Some students get easily distracted when reading, or find it tough to connect to the material. A real life experience with a piece of literature can be the hook a student needs to take interest in reading. Students had the opportunity to see the North Shore Music Theatre's production of "A Christmas Carol" before reading the work by Charles Dickens. The performance was played out on a stage with 360° views of actors and actresses appearing out of trap doors or flying onto the stage by wire. Students also got the opportunity to see the setting of Arthur Miller's play *The Crucible* in Salem, Massachusetts. Many students were hooked into the classroom readings from physically seeing the settings of these stories.

Teachers and students of different demographics, ages and interests were able to bond over the shared experience of Boston sports multiple times this school year. Students studied sportsmanship, math and physical science with the help of the New England Patriots and the Hall at Patriot Place. Science and math based exhibits challenged students to input data involved in kicking a field goal or completing a pass. Valley students hosted by The Sports Museum at TD Garden found themselves eye-to-eye with the rich championship



DEREK WYNTERS AND JAYDEN MANALS ON A ROCK CLIMBING TRIP. OPPORTUNITIES TO GET OUT INTO THE COMMUNITY GIVE STUDENTS AN INCENTIVE TO SELF-REGULATE AND WORK HARD IN THE CLASSROOM.

history hanging from the Garden rafters. A tour guide took students through ups and downs in Boston sports history. They even got the chance to try on game worn memorabilia from past Celtics and Bruins players. Students encountered a similar experience at the Basketball Hall of Fame in Springfield, Massachusetts.

Teachers used these experiences in the classroom to connect historical events, math concepts, scientific ideas, and character traits.

With a wealth of opportunity to get out into the community, students have a terrific incentive to work hard in the classroom to earn unique experiences. The natural by-product here is a stronger academic community. Students understand that they need to meet expectations to go white water rafting, spend a few nights in a cabin on Mount Cardigan, or take a plane to New Orleans to tour an historic city. Some students take the initiative to hold one-another accountable.

VALLEY COLLABORATIVE

Site 3: Lights, Camera, Action!

Site 3 has had a busy spring with the preparation of our production of Aladdin Jr. school play. The students and staff worked tirelessly to make this year's play another huge success. Monica Bruni from our School and Vocational Training class and Michael White also from our School and Vocational Training class did a phenomenal job as Jasmine and Aladdin. Marcus Mengistab from our School to Work class was terrifying as the Villain Jarfar. Justin Goyette played Jafar's sidekick, Iago, quite mischievously. Alex Najarian-Najfi powerfully commanded as Razoul, Captain of the Agrabah guard. The Sultan was played by Arun Maudgal in a rather regal fashion. Whitman Mamayak "flew" around playfully as the Magic Carpet. Humza Malik, Lucas Costain and Julia Lesnik graciously informed the audience as our narrators. The production was filled with the humor of one of our coaches, Steve Heasley, as the Genie. Lastly, the play would not be complete without our supporting players and production crew members Joseph Distefano (voice of Genie), Fazian Malik, Angela Penn, Nate Steigerwald, and Greg Milner. All the students and staff put in a tremendous amount of effort and it proved to be a production to be truly proud of. ■



STUDENT PERFORMERS IN THIS YEAR'S SCHOOL PLAY, ALADDIN JR. FIRST ROW: HUMZA MALIK, STEVEN HEASLEY, JULIA LESNIK, MICHAEL WHITE, LUCAS COSTAIN; 2ND ROW: MARCUS MENGISTAB AND ARUN MAUDGAL

Alternative High School's Three Paths to Graduation

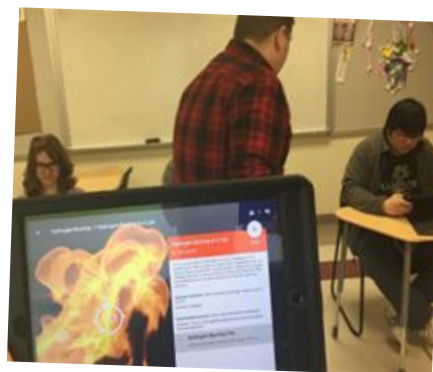
As we round the horn, and graduation sits on the horizon, Valley Transitional High School Site 2 is finishing strong. As always we could not even imagine 4 years ago that our program could have accomplished so much and taken on such endeavours as we have this school year. Due to the tireless work of the teachers, aides, and staff we are so proud to reflect on several past events and announce some of the upcoming activities.

While Valley Collaborative looks to continue to push the envelope with its technology initiatives, Site 2 "East" has begun to incorporate Virtual Reality into their curriculum. Using Google Expedition, as well as the site's iPads, students and staff have been able to supplement lessons with a 360 degree, 3 axis perspective of historical landmarks. Just this quarter, students have experienced the

American Gold Rush, sites of the Vietnam war, and stormed the Normandy beach of D-Day during WWII. In science, students have visited the San Diego Zoo, not to mention see Hydrogen bonding right before their eyes, and finally being privy to a rocket's ascent into space. We could not be more proud of the initiative the teachers of East have undertaken to remain on the forefront of technological advancements in our classrooms.

In the "North" program, students recently were given the opportunity to visit the Museum of Fine Arts and view several exhibits, but highlighting the visit was "Massed Media", a series of pieces from all over the world that were made up of small images pieced together to create larger images.

Artists created videos, sculpture, paintings, as well as used other mediums in order to make



TEACHER COREY SHEPHERD BEGINS A VIRTUAL REALITY LESSON ON HYDROGEN BONDING THROUGH GOOGLE EXPEDITION WITH STUDENTS CHASE ELLIOTT, LOGAN CARDILLO, AND JUSTIN CHEN.

those who experience the pieces become aware of their own perceptions of the world around us - a similar lesson the teachers of Site 2 are always working with students to understand.

»continued on page 6.

VALLEY COLLABORATIVE

Three Paths to Graduation

»continued from page 5.

Pieces in the exhibit originated from all over the world including South America and the Far East. Every Wednesday, students of North side have enjoyed stepping out of the classroom to experience museums, cooking lessons, job tours, and college/university tours all across Massachusetts.

Undertaking overnight trips into the wilderness is nothing new for the teachers and staff of Site 2 “West.” Students and staff in the program have climbed Mt. Cardigan, skied the slopes of the White Mountains, and will have ventured to Lonesome Lake again. The staff and seniors of West Side have gone above and beyond this time. On June 2nd, 7 graduating seniors and several staff members, along with guides from Northeast Mountaineering will undergo a midnight hike of Mount Washington in hopes to arrive at the summit for sunrise. While this experience is amazing in itself, so is the selflessness of the students who are attempting to raise \$5000, towards

supporting five severely wounded veterans in New England's Wounded Veterans Program. The fundraising prerequisite was initially waived by the charity for our students, but our students felt that there was an opportunity to “give back”, much like they felt that Valley has given back to them over the years.

Again, the amazing stories that have come from the students of Site 2 this year have been heart stopping, but there is still over a month left before graduation, and students and staff are not ready to “pack it in” for the summer. Thank you as always to the amazing staff who work tirelessly to create a safe and beneficial environment for our students. You are appreciated! ■

We're proud to note that at publication time, the students had not only met their fundraising goal, they've exceeded it, raising \$5610.



WEST SIDE TEACHERS GLEN COSTELLO, SHEALAGH SOARES, JOSH CIAMPA AND BOBBY NIMBLETT TAKE A PICTURE WITH STUDENTS ALEX SONG, ROBERT GARCIA, DYLLON NEWSOM, COLLEEN BENNETT AND CODY SWEENEY AS THEY TAKE ON THE SLOPES OVERLOOKING MOUNT WASHINGTON DURING THE MOUNT CRAWFORD OVERNIGHT CAMPING TRIP.



TEACHERS BRITTANY BRITTON, BRITTANY MAIURI, AND TREVOR DONAGHUE REACH THE SUMMIT OF MOUNT WILLARD ACCOMPANIED BY STUDENTS ZACH SAUNDERS, NICK CARDILLO, GEORGIA ENGLISH, LUCAS FLORES, GADDIEL CRUZ, AND HUNTER BOUDREAU.

VALLEY COLLABORATIVE

School Trip 2017 Heads South to New Orleans

On May 22nd Valley Collaborative students and staff raised the bar by taking an airplane ride to the South. The Valley travelers ventured to New Orleans, Louisiana for their 5th annual school trip. This was an exciting opportunity for our students, as many have never been on an airplane before. The students and staff experienced southern culture with a riverboat cruise and evening jazz experience. They also took in a history lesson while visiting a Bayou Country plantation, and walked through the French quarter and Lafayette cemetery. Thanks to the generous contributions of our vendors who helped make this trip possible for 2 students who wouldn't be able to afford it otherwise. Thank you for making this dream a reality! ■



1ST ROW L TO R. BEN CIRIELLO, KRISTINE BONSAK, EMILY EASTWOOD, JULIA LESNIK, WHITMAN MAMAYEK, KAITLYN WHITE, LIA METRAKAS, JOE DISTEFANO, JACOB DUMAIS, SANDY GAMACHE
2ND ROW, TONY BERRY, LUCAS COSTAIN, BRIAN LONG, MINDY MALAS, SAM WOJTOWICZ, BOBBY RICHARDS, SHANNON BURKE, SHANNON CHAMBERLAIN RANDY JONES
3RD ROW, KEN BONNELL, MICHAEL WHITE, MARCUS MENGISTAB, JOE VENSUS, DJ VITALS, ROB RUSSELL, ANTHONY FOSTER

Former Valley Student Reaches Great Heights

Congratulations to Chris O'Neil, a former participant in Valley's School to Work Program. Chris was one of only three Alpine Advanced Skiers in Massachusetts to make the USA Special Olympic Team. In March of 2017 Team USA traveled to Austria to compete against 2,700 Athletes from 107 countries in the World Winter Games. In Chris's first Advanced Alpine Skiing event he came in third place winning a Bronze Medal. Everyone here at Valley Collaborative is extremely proud and inspired by Chris's accomplishments.

During his four years at Valley Chris built everlasting friendships with both students and staff members. In his high school years Chris had active roles in many sport teams including football, basketball, baseball, and skiing. He was an extremely passionate member of those teams and he continues to show that passion in everything he does.

O'Neil graduated from high school in 2008, was nominated for the World Games, and graduated from the STRIDE program at Lowell General Hospital where he currently is employed as a linen aid.

Skiing is his favorite thing to do; he just can't get enough of it. He also enjoys other sports, playing video games, reading, and hanging out with his family and friends. Andrea O'Neil, his mom, said, "He loves geography and history. He could go on for hours giving you facts."

Andrea explains that there isn't just one thing that Special Olympics means to Christopher.

"It's making friends, competing, having fun, dedication, and passion. It's everything," said Andrea. Christopher is very proud to represent the USA and has never been to Europe before, so he's excited to see Austria and meeting new people. "Special Olympics has made Christopher con-



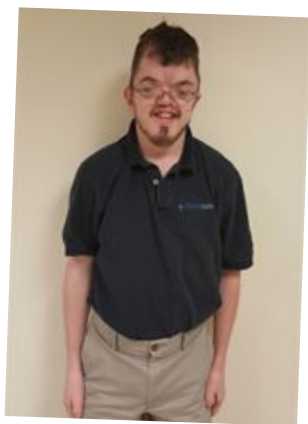
FORMER VALLEY STUDENT AND SPECIAL OLYMPIAN CHRIS O'NEIL

fident, it's allowed him to have a love for skiing, and it's given him access to different things," Andrea said.

Note: this story includes material from a profile of Chris that ran in the *Lowell Sun* on March 19, 2017.

Congratulations to the 2017 Valley Scholars

The Merrimack Valley Superintendents Association hosts a Scholars Luncheon in May that recognizes students who represent the very best of our districts across the Merrimack Valley. These students represent the definition of success within our schools. We would like to congratulate the students chosen from Valley's Transitional High School Sites 1 and 3.



TRANSITIONAL HIGH SCHOOL
STUDENT KEN BONNELL

Ken Bonnell from Chelmsford began attending Valley Collaborative as a participant of our summer program. After receiving his diploma from Chelmsford High School, Ken enrolled at Valley full time in order to focus on his vocational and independent living skills. Fast forward 4 years and Ken has become a leader in the classroom and at his independent internship with The Radisson Hotel and Suites in Chelmsford.

Ken loves sports and he aspires to one day work in the athletic department at Chelmsford High School. When he has free time you can find Ken at every Boston College home football game, at Chelmsford High football and hockey games, or coaching baseball with the Chelmsford High baseball team.

When he isn't enjoying these sporting events Ken spends his free time reading romantic novels or writing songs. Throughout his life Ken has had to deal with a physical disability that has required him to have over 30 surgeries. Most people faced with these challenges would have difficulties staying positive, but not Ken. He is always cheerful, willing to help others and just generally optimistic about life. These characteristics are what makes Ken truly inspirational.

Daniel Collins, a Billerica native, is an accomplished senior at Valley Collaborative who has consistently earned honor roll distinction. An enthusiastic animal lover, Dan's goal is to earn a degree in biology and ultimately work in a meaningful profession caring for animals. Currently, Dan has secured and maintained a successful internship at Cintas, a reputable corporate cleaning company. In a testament to Dan's strong work ethic, Cintas has already offered Dan continued employment after he graduates from Valley.



VALLEY TRANSITIONAL HIGH
SCHOOL STUDENT DAN COLLINS

Dan has made tremendous strides since joining Valley Collaborative four years ago. Dan faced many challenges in the early going—socially, emotionally, and internally. Dan has since blossomed into a young man who is confident, outgoing, successful, and kind-hearted. We could not be prouder of Dan and all of his achievements as he transitions into his next, undoubtedly successful phase of life. ■

Site 1: Tangible Connections

»continued from page 4

When a student is having a hard time self-regulating it is not uncommon to hear a classmate say, "Chill out, indoor rock climbing is tomorrow." The self-regulating strategies and pro-social behaviors we preach in our Health and Wellness classes often manifest in the wake of a trip students want to be allowed to attend.

All students have the inherent potential to learn and interact with curriculum. Some do well with text, but others need movement, hands-on experience and something palpable to reinforce a text. The biggest benefit from experiential physical and academic trips has been student buy-in. A student may work harder in the classroom in order to earn the experience of white water rafting, or read and analyze Charles Dickens with more enthusiasm and effort because she saw his work played out on stage. Our teachers have seen great returns on investing in real life experiences that supplement curriculum. ■

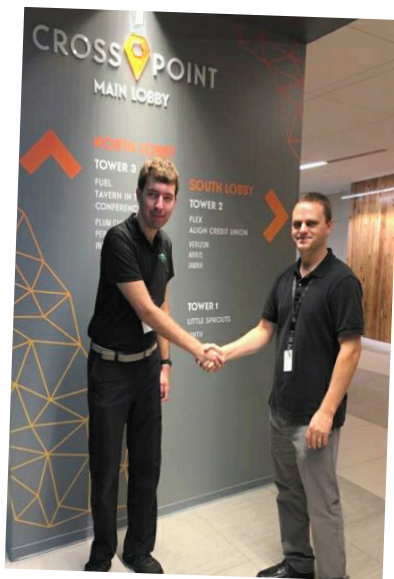
Adult Services: New Vocational Work Site Announced



LEFT TO RIGHT: TRACY SPINALE, HEIDI PACHECO, JOHN HIGSON (CHEF MANAGER), AND DEB PELLETIER (VOCATIONAL COACH).

The Adult Services Department is excited to announce our new partnership with Sebastian's – LPM Holding Company in Andover, MA. Beginning in March work crews have been providing food preparation, utility and general maintenance services in Sebastian's kitchen which serves approximately 750 employees every day.

By contracting with like-minded businesses in our community, Valley Collaborative is able to offer its adult workers vocational training and employment opportunities at competitive wages. Valley Collaborative students will also be able to access this site for vocational exploration and training. These opportunities support individual vocational goals, increased independence and community integration. ■



JOHN SHAW, ADULT SERVICES PROGRAM AND DARREN GOAD, ADULT SERVICES PROGRAM SUPERVISOR

Program Overview

For more than 25 years Valley Collaborative has been providing vocational supports and opportunities to Adults with disabilities in their local communities. Services include group employment, internships, volunteer opportunities and competitive employment.

For those in our Today and Tomorrow Program funded by the Department of Developmental Services, this support includes finding a vocational goal and receiving training to work in the community. With 15 different worksites to choose from, these adults can learn a wide range of skills. Just recently, one of our adult group workers was recognized for his work at Crosspoint Towers and offered a paid position with the company. This led to him being able to save up and get a car which has opened up a whole new world of independence for him.

Clients in our Evaluation and Training and Supported Work programs, funded by the Massachusetts Rehabilitation Commission; are actively seeking competitive employment. These adults often rely on public assistance and are living in poverty. Having support in their job search and employment helps these individuals gain the confidence they need to be successful. For many, these jobs allow them purchase items other than food and clothing that contributes to the local economy. As one young man stated "I was able to take my daughter to the aquarium for the first time, it made me feel like a real dad." He has been working successfully now for eleven months.

Over the last four years Valley Collaborative Adult Services Department has grown by more than 60% and will provide support to more than 250 individuals by the end of this fiscal year. ■

Sharing the Valley Story with Future Leaders

Dr. Tony Bent and Dr. Christine Francis, MASS Assistant Superintendent Leadership Seminar Facilitators held a session for aspiring superintendents at Valley Collaborative. The Valley Team welcomed the opportunity to share “how the leadership sausage gets made”. The case study in leadership focused on the challenges, difficulties, hardships, and tears that went into transforming MSEC into Valley Collaborative. ■



LEFT RIGHT: DR. TONY BENT, MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS (M.A.S.S.) ASSISTANT SUPERINTENDENT LEADERSHIP SEMINAR FACILITATOR; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS, VALLEY COLLABORATIVE; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE.



FROM LEFT TO RIGHT: SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS, VALLEY COLLABORATIVE; MARY BETH BANIOS, ASSISTANT SUPERINTENDENT, SHREWSBURY PUBLIC SCHOOLS; DR. LAURA CLESSON, SUPERINTENDENT, GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT; DENISE PIGEON, SUPERINTENDENT, NASHOBA VALLEY TECHNICAL SCHOOL DISTRICT; ANNIE WILLIS, PRINCIPAL, VALLEY COLLABORATIVE ELEMENTARY SCHOOL; CHRIS COWAN, PRINCIPAL, VALLEY COLLABORATIVE, TRANSITIONAL HIGH SCHOOL, SITE 1; CRAIG MARTIN, ASSISTANT SUPERINTENDENT OF LEARNING AND TEACHING READING PUBLIC SCHOOLS



LEFT TO RIGHT: JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS, VALLEY COLLABORATIVE; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; TOM SCOTT, EXECUTIVE DIRECTOR, MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS (M.A.S.S.)

Developing Leaders at Every Level

Valley believes it is important “to develop Leadership at every level”. Dr. Anthony Bent continues to lead, mentor, coach, and facilitate Valley’s leadership team. His efforts have helped to develop a high functioning team that enjoys reaching its goals. The picture below depicts an activity during one of the leadership sessions that focused on the importance of collaboration and synergy among team members. The other topics covered this year included the importance of trust, personal integrity, communication skills, and courage. ■



FROM LEFT TO RIGHT: SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS, VALLEY COLLABORATIVE; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; PAMELA WALKER, PROGRAM LEAD, VALLEY COLLABORATIVE ELEMENTARY SCHOOL.



STAFF APPRECIATION: FROM LEFT TO RIGHT: MARK MORREALE, OPERATIONS AND FACILITIES MANAGER; SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS; WILLIAM SULLIVAN, ADULT CUSTODIAN; IAN MACAULAY, MAINTENANCE CUSTODIAN; JACK HAYES, LEAD CUSTODIAN.

Leadership Mentorship Program Coffee Hour

Valley's Leadership Mentorship Program Presents Coffee Hour Lecture Series (Part 2). We look forward to hosting the last two of this year's Coffee Hour Lecture Series beginning with Dr. Anthony Bent, Massachusetts Association of School Superintendents, Assistant Superintendent Leadership Seminar Facilitator and past Superintendent Groton-Dunstable Regional School District on Thursday, June 1st. We are also very pleased to host Massachusetts Lieutenant Governor Karyn Polito on Thursday, June 15th. ■



FROM LEFT TO RIGHT: MR. JAMES CAMPANINI, EDITOR, LOWELL SUN; DR. JUDITH KLIMKIEWICZ, MASSACHUSETTS DEPARTMENT OF EDUCATION SENIOR CONSULTANT FOR STRATEGIC PLANNING FOR COLLEGE/CAREER EDUCATION AND WORKFORCE DEVELOPMENT AND RECENTLY RETIRED SUPERINTENDENT OF SCHOOLS FOR THE NASHOBA VALLEY TECHNICAL SCHOOL DISTRICT; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; MR. TIM PIWOWAR, SUPERINTENDENT, BILLERICA PUBLIC SCHOOLS AND CHAIRMAN OF THE VALLEY COLLABORATIVE BOARD OF DIRECTORS.



FROM LEFT TO RIGHT: JOAN LANDERS, SUPERINTENDENT, NORTH MIDDLESEX REGIONAL SCHOOL DISTRICT; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE



FROM LEFT TO RIGHT SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS, VALLEY COLLABORATIVE; CURT MALONSON, ASSISTANT DIRECTOR OF FINANCE, VALLEY COLLABORATIVE; EVERETT (BILL) OLSEN, SUPERINTENDENT WESTFORD PUBLIC SCHOOLS; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; DARREN GOAD, ADULT SERVICES PROGRAM SUPERVISOR, VALLEY COLLABORATIVE; BRIAN MIHALEK, PROGRAM LEAD, VALLEY COLLABORATIVE MIDDLE SCHOOL; RICK PELLETIER, DIRECTOR OF STUDENT SERVICES, TEWKSBURY PUBLIC SCHOOLS; KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE.

VALLEY COLLABORATIVE

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Valley Collaborative Board

Chair: Mr. Timothy Piwowar
Superintendent of the Billerica Public Schools

Dr. Jay Lang
Superintendent of the Chelmsford Public Schools

Mr. Steven Stone
Superintendent of the Dracut Public Schools

Mr. William Ryan
Interim Superintendent of the Groton-Dunstable Regional School District

Ms. Denise Pigeon
Superintendent of the Nashoba Valley Technical School District

Ms. Joan Landers
Superintendent of the North Middlesex Regional School District

Mr. Christopher Malone
Superintendent of the Tewksbury Public Schools

Dr. Michael Flanagan
Superintendent of the Tyngsborough Public Schools

Mr. Everett (Bill) Olsen
Superintendent of the Westford Public Schools

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 1, 2017
Re: Executive Session

For the purpose to discuss litigation and legal strategy

Required Action:

None

Attachments:

None