Valley Collaborative
Board of Directors Meeting
25 Linnell Circle, Billerica, Massachusetts
Thursday, June 7, 2018 ▪ 10:00 a.m.

Welcome Guests

Dr. Anthony Bent, M.A.S.S. Professional Development
Dr. Lori Likis, Principal Consultant, Creative Coaching for School Improvement
Sheriff Peter Koutoujian, Middlesex Sheriff's Office

Performance by: Joe Distefano - Site 3 Student – Performing 'Conjunction Junction' from this year's School Play

Action Required

I. Approval of Minutes

a. Executive Committee for Valley Collaborative Board of Directors,
General Session: February 28, 2018
Executive Session: February 28, 2018
b. Board of Directors, General Session: March 1, 2018
Board of Directors, Executive Session: March 1, 2018
c. Board of Directors, General Session: May 4, 2018

II. Board of Governance 2018-2019

d. Election of Board Chairperson and other Board Positions
e. Appoint/Re-appoint Committee Members
f. Schedule of Board Meetings for the 2018-2019 School Year

III. FY'18 Financial Update

g. Quarterly Update
h. Treasurer's Report
i. 25% Calculated Surplus (Conservatively projected to be $2.0M as of June 30, 2018)
j. PARS Statement
k. PARS OPEB Trust Program – Agreement Renewal
l. Actuarial Valuation of Post-Retirement Benefits Plan of Valley Collaborative
m. Valley by the Numbers

IV. Executive Director's Evaluation

V. Director of Finance and Operation's Evaluation

VI. Treasurer's Evaluation and Contract Extension

VII. Award of a Comprehensive Payroll Contract

VIII. Tyngsborough Lease Agreement

IX. Approval of 2018-2019 Academic Calendar

X. Approval of 2018-2019 Employee Handbook

XI. Approval of 2018-2019 Student and Family Handbook

XII. Addendum to the Middlesex Retirement Board Lease Agreement (25 Linnell Circle)

No Action Required

XIII. Making a Difference Awards

n. Community Leader – Sheriff Peter J. Koutoujian
o. Students, Adult and Staff of the Month
p. The Everett V. Olsen, Jr. Award Presentation
q. The Annual Dr. Anthony Bent Leadership Award
r. Valley's 2018 Retirees

XIV. Curriculum Update - K-12 Literacy Initiative

XV. Valley Collaborative District Five Year Improvement Plan Update – Dr. Lori Likis, Principal Consultant

XVI. Extra-Curricular Fundraising 2018 Update

XVII. Communications

State Agencies
s. DESE Letter Re: FY'17 Annual Report
t. DESE – District Improvement Plan & Planning for Success Case Study

Curriculum Updates
u. Newsletters from Valley Curriculum Leads
    1. Spring STEM Newsletter May 2018
    2. Literacy Newsletter
    3. English Humanities Newsletter
v. Barry Burbank Weather Presentation
w. Read Across America Flyer

Community Relations
x. Valley Collaborative featured in Enterprise Bank's Annual Report
y. Tom Gibson, Chairman, Middlesex County Retirement Board E-mail
z. Bobbie D'Alessandro Award Recipient (Pia Durkin) E-mail
aa. Presentation at the Annual Blueprint for Educational Excellence Institute
bb. Parent Advisory Council (PAC) Update – 'Family Workshop'
cc. Valley Collaborative's June Newsletter

Valley Extra Curricular
dd. Valley Transitional High School Play
ee. High School Trip to San Francisco

Valley Giving Back
ff. M.A.S.S. Assistant Superintendent Leadership Seminars (ASLS)
gg. Update of SPED Director Visits with Co-Chair Rick Pelletier
hh. Thank you E-mail from CASE Collaborative
ii. Staff Leadership E-mail

School Weekly Updates
jj. Valley Elementary School Updates
kk. Valley Middle School Updates
ll. Valley Transitional High School – Site 1 School Updates
mm. Valley Transitional High School – Site 2 School Updates
nn. Valley Transitional High School – Site 3 School Updates
oo. Valley Adult Services Updates

Community/Staff Feedback
pp. Letter from Parent of Transitional High School (Site 3) Student Graduate
qq. Letter from Parent of Elementary School Student
rr. Today & Tomorrow Staff Meeting Feedback
ss. Thank you E-mail from Joe Reilly

Executive Session

XVIII. To consider the purchase and/or value of real property: 0 Suburban Park, Billerica, MA

Central Administration Office

*25 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 7, 2018
Re: Approval of Minutes

Attached, please find the following minutes:

a. Executive Committee for Valley Collaborative Board of Directors, General Session: February 28, 2018
b. Board of Directors, General Session: March 1, 2018
c. Board of Directors, General Session: May 4, 2018

Required Action:
Vote to approve the minutes:

a. Executive Committee for Valley Collaborative Board of Directors, General Session: February 28, 2018
b. Board of Directors, General Session: March 1, 2018
c. Board of Directors, General Session: May 4, 2018

Attachments:

Executive Committee for Valley Collaborative Board of Directors, General Session: February 28, 2018
Board of Directors, General Session: March 1, 2018
Board of Directors, General Session: May 4, 2018

Executive Committee for the Valley Collaborative Board of Directors
General Session Meeting Minutes
February 28, 2018
9:02 a.m. – 11:40 a.m.
25 Linnell Circle, Billerica, MA

Executive Committee Board Members Present: Mr. Timothy Piwowar, Ms. Joan Landers, Mr. Everett Olsen, Dr. Jay Lang

Collaborative Representatives Present: Dr. Michael Flanagan, Tyngsborough Member District; Dr. Chris Scott, Executive Director

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

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Executive Committee Meeting at 9:02 a.m.

Reorganization and Salary Adjustments for Administrators

Dr. Scott made a substantial presentation to the Executive Committee regarding the proposed internal staff and employee reorganization which included administrative salary alignments and corrections.

Dr. Scott directed the Board to the proposed realignment documents, organizational charts and memoranda prepared for the Executive Committee meeting. The Executive Committee reviewed and discussed. Dr. Scott explained the rationale for the proposed salary realignment and reorganization, which she had summarized in a memorandum entitled "Rationale for Proposed Administrative Salary Alignment" a copy of which was circulated at the Executive Committee meeting. The Executive Committee discussed.

Dr. Scott also reviewed the organizational charts, copies of which were circulated at the Executive Committee meeting. The Executive Committee discussed.

Dr. Scott and the Executive Committee discussed how the proposed reorganization and salary alignments and corrections would affect the Fiscal Year 2018 Budget and Fiscal Year 2019 Budget. The Executive Committee and Dr. Scott reviewed the charts and information prepared for the meeting, copies of which were contained within the materials distributed during the meeting. Dr. Scott indicated that both budgets would need an amendment to account for the proposals. Mr. Everett Olsen stated that the proposed salary adjustments to the administration staff were reasonable. Dr. Jay Lang considered the salary adjustments to be corrections rather than adjustments given the historical data presented, as well as the comparators discussed.

The Executive Committee agreed to recommend the proposed budget amendments which reflected the adjustments and financial considerations summarized by Dr. Scott.

On a motion duly made by Dr. Jay Lang and seconded by Mr. Everett Olsen, a quorum of voters being present, it was voted:

Voted: **That the Executive Committee agrees to recommend the proposed reorganization, salary adjustments and amendments to the Fiscal Year 2018 and Fiscal Year 2019 budgets, as presented and recommended by the Executive Director, to the full Board of Directors for approval.**

The vote was 4-0. Mr. Timothy Piwowar, Ms. Joan Landers, Mr. Everett Olsen and Dr. Jay Lang voted yes.

Tyngsborough Lease Agreement

Dr. Michael Flanagan summarized the historical lease agreement relationship by and between the Collaborative and the Town of Tyngsborough and the Tyngsborough Public Schools for the Lakeview Elementary School. Dr. Michael Flanagan explained to the Executive Committee that with the current lease agreement set to expire in June 2019, Tyngsborough is interested in commencing discussions to continue and extend the lease agreement. Dr. Flanagan indicated that the building was in need of capital improvements and repairs including new windows, heating and HVAC systems and new electrical systems to accommodate the Collaborative's technology. Therefore, Tyngsborough seeks to discuss a future arrangement whereby any new or revised lease agreement provides for a cost-sharing arrangement but the rent remains fixed at its current rate ($9.37) for the term. Dr. Flanagan, Dr. Scott and the Executive Committee discussed the nature, extent and format that the Collaborative potentially would agree to assist with the cost of certain capital leasehold improvements such as the window replacement, heating and HVAC and electrical upgrades proposed. Dr. Scott and the Executive Committee expressed their agreement that these improvements were necessary.

The Executive Committee and Dr. Scott discussed with Dr. Flanagan what levels of contribution Tyngsborough and the Collaborative would make towards the capital improvements and repairs, and the structure by which the lease agreement would memorialize the obligations and requirements of both Tyngsborough and the Collaborative.

The Executive Committee discussed. Dr. Scott and Mr. Everett Olsen commented on the importance of continuing to have the Collaborative's elementary age students attend a school setting (rather than a converted commercial building). The Executive Committee appreciated Dr. Flanagan's presentation on behalf of Tyngsboro, and indicated that the full Board would discuss further during its Board meeting on March 1, 2018.

Executive Session:

To conduct contract negotiations with non-union personnel: Executive Director

Mr. Timothy Piwowar requested a motion to enter into executive session to conduct contract negotiations with non-union personnel: Executive Director. Mr. Piwowar stated for the record that having the negotiations in an open session may be detrimental to the Collaborative's negotiating position. Mr. Piwowar also stated that the Executive Committee would reconvene in open session at the end of the executive session only to adjourn. He asked for a motion and a roll call vote of the Executive Committee to enter into executive session.

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

VOTED: That the Executive Committee enter into executive session to conduct contract negotiations with non-union personnel, the Executive Director.

The roll call vote was 4-0. Mr. Timothy Piwowar, Ms. Joan Landers, Mr. Everett Olsen and Dr. Jay Lang voted yes.

The Executive Committee entered Executive Session at 10:47 a.m.

The Executive Committee returned to General Session at 11:40 a.m.

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

VOTED: To adjourn the Executive Committee meeting.

The vote was 4-0. Mr. Timothy Piwowar, Ms. Joan Landers, Mr. Everett Olsen and Dr. Jay Lang voted yes.

Mr. Timothy Piwowar adjourned the Executive Committee Meeting at 11:40 a.m.

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

- Memorandum from Dr. Scott entitled "Rationale for Proposed Administrative Salary Alignment"
- Chart entitled "Annual Cost of Proposed Administrative Reorganization and Salary Alignment"
- Valley Collaborative FY 2018 Preliminary Budget Amendment Summary
- Valley Collaborative FY 2019 Preliminary Budget Summary
- Proposed Revisions to Organizational Charts
- Chart entitled "Projected Distribution of Surplus Funds for FY2018 from Enrollment Data at January 31, 2018"

Respectfully Submitted,

_____
Mr. Timothy Piwowar, Chairman
Dated: _____

Valley Collaborative Board of Directors
General Session Meeting Minutes
March 1, 2018
10:04 a.m. – 11:20 a.m.
25 Linnell Circle, Billerica, MA

Board Members Present: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Dr. Denise Pigeon, Mr. Everett Olsen, Dr. Laura Chesson, Dr. Jay Lang

Board Members Absent: Mr. Christopher Malone

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; 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 10:04 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.

Approval of Minutes

Mr. Timothy Piwowar asked for a motion relating to the January 18, 2018 meeting minutes.

On a motion made by Mr. Everett Olsen and seconded by Dr. Michael Flanagan, 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 18, 2018.

The vote was 6-0-1. Mr. Timothy Piwowar, Dr. Michael Flanagan, Ms. Joan Landers, Dr. Denise Pigeon, Mr. Everett Olsen and Dr. Laura Chesson voted yes. Mr. Steven Stone abstained. Dr. Jay Lang was absent for the vote.

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.

[Dr. Jay Lang arrived at 10:16 a.m.]

Fiscal Year 2018 Financial Update

Reorganization and Salary Adjustments for Administrators

Dr. Scott made a substantial presentation to the Board regarding the Fiscal Year 2018 financials and about the internal staff and employee reorganization which included administrative salary alignments and corrections. She directed the Board to her memoranda contained within the Board Binders. Dr. Scott highlighted the numerous reporting obligations of the Collaborative in general and for the referenced individual positions in particular, who coordinate the reporting obligations to the applicable state agencies such as the Department of Elementary and Secondary Education, the Department of Developmental Services, Massachusetts Rehabilitation Commission, the Office of State Auditor and the Operational Services Division. Dr. Scott reviewed how these adjustments would affect the Fiscal Year 2018 Budget but also the recently approved Fiscal Year 2019 Budget. She explained that she would be seeking approval of the Board to amend both budgets as discussed, reviewed and proposed at the meeting. Dr. Scott explained that while she generally would recommend the reorganizational changes and salary adjustments, an unintended consequence was the administrative cost savings of approximately $88,000.

Dr. Scott also explained that she was requesting the Board to deposit $205,000 into the Capital Reserve Fund, which same amount was transferred out of the CRF by Board vote to pay for the window replacement project at 40 Linnell Circle, Billerica, MA.

Dr. Scott and the Board reviewed the memoranda and slides contained within the Board Binder.

Mr. Timothy Piwowar informed the Board that a similarly detailed conversation occurred during the Executive Committee's meeting held on February 28, 2018. He indicated that the Executive Committee unanimously agreed to recommend the proposed budget amendments which reflected the adjustments and financial considerations summarized by Dr. Scott.

The Board discussed.

On a motion duly made by Dr. Denise Pigeon and seconded by Mr. Everett Olsen, a quorum of voters being present, it was voted:

Voted: **That the Board of Directors agrees to amend the FY 2018 Budget to approve and authorize the deposit of $205,000 into the Collaborative's Capital Reserve Fund with such amounts transferred from the FY 2018 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.**

The vote was 8-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Dr. Denise Pigeon, Mr. Everett Olsen, Dr. Laura Chesson and Dr. Jay Lang voted yes.

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

Voted: That the Board of Directors agrees to amend the FY 2018 Budget, including an amended Operating Budget in the amount of $18,680,000 as presented and recommended by the Executive Director.

The vote was 8-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Dr. Denise Pigeon, Mr. Everett Olsen, Dr. Laura Chesson and Dr. Jay Lang voted yes.

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

Voted: That the Board of Directors agrees to amend the FY 2019 Budget, including an amended Operating Budget in the amount of $18,864,544 as presented and recommended by the Executive Director; and requests that the Treasurer transmit the amended budget for Fiscal Year 2019 to each member district.

The vote was 8-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Dr. Denise Pigeon, Mr. Everett Olsen, Dr. Laura Chesson and Dr. Jay Lang voted yes.

Quarterly Report

Dr. Scott directed the Board to the financial memorandum contained within the Board Binder. Dr. Scott also explained that the projected results for Fiscal Year 2018 are highly favorable, with the projections by her, the business office and the independent auditors still conservative. Dr. Scott and the Board discussed at length.

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

Voted: That the Board of Directors hereby authorizes the distribution of $1 million dollars in surplus funds to its member districts based on the percentages and methodology discussed at this meeting, specifically an allocation based on the FY2018 tuitions payments to the Collaborative, with such distribution being in the form of either a tuition credit to the member district school committee or cash payment to the member district town, as to be determined by the respective member district.

The vote was 8-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Dr. Denise Pigeon, Mr. Everett Olsen, Dr. Laura Chesson and Dr. Jay Lang voted yes.

Treasurer's Report

Ms. Heidi Kriger, the Collaborative Treasurer, was unable to attend the Board meeting due to a scheduling conflict. A copy of her written report was contained within the board materials. The Board accepted the Treasurer's Report without any further discussion.

Tyngsborough Lease Agreement

Dr. Chris Scott and Dr. Michael Flanagan summarized the historical lease agreement relationship by and between the Collaborative and the Town of Tyngsborough and the Tyngsborough Public Schools for the Lakeview Elementary School. Dr. Michael Flanagan made an informal presentation of a cost-sharing arrangement within a new lease agreement moving forward where the rent would remain at its current rate ($9.37) for the term, but the Collaborative would agree to assist with the cost of certain capital leasehold improvements such as window replacement and electrical upgrades necessary for Collaborative computers and other fixtures.

Dr. Michael Flanagan recused himself from further discussion.

Mr. Timothy Piwowar stated that the Executive Committee met with Dr. Michael Flanagan during its February 28, 2018 meeting and reviewed extensively possible lease terms, building improvement needs and related issues. The Board discussed. Dr. Scott and Board members commented on the importance of continuing to have the Collaborative's elementary age students attend a school setting (rather than a converted commercial building). The Board agreed to continue these discussions with Tyngsborough and agreed to authorize Dr. Scott and counsel to negotiate a draft lease agreement to be brought before the full Board for consideration and possible approval.

On a motion made by Mr. Everett Olsen and seconded by Dr. Jay Lang, a quorum of voters being present, it was voted:

Voted: **That the Board of Directors hereby authorizes Dr. Chris Scott and Collaborative counsel to negotiate and prepare a revised/new lease agreement with the Town of Tyngsborough and the Tyngsborough Public Schools for the Lakeview School, with any revised/new lease agreement subject to review and consideration by the Board prior to approval.**

The roll call vote was 7-0. Mr. Timothy Piwowar, Mr. Steven Stone, Ms. Joan Landers, Ms. Denise Pigeon, Mr. Everett Olsen, Dr. Laura Chesson and Dr. Jay Lang voted yes. Dr. Michael Flanagan recused himself from the discussion and vote.

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/or the value of real property: 0 Suburban Park, Billerica, MA

To conduct strategy sessions in preparation for negotiations with non-union personnel: Executive Director

Mr. Timothy Piwowar requested a motion to enter into executive session to discuss the purchase and/or value of property located at 0 Suburban Park, Billerica, MA and to conduct strategy sessions in preparation for negotiations with non-union personnel: Executive Director. Mr. Piwowar stated for the record that having these matters in an open session may be detrimental to the Collaborative's negotiating positions. 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. 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 enter into executive session to discuss the purchase and/or value of the real property located at 0 Suburban Park, Billerica, MA and to conduct strategy sessions in preparation for negotiations with non-union personnel, the Executive Director.

The roll call vote was 8-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Ms. Denise Pigeon, Mr. Everett Olsen, Dr. Laura Chesson and Dr. Jay Lang voted yes.

The Board entered Executive Session at 10:55 a.m.

The Board returned to General Session at 11:20 a.m.

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

VOTED: To adjourn the Board meeting.

The vote was 8-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Ms. Denise Pigeon, Mr. Everett Olsen, Dr. Laura Chesson and Dr. Jay Lang voted yes.

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 11:20 a.m.

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

- School Year 2017-2018 Electronic Board Binder for March 1, 2018 Meeting

Respectfully Submitted,

_____
Mr. Timothy Piwowar, Chairman
Dated: _____

Valley Collaborative Board of Directors
General Session Meeting Minutes
May 4, 2018
10:30 a.m. – 11:02 a.m.
25 Linnell Circle, Billerica, MA

Board Members Present: Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Dr. Denise Pigeon, Mr. Everett Olsen, Dr. Jay Lang

Board Members Absent: Mr. Christopher Malone, Dr. Laura Chesson,

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Mr. Sean Glavin, Director of Finance and Operations

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

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 10:30 a.m.

Mr. Everett Olsen was recognized as being present at the Board meeting remotely. Due to his geographical location, Mr. Olsen's physical presence at the meeting was made unreasonably difficult. Mr. Timothy Piwowar requested that the meeting minutes reflect this information.

Approval of the Executive Director's Contract

Mr. Timothy Piwowar directed the Board to the Employment Agreement with Dr. Scott for her continued employment as Executive Director. He reviewed the material terms and conditions. The Board discussed.

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

VOTED: **That the Board of Directors for Valley Collaborative approves the employment agreement with Dr. Chris Scott, with the terms and conditions in the form presented and discussed by the Board at this meeting, and authorizes the Board Chair, Mr. Timothy Piwowar, to execute the employment agreement with Dr. Scott on behalf of the Board.**

The roll call vote was 7-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Ms. Denise Pigeon, Mr. Everett Olsen, and Dr. Jay Lang voted yes.

Comprehensive Payroll Contract

Dr. Scott introduced to the Board ADP representatives in attendance who provided a general overview of a comprehensive payroll software and service product available on the market. Dr. Scott and Mr. Sean Glavin explained that the Collaborative had met with three companies associated with payroll products (ADP, Advantage Solutions and Harpers Payroll Services, Inc.) to get an understanding of the market for such products and to address the needs of the Collaborative's business and human resource needs. Dr. Scott was seeking authority to move forward with a formal request for proposals for a comprehensive payroll product. The Board discussed.

On a motion made by Mr. Everett Olsen and seconded by Ms. Joan Landers, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board of Directors for Valley Collaborative authorizes Dr. Chris Scott to proceed with a request for proposals for a comprehensive payroll software and service product.

The roll call vote was 7-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Ms. Denise Pigeon, Mr. Everett Olsen, and Dr. Jay Lang voted yes.

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

VOTED: To adjourn the Board meeting.

The roll call vote was 7-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Mr. Steven Stone, Ms. Joan Landers, Ms. Denise Pigeon, Mr. Everett Olsen, and Dr. Jay Lang voted yes.

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 11:02 a.m.

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

- Employment Agreement by and between Dr. Chris A. Scott and the Board of Directors for Valley Collaborative
- ADP Presentation Materials

Respectfully Submitted,

_____
Mr. Timothy Piwowar, Chairman
Dated: _____

Valley COLLABORATIVE

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 7, 2018
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
Vote to elect the Executive Committee

Attachments:
None

Central Administration Office

*25 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 7, 2018
Re: Appoint/Re-appoint Committee Members

Board Member Appointment Forms have been e-mailed to each of the Districts to be approved and signed by the School Committee Chairpersons.

Required Action:

None

Attachments:

None

Central Administration Office

*25 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 7, 2018
Re: Schedule of Board Meetings for the 2018-2019 School Year

Following is a list of proposed Board Meeting Dates for the 2018-2019 School Year:

- Thursday, September 13, 2018
- Thursday, October 25, 2018
- Thursday, November 15, 2018
- Thursday, December 6, 2018
- Thursday, January 17, 2019
- Thursday, March 7, 2019
- Thursday, June 6, 2019

All meetings will be held in the Conference Room of 25 Linnell Circle, Billerica and will have a start time of 10:00 a.m.

Required Action:

Vote to approve

Attachments:

2018-2019 Academic Calendar with Proposed Board Dates

2018 - 2019 Academic Calendar

Valley Elementary School,
Valley Transitional Middle/High School, and
Valley Alternative Middle/High School

July 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

October 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

- First/Last Day of Summer Program
- Professional Development Day for Licensed Staff - No School for Students
- Professional Development Day for All Staff - No School for Students
- Holiday / School Vacation
- Holiday Week / Valley Closed
- First/Last Day of School (5 snow days used)
- Early Release - PD for Licensed Educators
- Early Release - PD for All Staff
- Board Meeting Dates
- Early Release

FIRST DAY OF SCHOOL 2019-2020: September 3, 2019

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 7, 2018
Re: FY'18 Financial Update

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 fourth 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 at least $2.0 million to our member districts and again fully funding the Capital Fund ($1.5 million).

Valley's revenues are projected to be up 9.13% over FY'18's original budget; while expenses are expected to be only slightly up at 2.30% in FY'18. Enrollment remains robust from both our member and non-member districts. This year Valley has served over 70 school districts across the Commonwealth and New Hampshire. 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). Furthermore, the overall number of days Valley billed for tuition in FY'17 was 62,316 and in FY'18 this number was significantly higher at 63,802 days. 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 Finance and Operations Department as we continue to customize the numerous commercial systems, e.g. InfiniteVisions, Payroll, Aspen, 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.

Required Action:
None

Attachments:

Memo - Program Name Change and the accompanying 2018-2019 Member District Tuition Rate Sheet and 2018-2019 Non-Member District Tuition Rate Sheet

FY'18 Budget Update
School Staffing Ratios
Enrollment Data
Treasurer's Report

Central Administration Office

*25 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
Kari Morrin, Director of Student and Adult Services
Date: June 7, 2018
Re: Program Name Change

Valley's Elementary School and Middle School have two programs/tuition rates entitled Autism Spectrum Disorder Programming.

To be more inclusive, we propose renaming this program/tuition rate to Pragmatic, Sensory, and Behavior. This name change will better accommodate and highlight the support given on a programmatic level to the needs of all students not based on a DSM-V label, but rather determined by their unique needs.

Required Action:

None

Attachments:

2018-2019 Member District Tuition Rate Sheet
2018-2019 Non-Member District Tuition Rate Sheet

Valley COLLABORATIVE

Building a community that empowers children and adults to find their own way

2018-2019 Tuition Rates

Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
Intensive Special Needs (ISN) (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K – Age 22	Tyngsborough Billerica	$294	$52,920	$8,820	$61,740
Elementary School - Elementary Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	$216	$38,880	$6,480	$45,360
Elementary School - ~~Autism Spectrum Disorder Program~~ Pragmatic, Sensory, and Behavior Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	$240	$43,200	$7,200	$50,400
Middle School - Emotional Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	$216	$38,880	$6,480	$45,360
Middle School - ~~Autism Spectrum Disorder Program~~ Pragmatic, Sensory, and Behavior Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	$240	$43,200	$7,200	$50,400

Valley COLLABORATIVE

Building a community that empowers children and adults to find their own way

2018-2019 Tuition Rates

Non-Member Districts Rates

Program	Grades	Locations	Per Diem	School Year Tuition (180 Days)	Summer Tuition (30 Days)	Total Annual Tuition
Intensive Special Needs (ISN) (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K – Age 22	Tyngsborough Billerica	$366.50	$65,970	$10,995	$76,965
Elementary School - Elementary Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	$271.50	$48,870	$8,145	$57,015
Elementary School - ~~Autism Spectrum Disorder Program~~ Pragmatic, Sensory, and Behavior Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	K-6	Tyngsborough	$301.50	$54,270	$9,045	$63,315
Middle School - Emotional Behavioral Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	$271.50	$48,870	$8,145	$57,015
Middle School - ~~Autism Spectrum Disorder Program~~ Pragmatic, Sensory, and Behavior Program (Speech, Occupational, Physical, In-School BCBA, Social Work and Counseling Services Included in the Tuition)	6-8	Billerica	$301.50	$54,270	$9,045	$63,315

ENROLLMENT 5.30.18

PROGRAM	NON MEMBER	MEMBER	# of Students
Elementary School - ASD	23	20	43
Elementary School - EBS	12	11	23
Elementary School - EBS - 45-Day Assessment	1	1	2
Elementary School - ISN - ASD	0	1	1
Elementary School - ISN - EBS	8	9	17
	44	**42**	**86**
High School - Alternative - Site 2	25	24	49
High School - Alternative - Site 2 - 45-Day Assessment	0	2	2
	25	**26**	**51**
High School - Alternative Vocational - Site 1	26	16	42
High School - Alternative Vocational - Site 1 - 45-Day Assessment	2	4	6
	28	**20**	**48**
Middle School - ASD	13	7	20
Middle School - ASD - 45-Day Assessment	0	2	2
Middle School - EBS	4	9	13
Middle School - EBS - 45-Day Assessment	0	1	1
Middle School - ISN	1	2	3
Middle School - ISN - ASD	1	0	1
Middle School - ISN - EBS	2	1	3
Middle School - School & Life Skills ISN	2	3	5
	23	**25**	**48**
School & Life Skills Training	7	14	21
School & Life Skills Training ISN	5	1	6
School & Vocational Training	18	8	26
School to Work	14	15	29
Intensive Special Needs	3	1	4
Grand Total	**167**	**152**	**319**

School Staffing Ratios

	A	B	C	D	E	F	G	H			
Program	Total Number of Students	Number of Students that do not have District Paid Aides	Number of Teachers	Number of District Paid Aides	Number of classroom Aides	Number of Worksite Aides	Other Staff FTEs	Total FTEs	Direct Ratio*	Indirect Ratio	Cost Effective
Elementary	86	68.8	18	17.2	17	0	23	75.2	1:2	1:1	1:5
Middle School	48	34.4	9	13.6	7.8	0	11	41.4	1:2	1:1	1:5
High School Site 1	48	48	7	0	2	4.4	2	15.4	1:4	1:3	1:5
High School Site 2	51	49.2	12	1.8	2	0	4.2	20	1:4	1:3	1:5
High School Site 3	86	64	12	22	3.6	9	11.6	58.2	1:3	1:2	1:5
TOTALS	319	264.4	58	54.6	32.4	13.4	51.8	210.2	1:3	1:2	1:5

Direct Ratio Formula

*** B divided by [C + E + F] = Direct Ratio**

Valley COLLABORATIVE

* Data as of 5.31.18

Projected Distribution of Surplus Funds for FY2018 From Enrollment Data
at June 7th, 2018

Projected Distribution of Surplus Funds for FY2018 From Enrollment Data at June 7th, 2018						
				Projected		Percentage of
		Projected	Projected	Percentage	Estimated	Tuition Estimated
Member District	**Summer Tuition**	**School Year Tuition**	**Total Fiscal Year Tuition**	**of Total**	**Return**	**To Be Returned***
Billerica Public Schools	97,187	491,248	588,435	9.00%	179,999.23	30.59%
Chelmsford Public Schools	241,694	1,554,359	1,796,053	27.47%	549,403.72	30.59%
Dracut Public Schools	109,695	751,360	861,055	13.17%	263,392.57	30.59%
Groton-Dunstable Regional School District	20,880	136,000	156,880	2.40%	47,988.81	30.59%
Nashoba Valley Technical High School	-	9,765	9,765	0.15%	2,987.06	30.59%
North Middlesex Regional School District	116,758	848,800	965,558	14.77%	295,359.43	30.59%
Tewksbury Public Schools	95,179	987,191	1,082,370	16.55%	331,091.65	30.59%
Tyngsborough Public Schools	37,620	275,615	313,235	4.79%	95,817.14	30.59%
Westford Public Schools	91,105	673,734	764,839	11.70%	233,960.39	30.59%
Grand Total	**810,117**	**5,728,074**	**6,538,191**	**100.00%**	**2,000,000.00**	**30.59%**

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending April 30, 2018
167 of 210 (79.52%) School Days

UNAUDITED

	BUDGET	ACTUAL	PROJECTED THROUGH 6/30/18	%	Varience from Original Budget
REVENUES					
Services	$ 15,260,680	$ 13,204,740	$ 16,741,833		$ 1,481,153
State Contracts	2,290,000	1,960,795	2,366,090		76,090
Other	447,000	416,149	499,379		52,379
Interest	4,500	32,253	38,704		34,204
Total Revenues	**18,002,180**	**15,613,937**	**19,646,005**	9.13%	**1,643,825**
EXPENSES					
Salaries	11,722,646	9,714,109	12,086,931		364,285
Employee Benefits	2,210,000	1,841,761	2,210,113		113
Operating Expenses	2,065,700	1,726,310	2,071,572		5,872
Leases & Rentals	444,030	390,876	469,051		25,021
Depreciation	738,200	589,226	738,200		-
Total Expenses	**17,180,576**	**14,262,282**	**17,575,867**	2.30%	**395,291**
Change in Net Assets - Operating	**$ 821,604**	**$ 1,351,655**	**$ 2,070,138**		**$ 1,248,534**
Non Operating Activities					
Non-Operating Revenues	-	-			
Non-Operating Expenses (1)	(425,000)	(604,454)	(604,454)		(179,454)
Change in Net Assets	**$ 396,604**	**$ 747,201**	**$ 1,465,684**		**$ 1,069,080**

(1) Capital Plan

VALLEY COLLABORATIVE
TREASURER'S REPORT
FEBRUARY 28, 2018

ENTERPISE 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
Beginning Balance	$ 1,144,745.60	$ 142,811.33	$ 9,044.82	$ 1,403,368.51	$ 5,529.59	**$ 2,705,499.85**
Receipts	1,296,740.98		5,755.00			**$ 1,302,495.98**
Transfers In	10,000.00	1,100,000.00				**$ 1,110,000.00**
Withdrawals:						
Payroll		(939,888.18)				**$ (939,888.18)**
Accounts Payable	(406,867.38)		(562.34)			**$ (407,429.72)**
Other						**-**
Total Withdrawals	(406,867.38)	(939,888.18)	(562.34)	-	-	**(1,347,317.90)**
Transfers Out	(900,000.00)		(10,000.00)	(200,000.00)		**$ (1,110,000.00)**
Int./Investment Earnings				199.95		**199.95**
Ending Balance	$ 1,144,619.20	$ 302,923.15	$ 4,237.48	$ 1,203,568.46	$ 5,529.59	**$ 2,660,877.88**

OTHER CASH ACCOUNTS

RESTRICTED

	Eastern a/c 601076227	MMDT 00044263747	Total Cash	PARS OPEB TRUST
Beginning Balance	$ 250,000.00	$ 2,393,802.23	**$ 5,349,302.08**	**$ 3,771,195.95**
Receipts			**$ 1,302,495.98**	
Transfers In			**$ 1,110,000.00**	
Withdrawals:				
Payroll			**$ (939,888.18)**	
Accounts Payable			**$ (407,429.72)**	
Other			**-**	**(1,564.34)**
Total Withdrawals	-	-	**(1,347,317.90)**	**(1,564.34)**
Transfers Out			**$ (1,110,000.00)**	
Int./Investment Earnings		2,936.40	**3,136.35**	**85,278.72**
Ending Balance	$ 250,000.00	$ 2,396,738.63	**$ 5,307,616.51**	**$ 3,854,910.33**

as of January 31, 2018

VALLEY COLLABORATIVE
TREASURER'S REPORT
MARCH 31, 2018

ENTERPISE 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
Beginning Balance	$ 1,144,619.20	$ 302,923.15	$ 4,237.48	$ 1,203,568.46	$ 5,529.59	**$ 2,660,877.88**
Receipts	1,898,551.41		8,336.00			**$ 1,906,887.41**
Transfers In		1,100,000.00				**$ 1,100,000.00**
Withdrawals:						
Payroll		(1,126,201.78)	(373.33)			**$ (1,126,575.11)**
Accounts Payable	(181,549.96)					**$ (181,549.96)**
Other					(915.23)	**(915.23)**
Total Withdrawals	(181,549.96)	(1,126,201.78)	(373.33)	-	(915.23)	**(1,309,040.30)**
Transfers Out	(1,100,000.00)					**$ (1,100,000.00)**
Int./Investment Earnings				204.43		**204.43**
Ending Balance	$ 1,761,620.65	$ 276,721.37	$ 12,200.15	$ 1,203,772.89	$ 4,614.36	**$ 3,258,929.42**

OTHER CASH ACCOUNTS **RESTRICTED**

	Eastern a/c 601076227	MMDT 00044263747	Total Cash	PARS OPEB TRUST
Beginning Balance	$ 250,000.00	$ 2,396,738.63	**$ 5,307,616.51**	**$ 3,854,910.33**
Receipts			**$ 1,906,887.41**	
Transfers In			**$ 1,100,000.00**	
Withdrawals:				
Payroll			**$ (1,126,575.11)**	
Accounts Payable			**$ (181,549.96)**	
Other			**(915.23)**	**(803.11)**
Total Withdrawals	-	-	**(1,309,040.30)**	**(803.11)**
Transfers Out			**$ (1,100,000.00)**	
Int./Investment Earnings		3,484.34	**3,688.77**	**(122,788.00)**
Ending Balance	$ 250,000.00	$ 2,400,222.97	**$ 5,909,152.39**	**$ 3,731,319.22**

as of February 28, 2018

VALLEY COLLABORATIVE
TREASURER'S REPORT
APRIL 30, 2018

ENTERPISE BANK ACCOUNTS

	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
Beginning Balance	$ 1,761,620.65	$ 276,721.37	$ 12,200.15	$ 1,203,772.89	$ 4,614.36	**$ 3,258,929.42**
Receipts	998,821.71		4,185.00			**$ 1,003,006.71**
Transfers In	11,000.00	900,000.00				**$ 911,000.00**
Withdrawals:						
Payroll		(1,008,905.26)	(489.02)			**$ (1,009,394.28)**
Accounts Payable	(833,237.16)					**$ (833,237.16)**
Other						**-**
Total Withdrawals	(833,237.16)	(1,008,905.26)	(489.02)	-	-	**(1,842,631.44)**
Transfers Out	(900,000.00)		(11,000.00)			**$ (911,000.00)**
Int./Investment Earnings				197.87		**197.87**
Ending Balance	$ 1,038,205.20	$ 167,816.11	$ 4,896.13	$ 1,203,970.76	$ 4,614.36	**$ 2,419,502.56**

OTHER CASH ACCOUNTS

RESTRICTED

	Eastern a/c 601076227	MMDT 00044263747	Total Cash	PARS OPEB TRUST
Beginning Balance	$ 250,000.00	$ 2,400,222.97	**$ 5,909,152.39**	**$ 3,731,319.22**
Receipts			**$ 1,003,006.71**	
Transfers In			**$ 911,000.00**	
Withdrawals:				
Payroll			**$ (1,009,394.28)**	
Accounts Payable			**$ (833,237.16)**	
Other			**-**	
Total Withdrawals	-	-	**(1,842,631.44)**	**-**
Transfers Out			**$ (911,000.00)**	
Int./Investment Earnings		3,871.86	**4,069.73**	**(12,307.91)**
Ending Balance	$ 250,000.00	$ 2,404,094.83	**$ 5,073,597.39**	**$ 3,719,011.31**

as of March 31, 2018

Valley Collaborative		
Cummulative Surplus Calculation - FY 18		
As of April 30, 2018		
(A)	Voted Cumulative Surplus as of June 30, 2017	4,378,081
(B)	Amount of (A) used to support the FY 18 Budget	-
	Amount of (A) returned to member districts	(201,859)
(c)	Unexpended FY 18 General Funds	2,203,884
(D)	Cummulative Surplus as of 6/30/18	6,380,106
(E)	FY 18 Total General Fund Expenditures	17,442,121
(F)	Cumulative Surplus Percentage	37%
	Estimated Amount of Excess Cumulative Surplus as of June 30, 2018	2,019,576

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 7, 2018
Re: PARS Statement

Attached is Valley Collaborative's most recent PARS OPEB Trust program account report for period ending March 31, 2018.

Required Action:

None

Attachments:

PARS OPEB Trust Program Account Report- period ending March 31, 2018

PUBLIC AGENCY RETIREMENT SERVICES | PARS

VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
3/1/2018 to 3/31/2018

Heidi Kriger
Treasurer
Valley Collaborative
40 Linnell Circle
Billerica, MA 01821

Account Summary

Source	Beginning Balance as of 3/1/2018	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 3/31/2018
OPEB	$3,731,319.22	$0.00	-$12,307.91	$0.00	$0.00	$0.00	$3,719,011.31
Totals	**$3,731,319.22**	**$0.00**	**-$12,307.91**	**$0.00**	**$0.00**	**$0.00**	**$3,719,011.31**

Investment Selection

Vanguard Balanced Strategy

Investment Objective

The Balanced Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both a reasonable level of income and long-term growth of capital and income.

Investment Return

1-Month	3-Months	1-Year	Annualized Return 3-Years	5-Years	10-Years	Plan's Inception Date
-0.33%	-1.33%	7.69%	-	-	-	6/24/2015

Information as provided by US Bank, Trustee for PARS; Not FDIC Insured; No Bank Guarantee; May Lose Value

Past performance does not guarantee future results. Performance returns may not reflect the deduction of applicable fees, which could reduce returns. Information is deemed reliable but may be subject to change.

Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.
Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

Central Administration Office

*25 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 7, 2018
Re: PARS (Public Agency Retirement Services) Presentation to Board

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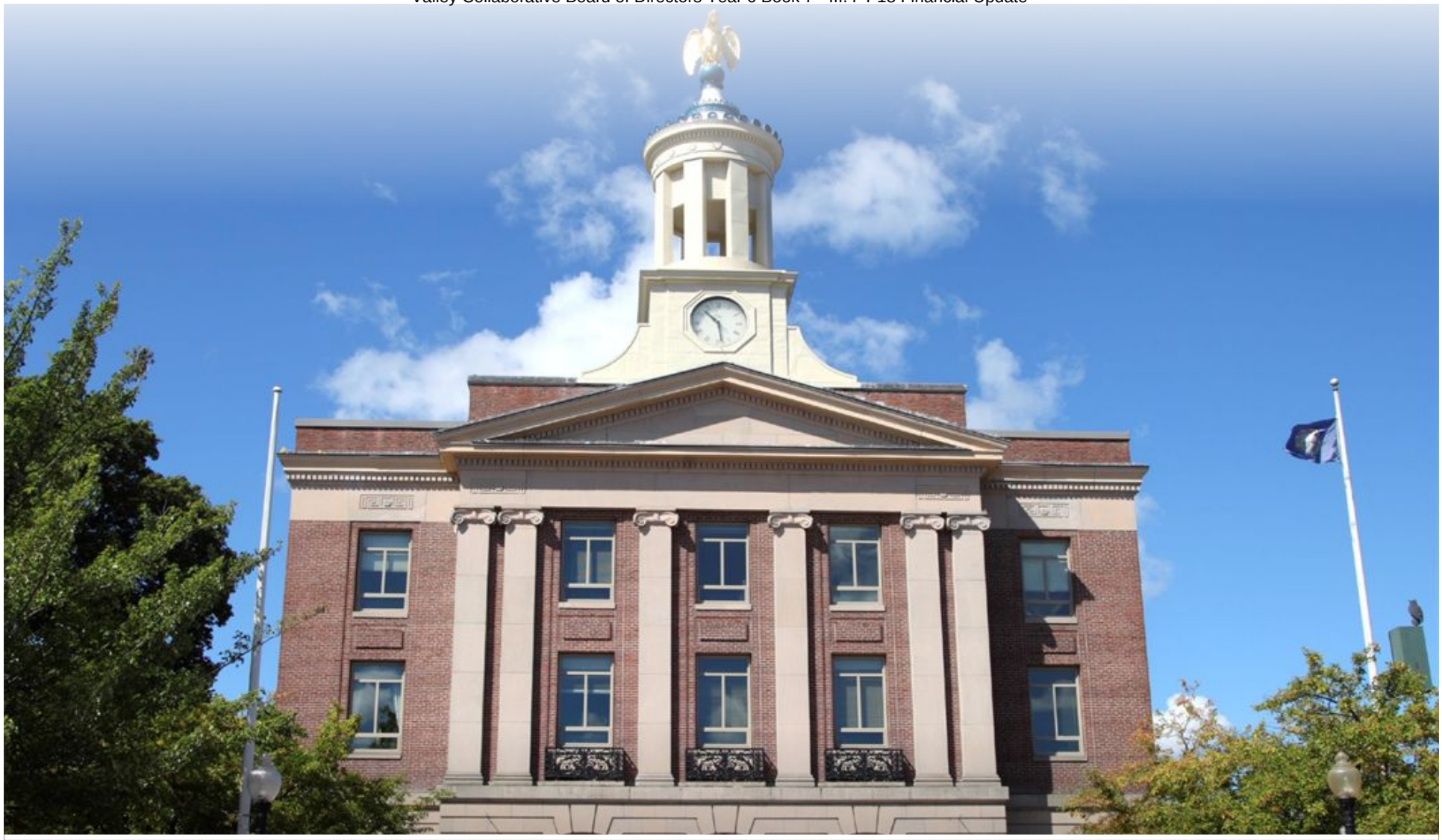
Katie Cannie will be presenting at the June 7th Board meeting. Hard copies of the annual review will be brought to the meeting as well.

Required Action:

None

Attachments:

Annual Review
2018 Vanguard Market Outlook
Valley Collaborative OPEB Actuarial Valuation



PUBLIC AGENCY RETIREMENT SERVICES | PARS

TRUSTED SOLUTIONS. LASTING RESULTS.

VALLEY COLLABORATIVE

PARS Other Post-Employment Benefits (OPEB) Trust Program

June 7, 2018



WHAT WE WILL COVER TODAY

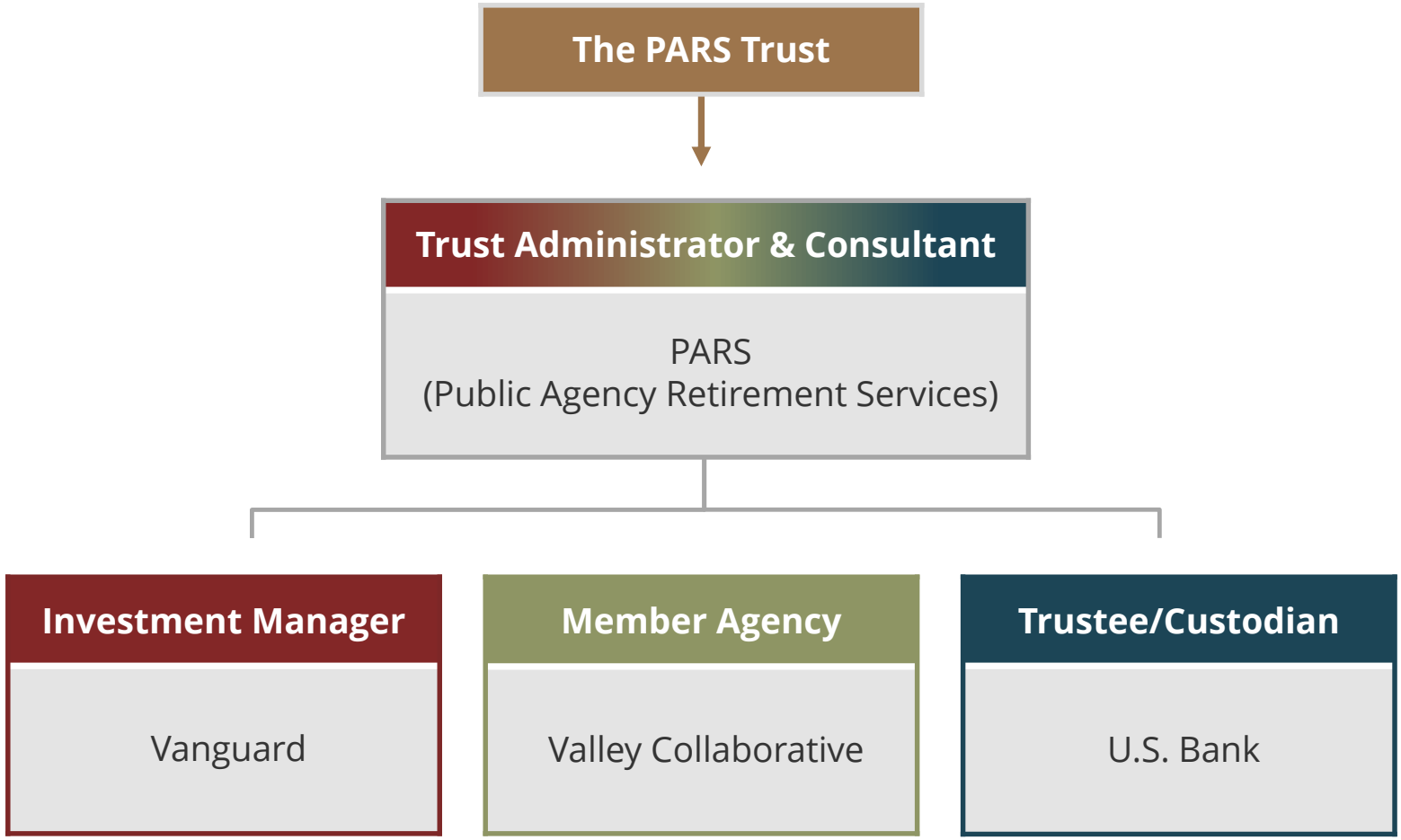
- Program Overview/Update
- Plan Review
- Investment Review
- Actuarial/Funding Review
- Administrative Review

- **Enclosures:**
  - Monthly Account Statement – 3/31/18
  - Annual Account Statement – 6/30/17
  - Quarterly Performance Report: Balanced Strategy – As of 3/31/18
  - Vanguard Market & Economic Outlook 2018
  - Valley Collaborative's OPEB Valuation as of 12/31/17

PARS OPEB TRUST PROGRAM

- Unique IRS-approved Section 115 multiple-employer, irrevocable trust program
- One of the fastest growing OPEB trust programs in Massachusetts and the nation
- GASB 45 and M.G.L. 32B:20 compliant
- Program developed in response to GASB 45 in 2006 – Trust received favorable IRS Private Letter Ruling in 2007
- Unique full-service approach that includes trust administration, trustee and investment management services
- Advantages for member agencies that can include improved credit ratings and increased discount rates (which in turn lowers OPEB liabilities) – A number of our Massachusetts member agencies have already benefitted from these advantages

PARS OPEB TRUST PROGRAM



PUBLIC AGENCY RETIREMENT SERVICES PARS
TRUSTED SOLUTIONS. LASTING RESULTS.

PARS NEW ENGLAND CLIENTS

UPDATED: MAY 2018

- *City of Attleboro*
- *City of Central Falls*
- *City of East Providence*
- *City of Pawtucket*
- *Town of Barrington*
- *Town of Berkley*
- *Town of Bernardston*
- *Town of Carver*
- *Town of Charlestown*
- *Town of East Greenwich*
- *Town of Eastham*
- *Town of Glocester*
- *Town of Hanson*
- *Town of Jamestown*
- *Town of Johnston*
- *Town of Lakeville*
- *Town of Lincoln*
- *Town of Middleborough*
- *Town of North Kingstown*
- *Town of North Smithfield*
- *Town of Plainville*
- *Town of Plympton*
- *Town of Scituate*
- *Town of Seymour*
- *Town of Smithfield*
- *Town of South Kingstown*
- *Town of Swansea*
- *Town of Tiverton*
- *Town of Wareham*
- *Town of Warren*
- *Town of West Warwick*
- *Town of Weymouth*
- *Town of Whitman*
- *Plymouth County*
- *Ashburnham Westminster RSD*
- *Ayer-Shirley RSD*
- *Berlin Boylston RSD*
- *Blackstone Valley RSD*
- *Cape Cod Regional THSD*
- *Central Berkshire RSD*
- *Cranston Public Schools*
- *Dennis-Yarmouth RSD*
- *Dighton Rehoboth RSD*
- *East Providence Schools*
- *Gateway RSD*
- *Greater New Bedford RVTHSD*
- *King Phillip RSD*
- *LABBB Collaborative*
- *Mohawk Trail RSD*
- *Monomoy RSD*
- *Narragansett Public Schools*
- *New Shoreham RSD*
- *Quabbin RSD*
- *SEEM Collaborative RSD*
- *Southeastern Regional VTSD*
- *Southern Worcester RTVSD*
- *Tantasqua RSD*
- *Tiverton School District*
- *Upper Cape Cod RTVSD*
- *Valley Collaborative*
- *Whitman Hanson RSD*
- *Woonsocket School District*
- *Quincy College*
- *Cotuit Fire District*
- *Kent County Water Authority*
- *Wareham Fire District*
- *West Barnstable Fire District*

PUBLIC AGENCY RETIREMENT SERVICES | PARS

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PLAN OVERVIEW

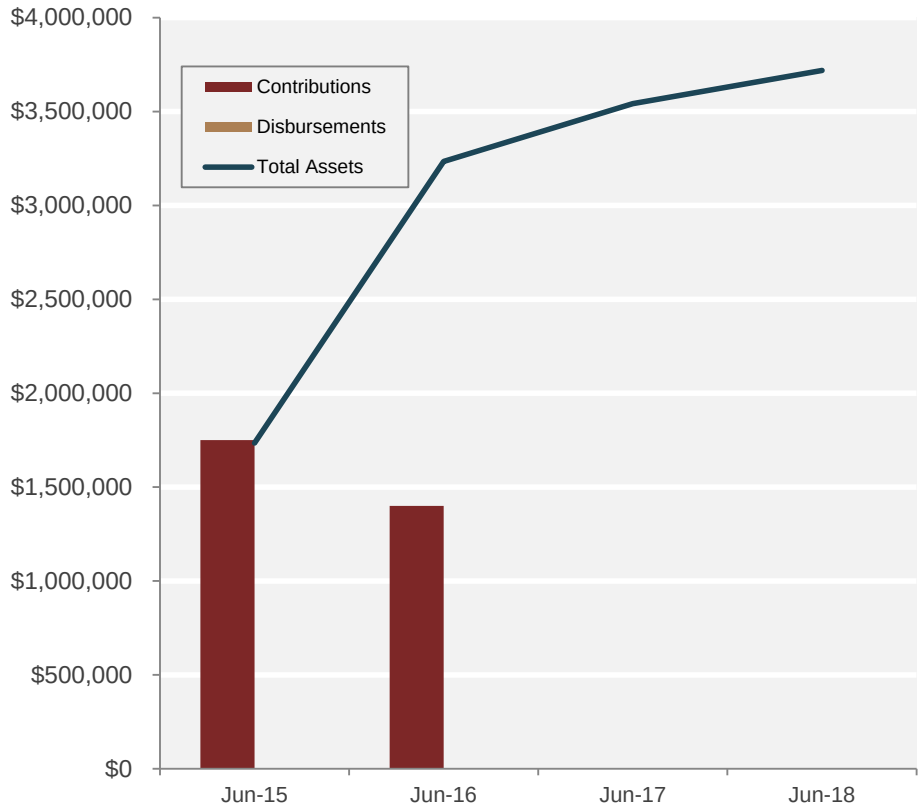
Plan Type:	IRC Section 115 Irrevocable Exclusive Benefit Trust
Trustee Approach:	Directed Approach with Vanguard
Plan Effective Date:	June 18,2015
Plan Administrator:	Heidi Kriger, Treasurer
Current Investment Strategy:	Vanguard Balanced Strategy

AS OF March 31, 2018:

Initial Contribution:	June 2015 -$1,750,000
Additional Contributions:	$1,400,000
Total Contributions:	$3,150,000
Disbursements:	$0
Expenses	$19,490
Total Investment Earnings:	$588,501
Account Balance:	$3,719,011

SUMMARY OF VALLEY COLLABORATIVE'S PLAN

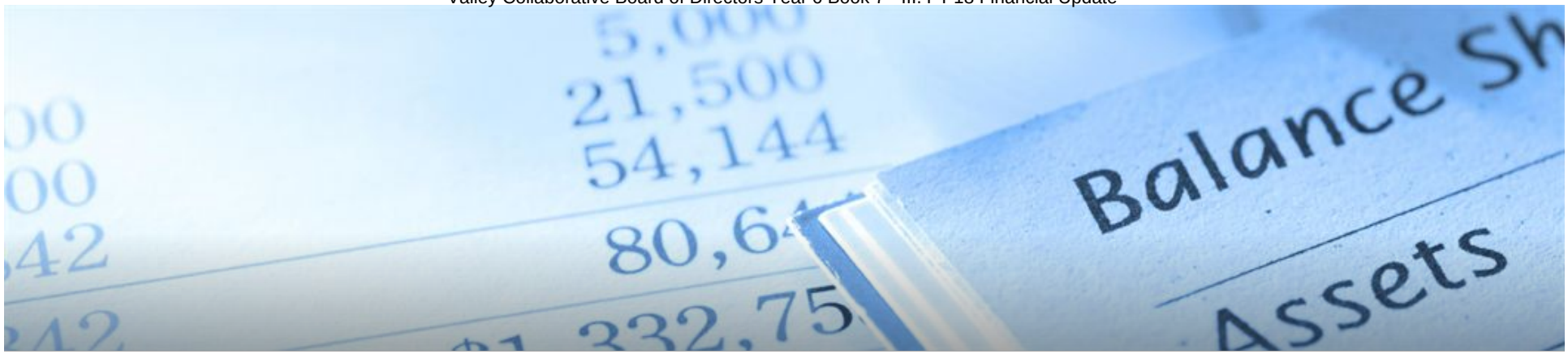
CONTRIBUTIONS, DISTRIBUTIONS, AND TOTAL ASSETS AS OF MARCH 31, 2018



Year	Contributions	Distributions	Total Assets
Jun-15*	$1,750,000	$0	$1,734,606
Jun-16	$1,400,000	$0	$3,234,508
Jun-17	$0	$0	$3,542,216
Jun-18*	$0	$0	$3,719,011

**Plan Year Ending June 2015 is based on 1 month of data from June 30, 2015*
**Plan Year Ending June 2018 is based on 9 months of activity through March 31, 2018*

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SUMMARY OF DISTRICT'S PLAN

PLAN RETURNS AS OF MARCH 31, 2018 (NET OF FEES)

1-Month	3-Month	1-Year
-0.33%	-1.33%	7.69%

Vanguard Target Term Rate of Return
(Long Term: 30 years) - Balanced Strategy — 5.93%

Valley Collaborative's Plan Funding Actuarial Discount Rate
(Long Term: 30 years) — 7.50%

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OPEB ACTUARIAL RESULTS

- We have received the actuarial report by Sherman Actuarial Services, LLC with a valuation date as of December 31, 2017. In the table below, we have summarized the results.

Demographic Study | Valuation Date: December 31, 2017	
Actives	254
Retirees	4
Total	**258**

OPEB ACTUARIAL RESULTS

Fiscal Year ending 6/30/17	Discount Rate: 7.50% (Plan Funding)
Total OPEB Liability	$4,270,784
Plan Fiduciary Net Position (Assets)	$3,771,196
Net OPEB Liability	$499,588
Service Cost	$608,129
Total Employer Contribution (2017)	$30,590

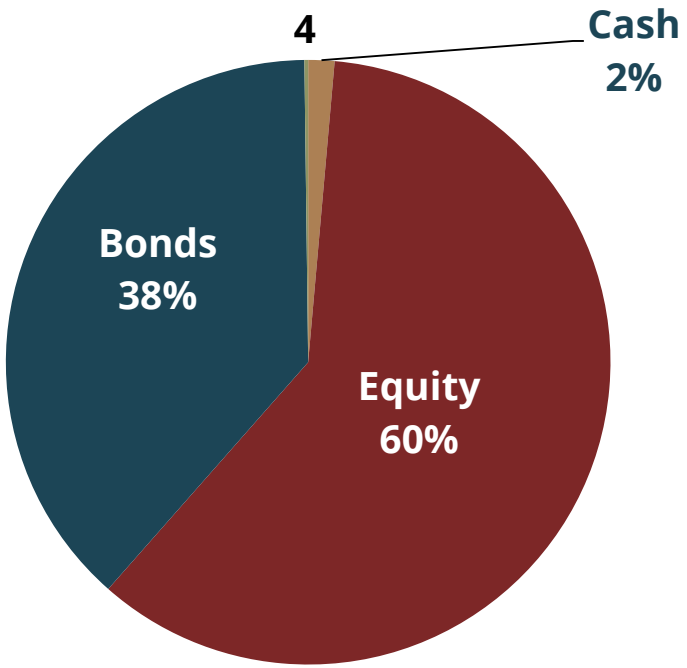
Rule of thumb: For every one percent increase in the discount rate, the unfunded liability is lowered by 10-12%.

VANGUARD INVESTMENT REVIEW

DISTRICT'S INVESTMENT PORTFOLIO

AS OF MARCH 31, 2018

Asset Type	%
Cash	1.4%
U.S. Equity	44.6%
Non-U.S. Equity	15.5%
U.S. Bond	34.4%
Non-U.S. Bond	3.9%
Other	0.2%



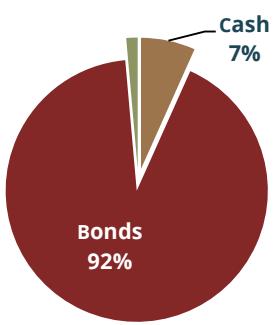
Balanced Portfolio

Strategy Target: 53% Equity, 8% Real Estate (REIT), 39% Fixed Income

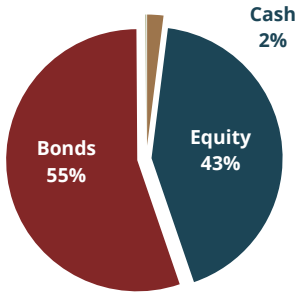
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PROGRAM INVESTMENT STRATEGIES

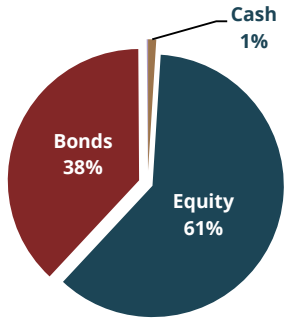
- The District can invest its assets in one of four investment pools which have been designed specifically by Vanguard for PARS Section 115 Trust Programs.
- Assets are pooled for economies of scale but there is no cross sharing of earnings or liabilities.
- Portfolios are comprised of institutional class, index-based, mutual funds selected for their low-weighted expense ratios.



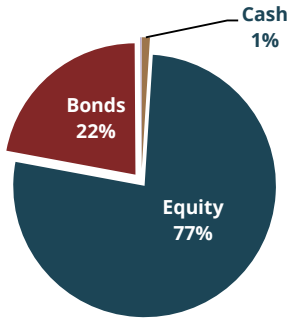
Fixed Income



Conservative



Balanced



Growth

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VANGUARD INVESTMENT PERFORMANCE

RETURNS AS OF MARCH 31, 2018 (GROSS OF FEES)

	Year-to-Date	1 Year	3 Years	5 Years
Growth	-1.26%	9.94%	6.84%	8.50%
Balanced	-1.34%	7.69%	5.58%	6.84%
Conservative	-1.49%	5.23%	4.17%	5.20%
Fixed Income	-0.64%	1.50%	1.66%	2.16%

** Past performance does not guarantee future results*

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ADMINISTRATIVE REVIEW

1. Future anticipated contributions
2. Future anticipated disbursement requests/options
3. Future actuarial valuation for GASB 45/75 compliance
4. Funding policy
5. Client feedback: discussion of any administrative questions or concerns

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(610) 503-2501

FRANCES LEE

PARS Senior Client Services Coordinator

flee@pars.org

(949) 468-6939

PUBLIC AGENCY RETIREMENT SERVICES | PARS

VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
3/1/2018 to 3/31/2018

Heidi Kriger
Treasurer
Valley Collaborative
40 Linnell Circle
Billerica, MA 01821

Account Summary

Source	Beginning Balance as of 3/1/2018	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 3/31/2018
OPEB	$3,731,319.22	$0.00	-$12,307.91	$0.00	$0.00	$0.00	$3,719,011.31
Totals	**$3,731,319.22**	**$0.00**	**-$12,307.91**	**$0.00**	**$0.00**	**$0.00**	**$3,719,011.31**

Investment Selection

Vanguard Balanced Strategy

Investment Objective

The Balanced Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both a reasonable level of income and long-term growth of capital and income.

Investment Return

1-Month	3-Months	1-Year	Annualized Return 3-Years	5-Years	10-Years	Plan's Inception Date
-0.33%	-1.33%	7.69%	-	-	-	6/24/2015

Information as provided by US Bank, Trustee for PARS; Not FDIC Insured; No Bank Guarantee; May Lose Value

Past performance does not guarantee future results. Performance returns may not reflect the deduction of applicable fees, which could reduce returns. Information is deemed reliable but may be subject to change.

Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.
Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

PUBLIC AGENCY RETIREMENT SERVICES | PARS

VALLEY COLLABORATIVE **Account Report for the Period**
PARS OPEB Trust Program **7/1/2016 to 6/30/2017**

Heidi Kriger
Treasurer
Valley Collaborative
40 Linnell Circle
Billerica, MA 01821

Account Summary

Source	Beginning Balance as of 7/1/2016	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 6/30/2017
OPEB	$3,234,507.85	$0.00	$316,125.39	$8,417.34	$0.00	$0.00	$3,542,215.90
Totals	**$3,234,507.85**	**$0.00**	**$316,125.39**	**$8,417.34**	**$0.00**	**$0.00**	**$3,542,215.90**

Investment Selection

Vanguard Balanced Strategy

Investment Objective

The Balanced Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both a reasonable level of income and long-term growth of capital and income.

Investment Return

1-Month	3-Months	1-Year	Annualized Return 3-Years	5-Years	10-Years	Plan's Inception Date
0.44%	2.40%	9.78%	-	-	-	6/24/2015

Information as provided by US Bank, Trustee for PARS; Not FDIC Insured; No Bank Guarantee; May Lose Value

Past performance does not guarantee future results. Performance returns may not reflect the deduction of applicable fees, which could reduce returns. Information is deemed reliable but may be subject to change.

Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.
Account balances are inclusive of Trust Administration, Trustee and Investment Management fees



PUBLIC AGENCY RETIREMENT SERVICES | PARS

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PARS OPEB TRUST PROGRAM
VANGUARD QUARTERLY INVESTMENT REPORT

March 31, 2018

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Vanguard Total Bond Market Index Fund	8
Vanguard Inflation-Protected Securities Fund	10
Vanguard Intermediate-Term Investment Grade Fund	12
Vanguard Total International Stock Index Fund	14
Vanguard Short-Term Investment-Grade Fund	16
Vanguard REIT Index Fund	18

PARS Investment Partnership - Balanced Portfolio

Overview

The PARS Investment Partnership relates to a relationship between Vanguard and PARS where Vanguard manages four trusts (Conservative, Balanced, Growth, and Fixed Income) in which individual clients can invest their assets according to their appropriate investment objective.

Investment objective

The Balanced Portfolio seeks to provide capital appreciation and current income consistent with its current allocation.

Investment strategy

The Balanced Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both a reasonable level of income and long-term growth of capital and income. The underlying funds are: Vanguard Total Stock Market Index Fund, Vanguard Total International Stock Index Fund, Vanguard Total Bond Market Index Fund, Vanguard Intermediate-Term Investment-Grade Fund, Vanguard Short-Term Investment-Grade Fund, Vanguard Inflation-Protected Securities Fund, and Vanguard REIT Index Fund.

The Portfolio's indirect stock holdings are a diversified mix of U.S. and foreign large-, mid-, and small-capitalization stocks. The Portfolio's indirect bond holdings are a diversified mix of short-, intermediate-, and long-term U.S. government, U.S. agency, and investment-grade U.S. corporate bonds; mortgage-backed and asset-backed securities; and government, agency, and corporate bonds.

Fees

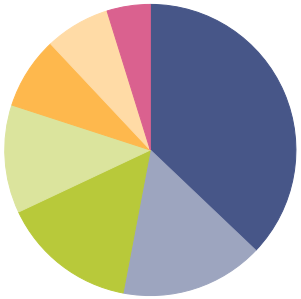
The fees for managing the portfolio consists of the expense ratios of the individual funds and the advisor fee. Both of these fees are dependent on the assets under management. Currently the average expense ratio is **0.08%** which consists of averaging the expense ratio of the individual funds which are outlined above. The average advisory fee is **0.05%** based on the current assets under management.

Source: Morningstar Direct

PARS Investment Partnership - Balanced Portfolio

Portfolio holdings

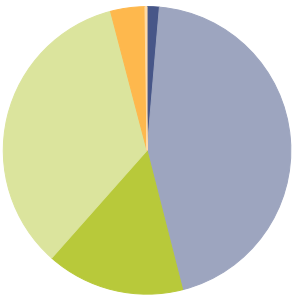
Portfolio Date: 3/31/2018



	%
Vanguard Total Stock Mkt Idx Adm	37.1
Vanguard Total Intl Stock Index Inv	15.9
Vanguard Inflation-Protected Secs Adm	15.0
Vanguard Total Bond Market Index Adm	12.0
Vanguard Real Estate Index Admiral	8.0
Vanguard Interm-Term Investment-Grde Adm	7.2
Vanguard Short-Term Investment-Grade Adm	4.8
Total	**100.0**

Asset allocation

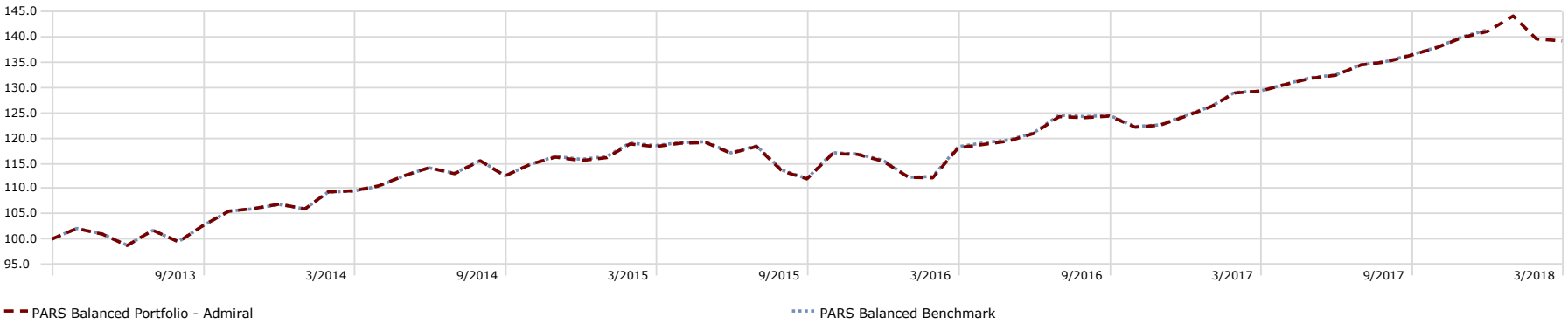
Portfolio Date: 3/31/2018



	%
Cash	1.4
US Equity	44.6
Non-US Equity	15.5
US Bond	34.4
Non-US Bond	3.9
Other	0.2
Total	**100.0**

Investment growth

Time Period: 4/1/2013 to 3/31/2018

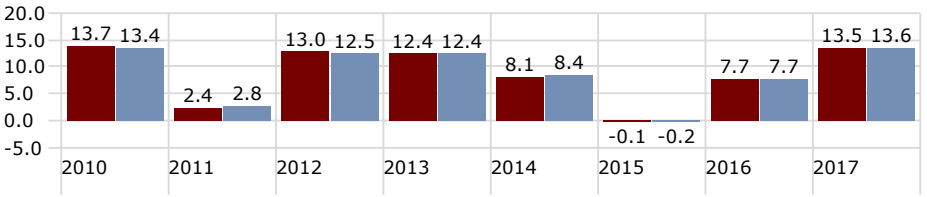


Trailing Returns - Annualized after one year

As of Date: 3/31/2018

	YTD	One Year	Three Years	Five Years	Eight Years	Ten Years
PARS Balanced Portfolio - Admiral	-1.34	7.69	5.58	6.84	8.00	6.33
PARS Balanced Benchmark	-1.45	7.78	5.55	6.86	8.00	6.35

Annual returns



Benchmark

37.1% Spliced Total Stock Mkt Index (equal to CRSP US Total Market Index as of 6/2/13, MSCI US Broad Market Index through 4/22/05, prior DJ Wilshire 5000 Index)/ 15.9% Spliced Total International Composite Index (Consists of the Total International Composite Index through August 31, 2006; the MSCI EAFE + Emerging Markets Index through December 15, 2010; the MSCI ACWI ex USA IMI Index through 6/2/13; and the FTSE Global All Cap ex US Index thereafter) / 24% Spliced Barclays US Aggregate Float-Adjusted Bond Index/ 15% Barclays US Treasury Inflation-Protected Securities Index / 8% US REIT Spliced Index (equal to MSCI US REIT Index adjusted for a 2% cash position though 4/30/2009; MSCI US REIT Index thereafter.

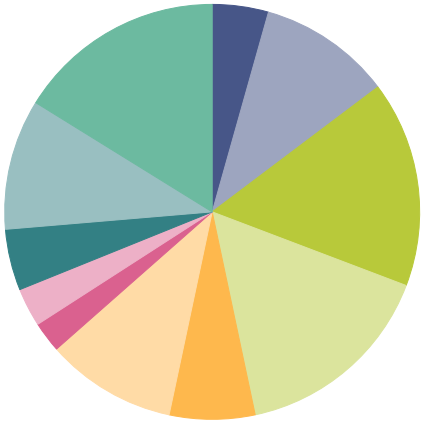
The performance data shown represent past performance, which is not a guarantee of future results. Investment returns and principal value will fluctuate, so investors' shares, when sold, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data cited. Returns are net of the fund expense ratio, gross of advisory fees. Returns represent the historical performance for a Vanguard composite based on the portfolio holdings listed above.

Source: Morningstar Direct

PARS Investment Partnership - Balanced Portfolio

Equity sectors

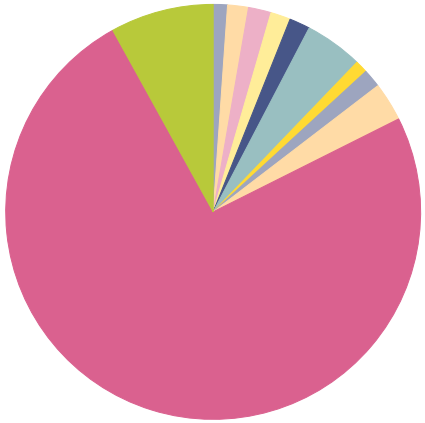
Portfolio Date: 2/28/2018



	%
Basic Materials	4.4
Consumer Cyclical	10.3
Financial Services	16.1
Real Estate	15.9
Consumer Defensive	6.7
Healthcare	10.2
Utilities	2.4
Communication Services	3.0
Energy	4.8
Industrials	10.2
Technology	16.2
Total	**100.0**

Equity country exposure

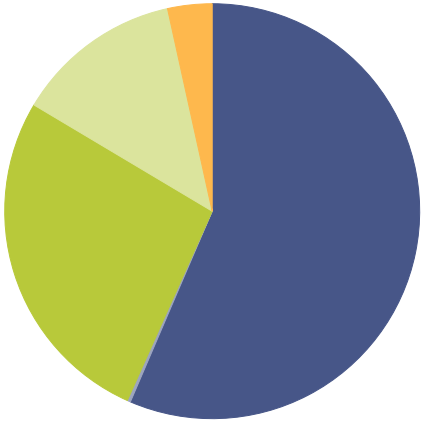
Portfolio Date: 3/31/2018



	%
Australia	1.1
Canada	1.6
China	1.8
France	1.5
Germany	1.6
Japan	4.5
South Korea	1.0
Switzerland	1.4
United Kingdom	3.0
United States	74.4
Other	8.0
Total	**100.0**

Fixed income sectors

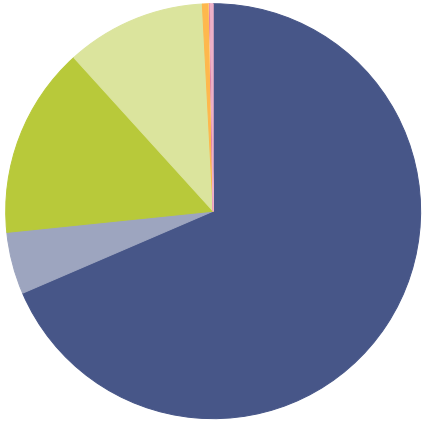
Portfolio Date: 3/31/2018



	%
Government	56.5
Municipal	0.3
Corporate	26.8
Securitized	13.0
Cash & Equivalents	3.5
Derivative	0.0
Total	**100.0**

Fixed income credit quality

Portfolio Date: 3/31/2018



	%
AAA	68.5
AA	4.8
A	14.9
BBB	10.9
BB	0.5
B	0.1
Below B	0.0
Not Rated	0.3
Total	**100.0**

Source: Morningstar Direct

Fact Sheet | March 31, 2018

Vanguard Total Stock Market Index Fund

Domestic stock fund | Admiral™ Shares

Risk level Low ⟷ High	Total net assets	Expense ratio as of 04/27/17	Ticker symbol	Turnover Rate	Inception date	Fund number
1 2 3 **4** 5	$189,799 MM	0.04%	VTSAX	3.1%	11/13/00	0585

Investment objective

Vanguard Total Stock Market Index Fund seeks to track the performance of a benchmark index that measures the investment return of the overall stock market.

Investment strategy

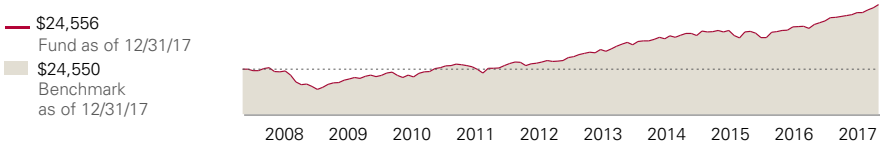
The fund employs an indexing investment approach designed to track the performance of the CRSP US Total Market Index, which represents approximately 100% of the investable U.S. stock market and includes large-, mid-, small-, and micro-cap stocks regularly traded on the New York Stock Exchange and Nasdaq. The fund invests by sampling the index, meaning that it holds a broadly diversified collection of securities that, in the aggregate, approximates the full Index in terms of key characteristics. These key characteristics include industry weightings and market capitalization, as well as certain financial measures, such as price/earnings ratio and dividend yield.

For the most up-to-date fund data, please scan the QR code below.

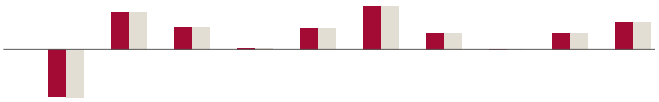
Benchmark

Spliced Total Stock Market Index

Growth of a $10,000 investment : January 31, 2008—December 31, 2017



Annual returns



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fund	-36.99	28.83	17.26	1.08	16.38	33.52	12.56	0.39	12.66	21.17
Benchmark	-37.04	28.76	17.28	1.08	16.44	33.51	12.58	0.40	12.68	21.19

Total returns

Periods Ended March 31, 2018

	Quarter	Year to Date	One Year	Three Years	Five Years	Ten Years
Fund	-0.60%	-0.60%	13.85%	10.20%	13.02%	9.74%
Benchmark	-0.60%	-0.60%	13.87%	10.21%	13.03%	9.74%

The performance data shown represent past performance, which is not a guarantee of future results. Investment returns and principal value will fluctuate, so investors' shares, when sold, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data cited. For performance data current to the most recent month-end, visit our website at vanguard.com/performance.

Figures for periods of less than one year are cumulative returns. All other figures represent average annual returns. Performance figures include the reinvestment of all dividends and any capital gains distributions. All returns are net of expenses.

Top sector holdings–Stocks



Financials	20.5%	Consumer Goods	8.5
Technology	19.4	Oil & Gas	5.5
Industrials	13.4	Utilities	2.8
Consumer Services	13.1	Basic Materials	2.5
Health Care	12.5	Telecommunications	1.8

Sector categories are based on the Industry Classification Benchmark ("ICB"), except for the "Other" category (if applicable), which includes securities that have not been provided an ICB classification as of the effective reporting period.

Spliced Total Stock Market Index: Dow Jones U.S. Total Stock Market Index (formerly known as the Dow Jones Wilshire 5000 Index) through April 22, 2005; MSCI US Broad Market Index through June 2, 2013; and CRSP US Total Market Index thereafter.

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Fact Sheet | March 31, 2018

Vanguard Total Stock Market Index Fund

Domestic stock fund | Admiral™ Shares

Ten largest holdings*

1	Apple Inc.	
2	Microsoft Corp.	
3	Alphabet Inc.	
4	Amazon.com Inc.	
5	Berkshire Hathaway Inc.	
6	Facebook Inc.	
7	JPMorgan Chase & Co.	
8	Johnson & Johnson	
9	Exxon Mobil Corp.	
10	Bank of America Corp.	
Top 10 as % of Total Net Assets		17.7%

* The holdings listed exclude any temporary cash investments and equity index products.

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Plain talk about risk

An investment in the fund could lose money over short or even long periods. You should expect the fund's share price and total return to fluctuate within a wide range, like the fluctuations of the overall stock market. The fund's performance could be hurt by:

Stock market risk: The chance that stock prices overall will decline. Stock markets tend to move in cycles, with periods of rising stock prices and periods of falling stock prices. The fund's target index may, at times, become focused in stocks of a particular sector, category, or group of companies.

Index sampling risk: The chance that the securities selected for the fund, in the aggregate, will not provide investment performance matching that of the index. Index sampling risk for the fund should be low.

Note on frequent trading restrictions

Frequent trading policies may apply to those funds offered as investment options within your plan. Please log on to Vanguard.com for your employer plans or contact Participant Services at 800-523-1188 for additional information.

For more information about Vanguard funds or to obtain a prospectus, see below for which situation is right for you .

If you receive your retirement plan statement from Vanguard or log on to Vanguard's website to view your plan, visit **vanguard.com** or call **800-523-1188**.

If you receive your retirement plan statement from a service provider other than Vanguard or log on to a record keeper's website that is not Vanguard to view your plan, please call **855-402-2646**.

Visit vanguard.com to obtain a prospectus or, if available, a summary prospectus . Investment objectives, risks, charges, expenses, and other important information about a fund are contained in the prospectus; read and consider it carefully before investing .

Financial advisor clients: For more information about Vanguard funds, contact your financial advisor to obtain a prospectus.

Investment Products: Not FDIC Insured • No Bank Guarantee • May Lose Value

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Fact Sheet | March 31, 2018

Vanguard Total Bond Market Index Fund

Bond fund | Admiral™ Shares

Risk level Low ⟷ High	Total net assets	Expense ratio as of 04/26/17	Ticker symbol	Turnover Rate	Inception date	Fund number
1 **2** 3 4 5	$83,589 MM	0.05%	VBTLX	54.6%	11/12/01	0584

Investment objective

Vanguard Total Bond Market Index Fund seeks to track the performance of a broad, market-weighted bond index.

Investment strategy

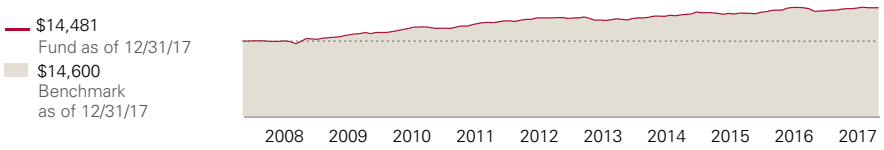
The fund employs an indexing investment approach designed to track the performance of the Bloomberg Barclays U.S. Aggregate Float Adjusted Bond Index. This index measures a wide spectrum of public, investment-grade, taxable, fixed income securities in the United States—including government, corporate, and international dollar-denominated bonds, as well as mortgage-backed and asset-backed securities, all with maturities of more than 1 year. The fund invests by sampling the index, meaning that it holds a range of securities that, in the aggregate, approximate the full index in terms of key risk factors and other characteristics. All of the fund's investments will be selected through the sampling process, and at least 80% of the fund's assets will be invested in bonds held in the index. The fund maintains a dollar-weighted average maturity consistent with that of the index, which currently ranges between 5 and 10 years.

For the most up-to-date fund data, please scan the QR code below.

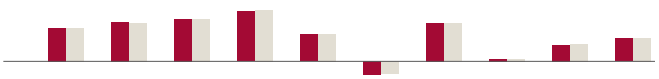
Benchmark

Spliced BloomBarc USAgg Flt Adjlx

Growth of a $10,000 investment : January 31, 2008—December 31, 2017



Annual returns



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fund	5.15	6.04	6.54	7.69	4.15	-2.15	5.89	0.40	2.60	3.56
Benchmark	5.24	5.93	6.58	7.92	4.32	-1.97	5.85	0.44	2.75	3.63

Total returns

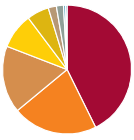
Periods Ended March 31, 2018

	Quarter	Year to Date	One Year	Three Years	Five Years	Ten Years
Fund	-1.47%	-1.47%	1.11%	1.12%	1.73%	3.57%
Benchmark	-1.48%	-1.48%	1.24%	1.20%	1.82%	3.65%

The performance data shown represent past performance, which is not a guarantee of future results. Investment returns and principal value will fluctuate, so investors' shares, when sold, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data cited. For performance data current to the most recent month-end, visit our website at vanguard.com/performance.

Figures for periods of less than one year are cumulative returns. All other figures represent average annual returns. Performance figures include the reinvestment of all dividends and any capital gains distributions. All returns are net of expenses.

Distribution by issuer–Bonds



Treasury/Agency	42.7%	Utilities	2.0
Government Mortgage-Backed	21.3	Commercial Mortgage-Backed	1.8
Industrial	16.9	Other	0.5
Finance	8.8	Asset-Backed	0.4
Foreign	5.6		

Spliced BloomBarc USAgg Flt Adjlx: Bloomberg Barclays U.S. Aggregate Bond Index through December 31, 2009; Bloomberg Barclays U.S. Aggregate Float Adjusted Index thereafter.

F0584 032018

Fact Sheet | March 31, 2018

Vanguard Total Bond Market Index Fund

Bond fund | Admiral™ Shares

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Plain talk about risk

An investment in the fund could lose money over short or even long periods. You should expect the fund's share price and total return to fluctuate within a wide range, like the fluctuations of the overall bond market. The fund's performance could be hurt by:

Interest rate risk: The chance that bond prices will decline because of rising interest rates. Interest rate risk should be moderate for the fund because it invests primarily in short- and intermediate-term bonds, whose prices are less sensitive to interest rate changes than are the prices of long-term bonds.

Income risk: The chance that the fund's income will decline because of falling interest rates.

Prepayment risk: The chance that during periods of falling interest rates, homeowners will refinance their mortgages before their maturity dates, resulting in prepayment of mortgage-backed securities held by the fund. The fund would then lose any price appreciation above the mortgage's principal and would be forced to reinvest the unanticipated proceeds at lower interest rates, resulting in a decline in the fund's income.

Extension risk: The chance that during periods of rising interest rates, certain debt obligations will be paid off substantially more slowly than originally anticipated, and the value of those securities may fall. For funds that invest in mortgage-backed securities, extension risk is the chance that during periods of rising interest rates, homeowners will prepay their mortgages at slower rates.

Credit risk: The chance that a bond issuer will fail to pay interest or principal in a timely manner or that negative perceptions of the issuer's ability to make such payments will cause the price of that bond to decline. Credit risk should be low for the fund because it purchases only bonds that are of investment-grade quality.

Call risk: The chance that during periods of falling interest rates, issuers of callable bonds may call (redeem) securities with higher coupon rates or interest rates before their maturity dates. The fund would then lose any price appreciation above the bond's call price and would be forced to reinvest the unanticipated proceeds at lower interest rates, resulting in a decline in the fund's income.

Index sampling risk: The chance that the securities selected for the fund, in the aggregate, will not provide investment performance matching that of the index. Index sampling risk for the fund should be low.

Note on frequent trading restrictions

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Visit vanguard.com to obtain a prospectus or, if available, a summary prospectus . Investment objectives, risks, charges, expenses, and other important information about a fund are contained in the prospectus; read and consider it carefully before investing .

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Investment Products: Not FDIC Insured • No Bank Guarantee • May Lose Value

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Fact Sheet | March 31, 2018

Vanguard Inflation-Protected Securities Fund

Bond fund | Admiral™ Shares

Risk level Low → High	Total net assets	Expense ratio as of 04/26/17	Ticker symbol	Turnover Rate	Inception date	Fund number
1 **2** 3 4 5	$14,146 MM	0.10%	VAIPX	21.7%	06/10/05	5119

Investment objective

Vanguard Inflation-Protected Securities Fund seeks to provide investors inflation protection and income consistent with investment in inflation-indexed securities.

Investment strategy

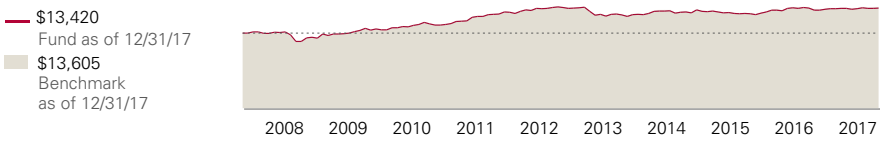
The fund invests at least 80% of its assets in inflation-indexed bonds issued by the U.S. government, its agencies and instrumentalities, and corporations. The fund may invest in bonds of any maturity; however, its dollar-weighted average maturity is expected to be in a range of 7 to 20 years. At a minimum, all bonds purchased by the fund will be rated "investment grade" or, if unrated, will be considered by the advisor to be investment grade.

For the most up-to-date fund data, please scan the QR code below.

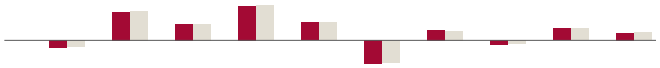
Benchmark

BloomBarc US Trsy Inflat Prtcd Idx

Growth of a $10,000 investment : January 31, 2008—December 31, 2017



Annual returns



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fund	-2.78	10.96	6.31	13.29	6.90	-8.86	3.97	-1.69	4.62	2.91
Benchmark	-2.35	11.41	6.31	13.56	6.98	-8.61	3.64	-1.44	4.68	3.01

Total returns

Periods Ended March 31, 2018

	Quarter	Year to Date	One Year	Three Years	Five Years	Ten Years
Fund	-0.90%	-0.90%	0.58%	1.18%	-0.06%	2.74%
Benchmark	-0.79%	-0.79%	0.92%	1.30%	0.05%	2.93%

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Figures for periods of less than one year are cumulative returns. All other figures represent average annual returns. Performance figures include the reinvestment of all dividends and any capital gains distributions. All returns are net of expenses.

Distribution by issuer–Bonds



Treasury/Agency	100.0%	Foreign	0.0
Asset-Backed	0.0	Government Mortgage-Backed	0.0
Commercial Mortgage-Backed	0.0	Industrial	0.0
Finance	0.0	Utilities	0.0

BloomBarc US Trsy Inflat Prtcd Idx: Includes the inflation-indexed securities within the Bloomberg Barclays U.S. Treasury Bond Index, which represents U.S. Treasury obligations with maturities of more than 1 year. The fund held a subscription period from June 5, 2000 (the effective date of the fund) to June 29, 2000, during which time all assets were held directly or indirectly in money market instruments. Performance measurement began June 29, 2000.

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Fact Sheet | March 31, 2018

Vanguard Inflation-Protected Securities Fund

Bond fund | Admiral™ Shares

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Plain talk about risk

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Income fluctuations: The fund's quarterly income distributions are likely to fluctuate considerably more than the income distributions of a typical bond fund. Income fluctuations associated with changes in interest rates are expected to be low; however, income fluctuations associated with changes in inflation are expected to be high. Overall, investors can expect income fluctuations to be high for the fund.

Interest rate risk: The chance that bond prices will decline because of rising interest rates. Although inflation-indexed bonds seek to provide inflation protection, their prices may decline when interest rates rise and vice versa. Because the fund's dollar-weighted average maturity is expected to be in the range of 7 to 20 years, interest rate risk is expected to be moderate to high for the fund.

Manager risk: The chance that poor security selection will cause the fund to underperform relevant benchmarks or other funds with a similar investment objective.

Derivatives risk: The chance that investments in derivatives may involve risks different from, and possibly greater than, those of investments in the underlying securities, assets, or market indexes.

Note on frequent trading restrictions

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While U.S. Treasury or government agency securities provide substantial protection against credit risk, they do not protect investors against price changes due to changing interest rates. Unlike stocks and bonds, U.S. Treasury bills are guaranteed as to the timely payment of principal and interest.

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Investment Products: Not FDIC Insured • No Bank Guarantee • May Lose Value

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Fact Sheet | March 31, 2018

Vanguard Intermediate-Term Investment-Grade Fund

Bond fund | Admiral™ Shares

Risk level Low ⟷ High	Total net assets	Expense ratio as of 05/26/17	Ticker symbol	Turnover Rate	Inception date	Fund number
1 **2** 3 4 5	$27,033 MM	0.10%	VFIDX	63.0%	02/12/01	0571

Investment objective

Vanguard Intermediate-Term Investment-Grade Fund seeks to provide a moderate and sustainable level of current income.

Investment strategy

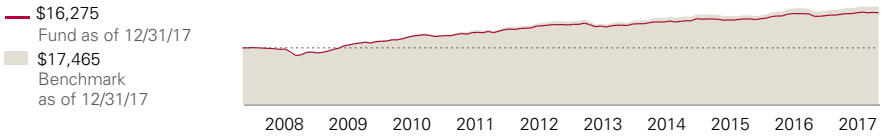
The fund invests in a variety of high-quality and, to a lesser extent, medium-quality fixed income securities, at least 80% of which will be short- and intermediate-term investment-grade securities. High-quality fixed income securities are those rated the equivalent of A3 or better by Moody's Investors Service, Inc., or another independent rating agency; medium-quality fixed income securities are those rated the equivalent of Baa1, Baa2, or Baa3 by Moody's, or another independent rating agency. (Investment-grade fixed income securities are those rated the equivalent of Baa3 and above by Moody's.) The fund is expected to maintain a dollar-weighted average maturity of 5 to 10 years.

For the most up-to-date fund data, please scan the QR code below.

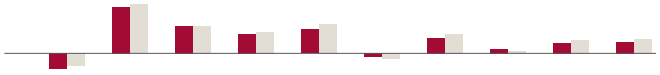
Benchmark

BloomBarc US 5-10 Year Credit Index

Growth of a $10,000 investment : January 31, 2008—December 31, 2017



Annual returns



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fund	-6.06	17.88	10.60	7.63	9.25	-1.27	5.91	1.63	3.93	4.26
Benchmark	-4.66	18.96	10.54	8.21	11.26	-2.05	7.38	0.69	5.23	5.57

Total returns

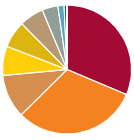
Periods Ended March 31, 2018

	Quarter	Year to Date	One Year	Three Years	Five Years	Ten Years
Fund	-1.82%	-1.82%	1.02%	1.87%	2.41%	4.82%
Benchmark	-2.29%	-2.29%	1.64%	2.11%	2.75%	5.58%

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Distribution by issuer–Bonds



Industrial	31.4%	Foreign	6.1
Finance	31.2	Utilities	4.0
Asset-Backed	10.9	Short-Term Reserves	1.5
Commercial Mortgage-Backed	7.4	Government Mortgage-Backed	0.7
Treasury/Agency	6.7	Other	0.1

BloomBarc US 5-10 Year Credit Index: Includes investment-grade (rated Baa3 or above by Moody's) corporate and international dollar-denominated bonds with maturities of 5 to 10 years.

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Fact Sheet | March 31, 2018

Vanguard Intermediate-Term Investment-Grade Fund

Bond fund | Admiral™ Shares

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Plain talk about risk

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Income risk: The chance that the fund's income will decline because of falling interest rates.

Interest rate risk: The chance that bond prices will decline because of rising interest rates. Interest rate risk should be moderate for the fund because it invests primarily in short- and intermediate-term bonds, whose prices are less sensitive to interest rate changes than are the prices of long-term bonds.

Liquidity risk: The chance that the fund may not be able to sell a security in a timely manner at a desired price. Liquidity risk is generally moderate for intermediate-term bond funds.

Call risk: The chance that during periods of falling interest rates, issuers of callable bonds may call (redeem) securities with higher coupon rates or interest rates before their maturity dates. The fund would then lose any price appreciation above the bond's call price and would be forced to reinvest the unanticipated proceeds at lower interest rates, resulting in a decline in the fund's income.

Extension risk: The chance that during periods of rising interest rates, certain debt obligations will be paid off substantially more slowly than originally anticipated, and the value of those securities may fall. Extension risk is generally moderate for intermediate-term bond funds.

Credit risk: The chance that a bond issuer will fail to pay interest or principal in a timely manner or that negative perceptions of the issuer's ability to make such payments will cause the price of that bond to decline. Credit risk should be relatively low for the fund because it invests primarily in bonds that are considered to be of high quality.

Manager risk: The chance that poor security selection will cause the fund to underperform relevant benchmarks or other funds with a similar investment objective.

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Fact Sheet | March 31, 2018

Vanguard Total International Stock Index Fund

International stock fund | Admiral™ Shares

Risk level Low ⟷ High	Total net assets	Expense ratio as of 02/22/18	Ticker symbol	Turnover Rate	Inception date	Fund number
1 2 3 4 **5**	$70,431 MM	0.11%	VTIAX	3.4%	11/29/10	0569

Investment objective

Vanguard Total International Stock Index Fund seeks to track the performance of a benchmark index that measures the investment return of stocks issued by companies located in developed and emerging markets, excluding the United States.

Investment strategy

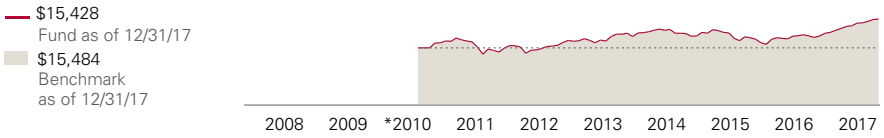
The fund employs an indexing investment approach designed to track the performance of the FTSE Global All Cap ex US Index, a free-float-adjusted market-capitalization-weighted index designed to measure equity market performance of companies located in developed and emerging markets, excluding the United States. The index includes more than 5,300 stocks of companies located in 46 countries. The fund invests substantially all of its assets in the common stocks included in its target index.

For the most up-to-date fund data, please scan the QR code below.

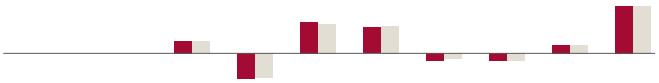
Benchmark

Primary: Spl Total International Stock Index, **Fair-Valued Priced**: FTSE Global All Cap ex US FV Ix

Growth of a $10,000 investment : November 30, 2010—December 31, 2017



Annual returns



	2008	2009	*2010	2011	2012	2013	2014	2015	2016	2017
Fund	—	—	7.09	-14.52	18.21	15.14	-4.17	-4.26	4.67	27.55
Benchmark	—	—	6.94	-14.31	17.04	15.76	-3.39	-4.29	4.72	27.41

Total returns

Periods Ended March 31, 2018

	Quarter	Year to Date	One Year	Three Years	Five Years	Since Inception
Fund	-0.46%	-0.46%	17.05%	6.92%	6.41%	5.87%
Benchmark	-1.14%	-1.14%	16.73%	6.78%	6.39%	—
FVP Benchmark	-0.63%	—	17.14%	—	—	—

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Geographic allocation



Japan	17.6%	Canada	6.1
United Kingdom	12.0	Switzerland	5.1
China	6.8	Australia	4.6
France	6.4	Korea	3.8
Germany	6.2	Taiwan	3.3

*Partial return since fund started, November 29, 2010.

Spl Total International Stock Index: Total International Composite Index through August 31, 2006; MSCI EAFE + Emergin Markets Index through December 15, 2010; MSCI ACWI ex USA IMI Index through June 2, 2013; and FTSE Global All Cap ex US Index thereafter. Benchmark returns are adjusted for withholding taxes.

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Fact Sheet | March 31, 2018

Vanguard Total International Stock Index Fund

International stock fund | Admiral™ Shares

Ten largest holdings*

1	Tencent Holdings Ltd.	
2	Royal Dutch Shell plc	
3	Samsung Electronics Co. Ltd.	
4	Nestle SA	
5	Taiwan Semiconductor Manufacturing Co. Ltd.	
6	HSBC Holdings plc	
7	Novartis AG	
8	Toyota Motor Corp.	
9	Roche Holding AG	
10	Unilever	
Top 10 as % of Total Net Assets		8.4%

* The holdings listed exclude any temporary cash investments and equity index products.

Top sector holdings–Stocks



Financials	25.5%		Basic Materials	7.4
Consumer Goods	15.9		Technology	7.1
Industrials	14.9		Oil & Gas	6.2
Consumer Services	8.8		Telecommunications	3.5
Health Care	7.6		Utilities	3.1

Sector categories are based on the Industry Classification Benchmark ("ICB"), except for the "Other" category (if applicable), which includes securities that have not been provided an ICB classification as of the effective reporting period.

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Plain talk about risk

An investment in the fund could lose money over short or even long periods. You should expect the fund's share price and total return to fluctuate within a wide range, like the fluctuations of the overall stock market. The fund's performance could be hurt by:

Stock market risk: The chance that stock prices overall will decline. Stock markets tend to move in cycles, with periods of rising stock prices and periods of falling stock prices. The fund's investments in foreign stocks can be riskier than U.S. stock investments. Foreign stocks tend to be more volatile and less liquid than U.S. stocks. The prices of foreign stocks and the prices of U.S. stocks may move in opposite directions. In addition, the fund's target index may, at times, become focused in stocks of a particular market sector, which would subject the fund to proportionately higher exposure to the risks of that sector.
Country/Regional risk: The chance that world events—such as political upheaval, financial troubles, or natural disasters—will adversely affect the value of securities issued by companies in foreign countries or regions. Because the fund may invest a large portion of its assets in securities of companies located in any one country or region, its performance may be hurt disproportionately by the poor performance of its investments in that area. Country/Regional risk is especially high in emerging markets.
Currency risk: The chance that the value of a foreign investment, measured in U.S. dollars, will decrease because of unfavorable changes in currency exchange rates.
Investment style risk: The chance that returns from small- and mid-capitalization stocks, to the extent that the fund invests in them, will trail returns from the overall stock market. Historically, these stocks have been more volatile in price than the large-cap stocks that dominate the overall market, and they often perform quite differently.
Emerging markets risk: The chance that the stocks of companies located in emerging markets will be substantially more volatile, and substantially less liquid, than the stocks of companies located in more developed foreign markets because, among other factors, emerging markets can have greater custodial and operational risks; less developed legal, tax, regulatory, and accounting systems; and greater political, social, and economic instability than developed markets.

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Fact Sheet | March 31, 2018

Vanguard Short-Term Investment-Grade Fund

Bond fund | Admiral™ Shares

Risk level Low ⟷ High	Total net assets	Expense ratio as of 05/26/17	Ticker symbol	Turnover Rate	Inception date	Fund number
1 2 3 4 5	$41,872 MM	0.10%	VFSUX	86.3%	02/12/01	0539

Investment objective

Vanguard Short-Term Investment-Grade Fund seeks to provide current income while maintaining limited price volatility.

Investment strategy

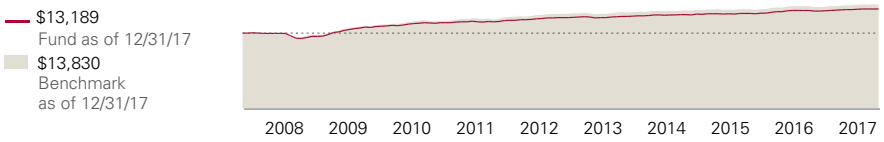
The fund invests in a variety of high-quality and, to a lesser extent, medium-quality fixed income securities, at least 80% of which will be short- and intermediate-term investment-grade securities. High-quality fixed income securities are those rated the equivalent of A3 or better by Moody's Investors Service, Inc., or another independent rating agency; medium-quality fixed income securities are those rated the equivalent of Baa1, Baa2, or Baa3 by Moody's or another independent rating agency. (Investment-grade fixed income securities are those rated the equivalent of Baa3 and above by Moody's.) The fund is expected to maintain a dollar-weighted average maturity of 1 to 4 years.

For the most up-to-date fund data, please scan the QR code below.

Benchmark

BloomBarc US 1-5 Year Credit Index

Growth of a $10,000 investment : January 31, 2008—December 31, 2017



Annual returns



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fund	-4.65	14.17	5.33	2.02	4.63	1.07	1.86	1.13	2.82	2.12
Benchmark	-1.13	13.52	5.44	3.04	5.51	1.24	1.95	1.06	2.58	2.32

Total returns

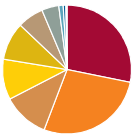
Periods Ended March 31, 2018

	Quarter	Year to Date	One Year	Three Years	Five Years	Ten Years
Fund	-0.51%	-0.51%	0.76%	1.50%	1.60%	2.78%
Benchmark	-0.71%	-0.71%	0.70%	1.36%	1.57%	3.24%

The performance data shown represent past performance, which is not a guarantee of future results. Investment returns and principal value will fluctuate, so investors' shares, when sold, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data cited. For performance data current to the most recent month-end, visit our website at vanguard.com/performance.

Figures for periods of less than one year are cumulative returns. All other figures represent average annual returns. Performance figures include the reinvestment of all dividends and any capital gains distributions. All returns are net of expenses.

Distribution by issuer–Bonds



Finance	28.2%	Treasury/Agency	6.5
Industrial	27.6	Utilities	4.3
Asset-Backed	11.6	Short-Term Reserves	1.1
Commercial Mortgage-Backed	10.2	Government Mortgage-Backed	0.7
Foreign	9.5	Other	0.3

BloomBarc US 1-5 Year Credit Index: Includes investment-grade (rated Baa3 or above by Moody's) corporate and international dollar-denominated bonds with maturities of 1 to 5 years.

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Fact Sheet | March 31, 2018

Vanguard Short-Term Investment-Grade Fund

Bond fund | Admiral™ Shares

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Plain talk about risk

The fund is designed for investors with a low tolerance for risk; however, the fund's performance could be hurt by:

Income risk: The chance that the fund's income will decline because of falling interest rates.

Interest rate risk: The chance that bond prices will decline because of rising interest rates. Interest rate risk should be low for the fund because it invests primarily in short-term bonds, whose prices are much less sensitive to interest rate changes than are the prices of longer term bonds.

Credit risk: The chance that a bond issuer will fail to pay interest or principal in a timely manner or that negative perceptions of the issuer's ability to make such payments will cause the price of that bond to decline. Credit risk should be relatively low for the fund because it invests primarily in bonds that are considered to be of high quality.

Call risk: The chance that during periods of falling interest rates, issuers of callable bonds may call (redeem) securities with higher coupon rates or interest rates before their maturity dates. The fund would then lose any price appreciation above the bond's call price and would be forced to reinvest the unanticipated proceeds at lower interest rates, resulting in a decline in the fund's income.

Extension risk: The chance that during periods of rising interest rates, certain debt obligations will be paid off substantially more slowly than originally anticipated, and the value of those securities may fall. Extension risk is generally low for short-term bond funds.

Liquidity risk: The chance that the fund may not be able to sell a security in a timely manner at a desired price. Liquidity risk is generally low for short-term bond funds.

Manager risk: The chance that poor security selection will cause the fund to underperform relevant benchmarks or other funds with a similar investment objective.

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Fact Sheet | March 31, 2018

Vanguard Real Estate Index Fund

Real estate stock fund | Admiral™ Shares

Risk level Low ⟷ High	Total net assets	Expense ratio as of 05/25/17	Ticker symbol	Turnover Rate	Inception date	Fund number
1 2 3 **4** 5	$16,789 MM	0.12%	VGSLX	6.1%	11/12/01	5123

Investment objective

Vanguard Real Estate Index Fund seeks to provide a high level of income and moderate long-term capital appreciation by tracking the performance of a benchmark index that measures the performance of publicly traded equity REITs and other real estate-related investments.

Investment strategy

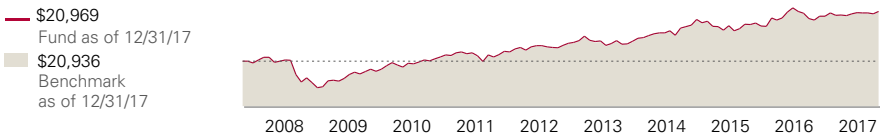
The fund employs an indexing investment approach designed to track the performance of the MSCI US Investable Market Real Estate 25/50 Transition Index, an interim index that will gradually increase exposure to other real estate related investments while proportionately reducing exposure to other stocks based on their weightings in the MSCI US Investable Market Real Estate 25/50 Index. The MSCI US Investable Market Real Estate 25/50 Index is made up of stocks of large, mid-size, and small U.S. companies within the real estate sector, as classified under the Global Industry Classification Standard (GICS). The GICS real estate sector is composed of equity real estate investment trusts (known as REITs), which includes specialized REITs, and real estate management and development companies. The fund attempts to replicate the index by investing all, or substantially all, of its assets—either directly or indirectly through a wholly owned subsidiary (the underlying fund), which is itself a registered investment company—in the stocks that make up the index, holding each stock in approximately the same proportion as its weighting in the index. The fund may invest a portion of its assets in the underlying fund.

For the most up-to-date fund data, please scan the QR code below.

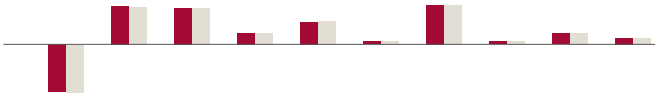
Benchmark

Real Estate Spliced Index

Growth of a $10,000 investment : January 31, 2008—December 31, 2017



Annual returns



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fund	-36.98	29.76	28.49	8.62	17.69	2.42	30.32	2.39	8.50	4.94
Benchmark	-37.17	29.15	28.48	8.69	17.77	2.47	30.38	2.52	8.60	5.07

Total returns

Periods Ended March 31, 2018

	Quarter	Year to Date	One Year	Three Years	Five Years	Ten Years
Fund	-8.11%	-8.11%	-4.50%	0.76%	5.76%	6.51%
Benchmark	-8.06%	-8.06%	-4.35%	0.89%	5.86%	6.50%

The performance data shown represent past performance, which is not a guarantee of future results. Investment returns and principal value will fluctuate, so investors' shares, when sold, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data cited. For performance data current to the most recent month-end, visit our website at vanguard.com/performance.

Figures for periods of less than one year are cumulative returns. All other figures represent average annual returns. Performance figures include the reinvestment of all dividends and any capital gains distributions. All returns are net of expenses.

Top sector holdings–Stocks



Specialized REITs	23.4%	Industrial REITs	7.3
Retail REITs	17.2	Hotel & Resort REITs	6.4
Residential REITs	15.5	Diversified REITs	6.3
Office REITs	12.3	Real Estate Services	1.1
Health Care REITs	10.1	Real Estate Development	0.2

Sector categories are based on the Global Industry Classification Standard ("GICS"), excep for the "Other" category (if applicable), which includes securities that have not been provided a GICS classification as of the effective reporting period.

Real Estate Spliced Index: MSCI US REIT Index adjusted to include a 2% cash position (Lipper Money Market Average) through April 30, 2009; MSCI US REIT Index through January 31, 2018; MSCI US Investable Market Real Estate 25/50 Transition Index thereafter.

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Fact Sheet | March 31, 2018

Vanguard Real Estate Index Fund

Real estate stock fund | Admiral™ Shares

Ten largest holdings*

1	Vanguard Real Estate II Index Fund	
2	Simon Property Group Inc.	
3	Prologis Inc.	
4	Equinix Inc.	
5	Public Storage	
6	AvalonBay Communities Inc.	
7	Equity Residential	
8	Digital Realty Trust Inc.	
9	American Tower Corp.	
10	Welltower Inc.	
Top 10 as % of Total Net Assets		37.0%

* The holdings listed exclude any temporary cash investments and equity index products.

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Plain talk about risk

An investment in the fund could lose money over short or even long periods. You should expect the fund's share price and total return to fluctuate within a wide range, like the fluctuations of the overall stock market. The fund's performance could be hurt by:

Industry concentration risk: The chance that the stocks of REITs and other real estate-related investments will decline because of adverse developments affecting the real estate industry and real property values. Because the fund concentrates its assets in real estate stocks, industry concentration risk is high.

Stock market risk: The chance that stock prices overall will decline. Stock markets tend to move in cycles, with periods of rising stock prices and periods of falling stock prices. The fund's target index may, at times, become focused in stocks of a particular sector, category, or group of companies. Because the fund seeks to track its target index, the fund may underperform the overall stock market.

Interest rate risk: The chance that REIT stock prices overall will decline, and that the cost of borrowing for REITs will increase because of rising interest rates. Interest rate risk is high for the portfolio.

Investment style risk: The chance that the returns from REIT stocks—which frequently are small- or mid-capitalization stocks—will trail returns from the overall stock market. Historically, REIT stocks have performed quite differently from the overall market.

Nondiversification risk: The chance that the fund may invest a greater percentage of its assets in a particular issuer or group of issuers or may own larger positions of an issuer's voting stock than a diversified fund.

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Vanguard

Vanguard economic and market outlook for 2018: Rising risks to the status quo

Vanguard Research

December 2017

- Strong market returns and low financial volatility underscore investors' conviction that the current global environment of modest growth and tepid inflation is here to stay. We agree with this long-term economic prognosis but argue that the chances of a short-term cyclical rebound are underappreciated. So the risks lie in mistaking persistent trends for the 2018 cycle.

- The most pronounced risk to the status quo resides in the United States, where an already tight labor market will grow tighter, driving the unemployment rate well below 4%. This, followed by a cyclical uptick in wages and inflation, should justify the Federal Reserve's raising rates to at least 2% by the end of 2018. Expectations of additional rate hikes would inevitably follow, ending an era of extraordinary monetary support in the United States and possibly leading markets to price in more aggressive normalization plans elsewhere. None of this is status quo.

- For 2018 and beyond, our investment outlook is one of higher risks and lower returns. Elevated valuations, low volatility, and secularly low bond yields are unlikely to be allies for robust financial market returns over the next five years. Downside risks are more elevated in the equity market than in the bond market, even with higher-than-expected inflation.

- In our view, the solution to this challenge is not shiny new objects or aggressive tactical shifts. Rather, our market outlook underscores the need for investors to remain disciplined and globally diversified, armed with realistic return expectations and low-cost strategies.

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Editorial note

This publication is an update of Vanguard's annual economic and market outlook for 2018 for key economies around the globe. Aided by Vanguard Capital Markets Model® simulations and other research, we also forecast future performance for a broad array of fixed income and equity asset classes.

Acknowledgments

We thank Kristen M. Storti and Andrew S. Clarke, CFA, for their significant contributions to this piece and acknowledge the work of the Global Economics and Capital Markets Outlook Teams. Further, we would like to acknowledge the work of Vanguard's broader Investment Strategy Group, without whose tireless research efforts this piece would not be possible.

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Notes on asset-return distributions

The asset-return distributions shown here represent Vanguard's view on the potential range of risk premiums that may occur over the next ten years; such long-term projections are not intended to be extrapolated into a short-term view. These potential outcomes for long-term investment returns are generated by the Vanguard Capital Markets Model® (VCMM) and reflect the collective perspective of our Investment Strategy Group. The expected risk premiums—and the uncertainty surrounding those expectations—are among a number of qualitative and quantitative inputs used in Vanguard's investment methodology and portfolio construction process.

IMPORTANT: The projections and other information generated by the VCMM regarding the likelihood of various investment outcomes are hypothetical in nature, do not reflect actual investment results, and are not guarantees of future results. Distribution of return outcomes from the VCMM are derived from 10,000 simulations for each modeled asset class. Simulations are as of September 30, 2017. Results from the model may vary with each use and over time. For more information, see the Appendix section "About the Vanguard Capital Markets Model."

Vanguard's distinct approach to forecasting

To treat the future with the deference it deserves, Vanguard has long believed that market forecasts are best viewed in a probabilistic framework. This annual publication's primary objectives are to describe the projected long-term return distributions that contribute to strategic asset allocation decisions and to present the rationale for the ranges and probabilities of potential outcomes. This analysis discusses our global outlook from the perspective of a U.S. investor with a dollar-denominated portfolio.

Global outlook summary

Global economy: *Tight labor markets become tighter*

We expect economic growth in developed markets to remain moderate in 2018, while strong emerging-market growth should soften a bit. Yet investors should pay more attention to low unemployment rates than GDP growth at this stage of the cycle for prospects of either higher spending for capital expenditures or wage pressures. We see low unemployment rates across many economies declining further, in some instances to multi-decade lows. Improving fundamentals in the United States, Europe, and Japan should help offset weakness in the United Kingdom. China's ongoing effort to rebalance from a capital-intensive exporter to a more consumer-based economy remains a risk, as does the need for structural business-model adjustments across emerging-market economies. We do not anticipate a Chinese "hard landing" in 2018, but the Chinese economy should cool.

Inflation: *Secularly low, but not dead*

Previous Vanguard outlooks have rightly anticipated that the secular forces of globalization and technological disruption would make achieving 2% inflation in the United States, Europe, Japan, and elsewhere more difficult. Our trend view holds, but the cycle may differ. In 2018, we think that the influences recently bearing down on inflation will subside, increasing the probability of higher-than-trend inflation.

Specifically, the growing impact of cyclical factors such as tightening labor markets, stable and broader global growth, and a potential nadir in commodity prices is likely to push global inflation higher from cyclical lows. The relationship between lower unemployment rates and higher wages, pronounced dead by some, should begin to re-emerge in 2018, beginning in the United States.

Monetary policy: *Tighter and trickier from here*

The risk in 2018 is that a higher-than-expected bounce in wages—at a point when 80% of major economies (weighted by output) are at full employment—may lead markets to price in a more aggressive path or pace of global monetary policy normalization. The most likely candidate is in the United States, where the Federal Reserve is increasingly likely to raise rates to 2% by the end of 2018, a more rapid pace than anticipated by the bond market. The European Central Bank is probably two years away from raising rates and is unlikely to taper the assets on its balance sheet until next decade, although a cyclical bounce in inflation may lead to a market surprise. Overall, the chance of unexpected shocks to the economy as global monetary policy becomes more restrictive is high, particularly when considering that it involves unprecedented balance-sheet shrinkage.

Investment outlook: *A lower orbit*

The sky is not falling, but our market outlook has dimmed. Since the depths of the 2008–2009 Global Financial Crisis, Vanguard's long-term outlook for the global stock and bond markets has gradually become

more cautious—evolving from bullish in 2010 to constructive in 2012 to guarded in 2017—as market returns have risen with (and even exceeded) improving fundamentals. Although we are hard-pressed to find compelling evidence of financial bubbles, risk premiums for many asset classes appear slim. The market's efficient frontier of expected returns for a unit of portfolio risk now hovers in a lower orbit.

Based on our "fair-value" stock valuation metrics, the ten-year outlook for global equities has deteriorated a bit and is now centered in the 4.5%–6.5% range. Expected returns for the U.S. stock market are lower than those for international markets, underscoring the benefits of global equity strategies in the face of lower expected returns. The projected odds of a U.S. market correction are higher than they have been historically.

And despite the risk for a short-term acceleration in the pace of monetary policy normalization, the risk of a material rise in long-term interest rates remains modest. For example, our fair-value estimate for the benchmark 10-year U.S. Treasury yield remains centered near 2.5% in 2018, in part because we believe the chances of the Federal funds rate heading back toward zero or reaching its long-term neutral level in coming years are balanced. Overall, the risk of a correction for equities and other high-beta assets is projected to be considerably higher than for high-quality fixed income portfolios, whose expected returns are only positive in nominal terms over the next five years.

Indexes used in our historical calculations

The long-term returns for our hypothetical portfolios are based on data for the appropriate market indexes through September 2017. We chose these benchmarks to provide the best history possible, and we split the global allocations to align with Vanguard's guidance in constructing diversified portfolios.

U.S. bonds: Standard & Poor's High Grade Corporate Index from 1926 through 1968; Citigroup High Grade Index from 1969 through 1972; Lehman Brothers U.S. Long Credit AA Index from 1973 through 1975; and Bloomberg Barclays U.S. Aggregate Bond Index thereafter.

Ex-U.S. bonds: Citigroup World Government Bond Ex-U.S. Index from 1985 through January 1989 and Bloomberg Barclays Global Aggregate ex-USD Index thereafter.

Global bonds: Before 1985, 100% U.S. bonds, as defined above. After 1985, 70% U.S. bonds and 30% ex-U.S. bonds, rebalanced monthly.

U.S. equities: S&P 90 Index from January 1926 through March 1957; S&P 500 Index from March 1957 through 1974; Dow Jones Wilshire 5000 Index from 1975 through April 2005; and MSCI US Broad Market Index thereafter.

Ex-U.S. equities: MSCI World ex USA Index from January 1970 through 1987 and MSCI All Country World ex USA Index thereafter.

Global equities: Before 1970, 100% U.S. equities, as defined above. After 1970, 60% U.S. equities and 40% ex-U.S. equities, rebalanced monthly.

I. Global economic perspectives

Global economic outlook: Rising risks to the status quo

The secular forces of globalization, demographics, and technological disruption have for years served as the foundation of Vanguard's long-term global economic outlook for modest secular growth, tepid inflation, and yet full employment in most major developed economies (Davis et al., 2014, 2015, and 2016).

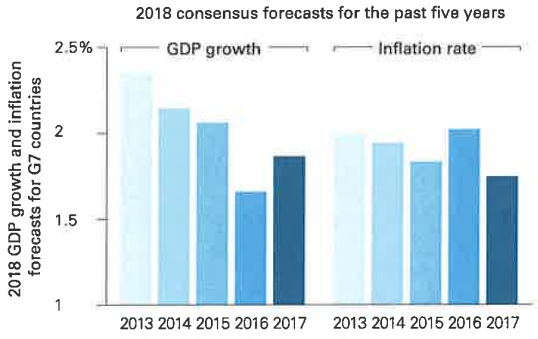
Markets and policymakers have been slow to recognize these trends, as most continued to expect a slow yet full recovery to pre-2008 norms. For the past few years, economists and investors started each year holding high hopes for a cyclical bounce, just to correct their forecasts downward a few months later, bringing them back in line with the stubbornly low trends (see **Figure I-1**).

Financial markets have finally come to grips with this reality, and they anticipate little deviation from this long-term outlook in 2018. Simply put, status quo is the consensus baseline for the major economies, justifying the trinity of low global real interest rates, elevated stock valuations, and easy financial conditions.

Low market volatility underscores markets' high conviction on this status quo and more narrow range of expectations of market fundamentals, including inflation (see **Figure I-2**). However, we fear that markets may be mistaking the secular trend for the cycle, as it's very plausible that we will see a short-term deviation from this trend.

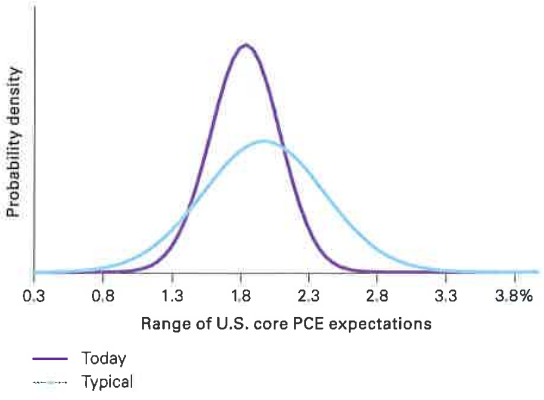
Although inflation is still slow to respond, labor markets continue to tighten beyond expectations. Almost all major economies are at or below estimates of their full-employment benchmark (see **Figure I-3**). The most pronounced risk in our 2018 outlook is that tightness in global labor markets will grow tighter, leading to generational lows in unemployment rates

Figure I-1. Market consensus has finally embraced the low secular trends



Note: The Group of Seven (G7) countries are the industrialized democracies Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States.
Source: Vanguard, based on data from the International Monetary Fund.

Figure I-2. A too-narrow range of inflation expectations



Note: Distributions represent bell curves created by using the standard deviation of survey respondents' forecasts for U.S core Personal Consumption Expenditures (PCE) under the assumption of normal distribution.
Source: Vanguard, based on data from the Federal Reserve Bank of Philadelphia's Survey of Professional Forecasters.

despite still-modest growth. In an environment where long-term trend growth is unlikely to return to pre-crisis averages, a short-term acceleration combined with lower unemployment could finally lead to a cyclical uptick from low inflation.

Just when consensus has settled around a contained inflation scenario, any upside movement could surprise markets (see **Figure I-4**). And although inflation is not expected to surpass central banks' 2% targets in 2018 in regions including the United States, the euro zone, and Japan, the movement toward that target may be faster and more abrupt than recent trends imply.

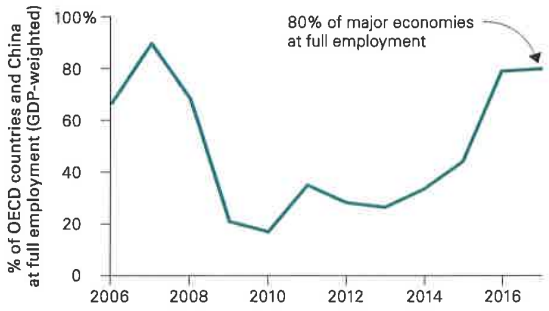
Based on historical experience, periods of tightness in global labor markets such as the current one can lead to one of three outcomes:

- An acceleration of wage growth and inflation pressures (not currently priced by markets).
- A spur of business capital spending and productivity growth (not currently expected).
- No impact on inflation, wages, or productivity (status quo, which is unlikely in our view).

Although they are at very different stages of their rate-hiking cycles, the Fed and the Bank of England have accelerated their normalization steps ahead of any expectations priced into the markets at the beginning of 2017. The European Central Bank presses on with asset purchases, albeit at a slower pace. A cyclical recovery in inflation may finally happen just as global central banks enter the normalization phase of the easing cycle.

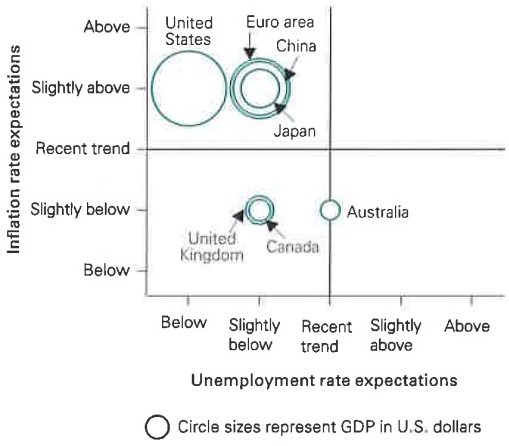
Just as the response to the financial crisis was unprecedented, the banks' path to normalization is not well-marked. The path ahead covers uncharted territory, so the chance of unexpected shocks to markets is high.

Figure I-3. Help wanted: 80% of major economies at full employment



Source: Vanguard, using data from the Organization for Economic Cooperation and Development and the International Monetary Fund.

Figure I-4. The inflation-unemployment link may surprise markets in 2018



Source: Vanguard.

Global growth outlook: Proprietary signals point to continued expansion

We expect the U.S. economy to once again break above its long-term potential growth of about 2% in 2018 in spite of long-term structural challenges, including slowing productivity growth and demographic headwinds. Our proprietary U.S. leading indicators dashboard is a statistical model based on more than 80 leading economic indicators from major sectors of the U.S. economy. As **Figure I-5a** shows, the pickup in green indicators (above-trend readings) in the dashboard points to an increased likelihood of a cyclical pickup in growth versus a slowdown. The most positive (green) indicators are those associated with increased business and consumer confidence, a tightening labor market, and a stronger manufacturing sector. The negative (red) indicators are associated with the trade balance and wages. Housing market indicators and consumer credit remain below trend but show positive momentum (yellow indicators). The most prominent risks to our cyclically strong growth outlook include geopolitical concerns and policy uncertainty, including trade negotiations.

Using simple regression analysis, we mapped our proprietary indicators to a distribution of potential scenarios for U.S. economic growth in 2018, as shown in **Figure I-5b**. The odds of growth at or exceeding 3% in 2018 (47%) are higher than they were last year and outweigh the potential for growth to stagnate and fall below 1.5% (32%). Our base case is for growth of around 2.5% in 2018, toward the high end of the range of 1.5%–2.5% experienced over the last three years.

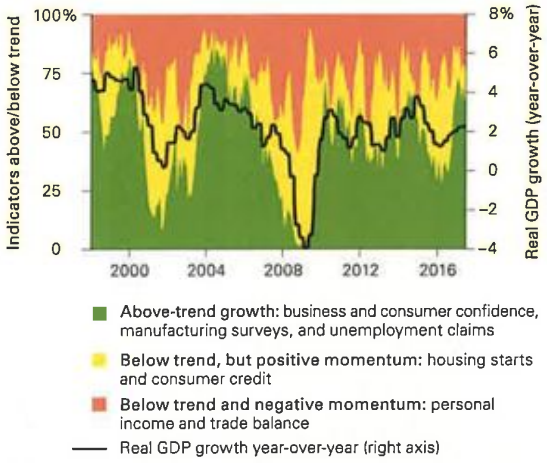
The euro area is expected to perform strongly again in 2018, with GDP growth of close to 2%. We base this view on strong momentum in the economy, as shown in our euro-area leading indicators dashboard (see **Figure I-5c**). Over the last several years, there has been a significant increase in the green indicators, which represent manufacturing, trade, labor markets, financial markets, and sentiment. There are several factors behind this momentum. First, the fiscal austerity imposed by governments in the early years after the financial crisis—a significant drag on the economy in the early part of this decade—has ended. In addition, the ECB has provided a vast amount of monetary stimulus, which has helped revive bank lending and consumption and pushed down the exchange rate; this in turn has boosted net exports. Finally, political risk and the threat of a euro breakup have faded. The increase in green indicators translates into substantially higher odds that 2018 will see growth above the potential rate, which is 1.2% (see **Figure I-5d**).

China is expected to continue its modest deceleration in 2018, although risks to the outlook are tilted to the upside according to our proprietary China leading indicators dashboard (see **Figure I-5e**). Specifically, while ongoing policy efforts to contain leverage and reduce overcapacity are likely to weigh on growth (as is evident by the number of yellow and red indicators associated with weaker industrial production and slower credit extension), continued progress in the transformation

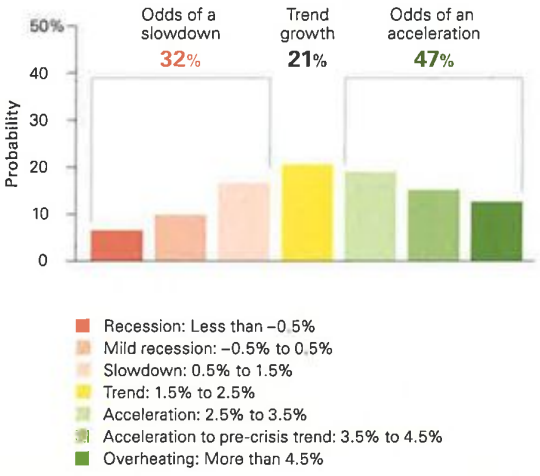
Figure I-5. Vanguard dashboards of leading economic indicators and implied economic growth for 2018

United States: Slightly above consensus

a. Economic indicators



b. Estimated distribution of U.S. growth outcomes, 2018



Notes: The distribution of growth outcomes is generated by bootstrapping the residuals from a regression based on a proprietary set of leading economic indicators and historical data, estimated from 1960 to 2017 and adjusting for the time-varying trend growth rate. Trend growth represents projected future estimated trend growth.

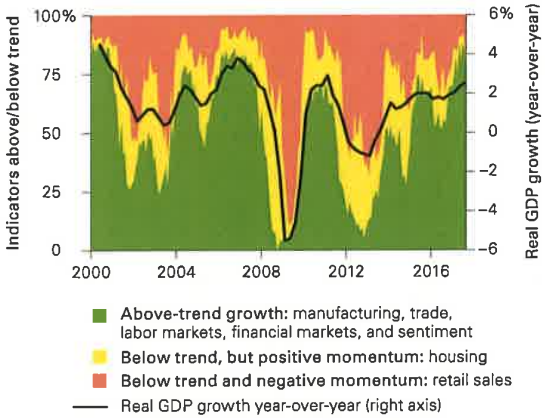
Source: Vanguard calculations, based on data from Moody's Analytics Data Buffet and Thomson Reuters Datastream.

of China's growth model (as suggested by rising consumer confidence and a tight labor market) could mitigate downside pressures from a slowdown in the highly leveraged industrial sector.

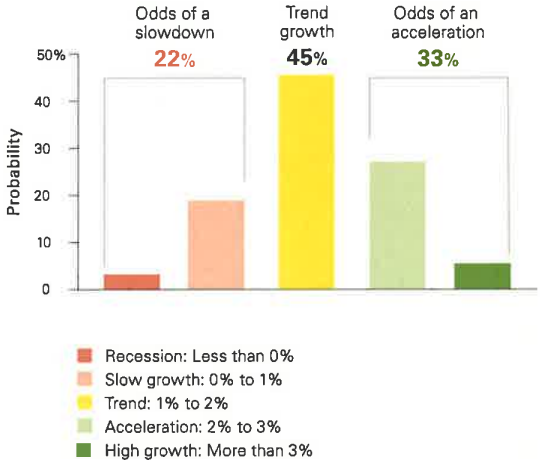
Against this backdrop, the Chinese economy is expected to grow by around 6%–6.5% next year (see **Figure I-5f**), with the risks of an upside surprise greater than those of a more pronounced slowdown.

Euro area: Above consensus

c. Economic indicators



d. Estimated distribution of euro-area growth outcomes, 2018

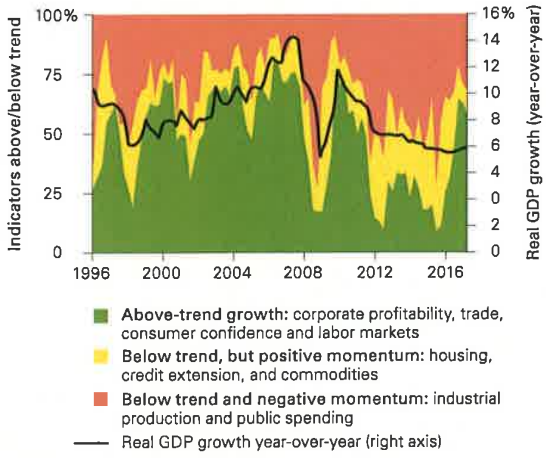


Notes: The distribution of growth outcomes is generated by bootstrapping the residuals from a regression based on a proprietary set of leading economic indicators and historical data, estimated from 1960 to 2017 and adjusting for the time-varying trend growth rate. Trend growth represents projected future estimated trend growth.

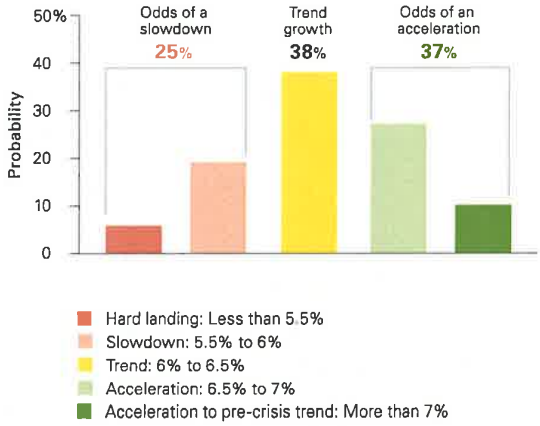
Source: Vanguard calculations, based on data from Thomson Reuters Datastream.

China: Slightly above consensus

e. Economic indicators



f. Estimated distribution of China growth outcomes, 2018



Notes: The distribution of growth outcomes is generated by bootstrapping the residuals from a regression based on a proprietary set of leading economic indicators and historical data, estimated from 1960 to 2017 and adjusting for the time-varying trend growth rate. Trend growth represents projected future estimated trend growth.

Source: Vanguard calculations, based on data from Thomson Reuters Datastream and CEIC.

United States: Tightening labor markets hold the key

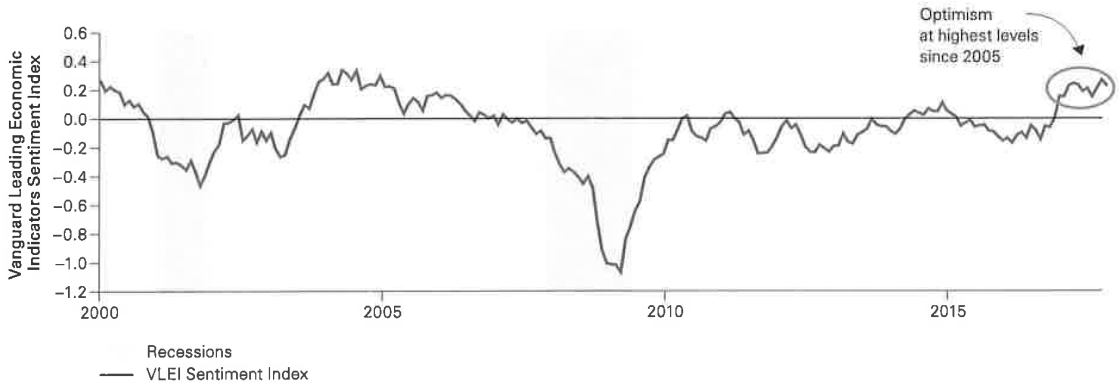
In 2017, U.S. economic growth is on pace to surpass its long-term trend of 2% a year for the first time in three years. Strong domestic economic fundamentals have propelled consumer confidence and business optimism to levels not seen since before the financial crisis (see **Figure I-6**). A powerful combination of extremely tight labor markets, strong financial market returns, increasing housing values, improving access to credit, and the end of the household deleveraging cycle are supporting both the consumer and business investment engines of economic growth. Private-sector optimism has remained immune to the uncertainties of domestic policy debates and geopolitical developments abroad.

As in previous editions of Vanguard's economic and investment outlook (Davis et al., 2014, 2015, and 2016), we believe that it is important to disentangle the structurally lower trend growth of 2% (compared with 3.25% average growth since 1950) from these shorter-term cyclical developments. The structural drivers of growth—namely, weak productivity growth and unfavorable demographics—have been at work since before the 2008–2009 financial crisis; they will continue to restrain the growth potential of the U.S. economy (and most other developed markets) into the foreseeable future. Not only do these structural forces provide a coherent explanation for the slowdown in growth trends and lower interest rates, but they also reconcile apparent paradoxes, such as low economic growth with full employment and tight labor markets with low wage growth.

While in the past our focus has been on tempering investors' expectations, the risk now is that investors will mistake this long-term structural view for a short-term expectation of the economy and markets in 2018. A lower unemployment rate, rather than subdued GDP growth, is the key metric for investors to watch in 2018.

Further tightening in labor markets is likely, even as the pace of job growth continues to moderate. As we anticipated in early 2017, employment growth has gradually declined toward 150,000 jobs a month, and the moderation is expected to continue into 2018. A decrease in job growth is not abnormal at this stage of the business cycle and should not be mistaken for an economic slowdown. However, as long as job creation

Figure I-6. A more optimistic outlook



Notes: The chart depicts consumer and business sentiment indicators from the Vanguard Leading Economic Indicators Index, an aggregation of the signals of a proprietary set of leading economic indicators that is further filtered to include only sentiment and survey measures.

Source: Vanguard calculations, based on data from Moody's Data Buffet.

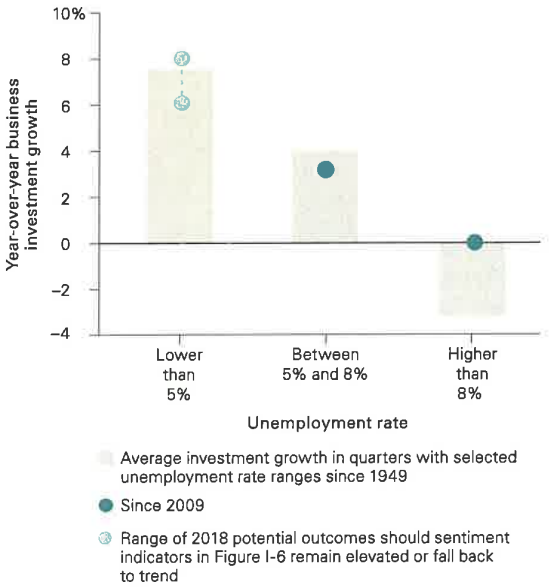
continues to exceed the flow of entrants to the labor market (80,000 to 100,000 a month), the unemployment rate is very likely to fall into the 3%–4% range; at the time of this paper's writing, the rate was 4.1%. Slower population growth and aging of the population will continue to exert downward pressure on labor force participation rates and will restrain labor force growth.

With unemployment rate levels below 4%, the potential for an upside surprise in either business capital expenditures or inflationary wage pressures is increasingly likely. Historically, periods of labor market tightness have resulted in labor shortages in certain industries, rising unit labor costs in others, or a combination of both. Typically, companies see labor market tightness as an indication of robust demand prospects but also of more expensive labor input, and they respond by ramping up investment in new technologies that are less labor-intensive when possible. Thus, this is the stage of the cycle where we see the fastest pace of business capital investment (see **Figure I-7**). Although business investment has been the missing component of this recovery cycle, our estimations for 2018, based on unemployment trends as well as high business sentiment measures, is for an acceleration roughly in line with that of previous business cycles.

The relationship between lower unemployment rates and higher wages (the so-called wage inflation Phillips curve)—pronounced dead by some—should also begin to re-emerge in 2018 (see **Figure I-8**). Many explanations for persistently low inflation have been put forth, including structural forces such as demographics, technology, and globalization. Despite the struggles policymakers will face in hitting their inflation targets in the medium term, we believe that in 2018, the growing impact of cyclical factors such as tightening labor markets and stable and broader global growth may lead to wage and price inflation stronger than currently anticipated by financial markets.

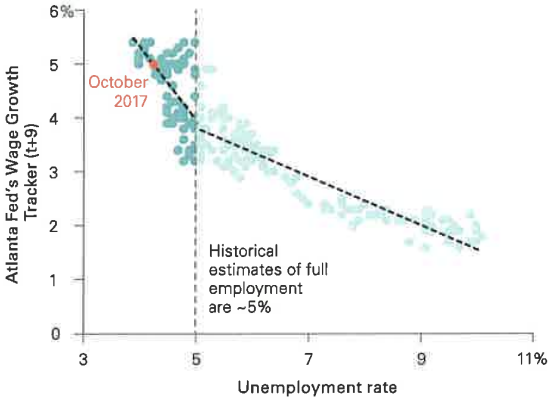
The risk in 2018 is that a higher-than-expected bounce in wages may lead markets to reprice a more aggressive path of monetary policy normalization than currently expected. In particular, the Fed is projecting to raise rates to 2% by the end of 2018, a more rapid pace than anticipated by the bond market. An "inflation surprise" would embolden the

Figure I-7. Lower unemployment rates = higher business capital spending



Source: Vanguard, based on data from Moody's Data Buffet, the U.S. Bureau of Economic Analysis, and the Bureau of Labor Statistics.

Figure I-8. Back from hibernation: Sub-4% unemployment rates should boost wage growth



Notes: The y-axis represents the Atlanta Fed's Wage Growth Tracker nine months from the date of a specific unemployment rate. This captures the potential lag with which wages may react to changes in unemployment.

Source: Vanguard, based on data from the Federal Reserve Bank of Atlanta.

Fed to press on with its policy normalization program while the bond market hastily reassesses both interest rate and break-even inflation expectations. If that is the case, the odds of a bumpy adjustment in financial markets would be significantly elevated, given the currently low levels of asset price volatility and high valuation metrics in various risk asset classes.

At the same time, such a response from the Fed to an "inflation surprise" would prevent a larger and more persistent inflation acceleration in the economy. In fact, our long-term inflation outlook remains unchanged from 2017. For 2019 and beyond, the effects of the long-term structural forces of technology and globalization on consumer prices are likely to regain control and keep inflation contained in spite of ongoing reflation efforts by the Fed and other major central banks. In our research, we have estimated that falling prices for technology inputs in the U.S. economy have restrained overall core inflation metrics by 50 basis points on average over the last 20 years.[1] This drag is close to the current inflation shortfall from target levels. As **Figure I-9** shows, the impact of these forces may have been in play since well before the financial crisis, with inflation systematically falling short of the Fed's 2% target even during periods of strong growth and full employment.

In addition to uncertainties about the number of rate hikes in 2018, there are uncertainties surrounding the Fed's unwinding of its balance sheet. Just as the response to the crisis was unprecedented in terms of balance sheet expansion, the Fed's path to normalization is not well-marked. The path ahead covers uncharted territory, with the market impact of policy decisions unknown. Paradoxically, in the face of such uncertainty, market volatility remains placidly subdued. (See the text box on page 14, "Quantitative easing unwind and market volatility: Is there anything abnormal about this normalization?")

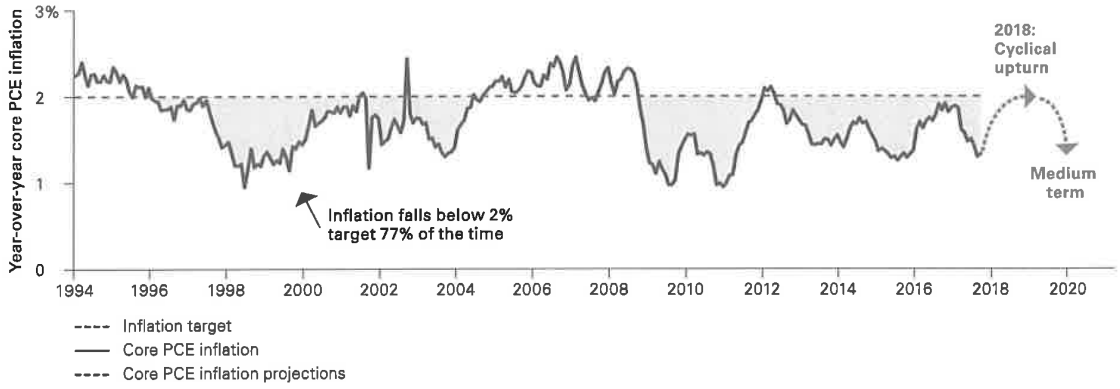
The early stages of the unwinding process have shown little market reaction, but we still have further to go (see **Figure I-10**). Studies on the potential effects of the Fed's balance-sheet policies on asset prices are divided. Some find evidence of *symmetric effects* of increases and decreases in the size of the balance sheet on asset prices. For instance, according to these studies, long-term interest rates could see a jump of 40 to 100 basis points during the unwinding (although most of this effect may have already happened when the normalization plans were announced earlier in 2017). Other research finds strong support for *asymmetric effects,* in which market prices respond only to quantitative easing purchases, not to a decrease in the Fed's balance sheet. According to these studies, a buildup of the Fed's balance sheet may affect markets insofar as they signal the Fed's intentions regarding the future path of interest rates (that is, the commitment to keep rates low for a long period).[2]

While we lean slightly toward the latter studies, none would predict at this point a tight link between Fed normalization actions in 2018 and long-term rate responses. As such, the chance of unexpected shocks to the economy during this unprecedented normalization is high.

1 See *Global Macro Matters—Why Is Inflation So Low? The Growing Deflationary Effects of Moore's Law,* (The Vanguard Group, 2017), available at https://personal.vanguard.com/pdf/ISGMMEML.pdf.

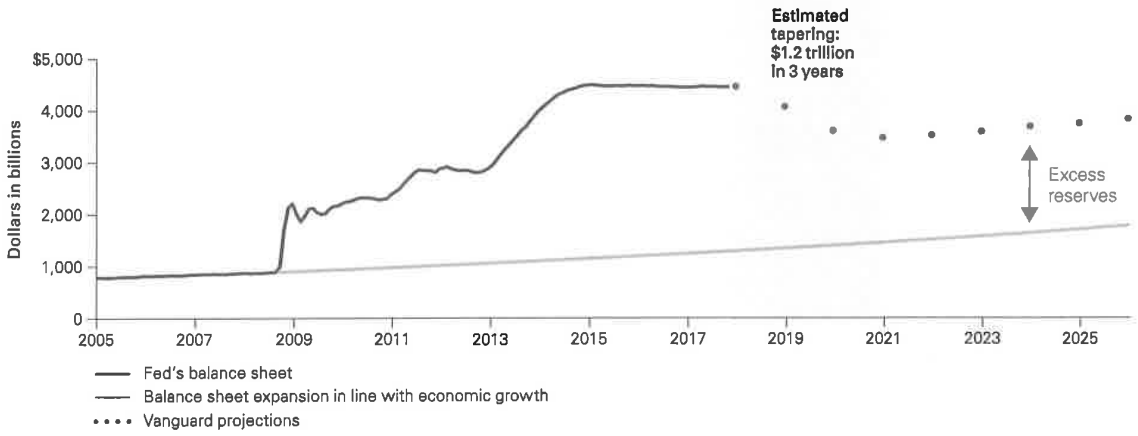
12 2 For a review of the literature on the various schools of thought, see Borio and Zabai (2016) and Haldane, et al. (2016).

Figure I-9. U.S. inflation: Secularly low, but cyclically rising



Source: Vanguard, based on data from the U.S. Bureau of Economic Analysis.

Figure I-10. The unwind is expected to be more measured than the buildup



Notes: Excess reserves represent the amount of reserves held at the Federal Reserve Bank in excess of the amount required based on the deposits held at banks. Vanguard projections based on Fed stated caps and mortgage pre-payment model as described in Syron Ferris, et al. (2017).

Source: Vanguard, based on data from the Federal Reserve.

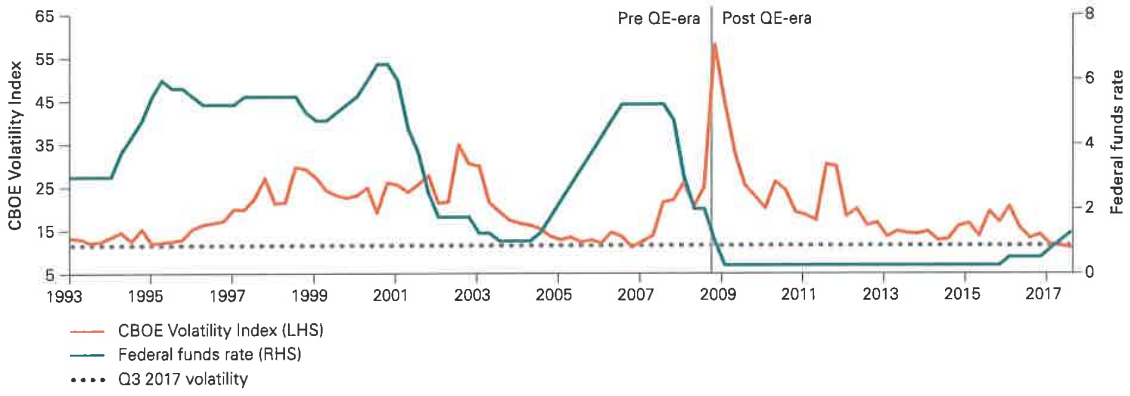
Quantitative easing unwind and market volatility: Is there anything abnormal about this normalization?

With the onset of its balance-sheet roll-off in October 2017, the Federal Reserve has officially taken the first steps toward the reversal of quantitative easing measures (central bank asset purchases) enacted in response to the Global Financial Crisis nearly a decade ago. Although central bank balance sheets in Europe and Japan will continue to grow, the pace of asset accumulation has begun to slow. The pivot raises questions about the potential impact on the financial markets. Is low volatility in today's financial markets a reflection of complacency induced by these unprecedented policy measures? And if so, could volatility pick up as easy monetary policy is rolled back?

Our research indicates that today's low levels of volatility are not, in fact, unprecedented. **Figure I-11** shows that the S&P 500 VIX is near all-time lows, but it also hit similarly low levels before the Global Financial Crisis, when there were no quantitative easing or zero-interest-rate policies.

We also found that quantitative easing has made no fundamental change to the relationship between financial markets and two commonly cited drivers of volatility: the sensitivity of asset prices to macroeconomic fundamental shocks or surprises (how strongly markets react as macro data releases surpass or disappoint consensus expectations) and the uncertainty of market participants about the economic outlook (economic uncertainty as measured by the dispersion of individual professional forecasts of growth, unemployment, inflation, and others).

Figure I-11. Low-volatility environment is not unprecedented



Note: The CBOE Volatility Index, or VIX, is a key measure of equity market volatility, specifically the 30-day implied volatility from options activity for the S&P 500 Index.
Source: Vanguard, using data from Thomson Reuters Datastream, the Chicago Board Options Exchange (CBOE), and the Federal Reserve Board.

Figure I-12a compares this sensitivity of markets to economic surprises and shows that the cycle is not far removed from prior periods of easy monetary policy, extraordinary or otherwise. Similarly, **Figure I-12b** displays extremely narrow forecast dispersion among economists at present, but again, current levels do not stand out as extraordinary relative to similar historical episodes.

Although the current environment is admittedly one of low volatility, low forecast dispersion, decreased sensitivity to macro fundamentals, and looming policy tightening, these conditions do not represent a departure from historical norms.

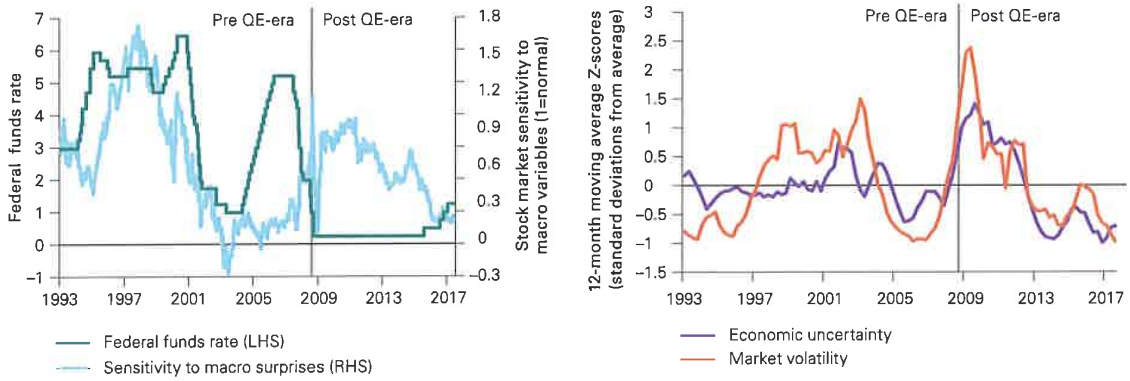
But we are in a period of tightening and policy normalization. So what might we expect in terms of future market volatility? As the figures demonstrate, the relationship between policy changes and volatility could be characterized as countercyclical: tightening when economic conditions are strong (and volatility is low) and easing when conditions deteriorate (and volatility is high). The risks we point out in our cyclical economic outlook would suggest that volatility will rise in 2018 in lockstep with economic surprises and potential turning points in monetary policy, although assuming that the degree of volatility has to be extraordinary may be overly pessimistic.

Our intent is not to imply that the forthcoming removal of extraordinarily easy monetary policies will be without volatility but rather to show that it may be overly pessimistic to assume that the degree of volatility has to be equally extraordinary.

Figure I-12. No evidence of QE's effect on...

a. ... Market prices' sensitivity to economic surprises

b. ... Lower market volatility; higher conviction is the status quo



Notes: For Figure I-12a: We used a process in which a time-varying coefficient is attached to an index of macro variables so that deviations above (or below) 1 represent heightened (or dampened) sensitivity of the S&P 500 Index to surprises in macro variables. The index for macro surprises was developed using daily data from the following U.S. macro announcements: retail sales, Institute for Supply Management (ISM) Non-Manufacturing Index, ISM Manufacturing Index, Philadelphia Federal Reserve Survey, industrial production, construction spending, capacity utilization, consumer credit, core Consumer Price Index, Treasury budget deficit, Empire State Manufacturing Survey, and wholesale sales. For Figure I-12b: "Economic uncertainty" represents the 12-month moving average equally weighted standardized cross-sectional dispersion metric of survey respondents' projections for U.S. real GDP growth, the unemployment rate, inflation, and the 3-month Treasury bill rate one year into the future over time. "Market volatility" represents the 12-month moving average standardized value of the CBOE Volatility Index, which measures the 30-day implied volatility from options activity for the S&P 500 Index.

Source: Vanguard, based on data from Thomson Reuters Datastream, Moody's Data Buffet, the Chicago Board Options Exchange, and the Federal Reserve Bank of Philadelphia's Survey of Professional Forecasters.

China: Two steps forward, one step back

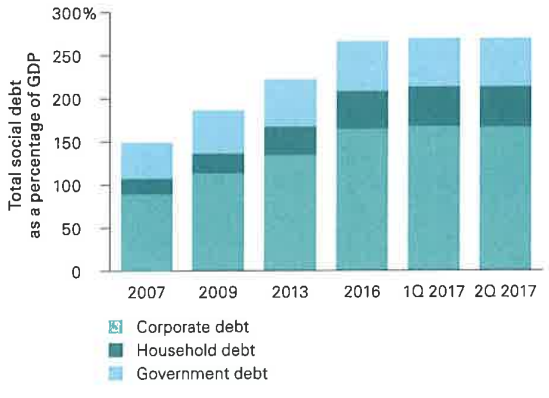
Following a decade of aggressive credit expansion, China's credit profile has stabilized recently, as tighter financial controls and a rebound in nominal growth helped stunt a rise in corporate liabilities—the crux of China's debt fears (see **Figure I-13**). Although this bodes well for China's medium-term goal of maintaining financial stability, we are conscious of the negative impact it will have on growth in the near term. Alongside tighter property regulations and supply-side adjustments, the financial tightening is likely to cause China to decelerate modestly in 2018, reaching about 6.0%–6.5%.

Nonetheless, the chance of a significant deceleration in the near term—that is, a hard-landing scenario—is low for several reasons.

First, the oversupply and overcapacity drags in the real estate and heavy industrial sectors, which have weighed on China's investment growth for years, are likely to be less intense going forward. In the property market, for example, a combination of strong demand and a sharp contraction in investment from the middle of 2013 to 2015 has reduced the extent of inventory overhang (see **Figure I-14a**). Additionally, it appears that the peak of the industrial capacity reduction is behind us.

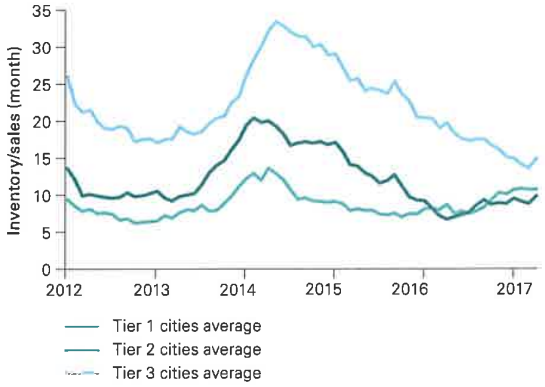
As **Figure I-14b** illustrates, in the last 18 months, 50% of the five-year capacity reduction target has been achieved in the coal sector, and nearly 90% has been achieved in the steel sector.

Figure I-13. China's debt-to-GDP ratio has stabilized on financial tightening and better growth



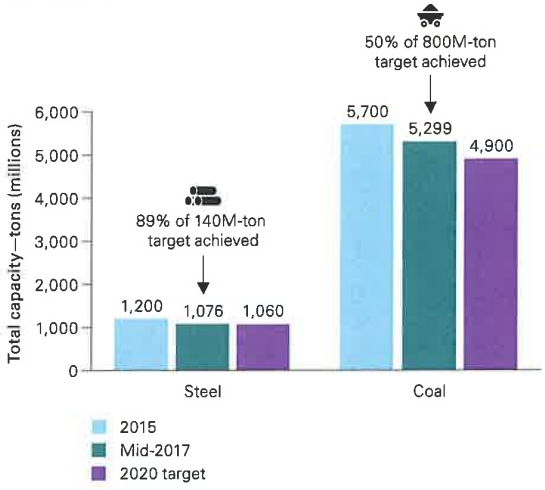
Source: Vanguard, using data from the People's Bank of China (PBoC) and the National Bureau of Statistics of China (NBS).

Figure I-14a. Rapid destocking has taken place in smaller cities



Source: Vanguard, using data from CEIC.

Figure I-14b. The peak of industrial capacity reduction has passed



Source: Vanguard, using data from NBS.

Second, Chinese policymakers possess the toolkit and flexibility to cushion downturns. Policymakers remain in a "fight and retreat" mode, with the recent easing of capital outflow pressures temporarily providing them with some operational independence to achieve this internal objective. While Fed normalization in 2018 could trigger renewed capital outflow pressure, the tighter enforcement of capital flow management measures could limit the negative feedback loop between a weakening currency and capital outflows.

Third, positive developments in the transformation of China's growth model could mitigate downside pressures coming from a slowdown in fixed investment and the highly leveraged industrial sector. Growth in household consumption remains resilient and has outpaced that of investment and exports. With disposable income growing faster than headline GDP growth, Chinese consumers have experienced a consumption upgrade, which, in turn, has provided a boost to the tertiary sector even as the secondary industrial sector has dwindled in recent years.

Our worry lies in the longer term. While many market observers are concerned that aggressive pursuit of economic and financial reforms could trigger a hard landing, overly focusing on near-term growth stability without instituting necessary market reforms to correct distortion in resource allocation will eventually lead to further slowdown in productivity growth.

On that front, it is encouraging that President Xi Jinping, during his political report in the 19th National Party Congress, prioritized the quality of growth over the speed. This suggests that policymakers could have a slightly higher tolerance for a lower growth rate in coming years. In **Figure I-15**, we explore the areas in which policymakers will most likely focus their reform efforts. The key will be to relax government control to allow market forces to play a bigger role in the economy and address the inefficiencies created by state-owned enterprises (SOEs). Whether China can successfully transition to a productivity-led growth model will ultimately shape its future as a global growth driver or as the next Japan.

Figure I-15. Priority and progress of structural reforms to date

Priority	Reform	Target	Progress
High	Overcapacity and environmental protection	Improve the quality of growth by reducing excess capacity and highly polluting investment.	Supply-side reforms have played a key role in reducing overcapacity.
↑	Financial	Foster development of domestic capital markets and improve the resilience of the financial system.	A proposal for a registration-based IPO system was recently approved; regulation and financial tightening have restricted shadow banking activity.
	Fiscal	Redefine central/local government responsibilities and centralize spending on basic pension and public security.	"Lifelong accountability" for local government officials will help control financial risk.
	State-owned enterprises (SOEs)	Finish restructuring and deleverage.	Trials are ongoing in mergers and acquisitions and mixed ownership, but nonperforming loan disclosure is still low as banks support SOE debt rollover.
	Urbanization	Loosen household registration restrictions and even out the urbanization process.	Quality lags quantitative improvement: Most new urban residents are still not legally allowed to access services.
↓	Service sector	Lower entry barriers to introduce competition.	Barriers are lower, but further deregulation is needed for fair competition.
Low	Capital account	Achieve IMF classification of capital account transactions, expand cross-border portfolio investment schemes, and relax rules on cross-border financing.	Special Drawing Right inclusion, stock and bond connection, a Shanghai free-trade zone, a wider yuan daily trading band, and one-way asymmetric capital account liberalization have been implemented. More must be done to allow two-way capital flows.

Source: Vanguard.

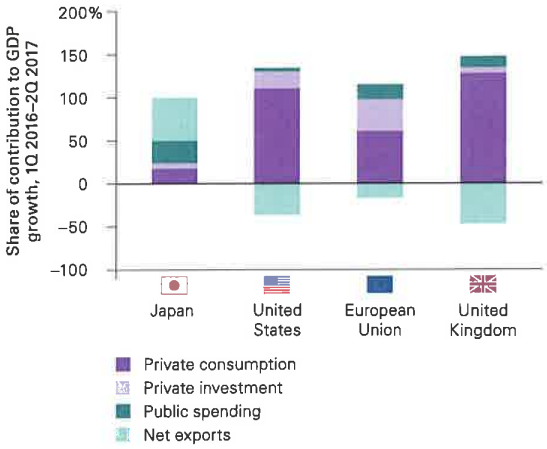
Japan: Rising with the tide ... for now

After nearly two decades of low growth and persistent deflation, Japan's economy is showing signs of recovery. Unlike in other developed countries where monetary easing has partly succeeded in shoring up private demand, Japan's latest expansion cycle has come primarily from an acceleration in the export cycle and a mildly expansionary fiscal policy, while household and business spending remains modest (see **Figure I-16**).

In 2018, we expect the recovery to become more broad-based, as rising confidence, a gradual increase in real wages, and solid profitability leave room for domestic demand to pick up in coming quarters. Although this is unlikely to fully offset the drag from the fading 2016 fiscal stimulus, the more diversified pool of growth drivers suggests Japan is likely to record another year of above-trend growth in 2018.

The cyclical upturn is likely to lead to a further tightening in labor market conditions. In fact, Japan's market is already as tight as it was during the early to mid-1990s, with the unemployment rate at the lower bound of its 3%–3.5% natural rate.

Figure I-16. Expansion has yet to extend into private demand in Japan



Source: Vanguard, using data from Thomson Reuters Datastream.

Wage inflation remains anemic, though, and skepticism about Japan's reflation efforts still runs deep. In our view, this partly reflects the recent rise in labor supply and the shift in workforce composition toward low-income part-time workers. In particular, the recent increase in labor supply is largely concentrated in two population segments, namely women and the elderly; both tend to work part-time jobs and therefore earn only a third to half of that of a full-time employee.

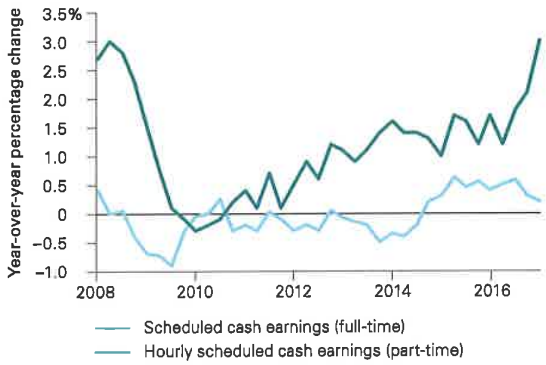
As demographic headwinds begin to bite, the labor market in Japan could tighten further and lead to an acceleration in part-time wages (see **Figure I-17**). Together with a widening positive output gap and weakening currency, core inflation is likely to pick up gradually toward 1% in 2018. However, without further progress in labor market reforms and an acceleration in full-time wages, Japan is unlikely to achieve and sustain its 2% inflation target in the near term.

Against this backdrop, the Bank of Japan, unlike most developed central banks, is expected to maintain easy policy, anchoring the country's 10-year government bond yield at about 0% in 2018. By targeting price over quantity, however, the Bank of Japan has effectively started to taper its asset purchases (see **Figure I-18**). It should be clear, though, that this is not an attempt to reverse stimulus but rather an indirect consequence of moving the policy goalposts.

Importantly, monetary policy alone cannot lift up Japan's long-term growth potential, which ultimately influences wage-setting and business investment decisions. More structural reforms, from equalizing the wage gap between full- and part-timers to raising medium-term growth and inflation expectations, are needed to improve the effectiveness of such cyclical policies.

With Prime Minister Shinzo Abe securing a solid mandate in the October 2017 snap election and expected to stay in power until 2021, Japan's future now depends on whether Abe focuses his political capital on economic reforms to lift productivity and long-term growth potential.

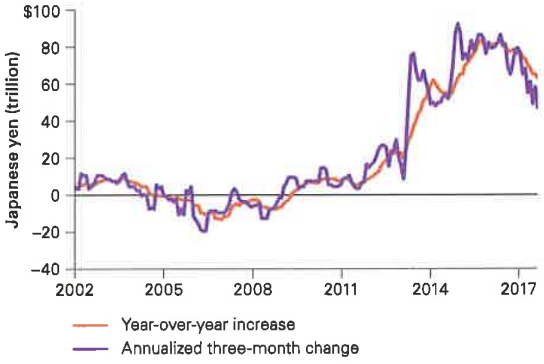
Figure I-17. Part-time wages to accelerate, although full-time wage growth remains subdued



Source: Vanguard, using data from the Ministry of Health, Labour and Welfare.

Figure I-18. The Bank of Japan's 'tapering' is not 'tightening'

Change in Bank of Japan holdings



Source: Vanguard, using data from CEIC.

Europe: A brighter horizon

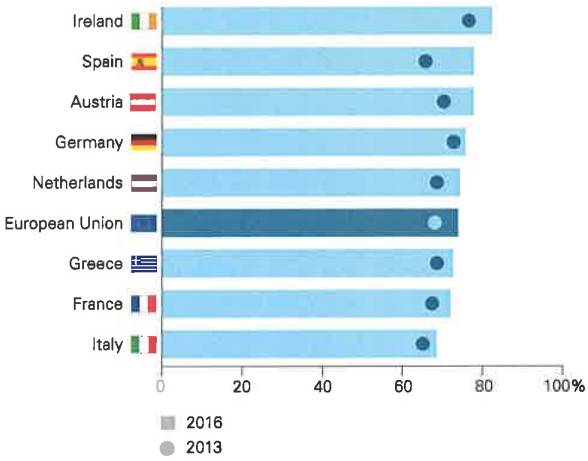
In the context of an increasingly synchronized global recovery, the outlook for the euro-area economy over the next 12 months is as bright as it has been since the 2008–2009 financial crisis. After years of recession, crises, and political uncertainty, the clouds are starting to clear. This is not to say that all the underlying issues have been resolved. Nonetheless, all countries are growing again, and unemployment is steadily falling.

We anticipate that growth in the euro area will be just below 2% in 2018, with risks tilted to the upside for the first time since the 2008–2009 crisis. Political risk, in the form of a rise in anti-European Union parties, was dominant during 2017. The risk has not disappeared, but it has diminished (see **Figure I-19**).

In the United Kingdom, by contrast, the economic outlook is much more uncertain given the lack of clarity over Brexit. Our base case is for growth in the 1.5%–2.5% range. Ultimately, the major effects of Brexit will be felt only once the country actually leaves the

Figure I-19. Anti-euro sentiment: Is the tide turning?

Percentage of population in favor of a single currency—the euro



Source: Eurobarometer.

European Union (EU), which won't happen until 2019 and possibly later if a transition is agreed to. We anticipate four possible exit scenarios (see **Figure I-20**). We still believe that no Brexit is a possible outcome, with roughly a 10% probability.[3]

Despite the positive growth picture, euro-area core inflation has remained stubbornly low, at 1.2%. The U.K. situation looks different superficially, given that U.K. Consumer Price Index inflation, at 3%, is about 1% above target, but much of this was caused by rising import prices prompted by the falling value of sterling. Abstracting from that, domestically generated inflation in the United Kingdom has similarly been more subdued than expected.

As with other developed economies, this inflation puzzle has a number of potential explanations:

- Measured unemployment possibly disguising underemployment of workers (see **Figure I-21a**).
- Decreasing bargaining power of labor because of continued declines in unionization (see **Figure I-21b**).
- Increasing influence of global rather than local measures of slack (globalization).
- New technology reducing production costs and putting downward pressure on profit margins.

Notwithstanding these influences, which are leading the inflation response to be slower than in previous upturns, our view is that inflation will eventually reawaken as unemployment continues to fall toward the equilibrium rate, which is assumed to be 8.5%–9% in the euro area and as low as 4% in the United Kingdom.

Given this environment of gradually tightening product and labor markets in the euro area, we expect the European Central Bank, under our base-case scenario,

Figure I-20. Four Brexit scenarios

Our probabilities

35% Crash Brexit
The U.K. fails to reach a deal and effectively falls out of the EU with no backstop. The U.K. moves to World Trade Organization rules.

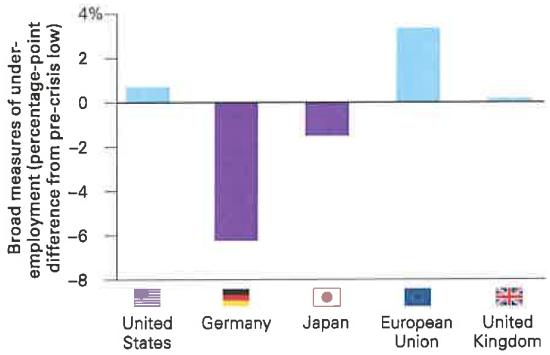
35% Hard Brexit
The U.K. leaves the EU Single Market and the Customs Union and reintroduces immigration controls.

20% Soft Brexit
The U.K. joins the European Economic Area and retains access to the EU Single Market and the Customs Union.

10% No Brexit
Article 50 is revoked and Brexit does not take place.

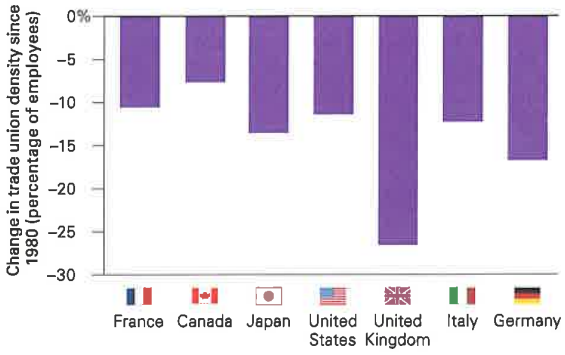
Source: Vanguard.

Figure I-21a. Underemployment is still very high in the euro area



Source: Capital Economics.

Figure I-21b: Trade union membership has declined across developed markets



Source: Macrobond.

3 Recent surveys suggest that 45% of Britons think the country was wrong to vote to leave the EU, versus 42% who think it was right. Reversing the decision would certainly be difficult, but it cannot be ruled out.

to terminate its asset purchase at the end of 2018, slightly beyond the ECB's existing commitment to purchase assets until September 2018. We do not anticipate rate increases until at least 2019, and possibly not until the next decade, given the ECB's commitment to keep rates on hold until well past the end of its quantitative easing.

In the United Kingdom, given Brexit uncertainty, the policy outlook for the Bank of England over the coming years is challenging. The U.K. recovery has continued since the 2016 Brexit referendum, with unemployment falling to a 42-year low although estimates of trend productivity growth have been revised down, partly because of the weakness of the supply side since the financial crisis and, looking forward, because of the likely shock to productive potential caused by Brexit. And headline inflation has been pushed well above target by the sharp fall in the sterling following the EU referendum. For these reasons, the Bank of England has now removed the emergency rate hike made in the summer of 2016 and signaled that rates may need to rise further, albeit gradually.

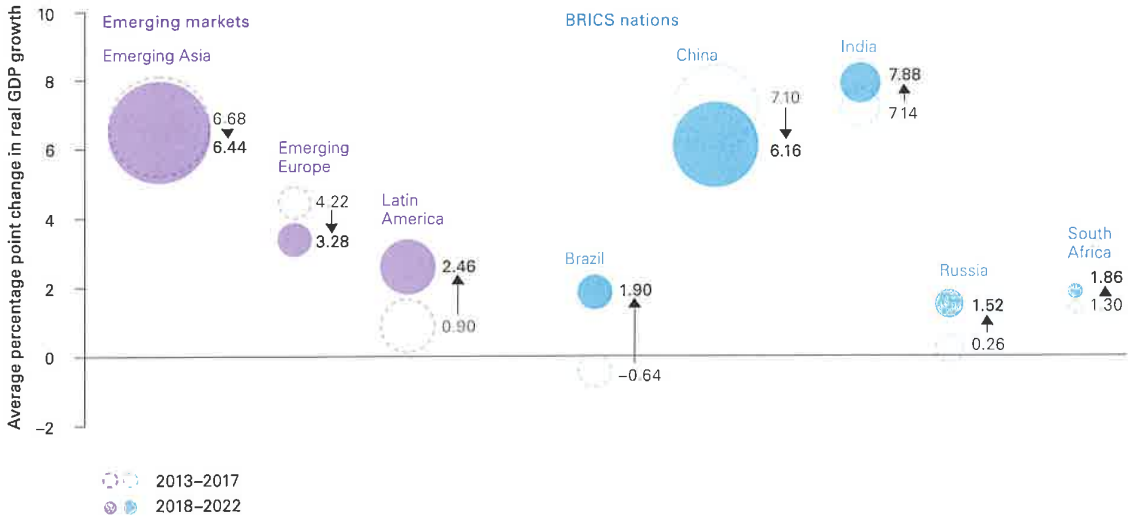
Emerging markets: A varied outlook

Growth in emerging markets in aggregate is expected to be 4.9% in 2018, in line with a lower structural trend post-GFC. We maintain that emerging markets are unlikely to go back to the pre-recession levels of economic growth.

However, the emerging-market grouping hides vast heterogeneity across regions and countries (see **Figure I-22**). In Latin America, growth will continue improving in 2018, but it will remain below potential trend levels for the region over the medium term. Forecasts for emerging Asia remain robust, with an average growth rate of 6.2% for 2018–2022.

The main risks for emerging markets are externally based; the most notable are the impact of a slowing China on world commodity markets and a potential faster pace of monetary policy normalization in the United States and other developed economies. In particular, central banks in emerging markets will be alert to any news coming out of the U.S. Federal Reserve, which could create disruptions in foreign exchange and domestic financial markets. Corporate leverage also posses a key risk, since it has increased continuously since the GFC, with high levels of debt issuance in hard currencies (U.S. dollars or euros). Sudden movement of the U.S. dollar could severely damage the balance sheets of local corporations.

Figure I-22. Economic growth prospects



Source: IMF World Economic Outlook.

II. Global capital markets outlook

Vanguard's outlook for global stocks and bonds is subdued at best given stretched equity valuations and low interest rates. Downside risks are particularly elevated in the equity market. Although we are hard-pressed to find compelling evidence of financial bubbles, risk premiums for many asset classes appear slim.

The market's efficient frontier of expected returns for a unit of portfolio risk now hovers in a lower orbit. More important, common return-centric portfolio tilts, seeking higher return or yield, are unlikely to escape the strong gravitational pull of low-return forces in play.

Global equity markets: Higher risk, lower return

Global equity has rewarded patient investors with a 15.5% annualized return over the 8½ years since the lows of the financial crisis. As part of this strong performance, valuations have risen gradually. For instance, valuations in the United States and in emerging markets currently appear stretched relative to our proprietary fair-value benchmark, making our global equity outlook highly guarded.

The ten-year outlook for global equities has deteriorated since last year and is now centered in the 4.5%–6.5% range, based on our Vanguard Capital Markets Model® (VCMM) projections. Expected returns for the U.S. stock market are lower than those for international markets, underscoring the benefits of global equity strategies in this environment.

Equity valuations and Vanguard's "fair value" CAPE

As discussed in a new Vanguard Global Macro Matters piece titled *As U.S. Stock Prices Rise, the Risk-Return Trade-Off Gets Tricky,* price/earnings ratios—including Robert Shiller's cyclically adjusted P/E ratio (CAPE)—are at alarming levels. The current CAPE level corresponds to the 95th percentile of its historical range of values, approaching highs seen during the dot-com era. However, a straight comparison of CAPE (and any other valuation multiple) with its historical average can be misleading, failing to account for today's low inflation and interest rates.

Because a secular decline in interest rates and inflation depresses the discount rates used in asset-pricing models, investors are willing to pay a higher price for future earnings, thus inflating P/E ratios. Therefore, a high CAPE may not be indicating overvalued stock prices, but rather may be an outcome of low interest rates.

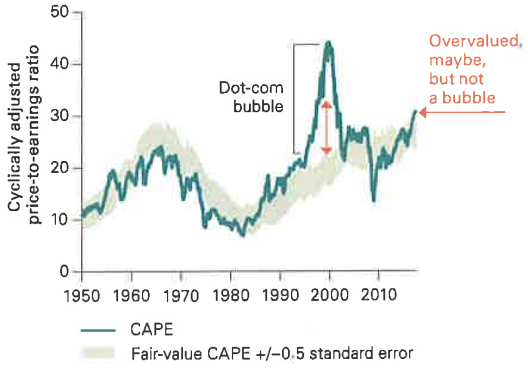
Vanguard's fair-value CAPE accounts for current interest rates and inflation levels and provides a more useful time-varying benchmark against which the traditional CAPE ratio can be compared, instead of the popular use of historical average benchmarks.

Figure II-1a plots Shiller's CAPE versus our fair-value model. For instance, in the late 1990s, the difference between CAPE and our fair-value estimate would have suggested a bubble. Today, although CAPE is approaching historical highs, it is not grossly overvalued, as it would be in a bubble, when compared with its fair value.

We have extended this fair-value concept to other regions. As illustrated in **Figure II-1b**, our equity valuation dashboard indicates that non-U.S. developed markets are fairly valued, even after adjusting valuations for rates and inflation. For emerging markets, it is important to note that their stocks typically trade at lower multiples than stocks in developed markets because of the higher risk and higher earning yields required by investors. Even after adjusting for higher risk, emerging markets are above their fair-value levels and slightly overvalued.

Figure II-1. Divergence in global equity valuations

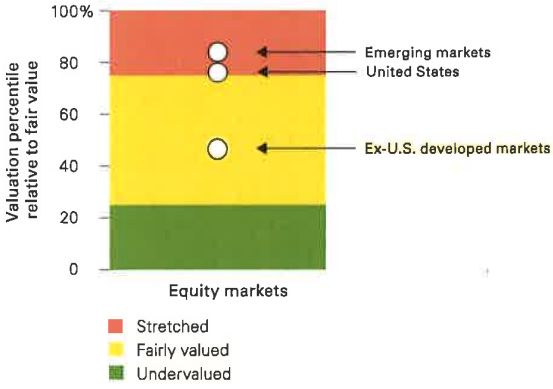
a. CAPE for the U.S. S&P 500 Index is approaching overvalued territory



Notes: Fair-value CAPE is based on a statistical model that corrects CAPE measures for the level of inflation expectations and for lower interest rates. The statistical model specification is a three-variable vector error correction (VEC), including equity-earnings yields, ten-year trailing inflation, and ten-year U.S. Treasury yields estimated over the period January 1940–September 2017.

Source: Vanguard calculations, based on data from Robert Shiller Online Data, the U.S. Bureau of Labor Statistics, and the Federal Reserve Board.

b. Other developed markets appear to be fairly priced



Notes: The U.S. valuation measure is the current CAPE percentile relative to fair-value CAPE for the S&P 500 Index estimated over the period January 1940 to September 2017. The developed markets valuation measure is the weighted average of each region's (Australia, United Kingdom, Euro-area, Japan, and Canada) current CAPE percentile relative to each region's own fair-value CAPE. The fair value CAPE for Australia, the U.K., the Euro area, Japan, and Canada is a five variable vector error correction (VEC) model with equity earnings yield (MSCI index), ten-year trailing inflation, ten-year government bond yield, equity volatility, and bond volatility estimated over the period January 1970 to September 2017. The emerging markets valuation measure is a composite valuation measure of EM to U.S. relative valuations and current U.S. CAPE percentile relative to its fair value CAPE. The relative valuation is the current ratio of EM to U.S. P/E metrics relative to its historical average, using three-year trailing average earnings from January 1990 to September 2017.

Source: Vanguard calculations, based on data from Robert Shiller Online Data, the U.S. Bureau of Labor Statistics, the Federal Reserve Board, and Thomson Reuters Datastream.

Global equities and the diversification of domestic risks

As shown in **Figure II-2,** our expected return outlook for U.S. equities over the next decade is centered in the 3%–5% range, in stark contrast to the 10% annualized return generated over the last 30 years. Although valuation expansion proved to be a tailwind to returns over those 30 years, we expect valuations to contract as interest rates gradually rise over the next decade. The expected equity risk premium (over cash) for the U.S. market appears compressed, primarily because of elevated valuations today.

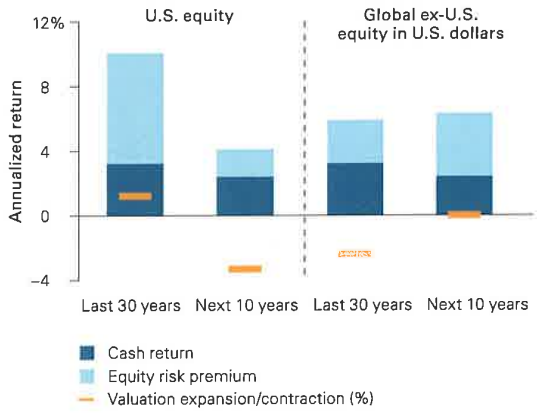
From a U.S. investor's perspective, the expected return outlook for non-U.S. equity markets is in the 5.5%–7.5% range, modestly higher than that of U.S. equity (see **Figures II-2a and b**). The equity risk premium for non-U.S. equity markets, however, may be slightly higher going forward, as the valuation contraction may not be as drastic as that experienced over the last three decades.

This result is a function of the currently moderate level of valuations as well as long-term expectations for the U.S. dollar decline priced in by the markets, especially with respect to other major currencies such as the euro and yen.

Our ten-year outlook for global equity is in the 4.5%–6.5% range, as seen in Figure II-2b. While the case for global diversification is particularly strong now, for the purposes of asset allocation, we caution investors against implementing tactical tilts based on just the median expected return—that is, ignoring the entire distribution of asset returns and their correlations.

Figure II-2. The outlook for equity markets is subdued

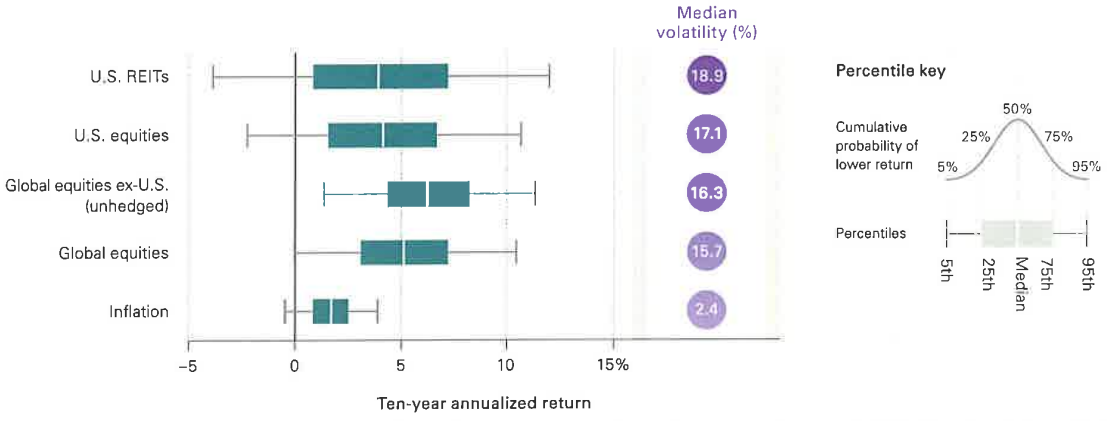
a. Exposure to non-U.S. equities may be beneficial



Notes: Data for the last 30 years are from January 1987–December 2016, in U.S. dollars. Next-ten-year data are based on the median of 10,000 simulations from VCMM as of September 30, 2017, in U.S. dollars. Historical returns are computed using indexes defined in "Indexes used in our historical calculations" on page 5. Historical cash returns are from Dimson-Marsh-Staunton data. See Appendix section "Index simulations" for further details on the asset classes shown.

Sources: Vanguard, Dimson-Marsh-Staunton Dataset, FactSet, Morningstar Direct, and Thomson Reuters Datastream.

b. Equity market ten-year return outlook: Setting reasonable expectations



Notes: This forecast corresponds to the distribution of 10,000 VCMM simulations for ten-year annualized nominal returns as of September 30, 2017, in U.S. dollars. Median volatility is the 50th percentile of an asset class's distribution of annual standardized deviation of returns. See Appendix section "Index simulations" for further details on the asset classes shown.

Source: Vanguard.

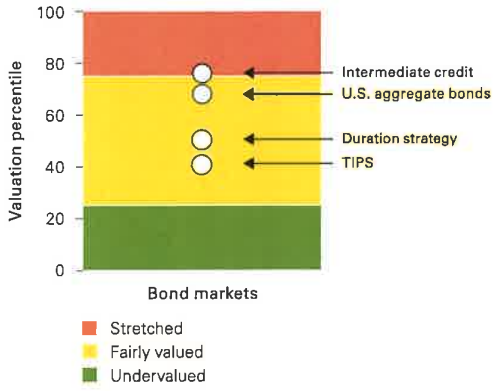
Global fixed income markets: Positive but muted

The return forecast for global fixed income is positive but muted, given our long-term outlook of restrained growth and inflation, as outlined in Section I. As shown in **Figure II-3**, it is in the 2%–3% range for the next decade, slightly higher than projected at this time last year. Expected returns for many fixed income sub-asset classes appear more similar than differentiated compared with previous years, in part because of compressed credit spreads (see **Figure II-4**). Elevated equity market risk points to credit risk being higher than duration risk in this environment.

U.S. interest rates: A slightly higher, slightly flatter yield curve

Despite the risk of a short-term acceleration in the pace of monetary policy normalization, the risk of a material rise in long-term interest rates remains modest. For example, our fair-value estimate for the benchmark 10-year U.S. Treasury yield remains centered near 2.5% in 2018. As illustrated in Figure II-4, duration strategies are less risky than investors may believe in a rising rate environment. This is because we expect the short end of the curve to rise more than the long end over the next decade, as the long rates are anchored by inflation expectations.

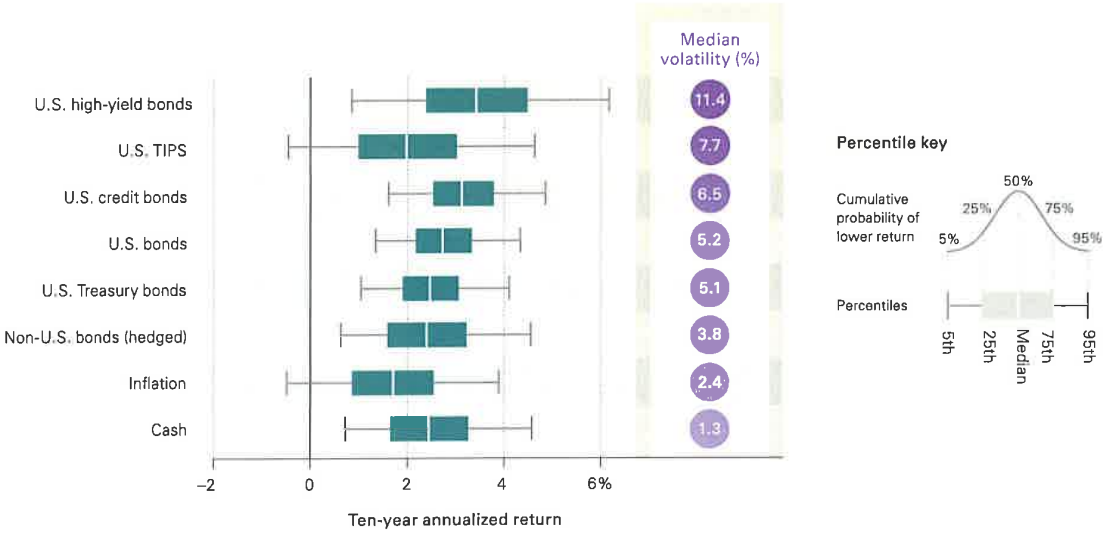
Figure II-4. Frothy credit valuations



Notes: Valuation percentiles are relative to 30-year VCMM projections. Intermediate credit and U.S. aggregate bond valuations are current credit spreads relative to Year 30. Duration valuation is the expected return differential over the next decade between the long-term Treasury index and short-term Treasury index, relative to that of Years 21–30. TIPS valuation is the ten-year-ahead annualized inflation expectation relative to Years 21–30.

Source: Vanguard.

Figure II-3. Rates and risk premiums add up to modest returns



Notes: This forecast corresponds to the distribution of 10,000 VCMM simulations for ten-year annualized nominal returns as of September 30, 2017, in U.S. dollars. Median volatility is the 50th percentile of an asset class's distribution of annual standardized deviation of returns. See Appendix section "Index simulations" for further details on the asset classes shown.

Source: Vanguard.

Corporate Bonds: Less upside than before

The central tendency for U.S. credit bonds (specifically, the Bloomberg Barclays U.S. Credit Bond Index) is in the 2.5%–3.5% range, slightly higher than for Treasury bonds. The premium, however, has been narrowed relative to last year, because of compressed spreads that indicate froth in the credit markets (Figure II-4). Historically, spreads tend to widen in times of equity market stress, resulting in capital losses for credit bonds.

The central tendency for high-yield corporate bonds (specifically, the Bloomberg Barclays U.S. High Yield Corporate Bond Index) is in the 2.5%–4.5% range, lower than projected at this time last year because of compressed spreads. We urge investors to be cautious in reaching for yield in segments such as high-yield corporates, not only because of the higher expected volatility that accompanies the higher yield, but also because of the segment's correlation to the equity markets.

As shown in **Figure II-5**, a 20% overweight or tilt to high-yield corporates increases a portfolio's volatility excessively relative to a marginal increase in return. The sensitivity of spreads to the economic environment is much larger for high-yield corporate bonds than for higher-quality segments of the U.S. fixed income market, which also contributes to an increased investment risk.

Treasury Inflation-Protected Securities (TIPS): Markets don't see inflation coming

Break-even inflation expectations inferred from the U.S. TIPS market remain below the Fed's 2% inflation target and slightly lower than the VCMM long-term median levels. Markets are placing extremely low odds for higher inflation outcomes. While not attractive in terms of return, TIPS could be a valuable inflation hedge for some institutions and investors sensitive to inflation risk.

Domestic versus international: Benefits of diversification remain

Although the central tendency of expected return for non-U.S. aggregate bonds appears to be marginally lower than that of U.S. aggregate bonds (Figure II-3), we expect the diversification benefits of global fixed income in a balanced portfolio to persist under most scenarios.

Yields in most developed markets are historically low, particularly in Europe and Japan, yet diversification through exposure to hedged non-U.S. bonds should help offset some risk specific to the U.S. fixed income market (Phillips et al., 2014).

Less-than-perfect correlation between two of the main drivers of bond returns—interest rates and inflation—is expected as global central bank policies are likely to diverge in the near term. Diversification with non-U.S. bonds also helps diversify the risk of a policy mistake by central banks.

Portfolio implications: A low return orbit

Investors have experienced spectacular returns over the last few decades because of two of the strongest equity bull markets in U.S. history in addition to a secular decline in interest rates from 1980s highs. **Figure II-5a** contrasts our 3.5%–5.5% outlook for a global 60% equity/40% bond portfolio for the next decade against the extraordinary 9.5% return since 1970 and 7.4% since 1990. As highlighted in previous sections, elevated equity valuations, low rates, and compressed spreads have pulled the market's efficient frontier of expected returns into a lower orbit. The efficient frontier is also flatter (that is, with less return per unit of risk), as seen from the return and volatility expectations of balanced portfolios, as shown in **Figure II-5c**.

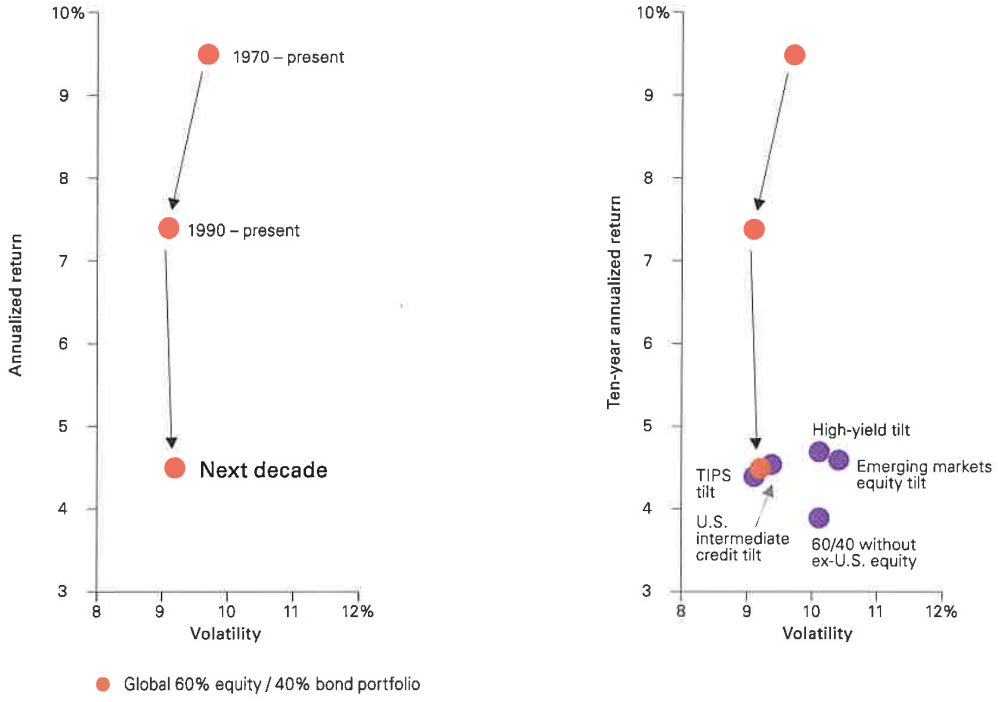
To try to increase portfolio returns, a popular strategy is to overweight higher-expected-return assets or higher-yield assets. A few common "reach for yield" strategies include overweighting real estate investment trusts (REITs) and high-yield corporates. Similarly, "reach for return" strategies involve tilting the portfolio toward emerging markets equities to take advantage of higher growth prospects. Home bias leads some to shy away from non-U.S. equities.

Figure II-5b illustrates that these common return-centric strategies are unlikely, by themselves, to restore portfolios to the higher orbits of historical returns.

Figure II-5. Asset allocation for a challenging decade

a. A lower return orbit ...

b. ... that popular "active tilts" will likely fail to escape



c. Projected ten-year annualized nominal returns as of September 2017

	Portfolios	5th percentile	25th percentile	Median	75th percentile	95th percentile	Median volatility	Risk-adjusted return
Global balanced portfolios	100% bonds	1.3%	2.0%	2.6%	3.3%	4.3%	4.5%	0.59
	20/80 stock/bond	1.8%	2.7%	3.3%	4.0%	5.1%	4.2%	0.80
	60/40 stock/bond	1.3%	3.2%	4.5%	5.8%	7.8%	9.2%	0.48
	80/20 stock/bond	0.7%	3.2%	4.9%	6.6%	9.1%	12.4%	0.39
	100% equity	0.0%	3.0%	5.2%	7.2%	10.5%	15.7%	0.32
	60/40 stock/bond	**1.3%**	**3.2%**	**4.5%**	**5.8%**	**7.8%**	**9.2%**	**0.48**
Portfolios with common 20% tilts relative to 60/40 stock/bond	High-yield tilt	1.4%	3.4%	4.7%	6.0%	8.0%	10.1%	0.46
	Inflation protection tilt	1.3%	3.1%	4.4%	5.7%	7.7%	9.1%	0.48
	Emerging markets equity tilt	1.4%	3.3%	4.6%	5.9%	7.9%	10.4%	0.44
	U.S. intermediate credit tilt	1.4%	3.3%	4.6%	5.9%	7.9%	9.3%	0.48
	60/40 without ex-U.S. equity	0.1%	2.4%	3.9%	5.6%	8.0%	10.1%	0.38

Lower risk-adjusted return

Same or higher risk-adjusted return

Notes: Summary statistics of 10,000 VCMM simulations for projected ten-year annualized nominal returns are as of September 2017 in U.S. dollars before costs. Historical returns are computed using indexes defined in "Indexes used in our historical calculations" on page 5. The global equity portfolio is 60% U.S. equity and 40% global ex-U.S. equity. The global bond portfolio is 70% U.S. bonds and 30% global ex-U.S. bonds. Portfolios with tilts include a 20% tilt to the asset specified funded from the fixed income allocation for the fixed income tilt and the equity allocation for the equity tilt.

Source: Vanguard.

Portfolio strategies for three potential economic scenarios

Based on our global economic perspective on the cyclically rising risks to inflation and policy normalization imposed by tight global labor markets, we examine in **Figure II-6** three possible economic scenarios occurring over the next three years. The high-growth scenario illustrates an upside risk scenario of sustained economic growth with a tighter labor market and a moderate pickup in wages and inflation. The two others are a status quo scenario driven by continued low volatility with positive financial conditions and a recessionary scenario caused by a turn in the business cycle and a correction in the equity markets.

Figure II-6 shows optimal portfolios for each scenario that vary their exposures to the following four risk premiums: (1) equity-risk premium, (2) term premium, (3) credit premium, and (4) inflation-risk premium. In a high-growth scenario, expected global equity returns would be high, causing the efficient frontier to be steep. Long and short rates would also rise faster than expected, resulting in an optimal portfolio loading on equity, and short duration.

A recessionary-scenario portfolio would underweight equity and overweight long duration. Surprisingly, the allocation to U.S. equity remains rather large, as the portfolio that is also heavy on long-term Treasuries derives a larger diversification benefit from lower-returning U.S. equity (especially in a recession) than from including higher-returning non-U.S. equity assets. The portfolio strategy in a status quo scenario is well diversified.

Using our VCMM simulations, we can not only illustrate the effectiveness of various portfolio strategies designed for each scenario but also show the risks of such strategies. The following conclusions can be drawn from our analysis:

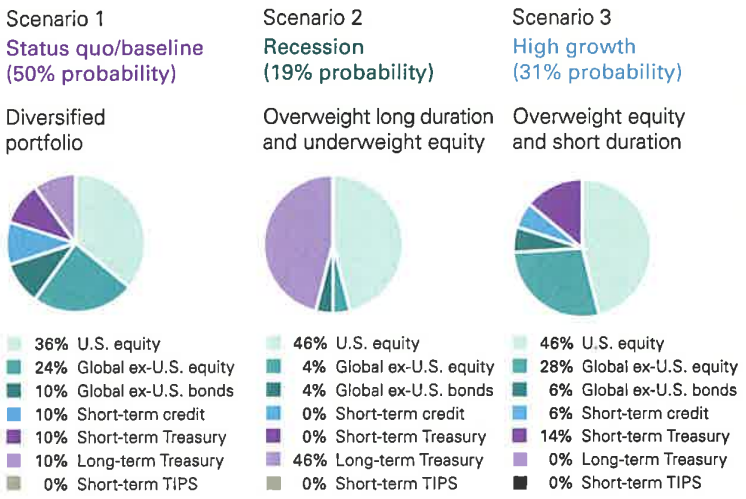
1. Portfolios designed for specific macroeconomic scenarios entail important trade-offs: If the scenario for which the portfolio was designed does not take place, then the portfolio performance is the worst of all the options.

2. A balanced portfolio works well for investors who are agnostic about the future state of the economy: The 60/40 balanced portfolio is an "all-weather" strategy, with either top or middle-of-the-road performance in each scenario.

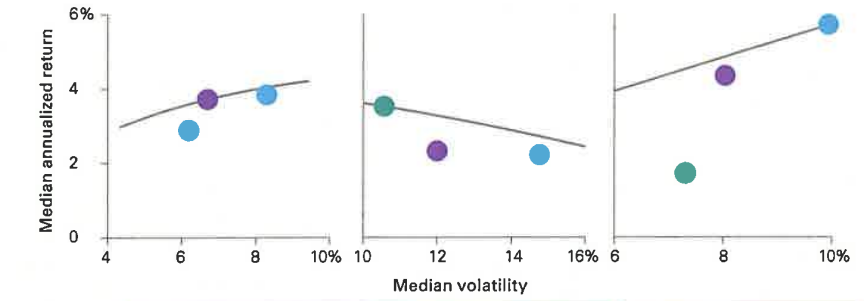
3. Portfolio tilts should be done within a mean-variance optimization framework: Ad hoc tilts ignore correlations among assets and lead to inefficient portfolios. For instance, in a recession-scenario strategy, equities can be overweighted (as opposed to underweighted) because of the added diversification benefits of long-term bonds.

Figure II-6. Cyclical surprises and asset allocation trade-offs

a. Mean-variance optimal portfolios vary for different economic environments



b. A diversified portfolio is not always the best, but it's never the worst



	Scenario 1	Scenario 2	Scenario 3
Best	Diversified portfolio	Overweight long duration and underweight equity	Overweight equity and short duration
Second-best	Overweight equity and short duration	Diversified portfolio	Diversified portfolio
Worst	Overweight long duration and underweight equity	Overweight equity and short duration	Overweight long duration and underweight equity

c. Portfolios designed for a single scenario are tempting but can be risky

Strategy **upside** relative to balanced portfolio	**1.3% higher annualized return** with 1.4% lower volatility in a recessionary scenario	**1.4% higher annualized return** with 1.9% higher volatility in a high-growth scenario
Strategy **downside** relative to balanced portfolio	**2.6% lower annualized return** with 0.7% lower volatility in a high-growth scenario	**Same return with 2.7% higher volatility** in a recessionary scenario

Notes: Performance is relative to the efficient frontier. Portfolios are selected from the frontier based on a fixed risk-aversion level. The forecast displays simulations of three-year annualized returns as of September 2017. Scenarios are based on sorting the VCMM simulations by rates, growth, volatility, and equity return. The three scenarios are a subset of the 10,000 VCMM simulations. See Appendix section "Index simulations" for further details on the asset classes shown.

Source: Vanguard.

Portfolio construction strategies: Time-tested principles apply

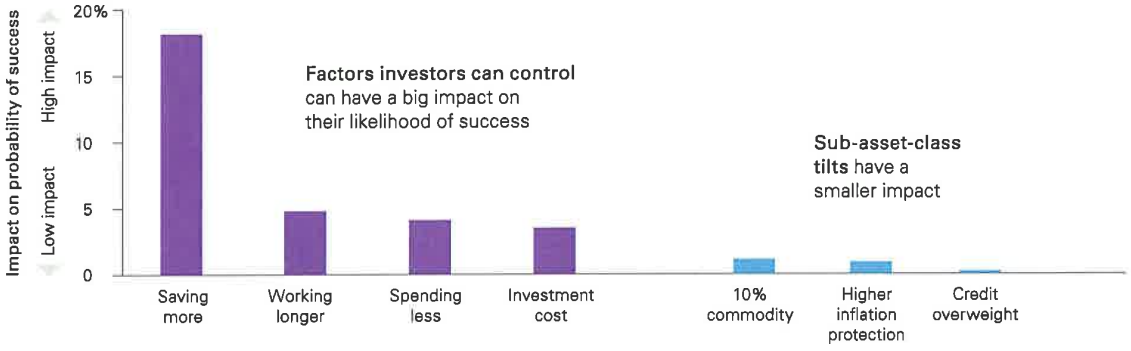
Contrary to suggestions that an environment of low rates and compressed equity and credit-risk premiums warrants some radically new investment strategy, Figure II-5 reveals that the diversification benefits of global fixed income and global equity are particularly compelling, given the simulated ranges of portfolio returns and volatility.

The market's efficient frontier of expected returns for a unit of portfolio risk now hovers in a lower orbit. More important, common asset-return-centric portfolio tilts, seeking higher return or yield, are unlikely to escape the strong gravity of low-return forces in play, as they ignore the benefits of diversification. Modestly outperforming asset-return-centric tilts requires a portfolio-centric approach that leverages the benefits of diversification by weighing risk, return, and correlation simultaneously.

Our prior research (Aliaga-Díaz, et al., 2016) shows that investment success is within the control of long-term investors. **Figure II-7** illustrates that factors within their control—such as saving more, working longer, spending less, and controlling investment costs—far outweigh the less reliable benefits of ad-hoc asset-return-seeking tilts. Thus, decisions related to saving more, spending less, and controlling costs will be much more important than portfolio tilts.

Investment objectives based either on fixed spending requirements or on fixed portfolio-return targets may require that investors consciously weigh their options together with their risk-tolerance levels. Ultimately, our global market outlook suggests a somewhat more challenging and volatile environment ahead, yet one in which investors with an appropriate level of discipline, diversification, and patience are likely to be rewarded over the long term. Adhering to investment principles such as long-term focus, disciplined asset allocation, and periodic portfolio rebalancing will be more crucial than ever before.

Figure II-7. Taking control



Notes: Probability of success is defined as the probability of having a positive balance in a target-date fund at age 95, based on specific savings and spending assumptions. Data show the impact of each factor changing from low (the 25th percentile of broad population data) to medium (the 50th percentile). VCMM simulations are as of March 2016. Investment cost is the relative impact on the probability of success of a target-date fund with a 50-basis-point higher fee or investment cost. For details, see *Vanguard Life-Cycle Investing Model: A Framework for Building Target-Date Portfolios* (Aliaga-Díaz et al., 2016).

Source: Vanguard.

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III. Appendix

About the Vanguard Capital Markets Model

IMPORTANT: The projections and other information generated by the Vanguard Capital Markets Model regarding the likelihood of various investment outcomes are hypothetical in nature, do not reflect actual investment results, and are not guarantees of future results. VCMM results will vary with each use and over time.

The VCMM projections are based on a statistical analysis of historical data. Future returns may behave differently from the historical patterns captured in the VCMM. More important, the VCMM may be underestimating extreme negative scenarios unobserved in the historical period on which the model estimation is based.

The VCMM is a proprietary financial simulation tool developed and maintained by Vanguard's Investment Strategy Group. The model forecasts distributions of future returns for a wide array of broad asset classes. Those asset classes include U.S. and international equity markets, several maturities of the U.S. Treasury and corporate fixed income markets, international fixed income markets, U.S. money markets, commodities, and certain alternative investment strategies. The theoretical and empirical foundation for the VCMM is that the returns of various asset classes reflect the compensation investors require for bearing different types of systematic risk (beta). At the core of the model are estimates of the dynamic statistical relationship between risk factors and asset returns, obtained from statistical analysis based on available monthly financial and economic data. Using a system of estimated equations, the model then applies a Monte Carlo simulation method to project the estimated interrelationships among risk factors and asset classes as well as uncertainty and randomness over time. The model generates a large set of simulated outcomes for each asset class over several time horizons. Forecasts are obtained by computing measures of central tendency in these simulations. Results produced by the tool will vary with each use and over time.

The primary value of the VCMM is in its application to analyzing potential client portfolios. VCMM asset-class forecasts—comprising distributions of expected returns, volatilities, and correlations—are key to the evaluation of potential downside risks, various risk–return trade-offs, and the diversification benefits of various asset classes. Although central tendencies are generated in any return distribution, Vanguard stresses that focusing on the full range of potential outcomes for the assets considered, such as the data presented in this paper, is the most effective way to use VCMM output. We encourage readers interested in more details of the VCMM to read Vanguard's white paper titled Vanguard Global Capital Markets Model (Davis et al., 2014).

The VCMM seeks to represent the uncertainty in the forecast by generating a wide range of potential outcomes. It is important to recognize that the VCMM does not impose "normality" on the return distributions, but rather is influenced by the so-called fat tails and skewness in the empirical distribution of modeled asset-class returns. Within the range of outcomes, individual experiences can be quite different, underscoring the varied nature of potential future paths. Indeed, this is a key reason why we approach asset-return outlooks in a distributional framework.

Index simulations

The long-term returns of our hypothetical portfolios are based on data for the appropriate market indexes through September 2017. We chose these benchmarks to provide the most complete history possible, and we apportioned the global allocations to align with Vanguard's guidance in constructing diversified portfolios. Asset classes and their representative forecast indexes are as follows:

- **U.S. equities:** MSCI US Broad Market Index.
- **Global ex-U.S. equities:** MSCI All Country World ex USA Index.
- **U.S. REITs:** FTSE/NAREIT US Real Estate Index.
- **U.S. cash:** U.S. 3-Month Treasury–constant maturity.
- **U.S. Treasury bonds:** Bloomberg Barclays U.S. Treasury Bond Index.
- **U.S. short-term Treasury bonds:** Bloomberg Barclays U.S. 1–5 Year Treasury Bond Index.
- **U.S. long-term Treasury bonds:** Bloomberg Barclays U.S. Long Treasury Bond Index.
- **U.S. credit bonds:** Bloomberg Barclays U.S. Credit Bond Index.
- **U.S. short-term credit bonds:** Bloomberg Barclays U.S. 1–3 Year Credit Bond Index.
- **U.S. high-yield corporate bonds:** Bloomberg Barclays U.S. High Yield Corporate Bond Index.
- **U.S. bonds:** Bloomberg Barclays U.S. Aggregate Bond Index.
- **Global ex-U.S. bonds:** Bloomberg Barclays Global Aggregate ex-USD Index.
- **U.S. TIPS:** Bloomberg Barclays U.S. Treasury Inflation Protected Securities Index.
- **U.S. short-term TIPS:** Bloomberg Barclays U.S. 1–5 Year Treasury Inflation Protected Securities Index.

Notes on risk

All investing is subject to risk, including the possible loss of the money you invest. Past performance is no guarantee of future returns. Investments in bond funds are subject to interest rate, credit, and inflation risk. Foreign investing involves additional risks, including currency fluctuations and political uncertainty. Diversification does not ensure a profit or protect against a loss in a declining market. There is no guarantee that any particular asset allocation or mix of funds will meet your investment objectives or provide you with a given level of income. The performance of an index is not an exact representation of any particular investment, as you cannot invest directly in an index.

Stocks of companies in emerging markets are generally more risky than stocks of companies in developed countries. U.S. government backing of Treasury or agency securities applies only to the underlying securities and does not prevent price fluctuations. Investments that concentrate on a relatively narrow market sector face the risk of higher price volatility. Investments in stocks issued by non-U.S. companies are subject to risks including country/regional risk and currency risk.

Bond funds are subject to the risk that an issuer will fail to make payments on time, and that bond prices will decline because of rising interest rates or negative perceptions of an issuer's ability to make payments. High-yield bonds generally have medium- and lower-range credit-quality ratings and are therefore subject to a higher level of credit risk than bonds with higher credit-quality ratings. Although the income from U.S. Treasury obligations held in the fund is subject to federal income tax, some or all of that income may be exempt from state and local taxes.



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: PARS OPEB Trust Program- Review and Agreement Renewal

Katie Cannie and Frances Lee of Public Agency Retirement Services (PARS) will review the performance of Valley Collaborative's PARS OPEB Trust account, speak on the 2018 Market Outlook, discuss the Trust's 2018 Actuarial Valuation Report, and present terms for a service agreement extension

Required Action:

Approve PARS service agreement extension

Attachments:

None

POST RETIREMENT BENEFITS ACTUARIAL VALUATION OF THE VALLEY COLLABORATIVE

December 31, 2017 Actuarial Valuation Report

GASB 74 & 75

TABLE OF CONTENTS

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Introduction

This report presents the Governmental Accounting Standards Statements 74 & 75 based on the findings of an actuarial valuation as of December 31, 2017, of the Valley Collaborative OPEB Plan.

The actuarial valuation is based on:

- Plan Provisions as of December 31, 2017.
- Employee data provided by the Valley Collaborative
- Asset provided by the Valley Collaborative
- Actuarial assumptions approved by the Sherman Actuarial Services and the Valley Collaborative

The valuation and forecast do not account for any subsequent changes in the plan.

GASB Statements No. 74 and No. 75

Effective for periods beginning after June 15, 2015, the Governmental Accounting Standards Board (GASB) requires the disclosure of Other Post Employment Benefits (OPEB) related liabilities for public employer financial statements in accordance with Statements 74 and 75. These statements, which amend GASB Statements No. 43 and No. 45, must be adhered to by any public employee retirement system that follows Generally Accepted Accounting Principles (GAAP).

These disclosures are intended to establish a reporting framework that distinguishes between:

- current financial information about plan assets and financial activities,
- actuarially determined information from a long-term perspective,
- the funded status of the plan, and
- progress being made in accumulating sufficient assets to pay benefits when due.

The statement requires the system to present two financial statements – a statement of fiduciary net position and a statement of changes in fiduciary net position. The statement of fiduciary net position presents the following items as of the end of the plan's reporting period, as applicable:

- Assets
- Deferred outflows of resources (consumption of net assets by the employers that is applicable to a future reporting period)
- Liabilities
- Deferred inflows of resources (acquisition of net assets by the employers that is applicable to a future reporting period)
- Fiduciary net position (Assets + Deferred outflows – Liabilities – Deferred inflows)

The system is considered a single employer OPEB plan since obligations exist for employees of one employer and plan assets can be used to pay the benefits of the employees the employer.

This report does not include all items required under GASB Statements No. 74 and No. 75. Rather, it provides all items required that are not readily available from other sources and investment reports prepared by the plan's investment consultant.

Discount Rate

The discount rate, and all other actuarial assumptions, are the as those described in Exhibit 4. The discount rate was selected based on a projection of employer and employee contributions, benefit payments (with and without subsidy), expenses and the long term expected rate of return on trust assets.

Based on these laws and assumptions, the OPEBs plan's Fiduciary Net Position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

The Valley Collaborative selected 7.5% as the long term expectation of investment returns.

Net Position Restricted for OPEB

The Net Position Restricted for OPEB Plan Benefits as of December 31, 2017 is $3,771,196. Investments are reported at fair value.

December 31, 2016 Net Position	3,332,656
Employer Contributions	30,590
Employee Contributions	0
Other Payments	0
Benefit Payments	(30,590)
Expenses	(8,754)
Investment Income	447,294
December 31, 2017 Net Position	3,771,196

OPEB Liability as of December 31, 2017

The following presents the changes in the OPEB liability during FYE 2017.

December 31, 2016 Liability
Service Cost
Interest on Liability and Service Cost
Change in Plan Provisions
Experience (Gain) and Loss
Change in Assumptions
Benefit Payments
Other
December 31, 2017 Liability

Net OPEB Liability as of December 31, 2017

The following presents the net OPEB liability of the system calculated using the discount rate of 7.5%, as well as what the system's net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5%) or 1-percentage-point higher (8.5%) than the current rate. The Plan Fiduciary Net Position as a percentage of the Total OPEB Liability is 88.3%.

	1% Decrease (6.5%)	**Current Discount Rate (7.5%)**	**1% Increase (8.5%)**
Total OPEB Liability	$ 5,078,754	$ 4,270,784	$ 3,624,172
Plan Fiduciary Net Position	$ 3,771,196	$ 3,771,196	$ 3,771,196
Net OPEB Liability	$ 1,307,558	$ 499,588	$ -147,024

The following presents the net OPEB liability of the system calculated using the current trend rates, as well as what the system's net OPEB liability would be if it were calculated using trend rates 1-percentage-point lower for all years or 1-percentage-point higher than the current rates.

	1% Decrease	**Current Trend**	**1% Increase**
Total OPEB Liability	$ 3,444,842	$ 4,270,784	$ 5,364,361
Plan Fiduciary Net Position	$ 3,771,196	$ 3,771,196	$ 3,771,196
Net OPEB Liability	$ -326,354	$ 499,588	$ 1,593,165

OPEB Expense for FYE 2017

Service Cost	608,129
Interest	299,048
Difference in Experience - Amortization	0
Change in Assumptions - Amortization	0
Changes in Plan Provisions	0
Employee Contributions	0
Projected Earnings	(249,627)
Administration Expense	8,754
Other Changes in Fiduciary Net Position	0
Asset (Gain) / Loss Amortization	(39,533)
Total Expense	626,771

Schedules of Required Supplementary Information

	2017
Total OPEB Liability – Beginning	3,394,197
Total OPEB Liability – Ending (a)	4,270,784
Plan Fiduciary Net Position – Beginning	3,332,656
Plan Fiduciary Net Position – Ending (b)	3,771,196
Net OPEB Liability – Ending (a) – (b)	499,588
Plan Fiduciary Net Positions as a percentage of the Total OPEB Liability	88.3%
Covered-employee payroll	33,648,784
Net OPEB Liability as a percentage of Covered-employee Payroll	4.2%

Schedule of Net Position Restricted for OPEB Plan Benefits Amortization Recognition

Below is the schedule of amortization adjustments to the OPEB Expense for the coming years. A positive number indicates that the actual return was less than the expected return and will be added to the OPEB Expense.

Investment Return

			Increase (Decrease) arising from (Gains) or Losses				
FYE	(Gain) / Loss	Period	2016	2017	2018	2019	2020
2017	(197,667)	5	(39,533)	(39,533)	(39,533)	(39,533)	(39,535)

Reconciliation of Net OPEB Liability for 2017

NOL Beginning of Year	61,541
OPEB Expense	626,771
Employer Contributions	(30,590)
Deferred Outflows	0
Deferred Inflows	(158,134)
Revenue	0
NOL End of Year	499,588

EXHIBITS

EXHIBIT 1 – MEDICAL PREMIUM

Monthly Premiums effective January 1, 2018

Health benefits are available to employees and retirees through a number of plans. The following are gross monthly rates per subscriber for plans in which current GIC participating retirees are enrolled:

	Family	Individual
Fallon Direct	$1,333	$559
Fallon Select	1,769	741
Harvard Medicare Senior Plan		428
Harvard Pilgrim Independent	2,011	828
Harvard Pilgrim Primary Choice	1,516	625
OMI Unicare Medicare Ext OME		482
TCI Tufts Medicare Complement		387
TMI Tufts Medicare Preferred		307
Tufts Navigator	1,779	733
UNICARE Basic	2,320	995
UNICARE COMM CHC	1,252	525
UNICARE Plus	1,657	697

EXHIBIT 2 – MEMBERSHIP DATA

Actives:	254
Retirees:	4
Total:	258

EXHIBIT 3 – SUMMARY OF PLAN PROVISIONS:

Retirement Medical Insurance: Retirees contribute towards their coverage in the amount of 20% of stated premiums.

Spousal Coverage: Current and future retirees may elect to include their spouses as part of their post-retirement benefits. There is lifetime spousal coverage for medical insurance.

Section 18 Coverage: The Collaborative has elected to adopt Section 18 under Chapter 32B of the General Laws of Massachusetts, which requires that an employee or retiree must participate in the Medicare program as the primary payer once one reaches age 65 and is Medicare eligible.

Retirement Eligibility: Age 55 with 10 years of service, or 20 years of service. For Group 1 employees hired after April 1, 2012, age 60 with 10 years of service or 20 years of service.

Ordinary Disability Eligibility: 10 years of service and under age 55.

Termination Eligibility: 10 years of service.

EXHIBIT 4 – ACTUARIAL METHODS AND ASSUMPTIONS:

All Groups

Interest: Full Prefunding: 7.5%, net of investment expenses

Actuarial Cost Method: Entry Age Normal

Medical Care Inflation:

Year	Inflation Rate
2018	5.0%
2019+	4.5%

Participation: 95% of future retiree teachers and are assumed to participate in the retiree medical plan, 95% of future non-teacher retirees are expected to participate in the retiree medical plan and 100% of future retirees are expected to elect life insurance.

Marital status: 80% of male Valley Collaborative employees and 60% of female Valley Collaborative employees are assumed to have a covered spouse at retirement. Wives are assumed to be three years younger than their husbands.

Termination Benefit: 95% of current active teachers and 95% of current active non-teachers over age 50 with at least 10 years of service are expected to elect medical coverage starting at age 65.

Medical Plan Costs: The estimated gross per capita incurred claim costs for all retirees and beneficiaries for 2018 at ages prior to 65 and after 65 are $15,634 and $4,389, respectively. Medicare eligible retirees' per capita claims costs at age 65 is $2,633.

It is assumed that future retirees participate in the same manner as current retirees. Employee cost sharing is based on current rates. Future cost sharing is based on the weighted average of the current cost sharing of retirees and beneficiaries.

Age-based Morbidity: Medical costs are adjusted to reflect expected cost increases related to age. The increase in the net costs assumed to be:

Age	Annual Increase Retiree
49 and below	2.6%
50-54	3.2%
55-59	3.4%
60-64	3.7%
65-69	3.2%
70-74	2.4%
75-79	1.8%
80 and over	0.0%

Current Employees: Current active employees who are assumed to retire prior to age 65 are valued with a weighted-average current cost. This weighted-average current cost is based on the medical plan coverage of current retirees under age 65.

At age 65, active participants are assumed to participate in the same manner as current retirees over age 65 in Medicare Supplemental plans.

Pre-Age 65 Retirees: Current retirees who are under age 65 are assumed to remain in their current medical plan until age 65. Current active employees who are assumed to retire prior to age 65 are valued with a weighted-average premium. This weighted-average premium is based on the medical plan coverage of current retirees under age 65.

Post-Age 65 Retirees: Current retirees over age 65 remain in their current medical plan until death for purposes of measuring their contributions. It is assumed that future retirees are Medicare eligible. It is furthermore assumed that all current retirees under 65 will participate in the Medex plan in the same proportion as current retirees over 65. Per capita costs were developed from the Collaborative developed monthly costs. Amounts to be received in the future for the Medicare Part D Retiree Drug Subsidy are not reflected in the valuation.

The below tables represent values of the assumed annual rates of withdrawal, disability, death and service retirement for non-Teachers:

Group 1 and 2

Age	Disability	Service Retirement			
		Male	Female	Male Post 2012 Hire	Female Post 2012 Hire
25	0.0001				
30	0.0002				
35	0.0003				
40	0.0007				
45	0.0010				
50	0.0013	0.0360	0.1019		
55	0.0016	0.0477	0.0469		
60	0.0018	0.1057	0.0774	0.0477	0.0469
62	0.0019	0.1473	0.1168	0.0632	0.0509
65	0.0016	0.2615	0.1939	0.1057	0.0774
69	0.0014	0.2500	0.2000	0.2136	0.1708

Years of Service	Rates of Withdrawal
0	0.2080
5	0.1020
10	0.0650
15	0.0417
20	0.0400
25	0.0400
30+	0.0000

Mortality: It is assumed that both pre-retirement mortality and beneficiary mortality is represented by the RP-2014 Blue Collar Mortality with Scale MP-2017, fully generational. Mortality for retired members for Group 1 and 2 is represented by the RP-2014 Blue Collar Mortality Table set forward five years for males and 3 years for females, fully generational. Mortality for disabled members for Group 1 and 2 is represented by the RP-2000 Mortality Table set forward two years. Generational adjusting is based on Scale MP-2017.

SCHEDULE A - ACTUARIAL ASSUMPTIONS AND METHODS (Continued)

TEACHERS

The below tables represent values of the assumed annual rates of withdrawal, disability, death and service retirement for Teachers:

Age	Disability
20	0.00004
30	0.00006
40	0.00010
50	0.00050
60	0.00070

Withdrawal Service						
	0		5		10+	
Age	Male	Female	Male	Female	Male	Female
20	0.130	0.100	0.055	0.070	0.015	0.050
30	0.150	0.150	0.054	0.088	0.015	0.045
40	0.133	0.105	0.052	0.050	0.017	0.022
50	0.162	0.098	0.070	0.050	0.023	0.020

Males

Not in Retirement Plus Service Retirement			Retirement Plus Service Retirement		
Age	**<20**	**20+**	**<20**	**20 - 30**	**30+**
47	0.000	0.000	0.000	0.000	0.000
48	0.000	0.000	0.000	0.000	0.000
49	0.000	0.000	0.000	0.000	0.000
50	0.000	0.020	0.000	0.010	0.020
51	0.000	0.020	0.000	0.010	0.020
52	0.000	0.020	0.000	0.010	0.020
53	0.000	0.020	0.000	0.015	0.020
54	0.000	0.030	0.000	0.025	0.020
55	0.035	0.030	0.050	0.030	0.060
56	0.035	0.035	0.050	0.060	0.200
57	0.050	0.040	0.050	0.100	0.400
58	0.055	0.050	0.050	0.150	0.500
59	0.060	0.060	0.100	0.200	0.500
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61	0.120	0.250	0.200	0.300	0.400
62	0.140	0.300	0.200	0.350	0.350
63	0.140	0.300	0.250	0.400	0.350
64	0.140	0.300	0.250	0.400	0.350
65	0.300	0.300	0.250	0.400	0.350
66	0.300	0.250	0.300	0.300	0.400
67	0.300	0.250	0.300	0.300	0.400
68	0.300	0.250	0.300	0.300	0.400
69	0.300	0.250	0.300	0.300	0.400
70	1.000	1.000	1.000	1.000	1.000

Females

Not in Retirement Plus Service Retirement			Retirement Plus Service Retirement		
Age	**<20**	**20+**	**<20**	**20 - 30**	**30+**
47	0.000	0.000	0.000	0.000	0.000
48	0.000	0.000	0.000	0.000	0.000
49	0.000	0.000	0.000	0.000	0.000
50	0.000	0.010	0.000	0.010	0.015
51	0.000	0.010	0.000	0.010	0.015
52	0.000	0.015	0.000	0.010	0.015
53	0.000	0.020	0.000	0.010	0.015
54	0.000	0.020	0.000	0.010	0.020
55	0.035	0.040	0.030	0.030	0.050
56	0.035	0.040	0.030	0.050	0.150
57	0.035	0.040	0.040	0.080	0.350
58	0.050	0.060	0.080	0.100	0.350
59	0.065	0.080	0.080	0.150	0.350
60	0.085	0.150	0.100	0.200	0.350
61	0.100	0.200	0.120	0.250	0.350
62	0.120	0.200	0.120	0.300	0.350
63	0.120	0.250	0.150	0.300	0.350
64	0.200	0.300	0.200	0.300	0.350
65	0.300	0.400	0.250	0.400	0.350
66	0.300	0.300	0.250	0.300	0.350
67	0.300	0.300	0.300	0.300	0.300
68	0.300	0.300	0.300	0.300	0.300
69	0.300	0.300	0.300	0.300	0.300
70	1.000	1.000	1.000	1.000	1.000

Mortality: It is assumed that both pre-retirement mortality and beneficiary mortality is represented by the RP-2014 White Collar Mortality with Scale MP-2017, fully generational. Mortality for disabled members is represented by the RP-2000 Mortality Table set forward two years.

CERTIFICATION:

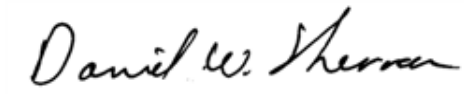
This report fairly represents the actuarial position of the Valley Collaborative OPEB Plan as of December 31, 2017, in accordance with generally accepted actuarial principles applied consistently with the preceding valuation. In our opinion, the actuarial assumptions used to compute actuarial accrued liability and normal cost are reasonably related to plan experience and to reasonable expectations, and represents our best estimate of anticipated plan experience.

The funded status measure is appropriate for assessing the sufficiency of plan assets to cover the estimated cost of settling the plan's benefit obligations. The funded status measure is appropriate for assessing the need for or the amount of future contributions.

Future actuarial measurements may differ significantly from the current measurements presented in this report due to such factors as the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the methodology used for these measurements (such as the end of an amortization period or additional cost or contribution requirements based on the plan's funded status); and changes in plan provisions or applicable law. Due to the limited scope of our assignment, we did not perform an analysis of the potential range of such future measurements.

The report was prepared under the supervision of Daniel Sherman, an Associate of the Society of Actuaries and a Member of the American Academy of Actuaries, who takes responsibility for the overall appropriateness of the analysis, assumptions and results. Daniel Sherman is deemed to meet the General Qualification Standard and the basic education and experience requirement in the OPEB area. Based on over thirty years of performing valuations of similar complexity, Mr. Sherman is qualified by experience. Daniel Sherman has met the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained herein.

Sherman Actuarial Services, LLC



_____

Daniel W. Sherman, ASA, MAAA

May, 2018

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 7, 2018
Re: Post-Retirement Benefits Actuarial Valuation

Actuary Daniel Sherman completed the FY'18 Actuarial Valuation Report for the OPEB Trust in May 2018. The first calculation was done using the GASB 45 methodology – which indicated that Valley was approximately $90,000 overfunded. A recent change in reporting now requires the calculation to be done in accordance with GASB 75. Under the new methodology, Valley Collaborative's OPEB Trust is arguably still fully funded in FY'18. Valley's Auditor Dan Schaffner will be in attendance to explain the report and the financial implications going forward. The Board will be required to make a decision on how much they would like to contribute to the Trust in FY'19. I have attached the full Actuarial Report here.

Required Action:

None at this time

Attachments:

December 31, 2017 Actuarial Valuation Report (completed May 2018)

POST RETIREMENT BENEFITS ACTUARIAL VALUATION OF THE VALLEY COLLABORATIVE

December 31, 2017 Actuarial Valuation Report

GASB 74 & 75

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Introduction

This report presents the Governmental Accounting Standards Statements 74 & 75 based on the findings of an actuarial valuation as of December 31, 2017, of the Valley Collaborative OPEB Plan.

The actuarial valuation is based on:

- Plan Provisions as of December 31, 2017.
- Employee data provided by the Valley Collaborative
- Asset provided by the Valley Collaborative
- Actuarial assumptions approved by the Sherman Actuarial Services and the Valley Collaborative

The valuation and forecast do not account for any subsequent changes in the plan.

GASB Statements No. 74 and No. 75

Effective for periods beginning after June 15, 2015, the Governmental Accounting Standards Board (GASB) requires the disclosure of Other Post Employment Benefits (OPEB) related liabilities for public employer financial statements in accordance with Statements 74 and 75. These statements, which amend GASB Statements No. 43 and No. 45, must be adhered to by any public employee retirement system that follows Generally Accepted Accounting Principles (GAAP).

These disclosures are intended to establish a reporting framework that distinguishes between:

- current financial information about plan assets and financial activities,
- actuarially determined information from a long-term perspective,
- the funded status of the plan, and
- progress being made in accumulating sufficient assets to pay benefits when due.

The statement requires the system to present two financial statements – a statement of fiduciary net position and a statement of changes in fiduciary net position. The statement of fiduciary net position presents the following items as of the end of the plan's reporting period, as applicable:

- Assets
- Deferred outflows of resources (consumption of net assets by the employers that is applicable to a future reporting period)
- Liabilities
- Deferred inflows of resources (acquisition of net assets by the employers that is applicable to a future reporting period)
- Fiduciary net position (Assets + Deferred outflows – Liabilities – Deferred inflows)

The system is considered a single employer OPEB plan since obligations exist for employees of one employer and plan assets can be used to pay the benefits of the employees the employer.

This report does not include all items required under GASB Statements No. 74 and No. 75. Rather, it provides all items required that are not readily available from other sources and investment reports prepared by the plan's investment consultant.

Discount Rate

The discount rate, and all other actuarial assumptions, are the as those described in Exhibit 4. The discount rate was selected based on a projection of employer and employee contributions, benefit payments (with and without subsidy), expenses and the long term expected rate of return on trust assets.

Based on these laws and assumptions, the OPEBs plan's Fiduciary Net Position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

The Valley Collaborative selected 7.5% as the long term expectation of investment returns.

Net Position Restricted for OPEB

The Net Position Restricted for OPEB Plan Benefits as of December 31, 2017 is $3,771,196. Investments are reported at fair value.

December 31, 2016 Net Position	3,332,656
Employer Contributions	30,590
Employee Contributions	0
Other Payments	0
Benefit Payments	(30,590)
Expenses	(8,754)
Investment Income	447,294
December 31, 2017 Net Position	3,771,196

OPEB Liability as of December 31, 2017

The following presents the changes in the OPEB liability during FYE 2017.

December 31, 2016 Liability
Service Cost
Interest on Liability and Service Cost
Change in Plan Provisions
Experience (Gain) and Loss
Change in Assumptions
Benefit Payments
Other
December 31, 2017 Liability

Net OPEB Liability as of December 31, 2017

The following presents the net OPEB liability of the system calculated using the discount rate of 7.5%, as well as what the system's net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5%) or 1-percentage-point higher (8.5%) than the current rate. The Plan Fiduciary Net Position as a percentage of the Total OPEB Liability is 88.3%.

	1% Decrease (6.5%)	**Current Discount Rate (7.5%)**	**1% Increase (8.5%)**
Total OPEB Liability	$ 5,078,754	$ 4,270,784	$ 3,624,172
Plan Fiduciary Net Position	$ 3,771,196	$ 3,771,196	$ 3,771,196
Net OPEB Liability	$ 1,307,558	$ 499,588	$ -147,024

The following presents the net OPEB liability of the system calculated using the current trend rates, as well as what the system's net OPEB liability would be if it were calculated using trend rates 1-percentage-point lower for all years or 1-percentage-point higher than the current rates.

	1% Decrease	Current Trend	1% Increase
Total OPEB Liability	$ 3,444,842	$ 4,270,784	$ 5,364,361
Plan Fiduciary Net Position	$ 3,771,196	$ 3,771,196	$ 3,771,196
Net OPEB Liability	$ -326,354	$ 499,588	$ 1,593,165

OPEB Expense for FYE 2017

Service Cost	608,129
Interest	299,048
Difference in Experience - Amortization	0
Change in Assumptions - Amortization	0
Changes in Plan Provisions	0
Employee Contributions	0
Projected Earnings	(249,627)
Administration Expense	8,754
Other Changes in Fiduciary Net Position	0
Asset (Gain) / Loss Amortization	(39,533)
Total Expense	626,771

Schedules of Required Supplementary Information

	2017
Total OPEB Liability – Beginning	3,394,197
Total OPEB Liability – Ending (a)	4,270,784
Plan Fiduciary Net Position – Beginning	3,332,656
Plan Fiduciary Net Position – Ending (b)	3,771,196
Net OPEB Liability – Ending (a) – (b)	499,588
Plan Fiduciary Net Positions as a percentage of the Total OPEB Liability	88.3%
Covered-employee payroll	33,648,784
Net OPEB Liability as a percentage of Covered-employee Payroll	4.2%

Schedule of Net Position Restricted for OPEB Plan Benefits Amortization Recognition

Below is the schedule of amortization adjustments to the OPEB Expense for the coming years. A positive number indicates that the actual return was less than the expected return and will be added to the OPEB Expense.

Investment Return

			Increase (Decrease) arising from (Gains) or Losses				
FYE	(Gain) / Loss	Period	2016	2017	2018	2019	2020
2017	(197,667)	5	(39,533)	(39,533)	(39,533)	(39,533)	(39,535)

Reconciliation of Net OPEB Liability for 2017

NOL Beginning of Year	61,541
OPEB Expense	626,771
Employer Contributions	(30,590)
Deferred Outflows	0
Deferred Inflows	(158,134)
Revenue	0
NOL End of Year	499,588

EXHIBITS

EXHIBIT 1 – MEDICAL PREMIUM

Monthly Premiums effective January 1, 2018

Health benefits are available to employees and retirees through a number of plans. The following are gross monthly rates per subscriber for plans in which current GIC participating retirees are enrolled:

	Family	Individual
Fallon Direct	$1,333	$559
Fallon Select	1,769	741
Harvard Medicare Senior Plan		428
Harvard Pilgrim Independent	2,011	828
Harvard Pilgrim Primary Choice	1,516	625
OMI Unicare Medicare Ext OME		482
TCI Tufts Medicare Complement		387
TMI Tufts Medicare Preferred		307
Tufts Navigator	1,779	733
UNICARE Basic	2,320	995
UNICARE COMM CHC	1,252	525
UNICARE Plus	1,657	697

EXHIBIT 2 – MEMBERSHIP DATA

Actives:	254
Retirees:	4
Total:	258

EXHIBIT 3 – SUMMARY OF PLAN PROVISIONS:

Retirement Medical Insurance: Retirees contribute towards their coverage in the amount of 20% of stated premiums.

Spousal Coverage: Current and future retirees may elect to include their spouses as part of their post-retirement benefits. There is lifetime spousal coverage for medical insurance.

Section 18 Coverage: The Collaborative has elected to adopt Section 18 under Chapter 32B of the General Laws of Massachusetts, which requires that an employee or retiree must participate in the Medicare program as the primary payer once one reaches age 65 and is Medicare eligible.

Retirement Eligibility: Age 55 with 10 years of service, or 20 years of service. For Group 1 employees hired after April 1, 2012, age 60 with 10 years of service or 20 years of service.

Ordinary Disability Eligibility: 10 years of service and under age 55.

Termination Eligibility: 10 years of service.

EXHIBIT 4 – ACTUARIAL METHODS AND ASSUMPTIONS:

All Groups

Interest: Full Prefunding: 7.5%, net of investment expenses

Actuarial Cost Method: Entry Age Normal

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69	0.0014	0.2500	0.2000	0.2136	0.1708

Years of Service	Rates of Withdrawal
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5	0.1020
10	0.0650
15	0.0417
20	0.0400
25	0.0400
30+	0.0000

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SCHEDULE A - ACTUARIAL ASSUMPTIONS AND METHODS (Continued)

TEACHERS

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Withdrawal Service						
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40	0.133	0.105	0.052	0.050	0.017	0.022
50	0.162	0.098	0.070	0.050	0.023	0.020

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50	0.000	0.020	0.000	0.010	0.020
51	0.000	0.020	0.000	0.010	0.020
52	0.000	0.020	0.000	0.010	0.020
53	0.000	0.020	0.000	0.015	0.020
54	0.000	0.030	0.000	0.025	0.020
55	0.035	0.030	0.050	0.030	0.060
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57	0.050	0.040	0.050	0.100	0.400
58	0.055	0.050	0.050	0.150	0.500
59	0.060	0.060	0.100	0.200	0.500
60	0.075	0.150	0.100	0.250	0.400
61	0.120	0.250	0.200	0.300	0.400
62	0.140	0.300	0.200	0.350	0.350
63	0.140	0.300	0.250	0.400	0.350
64	0.140	0.300	0.250	0.400	0.350
65	0.300	0.300	0.250	0.400	0.350
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69	0.300	0.250	0.300	0.300	0.400
70	1.000	1.000	1.000	1.000	1.000

Females

Not in Retirement Plus Service Retirement			Retirement Plus Service Retirement		
Age	**<20**	**20+**	**<20**	**20 - 30**	**30+**
47	0.000	0.000	0.000	0.000	0.000
48	0.000	0.000	0.000	0.000	0.000
49	0.000	0.000	0.000	0.000	0.000
50	0.000	0.010	0.000	0.010	0.015
51	0.000	0.010	0.000	0.010	0.015
52	0.000	0.015	0.000	0.010	0.015
53	0.000	0.020	0.000	0.010	0.015
54	0.000	0.020	0.000	0.010	0.020
55	0.035	0.040	0.030	0.030	0.050
56	0.035	0.040	0.030	0.050	0.150
57	0.035	0.040	0.040	0.080	0.350
58	0.050	0.060	0.080	0.100	0.350
59	0.065	0.080	0.080	0.150	0.350
60	0.085	0.150	0.100	0.200	0.350
61	0.100	0.200	0.120	0.250	0.350
62	0.120	0.200	0.120	0.300	0.350
63	0.120	0.250	0.150	0.300	0.350
64	0.200	0.300	0.200	0.300	0.350
65	0.300	0.400	0.250	0.400	0.350
66	0.300	0.300	0.250	0.300	0.350
67	0.300	0.300	0.300	0.300	0.300
68	0.300	0.300	0.300	0.300	0.300
69	0.300	0.300	0.300	0.300	0.300
70	1.000	1.000	1.000	1.000	1.000

Mortality: It is assumed that both pre-retirement mortality and beneficiary mortality is represented by the RP-2014 White Collar Mortality with Scale MP-2017, fully generational. Mortality for disabled members is represented by the RP-2000 Mortality Table set forward two years.

CERTIFICATION:

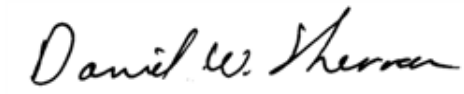
This report fairly represents the actuarial position of the Valley Collaborative OPEB Plan as of December 31, 2017, in accordance with generally accepted actuarial principles applied consistently with the preceding valuation. In our opinion, the actuarial assumptions used to compute actuarial accrued liability and normal cost are reasonably related to plan experience and to reasonable expectations, and represents our best estimate of anticipated plan experience.

The funded status measure is appropriate for assessing the sufficiency of plan assets to cover the estimated cost of settling the plan's benefit obligations. The funded status measure is appropriate for assessing the need for or the amount of future contributions.

Future actuarial measurements may differ significantly from the current measurements presented in this report due to such factors as the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the methodology used for these measurements (such as the end of an amortization period or additional cost or contribution requirements based on the plan's funded status); and changes in plan provisions or applicable law. Due to the limited scope of our assignment, we did not perform an analysis of the potential range of such future measurements.

The report was prepared under the supervision of Daniel Sherman, an Associate of the Society of Actuaries and a Member of the American Academy of Actuaries, who takes responsibility for the overall appropriateness of the analysis, assumptions and results. Daniel Sherman is deemed to meet the General Qualification Standard and the basic education and experience requirement in the OPEB area. Based on over thirty years of performing valuations of similar complexity, Mr. Sherman is qualified by experience. Daniel Sherman has met the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained herein.

Sherman Actuarial Services, LLC



_____

Daniel W. Sherman, ASA, MAAA

May, 2018

Valley Collaborative by the Numbers

Analytical Review

2017-2018



Fun Facts



- 540 Thanksgiving dinners were served (cost = $1.66 ea.)
- 220 Hamburgers were served on one "Build Your Own Burger Day"
- 25 Special Citizens from Valley traveled to San Francisco
- 2017-2018 Play - School House Rocks, Junior
- 9 ½ new Valley Collaborative passenger vans (9 are 10 seat vans and ½ a wheelchair van)

Achievement

- Elementary School (2017-2018)
  - **42** of **60** students increased their instructional reading level by at least 2 levels (Fountas & Pinnell)
  - **10** students will rejoin sending school districts in school year 2018-2019
- Middle School (2017-2018)
  - **9** students increased their instructional reading level by at least 2 levels (Fountas & Pinnell)

Achievement

- Valley Transitional High School (2017-2018)
  - **70%** of students passed all MCAS testing
  - **30** of **38** students have shown increases in math fluency through interventions such as STMath and Tenmarks
  - **7** of **9** students who took Biology MCAS passed this year.

Achievement

- Valley Collaborative high school students were enrolled in 11 dual enrollment courses at Middlesex Community College (Valley received an MCC grant reducing the costs by 25%)
- Through Valley's participation in Middlesex Community College's Dual Enrollment Program, many Valley students have the opportunity to receive an Associates Degree from before they graduate Valley

Achievement

Student Outcomes Post Graduation (n = 31)

College	10
Trade School	4
Post Graduate Program	7
Work	6
Military	1
Other	3

Also Receiving Adult Services (MRC/DDS)	18

Enrollment

- Valley's main enrollment focus is to serve the needs of our member districts. Once these needs are met and if there is available space, non-member district students are considered for enrollment. If accepted but space are not available, they are put on a waitlist

- Enrollment Trends
  - End (June) of School Year 2016-2017 (FY'17): **325**
  - Start (September) of School Year 2017-2018 (FY'18): **292**
  - Trend data indicates that enrollment dips in September by approximately **50** students but this year it was only **33** students

Enrollment

- Billed Days
  - 210 days **x** students enrolled = days billed
    - FY'18: **63,802 days**
    - FY'17: **62,316 days**

Enrollment

- The 4 districts with largest enrollment reduction
  - Lowell - 9
  - Nashua - 6
  - Billerica - 5
  - Wilmington - 5

- The 3 districts with largest enrollment increase
  - Methuen - 8
  - Chelmsford - 8
  - Tewksbury - 5

Enrollment

- Member District Billed Tuitions
  - FY'18: **$6,538,191**
  - FY'17: **$5,520,410**
- Districts Served:
  - FY'18: **71**
  - FY'17: **74**
- Member vs. Non-Member Enrollment (End of School Year)
  - FY'18: Member 153 (48%) Non-Member 167 (52%)
  - FY'17: Member 138 (42%) Non-Member 187(58%)

Student Focused Staffing

- School Year 2017-2018 Direct Ratios*
  - Elementary: **1:2**
  - Middle: **1:2**
  - HS Site 1: **1:4**
  - HS Site 2: **1:4**
  - HS Site 3: **1:3**

** Direct Ratio - number of Valley paid classroom teachers and aides per Collaborative student*

Student Focused Staffing

- Number of therapists (SLP, OT, PT, BCBA, LICSW)
  - Spring 2018 Therapists = 33.6 FTE
    (9:1 student: therapist ratio)
  - Fall 2019 Therapists = 34.6 FTE
    (9:1 student: therapist ratio)
- Valley Collaborative-wide Staff FTE count
  - FY'18: 266 FTE
  - FY'17: 256 FTE

Student Focused Budget: Curriculum

- PBIS Supplies and Materials
  - $31,680.72
- Educational Field Trips that align with the Massachusetts Curriculum Frameworks (K-12)
  - $82,609.37
- Technology purchased in FY'18

  -56 Computers (annual rotation)

  -115 Chromebooks (MCAS testing)

Student Focused Budget: Technology

- Valley has been awarded $12,300.00 in E-rate funding for the 2018-2019 school year. This figure represents future savings of approximately 20% off the projected yearly Category 1

- Valley has been awarded $9,153.00 in E-rate funding for the 2018-2019 school year. This figure represents future savings of approximately 20% off the projected yearly Category 2

Student Focused Professional Development

- Number of people Valley trained for **NPEN: 221** related service providers (SLP, OT, PT and BCBA)

- Total Number of FY'18 PD offerings for Valley staff coordinated by Valley's PD department: **32**

Student Focused Operations

- Capital Projects for FY'18
  - Installation of Operational Windows at 40 Linnell Circle **- $205,000** (A&A Window Products Inc.)
  - Demo and Remodel of Reception Area at 40 Linnell Circle - **$9,425** (Innovative Home Solutions)
  - Demo and Remodel of Reception Area at 25 Linnell Circle. **$8,873** (Innovative Home Solutions)
  - Installation of Auto-Door Openers at 40 Linnell Circle. **$5,966** (New England School Services)

Student Focused Operations

- Installation of New Electrical Panel at 135 Coburn Road, Tyngsboro - **$8,500** (Choate Electric)

- Demo and Remodel of 2nd Floor Multi-Stall Bathrooms at 40 Linnell Circle -**$20,265** (One Call Facility Services)

- Installation of Classroom Cabinetry at 40 Linnell Circle - **$12,081.65** (School Outfitters)

- Installation of Student Lockers at 40 Linnell Circle - **$8,288.30** (Salisbury Industries)

Department of Developmental Services & Massachusetts Rehabilitation Commission – Valley Adult Programming

Valley Collaborative Five Year Adult Program Enrollment Summary				
Program	**Total Enrollments '13**	**Total Enrollments '18**	**Difference**	**Percentage**
MRC	164	157	-7	-4%
DDS	61	90	29	48%

Department of Developmental Services & Massachusetts Rehabilitation Commission – Valley Adult Programming

Valley Collaborative Five Year Adult Program Revenue Summary				
Program	**Total Of Contracts FY'13**	**Total of Contracts FY'18**	**Difference**	**Percentage**
101 - MRC	$ 20,512.04	$ 310,440.40	$ 89,928.36	41%
102 - MRC	$ 93,829.04	$ 111,583.00	$ 17,753.96	19%
500 - DDS	$ 937,223.23	$ 1,973,674.66	$ 1,036,451.43	111%
Overall Totals	**$ 1,251,564.31**	**$ 2,395,698.06**	**$ 1,144,133.75**	**91%**

Department of Developmental Services & Massachusetts Rehabilitation Commission – Valley Adult Programming

Small Business Revenue (Worksites that contract with Valley for vocational services, Valley's solution to the minimum wage mandate.)		
FY'13 Total	$	212,220.00
FY'14 Total	$	235,000.00
FY'15 Total	$	210,000.00
FY'16 Total	$	215,693.50
FY'17 Total	$	297,831.19
FY'18 Projected	$	338,208.08
FY'19 Projected	$	343,843.08

Giving Back

- Valley Collaborative has returned **$6,373,496** to Member Districts in the form of cash or tuition credits since FY'13
  - FY'18: **$2,000,000+** and Fully Funded Capital Reserve
  - FY'17: **$2,201,859** and Fully Funded Capital Reserve
    FY'16: **$150,000** and Fully Funded both the Capital Reserve, OPEB Trust

Projected Distribution of Surplus Funds ($2.0M) for FY'18 from Enrollment Data as of June 7, 2018

Member District	Summer Tuition	Projected School Year Tuition	Projected Total Fiscal Year Tuition	Projected Percentage of Total	Estimated Return	Percentage of Tuition Estimated To Be Returned*
Billerica Public Schools	97,187	491,248	588,435	9.00%	179,999.23	30.59%
Chelmsford Public Schools	241,694	1,554,359	1,796,053	27.47%	549,403.72	30.59%
Dracut Public Schools	109,695	751,360	861,055	13.17%	263,392.57	30.59%
Groton-Dunstable Regional School District	20,880	136,000	156,880	2.40%	47,988.81	30.59%
Nashoba Valley Technical High School	-	9,765	9,765	0.15%	2,987.06	30.59%
North Middlesex Regional School District	116,758	848,800	965,558	14.77%	295,359.43	30.59%
Tewksbury Public Schools	95,179	987,191	1,082,370	16.55%	331,091.65	30.59%
Tyngsborough Public Schools	37,620	275,615	313,235	4.79%	95,817.14	30.59%
Westford Public Schools	91,105	673,734	764,839	11.70%	233,960.39	30.59%
Grand Total	**810,117**	**5,728,074**	**6,538,191**	**100.00%**	**2,000,000.00**	**30.59%**

Central Administration Office

*25 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 7, 2018
Re: Executive Director's Evaluation

Board Chair Tim Piwowar e-mailed the Executive Director's Evaluation to Valley's Board of Directors prior to the June 7th Board Meeting. The document will be attached here as soon as it is received.

Required Action:

None

Attachments:

Evaluation

End-of-Cycle Summative Evaluation Report: Superintendent

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Chris A. Scott		June 2018
Evaluator:	Tim Piwowar		June 2018
	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
District Improvement 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	Needs Improvement	Proficient	Exemplary
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.				
Standard I: Instructional Leadership				
Standard II: Management and Operations				
Standard III: Family and Community Engagement				
Standard IV: Professional Culture				

Massachusetts Department o
ELEMENTARY & SECONDARY
EDUCATION

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

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:

There is no question that Valley Collaborative continues to become a stronger institution with each passing year under Dr. Scott's leadership. Valley is, in all sense of the word, a true community of learners where student needs come first and where adults in the organization are provided the opportunity to grow in order to best support those students. What is truly amazing is that in just a few years, Valley has gone from an organization whose practices are a model to which other collaboratives in the state can aspire.

Certainly, much of this credit must go to Dr. Scott's ability to flexibly manage the organization with incredible financial responsibility. Never content with the status quo, she is always looking to make improvements, whether through structural reorganization of programs and personnel or through strengthening operational practices such as technology and payroll.

Valley Collaborative is a school with a clear vision about meeting the needs of students, and that is at the forefront of every decision that Dr. Scott makes. The Board is incredibly pleased that Dr. Scott will continue to lead Valley going forward, and we look forward to the continued success!

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	Implemented year three of Valley Collaborative's Five Year District Improvement Plan. Please see the following artifacts which can be found in 2017-2018 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators): • Hosted DESE Compliance workshop for the Northeast Region • Presented at the Annual National Blue Ribbon Schools of Excellence Conference in Orlando in November • Presented at the Blueprint for Educational Excellence Spring Institute, hosted by the Blue Ribbon Schools of Excellence and Reading Public Schools. • Valley's motto "leadership at every level" was supported again this year with leadership development workshops offered six times over the course of the school year facilitated by Dr. Anthony Bent, targeting the Leadership Team as well as our "Farm Team" of aides and support staff. • Co-facilitated with Tewksbury Director of Student Services, Rick Pelletier, and Valley's Special Education Regional meetings. • Voted to MOEC's Executive Board as a MOEC Lead for the Northeast Region for a second 2 year term • Panelist presenter at M.A.S.S. Executive Institute - July 2017 • Chosen by Enterprise Bancorp, Inc. to be featured in their 2017 Annual Report • Professional Development partnerships with MASS and NPEN					X

	• In the 2017-2018 school year, bringing valuable reading/writing instruction and opportunities to our diverse population of students at the Valley Collaborative was and continues to be a top priority. • Collaborative Executive Directors Sanchita Banerjee (CASE) and Andrew Churchill (LPVEC) reached out to Valley in order to study its operations and management systems.					
Student Learning						
2	Expanded high quality programming to meet the needs of the students and the districts we serve. Please see the following artifacts which can be found in 2017-2018 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators): • Valley successfully prepared and implemented MCAS Computer Based Testing for the first time this 2017-2018 school year. The Technology Team worked diligently to ensure the Pearson Proctor Caching Server was working seamlessly and the newly purchased student chromebooks • Valley also developed its first STEM Lab equipped with Virtual/Augmentative Reality Zspace machines and 3D printers as well as purchased Virtual Reality goggles. • Transitional Services Department established regular meetings as transitional programming and services were expanded for high school students • WBZ Weatherman Barry Burbank visited Valley on two different occasions this spring (one Elementary School visit and one Middle and High School and Adult Program visit) to provide a rich learning experience for many of our students who are interested in learning about the weather and New England weather patterns. • QUEST/DDS Audit resulted in Valley receiving "a rating of met in 93% of licensing indicators with all critical indicators met". • With certification indicators, Valley scored 100% on Planning and Quality Management and 66% on Employment and Day Supports. • QUEST/DDS Audit resulted in an expanded and improved DDS CBDS programming.				X	

	• DDS Adult workers are now being paid minimum wage as per DDS mandate • The DDS Adult program developed and established its social opportunities for adults through a robust recreation program • Adults in Valley's DDS programming attended and graduated from the Middlesex Sheriff's Office Special Citizens Academy • Small business contracts were re-negotiated so that businesses now pay between 75% and 100% of adult workers' minimum wages-Valley being one of the DDS agencies that does not require sub-minimum wage certificates from the Department of Labor • MRC Pre-ETS contract successful procured and implemented for the first time; expanding our ability to offer transitional opportunities for high school students.					
District Improvement						
3	To ensure the Collaborative is in compliance with Chapter 43 An Act Relative to Improving Accountability and Oversight of Education Collaboratives. Please see the following artifacts which can be found in 2017-2018 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators): • FY'17 Audit finding free • DESE Audit Approval Letter • FY'17 Annual Report - finding free • DESE Annual Report Approval Letter • Successfully implemented third year of the District Improvement Plan • Asked to present Valley Collaborative's District Improvement Plan as a case study to DESE Planning for Success facilitators-in-training. • Requested by DESE to provide a copy of Valley's District Improvement Plan as an exemplar to put on their website under Planning for Success Case Studies.					X

	• Increased community engagement through Parent Advisory Council participants at Valley Elementary School, Valley Middle School, and Valley Transitional High School through information nights. • FY'18 and FY'19 Tuition Rates and Fees continue to remain flat (rates circa 2009) • Due to sound fiscal management, there has been a redistribution of millions of dollars of funds to Districts in FY'15, FY'16, FY'17, FY'18 and projected redistribution of funds in FY'19. Resulting in a 40% discount in FY'17 for tuition rates and fees and a similar discount is projected for FY'18. • Valley tuition and fees among, if not, the lowest in the Commonwealth are unparalleled given our staff to student ratios. • Valley has been working toward a successful transition from Microsoft Exchange to Google e-mail – projected completion July 1, 2018. • Valley has purchased through e-rate new network switches and wireless access points to increase internet speed. • Valley's focus on security remains top priority. The Technology Team has upgraded its security badge system as well as purchased and installed new security cameras. • Valley purchased Cisco Meraki for mobile devices (iPad) management in order for Valley to exercise district level control over the functionality of our active iPads. Valley also began utilizing Apple School Manager to utilize iPads through Cisco Meraki for bulk app purchases, etc. • Capital Projects – completed operable window replacement project 40 Linnell Circle; multiple sensory regulation spaces created throughout all schools					

Superintendent's Performance Rating for Standard I: Instructional Leadership

Overall Rating for Standard I Instructional Leadership (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 Executive Director supports the Valley team 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. This element is modeled.

Indicator/Element	Indicator Rating	Comments and Analysis
I-D. Evaluation (I-D-1 Educator Goals)	**Exemplary**	The Valley Team completed the third year of implementation of its five year District Improvement Plan (2015-2020). During this process, a shared vision, mission, objectives and goals were established by the planning team, who were represented by various stakeholder groups. The artifacts associated with this initiative are found in 2017-2018 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators): • Valley successfully prepared and implemented MCAS Computer Based Testing for the first time this 2017-2018 school year. The Technology Team worked diligently to ensure the Pearson Proctor Caching Server was working seamlessly and the newly purchased student chromebooks • Valley also developed its first STEM Lab equipped with Virtual/Augmentative Reality Zspace machines and 3D printers as well as purchased Virtual Reality goggles.

		• Transitional Services Department established regular meetings as transitional programming and services were expanded for high school students • The DDS Adult program developed and established its social opportunities for adults through a robust recreation program • MRC Pre-ETS contract successful procured and implemented for the first time; expanding our ability to offer transitional opportunities for high school students. • In the 2017-2018 school year, Valley continued to develop/foster effective reading and writing instruction (at all levels) and opportunities that meet the unique needs of our diverse population of students. Many of our students arrive at our doorstep with reading disabilities and as such, this continues to be a top instructional priority. At the Elementary School, the devoted teachers have worked to develop and enrich the execution of Reader's Workshop, Writer's Workshop, and Word Work into their daily routines to allow their students to best access the Massachusetts Frameworks in their specialized and therapeutic setting. This literacy programming is now expanding to the Middle School in order to keep the instructional approach consistent from the Elementary School to the Middle school. Educators at the High School level have also raised the concern that numerous students who attend Valley are many grade levels below in their reading ability. As such, we have identified the ongoing need for literacy instruction at the upper levels and have also established a Reading Specialist position at the Middle and High School level. To help realize this goal, Valley has taken the exciting step to develop one of our passionate and dedicated High School educators to obtain a license as a Reading Specialist with a focus on serving High School aged students. We are currently researching reading curriculum such as "Read 180" and "Language! Live" in order to support this initiative. • Chosen by Enterprise Bancorp, Inc. to be featured as an exemplar organization in their 2017 Annual Report • Small business contracts were re-negotiated so that businesses now pay between 75% and 100% of adult workers' minimum wages-Valley being one of the DDS agencies that does not require sub-minimum wage certificates from the Department of Labor • Requested by DESE to provide a copy of Valley's District Improvement Plan as an exemplar to put on their website under Planning for Success Case Studies

		• QUEST/DDS Audit resulted in an expanded and improved DDS CBDS programming. • Hosted DESE Compliance workshop for the Northeast Region • Asked to present Valley Collaborative's District Improvement Plan as a case study to DESE Planning for Success facilitators-in-training

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 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:_____

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

Overall Rating for Standard II Operational Systems ***(Circle one.)***	The education leader 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.

Unsatisfactory **Needs Improvement** **Proficient** **Exemplary**

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

The Executive Director 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; and seeks alternate funding sources as needed. This element is modeled.

Indicator/Element	Indicator Rating	Comments and Analysis
II-E. Fiscal Systems (II-E-1 Fiscal Systems)	**Exemplary**	This year, continuous efforts have been made to "fine tune" all systems to help implement appropriate staffing, scheduling, and communicate with the commercial vendors regarding glitches we have discovered through the "implementation dip." Significant improvements continued to be made at both the school and district level. Artifacts to support this standard can be found in 2017-2018 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators). All of the following successes were in the context of no tuition rate increases for numerous years and the tuition rates and fees remaining flat for FY'18 while expanding student programming and adult services. 1. FY'17 Annual Report - finding free 2. QUEST/DDS Audit resulted in Valley receiving "a rating of met in 93% of licensing indicators with all critical indicators met". 3. With certification indicators, Valley scored 100% on Planning and Quality Management and 66% on Employment and Day Supports. 4. Valley has purchased through e-rate new network switches and wireless access points to increase internet speed

		5. Valley's focus on security remains top priority. The Technology Team has upgraded its security badge system as well as purchased and installed new security cameras. 6. Capital Projects – completed operable window replacement project 40 Linnell Circle; multiple sensory regulation spaces created throughout all schools 7. Valley's motto "leadership at every level" was supported again this year with leadership development workshops offered six times over the course of the school year facilitated by Dr. Anthony Bent, targeting the Leadership Team as well as our "Farm Team" of aides and support staff. 8. Professional Development partnerships with MASS and NPEN 9. Valley purchased Cisco Meraki for mobile devices (iPad) management in order for Valley to exercise district level control over the functionality of our active iPads. Valley also began utilizing Apple School Manager to utilize iPads through Cisco Meraki for bulk app purchases, etc. 10. DESE Audit Approval Letter 11. DESE Annual Report Approval Letter 12. DDS Adult workers are now being paid minimum wage as per DDS mandate 13. Voted to MOEC's Executive Board as a MOEC Lead for the Northeast Region for a second 2 year term 14. FY'18 and FY'19 Tuition Rates and Fees continue to remain flat (rates circa 2009) 15. Due to sound fiscal management, there has been a redistribution of millions of dollars of funds to Districts in FY'15, FY'16, FY'17, FY'18 and projected redistribution of funds in FY'19. Resulting in a 40% discount in FY'17 for tuition rates and fees and a similar discount is projected for FY'18. 16. Valley tuition and fees among, if not, the lowest in the Commonwealth are unparalleled given our staff to student ratios

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 Family and Community Engagement ***(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*):

III-A-1 Family Engagement: The Executive Director provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to the district, classroom, school, and community effectiveness; works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. This element is modeled.

III-A-2 Community and Business Engagement: The Executive Director establishes strategic partnerships with community organizations, community memberships, 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. This element is modeled.

Indicator/Element	Indicator Rating	Comments and Analysis
III-A. Engagement (III-A-1 Family Engagement)	**Exemplary**	Numerous contacts have been made this year with families to enhance the Collaborative programs. Please see artifacts found in 2017-2018 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators) – District Improvement

		Plan Overview Strategic Objective #3: All Stakeholders (students, adults, families, staff, districts, community partners) will be fully engaged in the Collaborative community. • Co-facilitated with Tewksbury Director of Student Services, Rick Pelletier, and Valley's Special Education Regional meetings. • WBZ Weatherman Barry Burbank visited Valley on two different occasions this spring (one Elementary School visit and one Middle and High School and Adult Program visit) to provide a rich learning experience for many of our students who are interested in learning about the weather and New England weather patterns. • Adults in Valley's DDS programming attended and graduated from the Middlesex Sherriff's Office Special Citizens Academy • Increased community engagement through Parent Advisory Council participants at Valley Elementary School, Valley Middle School and Valley Transitional High School through information night, open to member districts
III-A. Engagement (III-A-2 Community and Business Engagement)	**Exemplary**	Numerous contacts have been made this year within Valley's Community along with the support of local Businesses, to enhance our programs. Please see artifacts found in 2017-2018 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators) – District Improvement Plan Overview Strategic Objective #3: All Stakeholders (students, adults, families, staff, districts, community partners) will be fully engaged in the Collaborative community. • Co-facilitated with Tewksbury Director of Student Services, Rick Pelletier, and Valley's Special Education Regional meetings. • WBZ Weatherman Barry Burbank visited Valley on two different occasions this spring (one Elementary School visit and one Middle and High School and Adult Program visit) to provide a rich learning experience for many of our students who are interested in learning about the weather and New England weather patterns. • Adults in Valley's DDS programming attended and graduated from the Middlesex Sherriff's Office Special Citizens Academy • Increased community engagement through Parent Advisory Council participants at Valley Elementary School, Valley Middle School and Valley Transitional High School through information night, open to member districts

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

Superintendent's Performance Rating for Standard IV: Professional Culture

Overall Rating for Standard IV Professional Culture (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*):
The Executive Director demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. This element is modeled.

Indicator/Element	Indicator Rating	Comments and Analysis
IV-C. Communications (IV-C-1 Communication Skills)	**Exemplary**	Communication occurs on a regular basis through diverse media with various stakeholder groups. Artifacts include, but are not limited to artifacts found in 2017-2018 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators). Additional communication avenues include but are not limited to: • District Outreach Meetings • Newsletters • Co-chair Special Education Advisory Group • Board of Directors Meeting Binders • Annual Stakeholders' Meeting • PAG Meetings and Open Houses

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:_____

Central Administration Office

*25 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 7, 2018
Re: Director of Finance and Operation's Evaluation

Board Chair Tim Piwowar e-mailed the Director of Finance and Operation's Evaluation to Valley's Board of Directors prior to the June 7th Board Meeting. The document will be attached here as soon as it is received.

Required Action:

None

Attachments:

Evaluation

Valley COLLABORATIVE

Professional Development

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

Formative Assessment - 1 Year Plan (2017-2018)

Educator Email Address: Sean Glavin

Educator Title: Director of Finance and Operations

Primary Evaluator - Name/Title: Dr. Chris A. Scott, Executive Director of Valley Collaborative

Supervising Evaluator (if any) - Name/Title: N/A

School/Program: All

Please choose the Educator's Current Plan: One Year Self-Directed Growth Plan

Assessing: Both Student Learning Goal and Professional Practice Goal

Please describe the educator's progress toward attaining Student Learning Goal(s) including the current level of progress and feedback for improvement: Sean, you are on target to meet your Student Learning Goal in an exemplary fashion.

Please describe the educator's progress toward attaining Professional Practice Goal(s) including the current level of progress: Sean, you are on target to meet your Professional Practice Goal in an exemplary fashion.

Describe performance and feedback for improvement for Standard I:
Sean, I appreciate your guidance and expertise in the Facilities Department as it has helped to ensure that our therapeutic and educational spaces are state of the art.

Describe performance and feedback for improvement for Standard II:
Sean, in many ways, you are a master learning a new trade and experiencing all of the rewards and difficulties that accompany and are associated with the need to professionalize a team. This challenge is made significantly more difficult when professionally you are “building the plane while flying it.”

Describe performance and feedback for improvement for Standard III:
Sean, I appreciate your professional interactions with all of our vendors and business community. Your communication style and approach to the work makes you a pleasure to work with and as a result, our vendors consistently want to go the extra mile for you/Valley. I appreciate all of the “professional capital” you spend so that Valley can meet its goal and fulfill

its mission.

Describe performance and feedback for improvement for Standard IV:
Sean, your ability to get buy-in into the vision and the need for high expectations in the Finance Department is beginning to bear fruit. Thank you for your efforts.

Valley COLLABORATIVE

Professional Development

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

Summative Evaluation

Educator Name: (first and last): Sean Glavin

Educator email address: sglavin@valleycollaborative.org

Educator Title: Director of Finance and Operations

Primary Evaluator - Name/Title: Dr. Chris A. Scott, Executive Director of Valley Collaborative

Supervising Evaluator (if any) - Name/Title: N/A

School/Program: All

Please choose the Educator's Current Plan: One Year Self-Directed Growth Plan

Progress Toward Student Learning Goal(s): Exceed

Progress Toward Student Learning Goal(s) Rationale, evidence and feedback for improvement: Sean, have excelled on your student learning goal. The skill sets required to successfully reach this goal falls well within your expertise.

Progress Toward Professional Practice Goal(s): Exceed

Progress Toward Professional Practice Goal(s) Rationale, evidence and feedback for improvement:
Sean, you have successfully worked with the finance consultants so that we have the functionality of position and control module in Infinite Visions. This has been a long time coming and will help to expedite our analysis.

Please rate the educator on Standard I: Curriculum Planning & Assessment: Exemplary

Please list the rationale, evidence, and feedback for improvement for Standard I:
Sean, your ability to work with the Facilities and Operations Department and educators to create optimal learning and therapeutic spaces throughout Valley has contributed to a positive school and culture.

Please rate the educator on Standard II: Management and Operations: Proficient

Please list the rationale, evidence, and feedback for improvement for Standard II: Sean, you were promoted into the Director of Finance and Operations position with little to no experience in school finance because of your ability to manage projects, timelines, and communicate, as well as your willingness to become certified and get your MBA. Only getting certified recently and yet to complete your MBA, your work ethic and determination to do a good job has served both you and Valley well. You have handled the many difficult conversations that we have had in a professional, mature fashion. When you entered into the business office, you were faced with all of the challenges apparent in a tough and deficient team. You quickly realized your “To-Do List” strategy successfully employed in the Facilities Department would no longer work in your new context. I observe you better appreciating the need for you to directly intervene and require staff to employ their agency (i.e. pick up the phone and call Infinite Visions or MARIS when there is a problem). In other words, a more successful strategy to employ with the Finance Team is to be directive and set clear expectations that staff are to fix problems, not just put Band-Aids on them and/or for you to personally try to “save the day.” Unfortunately, as we have discovered through the departure of the Assistant Finance Director, too many Band-Aid solutions were operative. The unskilled/lazy approach to the work resulted in too many of our processes becoming unnecessarily labor intensive. In the spirit of continuous improvement, I make the suggestion that some members of your team would be able to meet the expectations associated with the “deliverables” if at times your approach was more directive.

Given your limited knowledge of the financial content and this difficult context, we have had to overcome some significant hurdles. Sean, we know at times these experiences have made you question “your suitability” for the role. However, as we have now discussed on numerous occasions, your generic skill sets, both oral and written communication, project management, and personal qualities such as work ethic, strong moral compass, and your ability to be an effective team player, are all transferable to many careers and positions. Ultimately, the choice will be yours what career path you choose and whatever path you choose, you will be very successful.

Please rate the educator on Standard III: Family Engagement: Exemplary

Please list the rationale, evidence, and feedback for improvement for Standard III: Sean, your engagement with Valley stakeholders and in particular, the First Responders in both Billerica and Tyngsboro, to ensure Valley’s Crisis Management Plan will be successfully implemented when required has resulted in a plan that will save lives. Families have communicated they feel that their students attend a safe school where staff have clear and defined formal safety procedures in place. Much of your good work is rendered invisible until the unfortunate day that the plan has to be activated, at which time you have ensured the best outcomes possible. I thank you in advance from the bottom of my heart.

Please rate the educator on Standard IV: Professional Culture: Exemplary

Please list the rationale, evidence, and feedback for improvement for Standard IV: Sean, you model the importance of being a lifelong learner for your team. Not only do you hold high expectations for your own professional development, but also for your team. I appreciate the high quality professional development that you have encouraged your team to participate in this year. I already see signs of improvement in the quality of work generated by the team. Furthermore, you have an innate charismatic ability to get buy-in to the vision, which helps to expedite the timeline on all deliverables.

Please rate the educator on his/her Overall Performance: Exemplary

Please list the rationale, evidence, and feedback for improvement for Overall Performance:
It's important to note that you are being evaluated at this stage in your career against how others would perform. In other words, your overall performance puts you on top of the bell curve. In this context, again you have received an exemplary evaluation for the 2017-18 school year. Thank you for being brave enough to take on the professional challenge that offers you both personal and professional growth - two key components of a rewarding career.

What is the Educator's Plan moving forward?: One Year Self-Directed Growth Plan

Central Administration Office

*25 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 7, 2018
Re: Treasurer's Evaluation

Board Chair Tim Piwowar e-mailed the Treasurer's Evaluation to Valley's Board of Directors prior to the June 7th Board Meeting. The document will be attached here as soon as it is received.

Required Action:

None

Attachments:

Evaluation

Valley Collaborative
Staff Evaluation Form

Employee Name: Heidi Kriger

Job Title: Valley Collaborative Treasurer

School/Location: Central Administration

Date of Evaluation: 06/01/18

Name of Evaluator: Valley Collaborative Board of Directors

INDIVIDUAL PERFORMANCE MEASURES RUBRICS

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

OVERALL PERFORMANCE MEASURES RUBRICS

12 -16: Exceeds Expectations
5 - 11: Meets Expectations
0 - 4: Does Not Meet Expectations

PERFORMANCE MEASURES

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

Comments:

Ms. Kriger has excellent oral and written communication skills. She presents very professionally.

Individual Score

2 - Exceeds Expectations

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:

Ms. Kriger is self motivated and always willing to go the extra mile.

Individual Score

2 - Exceeds Expectations

Valley Collaborative
Staff Evaluation Form

3. Interpersonal

(e.g. sensitivity, leadership, tenacity)

Comments:

Ms. Kriger's interpersonal skills exceeds expectations. She is sensitive to deadlines.

Individual Score

2 - Exceeds Expectations

4. Impact

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

Comments:

As a part time treasurer, Ms. Kriger is flexible and understanding of timeliness and schedules which has a positive impact on the work-flow of others.

Individual Score

2 - Exceeds Expectations

5. Decision Making

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

Comments:

Ms. Kriger has superb judgment and can decipher important information to relay to the Board of Directors.

Individual Score

2 - Exceeds Expectations

6. Extra-organizational Awareness

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

Comments:

Ms. Kriger can recognize the importance of controlled decision making and exceed expectations in extra-organizational awareness.

Individual Score

2 - Exceeds Expectations

Valley Collaborative
Staff Evaluation Form

7. Knowledge/Skills

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

Comments:

Ms. Kriger has exceptional technical skills and brings with her a wealth of knowledge in her field.

Individual Score

2 - Exceeds Expectations

8. Career Development

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

Comments:

N/A

Individual Score

2 - Exceeds Expectations

OVERALL PERFORMANCE

Thank you for all you do. We appreciate your professionalism and timeliness to deadlines.

The recommendation is being made to extend your contract for another year.

Overall Score

12 - 16 Exceeds Expectations

EMPLOYEE COMMENTS

Employee Signature: _____ Date: _____

Reviewer Signature: _____ Date: _____

Updated: April 2016
Content Owner: Professional Dev.

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 7, 2018
Re: Award of a Comprehensive Payroll Contract

On Monday May 14, 2018, Valley Collaborative posted a Request for Proposals for Payroll Process Outsourcing in the Goods and Services Bulletin. The information was also posted in the May 14, 2018 Lowell Sun, the Commonwealth of Massachusetts COMBUYS website, and internally at the Collaborative.

The Request for Proposals will close on Tuesday June 5, 2018. Valley will evaluate all submittals and recommends that the Board of Directors approve the highest evaluated proposal.

Required Action:

Vote to approve Payroll Process Outsourcing service agreement of highest evaluated proposal.

Attachments:

None

Central Administration Office

*25 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 7, 2018
Re: Tyngsborough Lease Agreement

Tyngsborough Public Schools would like to extend the Elementary School Lease for another 10 years. The update of this agreement will be presented by Attorney Thomas Lent at the Board Meeting on Thursday morning.

Required Action:
None

Attachments:
None

Central Administration Office

*25 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 7, 2018
Re: Approval of 2018-2019 Academic Calendar

Please find attached the 2018-2019 Academic Calendar for your review.

Required Action:

Vote to approve

Attachments:

2018-2019 Proposed Academic Calendar

2018 - 2019 Academic Calendar

Valley Elementary School,
Valley Transitional Middle/High School, and
Valley Alternative Middle/High School

July 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

October 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

- First/Last Day of Summer Program
- Professional Development Day for Licensed Staff - No School for Students
- Professional Development Day for All Staff - No School for Students
- Holiday / School Vacation
- Holiday Week / Valley Closed
- First/Last Day of School (5 snow days used)
- Early Release - PD for Licensed Educators
- Early Release - PD for All Staff
- Board Meeting Dates
- Early Release

FIRST DAY OF SCHOOL 2019-2020: September 3, 2019

Valley COLLABORATIVE

Central Administration Office

*25 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 7, 2018
Re: 2018-2019 Employee Handbook

The changes for FY'19 incorporated include the following:

1. The Pregnancy Workers Fairness Act, which went into effect April 1, 2018, supplements the state's employment discrimination laws by adding employees who are pregnant or have pregnancy-related conditions as a protected class. Accordingly, the Handbook's listing of protected characteristics under "Equal Employment Opportunity", section 1 "Non-Discrimination in Employment" (on page 3) has been updated to include "pregnancy and pregnancy-related conditions".

2. On pp. 4-5 and pp. 7-8 of the Handbook, the locations of the EEOC and MCAD offices, respectively, needed to be updated.

3. The federal Whistleblower Protection Act was amended to expressly provide that an employee who refuses to obey an order that would require the employee to violate a law, rule, or regulation is protected from adverse employment action or retaliation. Therefore, on page 20 under "Whistleblower Policy", we have added a sentence that reads "Similarly, any employee who refuses to obey an order or instruction that would require the employee to violate a law, rule, or regulation also is protected from adverse employment action or retaliation." The remainder of that paragraph has remained unchanged.

4. Consistent with General Laws c. 71, Section 2A, vaping has been added to the no smoking and tobacco section (p. 12).

5. Lastly, some minor edits have been made to more accurately reflect the internal practices at the Collaborative by which employees should seek leave (via an Employee Portal).

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:
2018-2019 Employee Handbook with Updates

Employee Handbook

Valley Collaborative
40 Linnell Circle
Billerica, MA 01821
Tel: (978) 528-7800

Updated and Approved by the Board of Directors of Valley Collaborative on June 7, 2018

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INTRODUCTION

PURPOSE OF HANDBOOK

Welcome! Valley Collaborative (the "Collaborative") considers its employees to be one of its most valuable resources. Their dedication and commitment is unsurpassed, and their leadership and expertise is the heart of the Collaborative's ongoing and continued success. This Employee Handbook ("Handbook") has been written to serve as a guide for the employer/employee relationship. All Collaborative employees are required to read this Handbook completely and thoroughly and to become familiar with its provisions.

The Board of Directors for the Collaborative (the "Board of Directors") reserves the right to change, add or delete any of the provisions in this Handbook at any time. It is not intended to be comprehensive or to address all possible applications of, or exceptions to, the general policies and procedures described. Please address any questions concerning eligibility for a particular benefit, or the application of a policy or practice, to your principal or supervisor or the Human Resources Department. Where a particular benefit is subject to a formal plan, the terms of the formal plan document will control. Violation or failure to comply with the standards and policies outlined in this Handbook will be grounds for corrective action up to and including termination.

Unless you have a separate employment contract with the Collaborative, your employment with the Collaborative is on an at-will basis. This means that either you or the Collaborative may terminate the employment relationship, with or without cause at any time. This Handbook is not an employment contract, or a promise of employment for any specific period of time. This Handbook confers no rights on employees nor does it create any obligations for the Collaborative. Each employee is responsible for following the policies in this Handbook and any others that may be approved by the Board of Directors from time to time.

As a condition of employment, and upon receipt of this Handbook, employees are required to sign and return to the Human Resources Department the Acknowledgement of Receipt of Employee Handbook and Understanding of At-Will Employment Status attached to this Handbook as Appendix D.

ABOUT THE COLLABORATIVE

Valley Collaborative is a group of school districts legally bound in a collaborative governance structure under the provisions of Massachusetts General Laws, Chapter 40, Section 4E. The primary purpose of the Collaborative is to expand the quality of education in its member school districts and participating school districts. The member school districts are: Billerica Public Schools, Chelmsford Public Schools, Dracut Public Schools, Groton-Dunstable Regional School District, Nashoba Valley Technical High School, North Middlesex Regional School District, Tewksbury Public Schools, Tyngsboro Public Schools, and Westford Public Schools. The Collaborative is governed by a Board of Directors comprised of one representative from each of the member school committees.

The Collaborative is a Massachusetts Department of Elementary and Secondary Education approved public school entity. The Collaborative provides high quality academic, therapeutic and transitional services to individuals referred by local school districts and social service agencies. The Collaborative also provides ongoing professional development and training experiences for educators and educational agencies. Recognizing that the educational environment rapidly changes, the Collaborative creates, adapts, and provides flexible programming to address evolving needs. The Collaborative provides an environment within which students and adults can maximize educational and/or occupational skills. By sharing its resources with multiple school districts and social service agencies, its programs maintain superior quality and reasonable costs to those it serves, by meeting or exceeding state standards, and achieving economies of scale.

EMPLOYMENT POLICIES

EMPLOYMENT

The Collaborative Board of Directors, acting through the Executive Director, has the sole authority to enter into or modify agreements, contracts or take personnel actions with employees. Employees are expected to meet the standards of their position as set by the Massachusetts Department of Elementary and Secondary Education or the Collaborative Board of Directors.

Collaborative employees are required to sign an acceptance letter of his or her appointment of employment and job description ("Appointment Letter"). This Appointment Letter is not a contract of employment, but simply summarizes the position, supervisor, compensation and benefits, and other information relevant to employment with the Collaborative. Job descriptions may be changed from time to time, at which time an employee may be required to review and sign a new or amended Appointment Letter. Collaborative employees are employed on an at-will basis, and tenure is not available in accordance with the laws of the Commonwealth.

The Collaborative reserves the right to transfer personnel between programs on a permanent or temporary basis to best meet the needs of its students or the member and participating school districts.

Upon offer of employment, job applicants may be required to have a physical exam at the employer's expense. The exam may include drug and alcohol screening, as well as the ability to lift. The offer of employment will also be contingent upon a criminal background check and, if applicable a satisfactory driver history report from the Registry of Motor Vehicles.

Employees are also required to follow all collaborative policies and procedures including those listed in the Handbook, those in other publications, as well as those that may be added or modified from time to time. Failure to follow collaborative policies and procedures or perform at a satisfactory level may result in corrective action up to and including termination.

The Collaborative reserves the right to determine the appropriate level of corrective action to be imposed, depending upon the facts and circumstances. The Human Resources Department may conduct an exit interview with any employee who is involuntarily terminated from the Collaborative's employment.

EMPLOYEE PERFORMANCE

Collaborative employees are expected to perform their duties and responsibilities satisfactorily and to meet the performance expectations of the Collaborative. Principals and supervisors will communicate Collaborative expectations to employees and inform them if their work is unsatisfactory. In appropriate circumstances, when an employee's job performance is unsatisfactory or fails to meet the expectations of the Collaborative, a principal or supervisor should counsel the employee with an end toward improving the employee's performance, and the employee may be given a reasonable opportunity to improve his/her work performance to meet the expectations of the Collaborative. An employee's inability to perform his/her duties and responsibilities satisfactorily or his/her failure to improve upon unsatisfactory performance may result in corrective action, up to and including termination. The Collaborative shall, in its sole discretion, determine what actions are appropriate to address an employee's inability to perform his/her duties and responsibilities satisfactorily.

Performance Evaluation

Educational Staff: Educational staff are subject to evaluation in accordance with the Massachusetts Model System for Educator Evaluation pursuant to 603 CMR 35.00.

Administrative and other Staff: Administrative and other staff are subject to an evaluation of their performance, at least annually. Evaluations should be viewed as constructive, as they are designed to review progress on performance expectations, identify areas of strength and supports needed for making improvements, and restate or update job-related expectations going forward. Completed written performance evaluations must be signed by the relevant employee and principal or supervisor who conducted the evaluation. Performance evaluations will be maintained as a part of employee personnel records in the Human Resources Department.

PROFESSIONAL STANDARDS AND EDUCATIONAL STAFF

For educational staff, employment or continued employment is contingent upon furnishing and maintaining all valid and appropriate registrations, licenses, and certifications qualifying them for their positions, as required by the Department of Elementary and Secondary Education, applicable law, or the Collaborative. It is the employee's responsibility to obtain and maintain such registrations, licenses, and certifications.

FIRST AID, CPR, AND STUDENT RESTRAINT TRAINING

Certain Collaborative positions require, as an essential qualification and precondition to employment, training and/or certification in first aid, CPR, and student restraint training. Employees will be informed of what training or certifications are a precondition for their position. For such positions, employment or continued employment will be contingent upon completing applicable trainings and obtaining and furnishing applicable certifications. It is the employee's responsibility to complete such trainings and to obtain and maintain such certifications. The Collaborative may offer training or courses by which employees can meet these requirements.

With respect to student restraints, the Collaborative maintains a Restraint Prevention and Behavior Support Policy pursuant to 603 CMR 46.00 (the "Restraint Policy"). The Restraint Policy is attached to this Handbook as Appendix A. It is the responsibility of all program staff to read the Restraint Policy, as revised and updated from time to time, to completely and thoroughly become familiar with its provisions, and to ensure that they attend and participate in all required restraint training.

TRAINING AND PROFESSIONAL DEVELOPMENT

Training is an ongoing part of employment. All employees are expected to participate in training activities from time to time, and are encouraged to avail themselves of professional development opportunities.

EQUAL EMPLOYMENT OPPORTUNITY

I. Non-Discrimination in Employment

The Collaborative is an Equal Opportunity Employer. The Collaborative does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of age, disability, race, color, religion, national origin, gender, gender identity, ancestry, sexual orientation, the results of genetic testing, active military service, pregnancy and pregnancy-related conditions, or any other class of individuals protected from discrimination under state or federal law.

Unlawful discrimination of employees occurring in the workplace or in other settings in which employees may find themselves in connection with their employment will not be tolerated by the Collaborative. Further, any retaliation against an individual who has formally or informally complained about discrimination or has cooperated with an investigation of a discrimination complaint is prohibited. To achieve the goal of providing a workplace free from discrimination, the conduct that is described in this policy will not be tolerated, and the Collaborative will implement the procedure described below to address any potential inappropriate conduct.

The Collaborative commits itself and its employees, within the context of state and federal civil rights laws, to ensure equitable participation of employees of all backgrounds in all of its daily operations. This policy applies to all employment practices and employment programs sponsored

by the Collaborative. This policy shall apply, but not be limited to the areas of recruitment, selection, compensation, benefits, professional development and training, reasonable accommodation for disabilities, religious practices, promotion, transfer, discipline, termination, layoff, and all other terms and conditions of employment. The Collaborative takes allegations of discrimination seriously. The Collaborative will respond promptly to complaints and where it is determined that inappropriate conduct has occurred, the Collaborative will act promptly to eliminate the conduct and impose any necessary corrective action.

II. Discriminatory Harassment

The Collaborative's separate harassment policy details its commitment to a workplace free of any verbal or physical conduct which is unwelcome, severe or pervasive, and related to membership or perceived membership in a protected class. In short, harassment of employees, students, vendors or volunteers of the Collaborative will not be tolerated.

III. Reasonable Accommodation

Employees who believe they are disabled as defined under state and/or federal law and who are seeking an accommodation to allow them to perform the essential functions of their positions may contact the Human Resources Department, 40 Linnell Circle, Billerica, Massachusetts 01821, (978-528-7800).

IV. Discrimination Complaints

If any employee believes that he or she has been subjected to unlawful discrimination, the employee has the right to file a complaint with the Collaborative. This may be done in writing or verbally to the Human Resources Department or to a supervisor. The Human Resources Department is also available to discuss any concerns, and to provide information about this policy or the Collaborative complaint process.

V. Discrimination Investigation

The Collaborative will promptly investigate the allegation in a fair and thorough manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include private interviews with the person filing the complaint, the person alleged to have committed the discrimination, and relevant witnesses. When the Collaborative has completed its investigation, the Collaborative will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of the investigation. If it is determined that inappropriate conduct has occurred, the Collaborative will act promptly to eliminate the offending conduct, and where it is appropriate the Collaborative will also impose corrective action.

VI. Corrective Action

If it is determined that inappropriate conduct has been committed by one of the Collaborative's employees, the Collaborative will take action as is appropriate under the circumstances. Such action may range from (1) Verbal Warning, (2) Letter of Concern, (3) Written Reprimand, (4) Suspension without Pay, (5) Termination of Employment.

VII. State and Federal Remedies

While the Collaborative hopes that all employees will feel comfortable coming forward and allowing the Collaborative to pursue and internal resolution of the matter in addition to the above, if an employee believes that they have been subjected to unlawful discrimination or retaliaton, they may file a formal complaint with either or both of the government agencies set forth below. Using the Collaborative's complaint process does not prohibit employees from filing a complaint with these agencies.

The United States Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building
Government Center, 15 New Sudbury Street
Fourth Floor, High Rise, Room 475
Boston, MA 02203-0506

The Massachusetts Commission Against Discrimination (MCAD)

Boston Office:
One Ashburton Place, Room 601
Boston, MA 02108
(617) 994-6000

Springfield Office:
436 Dwight Street, Room 220
Springfield, MA 01103
(413)739-2145

Worcester Office:
484 Main Street, Room 320
Worcester, MA 01608
(508) 453-9630

New Bedford Office:
800 Purchase Street
New Bedford, MA 02740

HARASSMENT

I. Introduction

It is the goal of the Collaborative to promote a workplace that is free from discriminatory harassment of any type, including sexual harassment, or other victimization of any individual that is based on his/her membership in a protected class. Discriminatory harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as age, disability, race, color, religion, national origin, gender, gender identity, ancestry, sexual orientation, the results of genetic testing, or any other protected class, or participation in discrimination complaint-related activities including filing a complaint or cooperating in an investigation (retaliation). The Collaborative will not tolerate unlawful harassing conduct that affects employment conditions, that interferes unreasonably with an individual's performance, or that creates an intimidating, hostile, or offensive work environment.

Harassment of employees that is based on an employee's membership in a protected class and that occurs in the workplace, in connection with work related travel and/or Collaborative sponsored events will not be tolerated.

The Collaborative takes allegations of unlawful harassment seriously. The Collaborative will respond promptly to such complaints. Where it is determined that inappropriate conduct has occurred, the Collaborative will act promptly to eliminate the conduct and impose such corrective action as is necessary up to and including termination.

Please note that while this policy sets forth the Collaborative's goals of promoting a workplace that is free of harassment, the policy is not designed or intended to limit its authority to use corrective action up to and including termination or to take remedial action for workplace conduct which the Collaborative deems unacceptable, regardless of whether that conduct satisfies the legal definition of harassment.

II. Definitions

"Harassment" means unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law. Harassment includes, but is not limited to:

1. Display or circulation of written materials or pictures that are degrading to a person or group as previously described.
2. Verbal abuse, slurs, derogatory comments, or insults about, directed at, or made in the presence of an individual or group as previously described.

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for

employment decisions affecting such individual; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The definition of sexual harassment is broad. In addition to the above examples, other unwelcome sexually oriented conduct, whether intended or not, that has the effect of creating a work environment that is hostile, offensive, intimidating or humiliating to either male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

All employees should note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by the Collaborative.

III. Complaint Procedures

All employees, principals, and supervisors of the Collaborative share responsibility for avoiding, discouraging and reporting any form of discriminatory harassment. The Human Resources Department is primarily responsible for ensuring proper investigation and resolution of harassment complaints. If any employee believes he or she has been subjected to discriminatory harassment from the Collaborative, other employees, students, visitors, applicants, vendors, or contractors, or any other third parties in the workplace or during work-related activities, the employee has the right to file a complaint with the Collaborative. This may be done in writing or verbally. In addition, students, applicants, or other third parties who believe they have been subjected to discriminatory harassment may also file a complaint with the Collaborative using the procedures described herein.

Prompt reporting of harassment is in the best interest of the Collaborative and is essential to a fair, timely, and thorough investigation. Accordingly, complaints should be filed as soon as practical following the incident(s) at issue. If an employee would like to file a complaint they may do so by contacting the Human Resources Department or to a supervisor. The Human Resources Department is also available to discuss any concerns and to provide information about the Collaborative's policy on harassment and its complaint process.

IV. Complaint Investigation

When the Collaborative receives a complaint, it will promptly investigate the allegation in a fair and expeditious manner to determine whether there has been a violation of this policy. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation may include private interviews with the person filing the complaint, the person alleged to have committed the harassment, and with witnesses. The complainant, the person alleged to have committed the harassment, and all witnesses are required to fully cooperate with all aspects of an investigation. Employee's attorneys are not permitted to be present or participate in the complaint investigation. When the Collaborative has completed the investigation, it will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation

Notwithstanding any provision of this policy, the Collaborative reserves the right to investigate and take action on its own initiative in response to behavior and conduct which may constitute harassment or otherwise be inappropriate, regardless of whether an actual complaint has been filed.

If it is determined that inappropriate conduct has occurred, the Collaborative will act promptly to eliminate the offending conduct, and where appropriate the Collaborative will impose corrective action.

V. Retaliation

Unlawful discriminatory harassment of employees, including sexual harassment, occurring in the workplace or in other settings in which employees may find themselves in connection with their employment will not be tolerated by the Collaborative. Further, any retaliation against an individual who has formally or informally complained about discriminatory harassment, including sexual harassment, or has cooperated with an investigation of a discriminatory or sexual harassment complaint is prohibited. To achieve the Collaborative's goal of providing a workplace free from discriminatory or sexual harassment, the conduct that is described in this policy will not be tolerated and the Collaborative may take corrective action to address any potential inappropriate conduct.

VI. Corrective Action

If it is determined that inappropriate conduct has been committed by one of the Collaborative employees, students, visitors, applicants, vendors, or contractors, or any other third parties, the Collaborative will take such action as is appropriate under the circumstances. Such action may range from (1) Verbal Warning, (2) Letter of Concern, (3) Written Reprimand, (4) Suspension without Pay, (5) Termination of Employment.

VII. State and Federal Remedies

While the Collaborative hopes that all employees will feel comfortable coming forward and allowing the Collaborative to pursue and internal resolution of the matter, in addition to the above, if an employee believes they have been subjected to harassment or retaliation of any type, including sexual harassment, they may file a formal complaint with either or both of the government agencies set forth below. Using the Collaborative's complaint process does not prohibit employees from filing a complaint with these agencies. Each of the agencies requires that claims be filed within 300 days from the alleged incident or when the complainant became aware of the incident.

The United States Equal Employment Opportunity Commission (EEOC)
John F. Kennedy Federal Building
Government Center, 15 New Sudbury Street
Fourth Floor, High Rise, Room 475
Boston, MA 02203-0506

The Massachusetts Commission Against Discrimination (MCAD)

Springfield Office:	Worcester Office:	Boston Office:
424 Dwight Street, Room 220	484 Main Street, Room 320	One Ashburton Place, Room 601
Springfield, MA 01103	Worcester, MA 01608	Boston, MA 02108
(413)739-2145	(508) 453-9630	(617) 994-6000

AMERICANS WITH DISABILITIES ACT

The Collaborative complies with the Americans with Disabilities Act ("ADA") and applicable state law pertaining to employees with disabilities. It is the Collaborative's policy to not discriminate against qualified individuals with disabilities in job application, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment.

A qualified employee or applicant with a disability is an individual who, with or without reasonable accommodation, can perform the essential functions of their position. The Collaborative will endeavor to provide reasonable accommodations to applicants and employees with disabilities unless doing so causes a direct threat to the employee or others, and/or if the accommodation creates an undue hardship to the Collaborative. Please speak with the Human Resources Department to request an accommodation.

BULLYING PREVENTION AND INTERVENTION

The Collaborative maintains and implements a Bullying Prevention and Intervention Plan pursuant to Massachusetts General Laws, Chapter 71, Section 37O. The Collaborative's Bullying Prevention and Intervention Plan is attached to this Handbook as Appendix B. The Bullying Prevention and Intervention Plan sets forth certain duties of Collaborative employees pertaining to bullying prevention and intervention. It is the responsibility of all employees to read the Collaborative's Bullying Prevention and Intervention Plan, as revised and updated from time to time, completely and thoroughly and to become familiar with its provisions, especially those pertaining to the duties of Collaborative employees.

CRIMINAL HISTORY CHECKS

In order to ensure a safe teaching and learning environment and pursuant to Massachusetts General Laws, Chapter 71, Section 38R, the Collaborative shall have access to Criminal Offender Records Information ("CORI") and fingerprint-based criminal background information, for the purpose of determining the suitability of current and prospective employees, volunteers, consultants, school transportation providers, subcontractors providing services to Collaborative students, all potential employers of students in internship or cooperative education programs, and others who may have direct and unmonitored contact with students.

Criminal Offender Record Information (" CORI"): The Collaborative shall obtain from the Department of Criminal Justice Information Services ("DCJIS"), the state agency authorized to

provide CORI to certified agencies, all available CORI for all current and prospective employees, volunteers, consultants, school transportation providers, subcontractors providing services to Collaborative students, all potential employers of students in internship or cooperative education programs, and others who may have direct and unmonitored contact with students. Such CORI shall be accessed not less than every three (3) years with respect to such individuals.

Fingerprint-Based Criminal Background Checks: The Collaborative shall obtain a state and national fingerprint-based criminal background check for all current and prospective employees, volunteers, consultants, school transportation providers, subcontractors providing services to Collaborative students, all potential employers of students in internship or cooperative education programs, and others who may have direct and unmonitored contact with students.

All criminal history checks, including access to CORI and fingerprint-based criminal background information shall be conducted solely for the purpose of meeting the Collaborative's obligations under Massachusetts General Laws, Chapter 71, Section 38R and for other lawful purposes, and in conformity with all applicable laws and regulations. Individuals will be notified that a criminal history check will be conducted.

Access to CORI and the results of fingerprint-based criminal background checks within the Collaborative will be limited to those individuals who are authorized to have such access and have a "need to know." Criminal history information may be shared with each member district with which an individual works or to which the individual provides services. Criminal history information is not subject to public records law, and will be kept confidentially in the Human Resources Department, separate from personnel files.

The Collaborative, subject to applicable law and regulations, shall have sole discretion in making determinations concerning the suitability of subjects of criminal history checks. Any individual who refuses to submit to a criminal history check will not be hired, permitted to continue employment, or permitted to provide services to the Collaborative. Refusal to submit to a criminal history check by a current employee will be cause for immediate termination.

If a criminal record is received, the authorized individual will closely compare the record with the subject's identifying information to ensure that the record relates to the subject. If the Collaborative intends to make an adverse decision based on the results of a criminal history check, the subject will be notified, provided with a copy of the criminal history information obtained, informed of the relevant criminal information that is the basis for the adverse decision, given an opportunity to dispute the accuracy of the report, and provided with information concerning the process for correcting a criminal record so that the subject can pursue correction with the relevant authority, such as the DCJIS.

FITNESS FOR DUTY

Overview

The Collaborative is committed to providing a safe working environment and to protecting the health and safety of students, employees, visitors and Collaborative property. This policy provides a mechanism for identifying and intervening in the event the Collaborative has reason to believe that an employee's physical or mental condition could pose a threat of harm to the safety of others and property.

Definitions

a. **Fitness for Duty** -The physical and mental health condition that permits the employee to perform all essential job duties in an effective manner and protects the health and safety of oneself, others, and property.

b. **Reliable Report** - Self-disclosure or third-party opinion about an employee's possible lack of fitness for duty that is considered credible, taking into consideration such factors as the relationship of the reporter to the employee, the seriousness of the employee's condition, the possible motivation of the reporter, and how the reporter learned the information.

c. **Working Hours** - Those hours beginning with the employee's start time and ending with the employee's quitting time, as well as any time an employee is on-call. All work activities during working hours are included whether they occur on or outside Collaborative properties.
d. **Medical Evaluation** - An examination performed by a Collaborative designated health professional, including but not limited to a health history, physical and/or psychological examination and any medically indicated diagnostic studies. The cost for this evaluation is paid by the Collaborative.
e. **Medical Certification** - A document from a medically appropriate, licensed provider attesting to an employee's fitness for duty following an extended medical absence.

Employee Responsibility

- Report to work fit for duty
- Notify the principal or supervisor when not fit for duty
- Notify the principal or supervisor when observing a co-worker who may not be fit for duty
- Cooperate with a directive and/or referral for a medical evaluation

Principal/Supervisor Responsibility

- Observe the attendance, performance and behavior of employees they supervise
- Interview an employee who appears to be unfit for duty and refer that employee for a medical evaluation when appropriate
- Record the reasons/observations that triggered the fitness for duty medical evaluation referral
- Utilize this policy in a fair and consistent manner, respecting the employee's privacy and the confidentiality of medical information
- Coordinate with the Human Resources Department to obtain medical certification when employee returns to work after absence for medical reasons longer than five (5) days

Procedures

A triggering event occurs when a principal or supervisor observes or receives a reliable report of an employee's possible lack of fitness for duty. Observations may include, but are not limited to, an employee's self-reports, manual dexterity, coordination, alertness, speech, vision acuity, concentration, response to criticism, interactions with parents, children, co-workers, and supervisors, suicidal or threatening statements, change in personal hygiene, and memory. Procedures following a triggering event include, but are not limited to:

1. Principal or supervisor interviews employee, when possible.
2. Principal or supervisor assesses magnitude of safety risk. Contact the Human Resources Department for assistance.
    A. No Risk: Keep notes of events.
    B. Minor Risk: Encourage employee to use Employee Assistance Program or seek medical treatment; document event.
    C. Significant Risk:
        i. Place employee on paid leave of absence pending medical evaluation (sick leave or paid administrative leave, depending on the situation).
        ii. Refer employee for medical evaluation.
        iii. Arrange for employee's safe transportation home if situation warrants.

    D. Severe Risk:
        i. Contact police if necessary.
        ii. Place employee on paid leave of absence pending medical evaluation (sick leave or paid administrative leave, depending on the situation).
        iii. Refer employee for medical evaluation.
        iv. Arrange for employee's safe transportation home.

If, after the medical evaluation, the employee is determined not to be fit for duty, the employee

may be offered a leave of absence if required under state or federal law. Employees who are not fit for duty at the end of a leave of absence may be separated from employment. Employees whose physical or mental condition qualifies as a disability may be offered reasonable accommodations, if those accommodations will permit the employee to safely perform the essential functions of his/her position without substantial risk of harm to self or others, and/or they do not impose an undue hardship on the Collaborative.

VIOLENCE IN THE WORKPLACE

The Collaborative has a zero tolerance policy for workplace violence. The Collaborative is committed to providing an environment free of weapons and dangerous instruments, to minimizing the risk of violence in the workplace, and to responding appropriately should workplace violence occur. The Collaborative will take reasonable steps to protect employees, students, and visitors from potential violence by outsiders when it has advance notice from a reliable source that such violence is a possibility.

The Collaborative prohibits violent acts, harassment, intimidation, threats, assaults, or similar behaviors on Collaborative properties. Where appropriate, the Collaborative will take action related to threats or acts of violence that occur off Collaborative premises. Forms of violence include:

- Physical - shoving, inappropriate touching, hitting, destruction of property, sabotage, stalking or homicide
- Verbal - threats, inappropriate remarks, threats of destruction of personal or Collaborative property
- Visual - threatening or abusive body gestures
- Written – threatening or violent notes, letters, cartoons, graffiti

The Collaborative strictly prohibits the possession of weapons or dangerous instruments in the workplace or on Collaborative premises or at Collaborative sponsored events. The Collaborative reserves the right to inspect all Collaborative premises and items within such premises for weapons and to confiscate such weapons. Such weapons include, without limitation, firearms, including BB guns, whether loaded or unloaded, knives, switchblades, stilettos, batons, nightsticks, any martial arts weapons, and electronic or chemical defense weapons. Dangerous instrument means any instrument, article or substance that, under the circumstances, is capable of causing death or serious physical injury.

Even without an actual threat, employees should report any behavior they have witnessed that they regard as threatening or violent, when that behavior is job related or might be carried out on a Collaborative controlled site, or is connected to Collaborative employment. Employees are responsible for making this report regardless of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who was threatened or was the focus of the threatening behavior. If the employee's principal or supervisor is not available, the employee should report the threat to another supervisor or another member of the management team.

Any person who makes threats, exhibits threatening behavior, or engages in violent acts on Collaborative property will immediately be removed from the premises and will not be allowed on Collaborative premises pending the outcome of an investigation. In the event that an investigation shows that this policy has been violated, the Collaborative will take appropriate action, which may include, but is not limited to, suspension and/or termination of any business relationship, reassignment of job duties, suspension or termination of employment, and/or criminal prosecution of the person(s) involved.

If it has been determined that an employee/individual should not be allowed in a work area, and he/she refuses to leave, local law enforcement will be contacted to escort the employee/individual off the property.

If the Collaborative becomes aware of acts or threats of violence occurring off Collaborative

premises in violation of this policy, the Collaborative will conduct an investigation and initiate an appropriate response. Where an employee has reportedly engaged in such behavior off Collaborative premises, the Collaborative may choose to suspend the employee pending an investigation into the circumstances of the alleged behavior. If, in the sole judgment of the Collaborative, it is determined that the employee's conduct violated any terms of this policy, that employee may be subject to corrective action, up to and including termination.

In connection with the Collaborative's adult service programs, and in accordance with 101 CMR 19.04, the Collaborative maintains a Workplace Violence Prevention and Crisis Response Plan, which is attached to this handbook as Appendix C.

Domestic Violence - Employees who have obtained a restraining order against another person are encouraged to notify their principal or supervisor and/or the Human Resources Department so that the Collaborative may take whatever steps are necessary to avoid the possibility of injury to the employee on Collaborative premises. The Collaborative will make every effort to keep this information confidential to the extent possible under the circumstances. Please also see the Collaborative's Domestic Violence Leave Policy for additional information concerning domestic violence.

DRUG-FREE / ALCOHOL-FREE WORKPLACE

The Collaborative is committed to providing a drug-free and alcohol-free work and educational environment, and to complying with all applicable laws pertaining to maintaining a drug and alcohol free work and educational environment. Employees are required to report to work in an appropriate mental and physical condition.

Employees are strictly prohibited from reporting to work or any Collaborative sponsored event under the influence of alcohol or drugs. Further, the manufacture, distribution, dispensation, possession, or use of drugs or alcohol, on Collaborative premises or at a Collaborative sponsored event is strictly prohibited. Some of the drugs which are covered under this policy include, among others, marijuana, heroin, hashish, cocaine, hallucinogens and/or medication not prescribed for current personal treatment by a licensed physician.

Any employee who is convicted of any violation of the Massachusetts criminal laws regarding illegal drugs shall report such conviction in writing to the Executive Director within five (5) days of the conviction.

With respect to medications properly prescribed by a licensed physician, employees are expected to follow any directions of their health care provider concerning such prescription medications, and must immediately notify their principal or supervisor if any prescription drug is likely to have an impact on their fitness for duty or job performance.

The Collaborative supports employees who are willing to seek treatment for problems related to alcohol or substance abuse and, to this end, eligible employees may request assistance through wellness programs offered through the Commonwealth Group Insurance Commission (the "GIC"). Employees who voluntarily disclose their substance abuse issues may be permitted to take an unpaid leave of absence for the purposes of entering into rehabilitation. Where required by law, the employee's job will be protected during this leave of absence. Where an unpaid, job-protected leave of absence is not required by law, the Collaborative may grant the employee a leave of absence, with or without job- protection upon completion of the rehabilitation program.

NO SMOKING, VAPING, OR TOBACCO

Use of any vaping or tobacco products within the Collaborative or member district school buildings, school facilities, or on Collaborative property, school grounds or school buses by any individual including school personnel and students is prohibited at all times. An employee determined to be in violation of this policy shall be subject to corrective action up to and including termination.

Staff requiring assistance breaking a vaping, smoking or tobacco habit may be eligible for assistance through wellness programs offered through the GIC.

In accordance with Massachusetts General Laws, Chapter 71, Section 2A, it is unlawful for any student enrolled in a public primary or secondary school in the Commonwealth to use tobacco or vaping products of any kind on school grounds.

REPORTING ARRESTS

If an employee is arrested, the incident must be reported by the employee on the next working day to his or her principal or supervisor, who must notify the Executive Director. The Executive Director may authorize the employee's immediate suspension until such time as an investigation discloses that the charge is not prejudicial to the best interest of the Collaborative.

CORRECTIVE ACTION GUIDELINES

All corrective action will be determined on a case-by-case basis. The corrective action imposed will depend upon, but not be limited to, the seriousness of the misconduct and its impact on the Collaborative and its member and participating districts.

It is the Collaborative's general policy to correct employee misconduct before it rises to the level requiring termination. Accordingly, the Collaborative generally uses the following five-step, progressive corrective action process. Those steps consist of: (1) Verbal Warning, (2) Letter of Concern, (3) Written Reprimand, (4) Suspension without Pay, (5) Termination of Employment.

The Collaborative reserves the right to skip or omit steps as deemed reasonable and appropriate based on the severity and frequency of the infraction under consideration, including opting for termination without prior corrective action where appropriate. Accordingly, the Collaborative may terminate any employment immediately with or without Cause.

The following is a list of conduct that constitutes Cause for corrective action, up to and including immediate termination. Because it is impractical to attempt to list all rules and standards that apply to or affect the work of the Collaborative, the work environment, or Collaborative employees, this list is not meant to be exhaustive or to limit the nature of violations that could result in corrective action, but rather is illustrative of conduct that is prohibited.

- Conduct that is unprofessional, inappropriate, or interferes with Collaborative needs or normal operations;
- Inappropriate or unauthorized removal, possession, or use of Collaborative information, property, or documents;
- The possession, use, or sale of alcohol, illegal drugs, or the misuse of legal drugs while on Collaborative premises or while conducting Collaborative business, or while operating Collaborative vehicles or equipment, or reporting to or remaining at work under the influence of alcohol or drugs;
- Fighting, assault, disruptive activity, or threatening violence that impacts the workplace;
- Willfully or grossly neglecting the performance of the duties, responsibilities and obligations owed to the Collaborative;
- Willfully or repeatedly failing to perform the duties and responsibilities of the job to the satisfaction of the Collaborative;
- Grossly negligent, intentional, or improper conduct leading to actual or potential damage to Collaborative property;

- Possession of dangerous or unauthorized materials in the workplace, such as explosives, firearms, or other dangerous weapons or materials;
- Disclosure of confidential client or student information to an unauthorized person or entity;
- Conduct unbecoming of the acceptable standards of the profession;
- Acts of sabotage, including deliberate interference with or hindering Collaborative operations;
- Making or publishing false or malicious statements concerning the Collaborative, its employees, students, clients, or any other individual or organization associated with the Collaborative;
- Failure to observe and abide by Collaborative policies, rules, and practices, including safety practices and rules;
- Willful or repeated failure to observe the Collaborative's dress code;
- Unauthorized distribution of literature or posting notices, writings, or signs of any form;
- Discussing or disclosing confidential Collaborative matters or information with unauthorized individuals or in public areas where conversations can be overheard;
- Engaging in activities that could be considered detrimental or a discredit to Collaborative, or failing to report knowledge of such activities;
- Supplying false or misleading information or omitting material information when applying for employment or at any time during the course of employment;
- Unauthorized use or misuse of Collaborative property or equipment, including telephones and computers, or other information technology;
- Violation of an anti-harassment or anti-discrimination policy;
- Threatening, bullying, or intimidating conduct directed at management, supervisors, fellow employees, clients, students, or visitors;
- Excessive tardiness or absenteeism and failing to report any anticipated absence or lateness to a principal or supervisor;
- Insubordination or the refusal by an employee to follow a principal's or supervisor's instructions concerning a job-related matter;
- Committing an incident of serious workplace conduct or repeatedly violating any Collaborative policy or practice;
- Disrespectful conduct while performing Collaborative duties, using vulgarity or profanity, or failing to show proper respect or courtesy to any student, client, visitor, or employee;
- Abusing sick leave privileges;
- Engaging in misconduct harmful to the Collaborative, including an intentional act of fraud, embezzlement, theft or any other material violation of law that occurs during or in the course of employment with the Collaborative;
- Worker's Compensation fraud;
- Theft, destruction or misuse of Collaborative property or the property of another employee;

- Conviction of, or plea of guilty or *nolo contendere* to, a crime involving moral turpitude, dishonesty, fraud, or any felony of any nature whatsoever (this section shall not include a *first* time conviction of a DUI, OUI, or DWI provided, however, that such conviction does not result in incarceration or as not otherwise provided within this Handbook);

- Falsifying or altering any Collaborative record, report, or data, such as an application for employment, a time record, an expense record, receipt, or invoice;

- Incompatibility or the inability to function in concert with other employees, rising to the level of disrupting the working environment;

- Failure to obtain or maintain any registration, license or other authorization or approval required to maintain or that the Collaborative reasonably believes is required in order to perform duties; and

- Any other conduct that is detrimental to the operation of the Collaborative or which shows disregard for the interests of Collaborative, its clients, or its employees.

The Collaborative provides a communication channel for all complaints and grievances as follows:

1. Employees may appeal a decision by his or her principal or supervisor or other administrator to the Executive Director.
2. Employees may appeal a decision by the Executive Director to the Board of Directors.
3. All hearings and complaints before the Board of Directors are conducted in the presence of the administrator who made the decision that is the subject of the grievance.

Complaint Resolution Procedure

Misunderstandings or conflicts can arise in any organization. The Collaborative encourages employees to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between employees, administration, and the Board of Directors. It is the Collaborative's desire that grievance procedures provide for prompt and equitable resolution of differences at the lowest possible administrative level, and that each employee be assured the opportunity for an orderly presentation and review of complaints and concerns.

Most situations resolve themselves naturally; however, should a situation persist that you believe is detrimental to you or to the Collaborative, you should follow the procedure described here:

Step One: Discuss the issue with your principal or supervisor. If you don't reasonably believe a discussion with your principal or supervisor is appropriate, you may proceed directly with Step Two.

Step Two: Request a meeting with the Human Resources Department, which will consider the facts, conduct an investigation, and review the matter with the Executive Director. You will normally receive a response regarding your concern within ten (10) working days of meeting with the Human Resources Department.

Step Three: If you are not satisfied with the results of Step Two and wish to pursue the complaint further, you may prepare a written summary of your concerns and request that the matter be reviewed by the Executive Director. The Executive Director, after a full examination of the facts (which may include a review of the written summary of your statement, discussions with all individuals concerned, and a further investigation if necessary), will normally render a decision within fifteen (15) working days.

Step Four: If you are not satisfied with the results of Step Two and Step Three, you may

pursue the complaint further by preparing a written summary of concerns and submitting it within ten (10) days from the Executive Director's decision to: Collaborative Board of Directors, 40 Linnell Circle, Billerica, MA 01821. The summary will be presented to the Board of Directors at their next scheduled meeting. You may attend the meeting to appeal your case. The meeting will be held consistent with the Massachusetts Open Meeting Law. Decisions by the Board of Directors are final.

REHIRE POLICY

The purpose of this policy is to outline rehire eligibility of former employees who leave the Collaborative voluntarily and in good standing. The Collaborative believes that hiring qualified individuals to fill positions contributes to the overall strategic success of the services provided to the member and participating districts, students, adults, parents and guardians.

Rehire means employing an individual who has left the Collaborative voluntarily and in good standing. The individual may be rehired in the same previously held position or in a different position that best meets the needs of the Collaborative and its member and participating districts.

- All individuals rehired after voluntary resignation are considered new hires.
- The new appointment will commence on the first day the employee returns to work.
- The salary will be determined at time of rehire and placed at the appropriate salary schedule and step as appropriate for a new hire and is subject to the Board of Directors ' limitations for annual increases.
- Benefits, including benefits through the GIC will be restored as soon as is practicable based on the rehire date.
- Vacation time (if applicable) and accrued time will be the same as a new employee. The balance available on the termination date will not be restored and no time is accrued for the period of absence.

A rehired employee, who voluntarily terminates less than two (2) years after the date of rehire, is not eligible for rehire in most circumstances. Subsequent employment of this individual will require approval of the Board of Directors.

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GENERAL POLICIES

PERSONAL CONDUCT

The Collaborative's reputation in the member districts, participating school systems and communities it serves will be determined by the services it provides, and by the employees who represent it. The Collaborative continues to be proud of those who work for the Collaborative, and the Board of Directors intends for Collaborative employees to be proud of the positions of trust they hold. The Collaborative is especially proud of the confidence and trust placed in it by parents, educators and administrators who expect the Collaborative to provide quality programs and educational instruction to its students. The Collaborative must continue to respect that confidence and trust each and every day.

The Board of Directors and the Collaborative expect the behavior of its employees to be above reproach and to maintain the highest degree of integrity and honesty at all times.

It is your responsibility, as an employee of the Collaborative, to conduct yourself in a manner that contributes to a workplace environment that will be free of behavior that may be discriminatory, advance the mission and goals of the Collaborative, and foster a harmonious working environment that encourages employees to perform at their best.

The Collaborative recognizes that unprofessional and unacceptable personal conduct affecting the workplace contributes to low employee morale, absenteeism, turnover and loss of productivity.

Every employee of the Collaborative is expected to conduct himself or herself in a professional and respectful manner in the workplace. Conduct that brings discredit to the Collaborative, interferes with operation, or is offensive to students, parents, or fellow employees will not be tolerated and may subject the employee to corrective action up to and including termination.

Employees must be familiar with their ethical obligations as public employees and, in certain circumstances, as professionals, and to adhere to them in their relationships with students, parents, fellow employees, and officials of the member districts.

Collaborative employees are expected to follow the policies and procedures of the school in which they work. All employees should introduce themselves to the building principal on their first day in the building and request from the principal information on any special school rules and regulations. Collaborative employees must inform the building principal of any special considerations regarding the Collaborative class or individual students.

WORK OUTSIDE THE COLLABORATIVE

No employee of the Collaborative will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with the duties and responsibilities of the Collaborative. Nor will any employee engage in any type of private business during work time or on Collaborative property.

Employees considering employment or a consulting opportunity that is "in addition to" their regular job with the Collaborative must certify to the Executive Director, if requested, that such work will not interfere with the efficient performance of the employee's duties; constitute a conflict of interest with the employee's duties; be in competition with the work of the Collaborative; involve disclosure of information or materials developed as an employee of the Collaborative; occur during the employee's regular working hours; conflict with the goals and mission of the Collaborative; or involve confidential information related to the Collaborative.

POLITICAL ACTIVITIES

Employees are prohibited from engaging in political activity and from seeking support or contributions for political parties or candidates from employees, students or family members during regular working hours or at Collaborative sponsored events. No employee is authorized to use his/her professional association with the Collaborative for the purpose of affecting an election or nomination for office of any candidate for public office. Failure to abide by this policy will be grounds for corrective action up to and including termination.

ETHICS / CONFLICT OF INTEREST

The State Ethics Commission requires Collaborative employees to abide by the Conflict of Interest Law. The State Ethics Commission is an independent, non-partisan state agency which provides advice and education on the requirements of the Conflict of Interest Law (Massachusetts General Laws, Chapter 268A), and the Financial Disclosure Law (Massachusetts General Laws, Chapter 268B), and civilly enforces these laws.

The Massachusetts State Ethics Commission

One Ashburton Place, Room 619
Boston, MA 02108
Phone (617) 371-9500
Fax (617) 723-5851
www.mass.gov/ethics

The Conflict of Interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what employees may do on the job, after hours, and after leaving public service. The following is a brief list of actions prohibited by the law. Detailed explanations can be located in the Summary of the Conflict of Interest Law for Municipal Employees, which has been provided to you.

On The Job Restrictions

- Bribes - A bribe is anything of value corruptly received by a public employee in exchange for the employee being influenced in his/her official actions. Giving, offering, receiving, or asking for a bribe is illegal.
- Gifts and Gratuities - Asking for or accepting a gift because of your official position, or because of something you can do or have done in your official position, is prohibited. Public employees may not accept gifts and gratuities valued at $50 or more given to influence their official actions or because of their official position.
- Misuse of Position - Using your official position to get something you are not entitled to, or get someone something they are not entitled to, is prohibited. Causing someone else to do things is also prohibited.
- Self-Dealing and Nepotism - Participating as a municipal employee in a matter in which you, your immediate family, your business organization, or your future employer has a financial interest is prohibited.
- False Claims - Presenting a false claim to your employer for a payment or benefit is prohibited, and causing someone else to do so is also prohibited.
- Appearance of Conflict - Acting in a manner that would make a reasonable person think you can be improperly influenced is prohibited. A public employee should consider whether their relationships and affiliations could prevent him/her from acting fairly and objectively when he/she performs their duties for the Collaborative.
- Confidential Information - Improperly disclosing or personally using confidential information obtained through your job is prohibited.

After-Hours Restrictions

- Second Job - Taking a second paid job that conflicts with the duties of your public duties is prohibited.
- Divided Loyalties - Receiving pay from anyone other than the Collaborative on a matter involving the Collaborative is prohibited. Acting as agent or attorney for anyone other than the Collaborative in a matter involving the Collaborative is also prohibited whether or not you are paid.
- Inside Track - Being paid by the Collaborative, directly or indirectly, under some second arrangement in addition to your job is prohibited, unless an exemption applies.

After You Leave Public Employment

- Forever Ban - After you leave your Collaborative position, you may never work for anyone other than the Collaborative on a matter that you worked on as a Collaborative employee. The purpose of this restriction is to bar former employees from selling to private interests their familiarity with the facts of particular matters that are of continuing concern to their former public employer. This restriction does not prohibit former public employees from using the expertise acquired in government service in their subsequent private activities.

- **One Year Cooling Off Period** - For one (1) year after you leave your Collaborative job you may not participate in any matter over which you had official responsibility during your last two (2) years of public service.

When the Commission determines that the conflict of interest law has been violated, it can impose a civil penalty of up to $10,000 ($25,000 for bribery cases) for each violation. In addition, the Commission can order the violator to repay any economic advantage he/she gained by the violation, and to make restitution to injured third parties. Violations of the conflict of interest law can also be prosecuted criminally. Violations of the conflict of interest law may result in corrective action up to and including termination.

The Collaborative is obligated to provide the summary of the law, as posted on the Commission website, to every employee "within thirty (30) days of becoming an employee, and on an annual basis thereafter....” Each employee is required to sign a written acknowledgement that he/she has been provided with such a summary, and such written acknowledgement must be filed with the Human Resources Department.

Also, every Collaborative employee "shall, within thirty (30) days after becoming an employee, and every two (2) years thereafter, complete the online training program. Upon completion of the online training program, the employee shall provide notice of such completion to be retained for six (6) years" by the Human Resources Department. Online training is mandated by state law and can be completed at www.mass.gov/ethics.

RECEIPT OF GIFTS

Employees are prohibited from accepting any gifts or favors of monetary value ($50 or more) from students, users of Collaborative services family members, employees, suppliers of services of the Collaborative, or from anyone whose interests may be served by the employee's performance or non-performance of his/her duties. Acceptance of nominal gifts in keeping with special occasions, such as Christmas, marriage, retirement, or illness, is permitted.

SOLICITATION AND DISTRIBUTION

The Collaborative wishes to provide a stable, calm environment to enhance the professional environment in which it serve its students. To ensure that there is no interference with this responsibility, to enhance a professional environment and to keep Collaborative's facilities as

clean, safe and litter free as possible, you must adhere to the following policy:

Non-Employees

- Persons who are not employed by the Collaborative are not permitted to distribute or post any material or solicit employees for any purpose whatsoever on the Collaborative's grounds, or inside the Collaborative's premises at any time.

Employees

- Each employee's work deserves his/her full attention during scheduled working time. Therefore, no employee shall engage in the solicitation of another employee for any purpose, or in the distribution of any literature to another employee, if either employee is expected to be working at the time.
- No employee shall engage in the distribution of literature in any work area.
- When on free time or break time, employees may solicit as long as they do not solicit employees who are working. Free time such as break time or lunch time is not considered working time.
- No employee may engage in the solicitation of any non-employee for any purpose, or the distribution of any literature to any non-employee at any time on the Collaborative's grounds, or inside Collaborative's premises at any time.

Off-Duty Employees

- When off-duty, you must leave the work building after your scheduled work period ends.

Bulletin Board Postings

- No employee may post any notice or other literature in the workplace, including bulletin boards, without prior approval.

The Human Resources Department must be notified immediately in the event that any employee observes any unauthorized persons on the Collaborative's grounds, or inside the Collaborative's premises and/or the unauthorized distribution of any form of literature.

Violations of this policy will result in corrective action up to and including termination.

WHISTLEBLOWER POLICY

The Collaborative is committed to operating in a legal and ethical manner. All Collaborative employees and administrators are expected to practice honesty and integrity in fulfilling their responsibilities and to comply with all applicable ethical obligations, laws and regulations.

This policy is intended to encourage and enable employees to report concerns about unethical, illegal, or dishonest activity or other misconduct involving the Collaborative's operations and affairs. Such activity may include but is not limited to:

1. fraud or deliberate misrepresentation in the preparation, review or audit of the Collaborative's financial statements;
2. fraud or deliberate misrepresentation in the recording and maintaining of financial records of the Collaborative;
3. deficiencies in or noncompliance with the Collaborative's internal accounting controls;
4. misrepresentation or false statement regarding a matter contained in the Collaborative's financial records, financial reports, or audit reports;
5. theft or misuse of the Collaborative funds or other assets;
6. conduct that violates the policies contained in this Handbook; and
7. any other illegal or improper conduct.

Any employee who, in good faith, reports a concern will not be subject to adverse employment consequences or retaliation. Similarly, any employee who refuses to obey an order or instructions that would require the employee to violate a law, rule, or regulation also is protected from adverse employment action or retaliation. Any employee with knowledge or concern about any activity

described above is encouraged to report such concerns to their principal or supervisor, the Human Resources Department, or the Executive Director. Such reports may be made either verbally or in writing. In order to permit a thorough and complete investigation of the activity at issue, such reports must contain as much specific information as possible as to the time, date, and nature of the reported activity, but need not be signed by the employee.

Reports of concerns shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. All reports will be promptly investigated by, or under the direction of, the Executive Director, and appropriate corrective action will be taken, if warranted by the investigation. The Collaborative has the authority to retain outside legal counsel, accountants, private investigators, or any other resource deemed necessary to conduct a full and complete investigation of the allegations.

Anyone reporting a concern must act in good faith and have reasonable grounds for suspicion of the activity at issue. Reports or allegations that prove to have been made maliciously, recklessly, or with the knowledge that the report or allegations are false will be viewed as a serious disciplinary offense and may result in corrective action, up to and including termination. Disclosure of reports of concerns to individuals not involved in the investigation will also be viewed as an offense subject to corrective action.

ANTI-THEFT

Stealing or attempting to steal from the Collaborative or from other employees will not be tolerated. Materials may not be removed from school premises without approval. The Collaborative reserves the right to define "materials" in specific instances but, generally, if it doesn't belong to you, leave it on the premises.

This policy extends beyond "materials." Falsifying timesheets is also considered theft. Stealing is grounds for immediate termination and may cause the Collaborative to bring criminal charges.

PERSONNEL FILE

Employee files are maintained by the Human Resources Department and are considered confidential. Principals and supervisors other than the Human Resources Department may only have access to personnel file information on a need-to-know basis. A principal or supervisor considering the hire of a former employee or transfer of a current employee may be granted limited access to that file to view performance reviews, warnings, trainings and resumes. Personnel files may not be taken outside of the department.

To keep necessary records up to date, it is MANDATORY that employees notify the Human Resources Department of any changes in:

- Name
- Address and/or Telephone Number
- Family Status (marriage, divorce)
- W-4 Deductions
- Beneficiary Update
- E-mail Address
- Emergency Contact Information
- Benefit election based on an event-change in marital status, birth or adoption of a child, etc.
- Licensure, certification or degree changes

Employees having changes to any of the above information must contact the Human Resources Department to obtain a change form. The updated form must be returned within ten (10) days of the change to ensure proper notification to all departments.

Personnel files are the property of the Collaborative. You may review your personnel file or obtain copies of your file within five (5) business days of a written request.

If you do not agree with any of the information in your personnel file, you may submit a written statement explaining your position, which will be included in the file. It is the Collaborative's policy not to release any information about you, other than the dates of employment and job title, to external sources without your prior written consent, except where such release is authorized or required by law.

CONFIDENTIALITY AND PRIVACY

The Collaborative complies with Regulation 210 CMR 17.00 Standards for the Protection of Personal Information of Residents of the Commonwealth of Massachusetts (Massachusetts General Laws, Chapter 93H). In this regard, the Collaborative will meet or exceed the standards to be met in the safeguarding of personal information contained in both paper and electronic records to (i) ensure the security and confidentiality of such information; (ii) protect against anticipated threats or hazards to the security and integrity of such information; and (iii) protect against unauthorized access to or use of such information in a manner that creates a substantial risk of identity theft or fraud.

Any information pertaining to employees, to the operation of the Collaborative, to students and others served by the Collaborative, which is received or learned by an employee in the course of employment, must be maintained private and confidential. Further, employees must adhere to all state and federal laws and regulations regarding the confidentiality of student and employee records or information.

Employment records will be contained in a locked file cabinet, and accessed only under the direct supervision or direction of the Executive Director or her designee. Employment records are not allowed to be removed from the Collaborative offices. This policy does not preclude principals or supervisors, if asked, from giving personal references for employees.

Electronic records for payroll may be accessed through authorized digital access by the Business Manager and the Payroll clerk. In the absence of the Payroll clerk, the Business Manager may designate another employee access to electronic records for the purpose of payroll only.

Any Collaborative employee in violation of this policy is subject to corrective action up to and including termination.

STUDENT RECORDS

The Collaborative recognizes that official student records are maintained by the member, participating, or sending districts and school systems responsible for the student's placement in the Collaborative. All requests for records should be sent to the member/participating/sending districts. To the extent the Collaborative maintains student records, employees must adhere to all of the requirements of the student records regulation, 603 CMR 23.00.

PUBLIC STATEMENTS / EXTERNAL COMMUNICATIONS

The Executive Director, unless otherwise delegated, has the sole responsibility for handling statements to the public, including, without limitation, to the media and speaking with the press concerning issues pertaining to the Collaborative. All appearances by an employee as a representative of the Collaborative or professing to speak on behalf of the Collaborative must be authorized by the Executive Director. All communications, press releases or speeches that propose to represent a position of the Collaborative on issues or policies must be approved by the Executive Director. Communications subject to this policy include, without limitation, face-to-face meetings, phone conversations, written statements, e-mail, social media, etc. This policy is not intended to preclude employees from expressing their views as individuals on matters of interest to them. It is only intended to assure that only persons authorized to do so are representing the Collaborative in the public view.

INTERNET USE

Internet use is a privilege, which is provided to employees and students to conduct research and support educational endeavors. Communications over the network are often public in nature; therefore, general rules and standards for professional behavior and communications will apply. Employees may not use the network, electronic mail, and telecommunications to share confidential information about students or other employees. The Executive Director or his/her designee must approve publication of web pages on either the Collaborative or a member district network prior to publication.

Collaborative administrators and those responsible for managing the local area network may review files and communications to maintain system integrity and to ensure that employees are using the system responsibly. Staff should not expect files stored on district servers to be private. The use of a password to access Collaborative computers does not guarantee a right to privacy of any information stored on, sent from or received by that computer.

The following behaviors are not permitted on Collaborative or district networks:

- Unauthorized sharing of confidential information about students or employees.
- Sending or displaying offensive messages or pictures; accessing, transmitting, displaying, or using obscene language and material.
- Participating in partisan politics.
- Participating in any communications that facilitate gambling, the illegal sale or use of drugs or alcohol, criminal gang activity or any other violation of the law. This includes threatening, intimidating or harassing any other person or engaging in "spamming" ("spamming" means sending annoying or unnecessary messages to large numbers of people.)
- Engaging in any form of discrimination, including sexual harassment or harassment based on any protected classification.
- Engaging in practices that threaten the integrity of the network (i.e., loading files that may include viruses.)
- Violating copyright laws.
- Using others' passwords without express authorization.
- Trespassing in others' folders, documents or files.
- Intentionally wasting resources.
- Employing the network for commercial purposes or financial gain.
- Violating regulations prescribed by the network provider.

All information transmitted by, received from, or stored in Collaborative systems are the property of the Collaborative. Therefore, no expectation of privacy in connection with the use of these systems or with the transmission, receipt, or storage of information on these systems should be expected. The use of a personal password does not give the employee a right of privacy in the information on the system.

The Collaborative may monitor the use of these systems at any time at its discretion. Such monitoring may include printing and reading all e-mail entering, leaving, or stored in Collaborative systems. Network administrators or their designee will report all inappropriate behavior to the employee's principal or supervisor and/or administrator who will take appropriate corrective action. Any other reports of inappropriate behavior, violations, or complaints will be routed to the employee's principal or supervisor for appropriate action. Violations may result in a loss of access and/or corrective action up to and including termination and action as deemed appropriate consistent with the local, state, and federal law. When applicable, law enforcement agencies may become involved. (Children's Internet Protection Act - April 20, 2001).

SOCIAL MEDIA

This policy is adopted in addition to, and not as a substitute for, the internet use policy contained in this Handbook.

The Collaborative recognizes that the use of social media can support its educational goals. The Collaborative also understands that social media can be a fun and rewarding way for employees to share their life and opinions with family, friends, and co-workers. However, the use of social media also presents certain risks to the Collaborative, its students, its employees, and its operations. Thus, it is important for employees to use social media responsibly and safely.

The purpose of this policy is to provide guidelines for the responsible use of social media for employees. For the purpose of this policy, "social media" means any online, electronic, or Internet medium, tool, community, or space for social or professional interaction, networking, sharing user generated content, or public or semi-public communication. Social media can take many different forms, including Internet forums, blogs & microblogs, online profiles, wikis, podcasts, pictures and video, email, text, instant messaging, music-sharing, and chat, to name just a few. Examples of social media include but are not limited to the following: LinkedIn, Facebook, MySpace, Wikipedia, YouTube, Twitter, Skype, Vine, Snapchat, dating websites, and blogs. Given the rapid pace of technological change, it is not possible to identify all types of social media. As such, all online, electronic or computerized means of communication are subject to this policy.

It is essential that social medial tools are used appropriately and safely. Employees must exercise common sense and conduct themselves in ways that do not distract from or disrupt the educational process or Collaborative operations. To this end, the following rules apply to employee use of social media.

1) Employees are prohibited from engaging in improper fraternization with students using email and social media sites, or via cell phone, texting or the telephone.

    a. Employees are prohibited from connecting with current Collaborative students or the families of students via personal social media and shall not respond to social media invitations from students unless approved by their principal or supervisor. There may be situations in which a Collaborative employee may have an existing relationship to a student or the family of a student independent of the Collaborative, in which case they may have an existing social media relationship with such individual(s). In such situation, the employee must receive approval from the employee's principal or supervisor to establish or maintain such social media relationship.

    b. All electronic communication and contact with students relating to education or Collaborative operations should be through the Collaborative's official computer, email, and telephone system. Such communication by personal mobile phone, text message, personal email, or personal social media is prohibited, except in emergency situations. Employees are strictly prohibited from giving out their private cell phone, home phone numbers, or personal email to students or their families, unless approved by the Executive Director.

2) Employees should be mindful that the things they say or do on social media are publically available and searchable and may be forever accessible. Employees are free to express their point of view on social media but are responsible for what they post and, thus, should use good judgment and common sense. Generally, comments, expressions, and other postings on social media must be honest and respectful of others, and respect confidential, personal, and proprietary information.

3) Employees may not post or publish anything on social media in the name of the Collaborative or in a manner that could reasonably be attributed to the Collaborative without prior authorization from the Executive Director. Similarly, employees may not

post or publish anything on social media as a representation of any opinion or view of Collaborative or any individual on behalf of the Collaborative without prior authorization from the Executive Director. If the business of the Collaborative is the subject of content being published or posted, employees should be clear and open about the fact that they are an employee and that the opinions or views expressed are not those of the Collaborative. Below are examples of postings on social media that violate this and other Collaborative policies if unauthorized.

4) Recognizing that the actions of employees reflect on the Collaborative, even with respect to personal communications on social media not discussing or relating to the Collaborative, employees are expected to maintain appropriate content and tone in their use of social media. Employees must use professional judgment in all use of social media to avoid circumstances that could be considered inappropriate or contrary to the mission and objectives of the Collaborative.

5) The Collaborative may maintain official social media sites, such as a Collaborative Facebook page. Only authorized employees whose position entails using social media on behalf of the Collaborative may post or publish comments or materials to the Collaborative's official social media sites on behalf of the Collaborative. Employees whose positions entail such use of social media may only post or publish content that has been authorized by the Executive Director.

6) Employees may not use social media for personal use during work hours in a manner that distracts from or interferes with their job duties or the operation of the Collaborative. This policy is not meant to restrict employees from using social media while on break or otherwise off the clock.

7) Employees must respect the privacy and dignity of students and employees. Without exception, employees are prohibited from posting or publishing on social media information pertaining to students, including, without limitation, student names, pictures of students or employees, or references to particular students, even if not by name.. Employees must always adhere to individual student privacy and the rights of employees to have their personal information kept confidential.

8) Employees may not use social media to threaten, harass, bully, discriminate, insult, or defame co-workers or students or to make any threats of violence. Threats of violence, even if made in jest, will be taken very seriously. Employees may not disparage the Collaborative on social media by maliciously or knowingly posting or publishing false information regarding the Collaborative. Below are examples of postings on social media that violate this and other Collaborative policies. These are just examples, and in no way are meant to be exhaustive.

- Posting "I could kill by boss."
- Posting "My co-worker is an idiot."
- Posting jokes about a bomb threat.
- Derogatory comments based on color, national origin, sex, religion, disability, genetic information, sexual orientation, or gender identity.
- Sexual jokes or references concerning co-workers or passengers.
- Posting a rear view picture of a co-worker bending over.
- Comments intended to harm a co-worker's or passenger's reputation.
- Comments statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating.
- Comments that disparage students or their families.

9) Employees must respect the intellectual property rights of the Collaborative and may not use the Collaborative's trademarks, logos, or copyrighted materials on social media for

commercial purposes.

10) Employees may not request, pressure, or require co-workers to share passwords to social media. Employees may not pressure or require co-workers to engage in an unwanted "friendship" online or otherwise establish an online or social media relationship.

11) Because violations of this policy have the potential to undermine the safe and effective operation of the Collaborative, employees are encouraged to report violations of this policy to the Human Resources Department. The Collaborative prohibits any form of retaliation against an employee who has made a good faith report of a potential violation of this policy or for cooperating in an investigation. Any employee who engages in such retaliation against a co-worker will be subject to corrective action, up to and including termination.

The Collaborative will ensure that employees adhere to this policy and will investigate allegations that employees have violated this policy or have posted inappropriate materials on-line. Violations of this policy will constitute cause for corrective action, up to and including termination.

PERSONAL ELECTRONIC DEVICES

Personal electronic devices, such as mobile phones, iPods, and tablets should be turned off or set to silence mode during instructional classroom time, including assemblies, or any other activities that take place during the work day.

DRESS CODE

Appropriate and professional attire is expected of all employees at all times. Employees must remain mindful of the impression their appearance may have on those around them and in particular, students. Examples of inappropriate attire include, without limitation, T-shirts, hats, short skirts or shorts, inappropriately revealing clothing, clothing with the potential to offend others graphics, offensive language), and potentially unsafe jewelry or accessories. This list is in no way exhaustive and is only meant to be illustrative. The Collaborative will, in its sole discretion, deem what constitutes appropriate or inappropriate clothing or attire for the workplace.

TRANSPORTATION OF STUDENTS / USE OF COLLABORATIVE VEHICLES

Vehicle Operators

Collaborative employees whose duties include transporting students must:

(a) be twenty-one (21) years of age or older;

(b) obtain and maintain throughout the course of their employment, for so long as their duties include transporting students, all necessary licenses from the Massachusetts Registry of Motor Vehicles, including a 7-D license;

(c) obtain and maintain throughout the course of their employment, for so long as their duties include transporting students, certificates in CPR, first Aid, and other relevant life saving techniques;

(d) be properly trained to operate each of the vehicles that such operators will be required to operate in the course of their employment;

(e) obey all Collaborative instructions, requirements and procedures concerning the operation and maintenance of vehicles, any applicable manual that the Collaborative may adopt from time to time and the respective manufacturers' manuals for the Collaborative's vehicles;

(f) undergo training in bullying prevention and intervention as required by the Collaborative; and

(g) satisfy background checks conducted by the Collaborative as a condition of their employment.

Collaborative employees whose duties include transporting students must do so only in Collaborative owned vehicles. The only exception is where, in an emergency situation, an employee is directed by a principal, supervisor, or the Executive Director to transport a student in their own vehicle.

Using Collaborative Vehicles

Any employee operating a Collaborative vehicle must have a valid Massachusetts license and current 7-D license on file with the Human Resources Department. The only exception is when authorized by a principal, supervisor, or the Executive Director to operate a Collaborative vehicle in an emergency situation. Collaborative vehicles may only be used for Collaborative operations and purposes. Employees are strictly prohibited from using Collaborative vehicles for personal use, and from transporting unauthorized passengers in Collaborative vehicles.

Collaborative vehicles must be operated and used in strict compliance with all applicable federal, state and local laws and regulations, including, but not limited to, those laws and regulations applicable to the transport of minors, and minors with special needs. Employees will be required to pay all fines for tickets or citations for infractions (i.e. speeding or other moving violations, or parking tickets) incurred while using a Collaborative vehicle.

If an employee is involved in an automobile accident in a Collaborative vehicle, the employee should immediately call the police, and her/his principal or supervisor, and the employee should remain with the vehicle at the scene of the accident and wait for the police to arrive.

Employees who drive Collaborative vehicles or who regularly transport students must report any kind of moving vehicle violation issued to them, whether at work or during off hours, to their principal or supervisor immediately following the violation.

Failure to abide by this policy is cause for corrective action, up to and including termination.

WORKERS' COMPENSATION AND SAFETY PROGRAM

The provisions of the Massachusetts Workers' Compensation Act cover all Collaborative personnel and premiums are paid by the Collaborative. It is the intent of the Collaborative and its workers compensation insurance carrier to establish and maintain a safety program conforming to the best practices in the industry. To be successful, Collaborative programs must embody the proper attitudes towards injury and illness prevention on the part of management and employees. It also requires cooperation in all safety matters, not only between management and employees, but also between each employee and his/her fellow employees. Only through such a cooperative effort can a safety program in the best interest of all be established and preserved. Employees are expected to comply with all safety and health requirements whether established by management or by federal, state or local law. Employees should report to principals or supervisors any unsafe working conditions or defective equipment in order to maintain a safe working environment.

The Collaborative's objective is a safety program that will reduce the number of injuries and illnesses to a minimum. The joint cooperation of employees and management in observance of this policy is essential.

Employees will be provided a safe and healthy work environment. Employees who are ill or injured on the job will receive assessment and/or treatment, if appropriate, in order to ensure recovery and a prompt return to work. This will be accomplished by:

- Affirmation efforts by management to prevent employee injuries

- Prompt diagnosis and treatment of work-related illnesses and injuries
- Timely submission and analysis of accident/injury reports
- Workers' Compensation benefits will be provided in accordance with Massachusetts's law

Any accident or injury to employees and those directly witnessed by other employees must be reported, no matter how minor, immediately following the accident so that workers compensation forms can be processed. The employee is responsible for initiating the process and must notify his/her principal or supervisor of the accident. The principal or supervisor is responsible for completing and monitoring the accident reporting process.

FAILURE TO REPORT AN INJURY WITHIN 24 HOURS MAY JEOPARDIZE AN EMPLOYEE'S RIGHT TO FILE A CLAIM.

Workers' Compensation Claim Procedure

If an employee is injured or becomes ill, supervisory personnel must follow the following procedure:

1. Ensure that the employee is comfortable.
2. Seek proper medical attention and examination/diagnosis, if necessary, at the closest medical facility. If not an emergency, the secretary handling workers compensation claims will direct you to a facility.
3. Call the Collaborative Office and speak with the Human Resources representative handling workers' compensation to report the incident and complete or have the necessary forms completed for Collaborative insurance purposes. **THE INCIDENT MUST BE REPORTED TO THE OFFICE IMMEDIATELY. FORMS MUST BE COMPLETED WITHIN 24 HOURS OF THE INCIDENT.**
4. Complete the *Staff Incident Report and Medical Authorization Form,* sign and deliver the form to the Human Resources Department within 24 hours of the incident.
5. In all cases, the safety and comfort of the injured person is the first priority.

In addition the injured employee is responsible for the following:

- Employees, who as a result of an accident seek continued medical attention, must notify the Human Resources representative handling workers' compensation of the name and address of the physician/hospital providing treatment.

- Employees who as a result of an accident, will be absent from work, must follow the Collaborative absence notification procedures, and must indicate that their absence is due to a workers' compensation injury.

The Collaborative may provide modified work (light duty), if available and appropriate, until such time as employees are able to resume their normal work activities. Physical examinations may be required when injuries involve first aid, but are required for medical treatment, musculoskeletal symptoms, or when the employee's duties must be modified or restricted.

Employees who are absent from work because of work-related injuries will be placed on FMLA leave if they are eligible for such leave. Employees who are not eligible for FMLA leave may apply for a Leave of Absence within ten (10) days from the date of injury. Failure to apply for a Leave of Absence within ten (10) days may result in voluntary resignation.

Workers' Compensation Return To Work Program

The Collaborative endeavors to return workers to employment at the earliest possible date following a work-related injury or illness. Accordingly, the Collaborative has developed a transitional work policy to enable employees who are incapable of performing their jobs because of work-related injury or illness to return to work in an alternate position.

The Collaborative defines transitional work as temporary, modified work assignments within the worker's physical abilities, knowledge and skills. Where possible, transitional positions will be made available to workers who have been injured or who are sick because of work-related injuries or illness, in order to minimize or eliminate lost time. The Collaborative may elect to change any aspect of a transitional position such as working shift, location, etc., based on the needs of the Collaborative. The Collaborative cannot guarantee a transitional position and is under no obligation to offer, create or encumber any specific position for purposes of offering transitional duty.

This policy is not intended to instruct the procedures applicable to employees eligible for reasonable accommodation under Massachusetts law, the ADA or leave benefits under the Family and Medical Leave Act ("FMLA"). Inquiries about the ADA or FMLA should be directed to the Human Resources Department.

In the event that an employee refuses the offer of transitional work that is within the employee's physical restrictions and ability, the Collaborative is not obligated to provide an alternative position.

The policy only applies to full-time and part-time employees who are not capable of performing their jobs as a result of work-related injury or illness and who are therefore eligible for and receiving workers' compensation benefits. Transitional work is offered on a temporary basis only and is not considered a permanent adjustment to the employee's job duties.

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COMPENSATION / PAYROLL

EMPLOYEE CLASSIFICATIONS AND CATEGORIES

The Collaborative has established classifications and categories of employees as set forth in this policy that determines compensation and the application of certain benefits and leave for its employees.

The Collaborative has a need for a variety of work schedules. Employees will be informed of their initial employment classification status as exempt or non-exempt, their category of employment, their work hours, and the length of their work year at the time of their job offer and/or during their orientation.

If the terms and conditions of an employee's employment change, the Human Resources Department will inform the employee of any change with respect to their employment classification status as exempt or non-exempt, their category of employment, their work hours, and the length of their work year.

Classification as Exempt vs. Non-Exempt

The Collaborative classifies employees' eligibility for overtime in accordance with the federal Fair Labor Standards Act and applicable state law:

- **Exempt Employees** are paid on a salaried basis and receive a pre-determined compensation regardless of the number of hours worked per week. Exempt employees are not eligible for overtime pay.
- **Non-Exempt Employees** are paid on an hourly basis, and will be paid overtime for all hours worked over forty (40) hours in a work week, in accordance with federal and state law.

Categories of Employment:

Employees are categorized as full-time, part-time, temporary, or as a substitute as follows:

Full-Time: Employees who work a regular schedule of thirty (30) hours or more per week are categorized as full-time employees. Full-time employees are generally eligible for all benefits offered by the Collaborative as set forth in this Handbook.

Part-Time: Employees who work a regular schedule of less than thirty (30) hours per week are categorized as part-time employees. Part-time employees may be eligible for health and other benefits through the GIC depending on how many hours they regularly work. Part-time employees may also participate in retirement programs for which they are eligible. Part-time employees are not eligible for parental leave or professional development tuition reimbursement. Part-time qualified employees are eligible for paid leave as set forth in this Handbook, subject to proration where applicable.

Temporary: Temporary employees hold a position, either full-time or part-time, for a limited and specific time period, such as summer positions or casual labor. Temporary employees are not eligible for any benefits offered by the Collaborative, except those mandated by state or federal law.

Substitutes: Substitutes are employees not assigned to a regular work schedule and are called to work on an "as needed" basis. Substitutes are not eligible for any benefits offered by the Collaborative, except those mandated by state or federal law. Substitutes have no obligation to the Collaborative to accept the work offered and the Collaborative is under no obligation to offer any minimal number of hours or work assignments for any specified period of time.

The Work Year

The number of days in the work year varies for employees depending on their position. For example, the work year for certified educational staff and educational aides will be based on the academic year, including summer programs where applicable, while the work year for non-educational staff will be based on a twelve (12) month, full year basis. Employees will be informed of the number of days in their work year at the time of their job offer and/or during their orientation. Only full-year employees (260 days) are eligible for paid vacation and paid holidays.

CALCULATION OF PAY

Exempt employees are paid on a salaried basis and receive a pre-determined compensation regardless of the number of hours worked per week, and are not eligible for overtime pay.

Non-exempt employees are paid at an hourly rate based on the number of hours worked in a given pay period. Non-exempt employees are prohibited from working any hours other than their scheduled hours, unless approved by the Executive Director.

Non-Exempt employees who work more than forty (40) hours in a work week will be paid time and a half for each hour worked in excess of forty (40) hours. All overtime must be pre-approved by the Executive Director. Absences from the workplace, whether for break, leave, holidays, sick leave, etc., are not considered hours worked for the purposes of calculating overtime.

Employees who work six (6) or more hours in one (1) day have an option to take an unpaid thirty (30) minute lunch break. Employees will not be paid for their thirty (30) minute lunch break, but will be paid if they do not take a thirty (30) minute lunch break. If taken, no work activity can take place during the thirty (30) minute lunch break, and employees are permitted to leave Collaborative premises during this time.

PRORATED SALARIES

School-Year Employees: For employees whose work year is based on the academic year, their compensation will be calculated and paid on a prorated basis over the course of their work year, as determined by their position.

Full-Year Employees: For employees whose work year is based on the full year, their compensation will be calculated and paid over the course of the full year.

Other Salaries: All other salaries, including those of employees not classified in any of the above listed categories, will be set by the Board of Directors on an individual basis.

PAYROLL PROCEDURES

The Collaborative will issue payroll on a bi-weekly basis. Paydays are usually every other Friday.

If the normal payday falls on a Collaborative recognized holiday, payroll will be distributed one (1) work day prior to the aforementioned schedule.

The Collaborative requires employees to participate in an automatic direct deposit payroll service, commonly referred to as an electronic funds transfer ("EFT"). Direct deposit eliminates the need to physically deposit checks at the bank or financial institution. Direct deposits are not subject to check clearing restrictions that banks and institutions may impose; your funds are immediately available. Direct deposit ensures accurate consistent deposits to your account on the due date for each scheduled pay period.

To enroll in the direct deposit program an employee must obtain a direct deposit form from the Human Resources Department. Complete and return the form to the Human Resources Department with routing and account information completed. It may take up to thirty (30) days for direct deposit to begin.

If an employee's marital status changes or the number of exemptions previously claimed increases or decreases, a new Form W -4 must be submitted to the Human Resources Department.

KEEPING ACCURATE TIME

Non-exempt employees and, in certain circumstances, exempt employees, must keep and submit their time in accordance with Collaborative procedures. Time must be kept accurately and reflect all regular and overtime hours worked (non-exempt employees only), absences, late arrivals, early departures and lunch breaks. Employees will be instructed on the procedures for keeping and submitting time for their position and will be trained on how to accurately keep and submit their time using the Collaborative's time keeping system. Any employee who fails to report or inaccurately reports any hours worked in accordance with Collaborative procedures will be subject to corrective action, up to and including termination.

It is a violation of the Collaborative's policy for any employee to falsify their time or alter another employee's time. It is also a serious violation of the Collaborative's policy for any employee to instruct another employee to incorrectly or falsely report hours worked. If any principal or supervisor instructs you to incorrectly report your hours, you should report it immediately to the Human Resources Department.

SAFE HARBOR POLICY

It is the Collaborative's policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws.

Review Your Pay Stub

The Collaborative makes every effort to ensure that its employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to its attention, the Collaborative will promptly make any corrections necessary. Please review your pay stub when you receive it to make sure it is correct. If you believe a mistake has occurred or you have any questions please use the reporting procedure outlined below.

To Report Concerns or Obtain More Information

If you have any questions about compensation or deductions from your compensation, please contact the Human Resources Department. If you believe you have been subject to any improper deductions or if your pay does not accurately reflect your hours worked you should immediately report the matter to your principal or supervisor. If the principal or supervisor is unavailable or if you believe it would be inappropriate to contact that person, you should immediately contact the Human Resources Department. If you are unsure of whom to contact, or if you have not received a satisfactory response within five (5) business days after reporting the incident, please immediately contact the Executive Director.

Every report will be fully investigated and corrective action will be taken where appropriate, up to and including termination for any employee(s) who violate this policy. In addition, the Collaborative will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the Collaborative's investigation of such reports.

MILEAGE ALLOWANCE AND TRAVEL PERMISSION

Staff using personal cars in the course of their duties will be reimbursed at the rate determined by the Internal Revenue Service rate for business mileage. The IRS Standard Mileage Rates are determined annually in January.

Travel expenses between home and work are not reimbursable. Most Collaborative related travel will originate from a Collaborative location. But in those cases where it is advantageous, (time and distance considered) to leave directly from your residence, the request for reimbursement should be based upon total miles traveled for the Collaborative, less normal daily mileage to

and/or from your work location. Any reimbursement for travel outside of the member towns must be approved in advance on an individual basis

Daily mileage records must be maintained and must accompany original parking receipts, toll receipts, and other travel-related receipts when submitting for reimbursement. Employee's work schedule and a map outlining the miles of the route must be provided by all staff who work at multiple sites. Expense reimbursement should be submitted to the Collaborative business office at the end of each calendar month and after obtaining principal or supervisor approval, no later than sixty (60) days after the date of travel. Mileage reimbursement requests greater than sixty (60) days old will not be reimbursed. W here there are extenuating circumstances, the Business Manager may approve reimbursement requests subsequent to the deadline.

Staff submitting mileage allowance and/or travel permission items for reimbursement must submit accurate documents and requests. Falsification of any reimbursement request will be grounds for corrective action up to and including termination.

SCHOOL AND PERSONAL PROPERTY REPLACEMENT / RESTITUTION

The Collaborative Board of Directors, acting through the Executive Director, will authorize payment for the cost of replacing or repairing property of an employee such as eyeglasses, hearing aids, dentures, watches, or articles of clothing necessarily worn or carried by the employee, or vehicles when such items are damaged or stolen in the line of duty as a result of malicious acts and without fault of the employee. Other personal property of employees or personal teaching aids belonging to the employee are not included.

The maximum payment anyone can claim is $1,000 or actual cost, whichever is less in the case of vehicles, and $500 or actual cost, whichever is less, for other property. An employee is limited to a maximum annual claim of $1,000. Loss or damage claims must be reported to the Human Resources Department and, if appropriate, to the police as soon as the employee becomes aware of such loss or damage.

Employees must seek reimbursement, and show proof of replacement or repair in the form of receipts. Employees will not be compensated for losses or damage for which compensation, wholly or partially, can be paid under the employee's private insurance policy.

This policy does not extend to student property.

LONGEVITY PAYMENT

This longevity payment policy is only applicable with respect to Collaborative employees employed by the Collaborative as of June 30, 2014. This longevity payment policy is inapplicable to employees commencing their employment with the Collaborative as of July 1, 2014 or later, and such employees shall not be entitled to any longevity payment.

The Collaborative provides longevity pay to recognize and show appreciation for long-time service. Employees shall be eligible for annual longevity payments upon the completion of a fixed number of years of continuous service with the Collaborative. Longevity payments shall be made by the second biweekly pay period following the date an employee is eligible for longevity pay.

Employees shall become eligible and longevity pay shall be made as follows:

Years of Continuous Service	Annual Longevity Payment
10+ Years	$500
15+ Years	$750
20+ Years	$1000
25+ Years	$1250

Under this policy, continuous service shall mean uninterrupted employment with the Collaborative and may include years of service in different positions. Interruption of employment for the purpose

of FMLA leave, parental leave, or military leave of up to five (5) years of cumulative service under the Uniform Services Employment and Reemployment Rights Act shall not be deemed an interruption in service for the purpose of calculating continuous service for longevity pay. However, any year in which an employee takes an unpaid leave of absence of ninety (90) days or more for any other reason shall not be counted towards continuous service and the employee's longevity date will be adjusted accordingly.

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ATTENDANCE AND LEAVE POLICIES

CALENDAR

The Collaborative fiscal year is from July 1 through June 30. A Collaborative calendar will be distributed annually to all employees at the start of the fiscal or school year. The Executive Director must approve any changes or exceptions to the calendar.

EMPLOYEE ATTENDANCE

It is important for Collaborative employees to attend work regularly and to arrive at work on time. Failure to do so detrimentally affects employee morale and the services provided to students. Absenteeism or tardiness that is excessive or unauthorized in the judgment of the Collaborative is grounds for corrective action, up to and including termination.

Teachers and other instructional staff are required to be at their teaching stations fifteen (15) minutes before class starts and to remain for fifteen (15) minutes after students depart. Educational employees may never leave a student alone.

Employees unable to report to work or unable to report to work on time must follow the Collaborative absence notification procedures set forth in this Handbook.

EXCUSED AND UNEXCUSED ABSENCES

An excused absence is an absence taken for approved leave in accordance with the paid or unpaid leave policies set forth in this Handbook. All other absences, while they may be explainable, shall be considered unexcused.

Excessive unexcused absences or tardiness will subject the employee to corrective action up to and including termination. Poor attendance is also considered a conduct and performance issue and the type of corrective action may depend on any previous corrective action for conduct and/or performance.

Any no call/no show is considered grounds for immediate corrective action, except in the case of an emergency or as otherwise provided by the paid and unpaid leave policies set forth in this Handbook. The Collaborative will determine, in its sole discretion, what circumstances constitute an emergency. Any absence of three consecutive working days, without proper notice provided to the Collaborative, will be considered abandonment of employment and, therefore, a voluntary resignation.

ABSENCE NOTIFICATION PROCEDURE

Employees who are sick, tardy or otherwise need to take an unscheduled absence must contact their principal or direct supervisor to provide notice of the employee's absence or tardiness. Such notice must provide the reason for the employee's absence or tardiness. Absent unforeseeable circumstances, such as an emergency or sudden illness, employees are required to notify their principal or supervisor at least one (1) hour prior to the employee's starting time (two (2) hours for school bus drivers and monitors). Where the need for an absence or tardiness is not foreseeable, employees must provide notice to their principal or supervisor as soon as practicable. Timely notice is important to enable the Collaborative to arrange for a substitute where appropriate. Speak with your principal or supervisor for instructions on the best method of contact.

No individuals other than the employee's principal or supervisor can accept notice regarding absence or tardiness, and the Collaborative will not acknowledge notice placed with any other party, employee or department. Employees are responsible for contacting the Collaborative personally, except where the employee is unable to do so or a specific leave policy allows notification by someone other than the employee. Calls generally will not be accepted from spouses or family members, except for an emergency.

Failure to provide notice of an absence or tardiness in accordance with this policy may subject the employee to corrective action, up to and including termination. Failure to notify the Collaborative of absence for three (3) consecutive workdays will be considered abandonment of employment and, therefore, voluntary resignation.

Should an employee leave work during the school day (due to illness, doctor's appointments, etc.), they need to notify their principal or supervisor of the time of departure and return (if applicable).

Absences due to illness of five (5) consecutive workdays or more will require medical documentation received by your principal or supervisor prior to returning to work. .

APPROVED LEAVE

The Collaborative provides paid and unpaid leave in accordance with the policies below. Depending on the type of leave and the applicable leave policy (or policies), employees must request and/or provide notice of such leave in accordance with the policies set forth below. Also, depending on the type of leave the applicable policy (or policies), the Collaborative may require medical or other applicable documentation certifying the need for such leave in accordance with the applicable policy (or policies). Failure to provide notice or submit such documentation may result in loss of pay or corrective action, up to and including termination.

All requests for paid or unpaid leave are subject to approval by the Collaborative in accordance with federal and state law.

LEAVE WITH PAY

It is the Collaborative's policy to provide employees with paid sick leave, personal leave, bereavement leave, parental leave, holidays, leave for jury duty, court leave, and vacation as follows:

Sick Leave

Eligible full-time employees will receive five (5) paid sick days at the beginning of the school year, and will be eligible to accrue and be able to use up to a maximum of twelve (12) paid sick days per school year. For the sake of clarity, the maximum of twelve (12) paid sick days per fiscal year includes the five (5) paid sick days received at the beginning of the fiscal year and the amount of sick days, if any, that may accrue on a monthly basis throughout the remainder of the fiscal year. Sick days accrue on a monthly basis for each employee based on the number of months in their work year, and are available for use upon accrual. For the purposes of this policy, one (1) sick day equals an employee's regularly scheduled workday, regardless of how many hours they work.

Part-time employees will accrue and be able to use sick days on a prorated basis calculated by their regularly scheduled work hours as compared to the full-time work hours for their position. For example, an employee who works .5 FTE will accrue and be able to use up to five (5) paid sick days per fiscal year. For part-time employees, missing all of your scheduled work hours or shift on a given day for sick leave shall constitute one (1) sick day, regardless of how many actual hours of work are missed on that work day.

Eligible employees who have not used all of their accrued sick days in a fiscal year may carry over five (5) sick days into a subsequent fiscal year but may accrue no more than fifteen (15) sick days at any time. Employees will not be compensated for accrued and unused sick time upon their termination or separation of employment from the Collaborative in accordance with applicable law.

Employees may use paid sick leave under this policy for the following reasons:

1. To care for the employee's own physical or mental illness, injury, or medical condition;
2. To care for the employee's child, spouse, parent, or parent of a spouse, who is suffering from a physical or mental illness, injury, or medical condition;
3. To attend the employee's routine medical appointment or a routine medical appointment for the employee's child, spouse, parent, or parent of spouse;

4. To address the psychological, physical or legal effects of domestic violence.

Employees must provide notice of their absence for a sick day in accordance with the Collaborative absence notification procedure. Where the need for a sick day is foreseeable, for example for a scheduled medical appointment, employees should provide as much advance notice as possible. The Collaborative reserves the right to request medical documentation substantiating the need for sick leave. Employees who misuse or abuse sick leave, for example, by engaging in activity that is not consistent with the allowable purposes for sick leave (e.g., using sick leave when not sick) or by exhibiting a clear pattern of taking sick leave when they are scheduled to perform work perceived as undesirable or on days just before or after a weekend or holiday, will be subject to corrective action, up to and including termination.

To the extent paid leave under this policy also qualifies as FMLA leave, the paid leave must be taken concurrently with any such FMLA leave.

Personal Days

All employees will receive two (2) paid personal days per fiscal year. Paid personal days may be taken for personal business which otherwise cannot be conducted outside of normal work hours, and must be approved by your principal or supervisor. Personal days are not intended for and may not be used for vacation purposes. For part-time employees, missing all of your scheduled work hours or shift on a given day for personal reasons shall constitute one (1) personal day, regardless of how many actual hours of work are missed on that work day. Personal days cannot be carried over from year to year and they are not paid out on termination of employment.

Requests for personal days must be submitted to your principal or supervisor and via Employee Portal. Requests for personal days before and after holidays, school vacations, or leaves of absence will not be granted except in rare cases of emergency. Unauthorized absences before or after holidays, school vacations, and leaves of absence will result in corrective action, up to and including termination. For new hires, personal days will be prorated as set forth below based on the date of hire.

Month Hired	Personal Days Received
July	2
August	2
September	2
October	2
November	2
December	2
January	1
February	1
March	1
April	1
May	1
June	0

Bereavement

Employees will receive up to three (3) days of paid bereavement in the event of the death of an immediate family member. Under this policy, immediate family members means an employee's spouse, sibling, parent, child, father/mother in law, and any member of an employee's immediate family. Requests for bereavement leave must be submitted to your principal or supervisor on an Employee Leave Request Form. Proof of death and relationship to the deceased may be required. For part-time employees, missing all of your scheduled work hours on a given day for bereavement leave shall constitute one (1) bereavement day, regardless of how many actual hours of work are missed on that work day. If more than three (3) days are needed, vacation time or

personal days may be used, or an unpaid leave of absence may be approved by your principal, supervisor, and/or the Executive Director if vacation time or personal days are not available.

Jury Duty and Court Leave

Employees may be compensated for jury duty or testifying as a subpoenaed witness in a judicial proceeding. Requests for jury duty and/or court leave must be submitted to your principal or supervisor on an Employee Leave Request Form. In order to be compensated for such leave, employees must submit to their principal or supervisor a copy of their summons or subpoena on the first working day following receipt of such notice. Employees are required to keep their principal or supervisor apprised of their status and are expected to work whenever their respective court schedule permits. Upon completion of a term of jury duty or court leave, employees must submit verification of days served (received in your mail) to the Human Resources Department.

The Collaborative will pay your regular rate of pay for your first three (3) days of jury duty or days as a witness under subpoena based on the number of hours you would have worked on those days of absence. For jury duty or duty as a witness under subpoena longer than three (3) days, employees will not be compensated. If an employee is required to serve more than three (3) days of jury duty or duty as a witness under subpoena, the employee may use any available vacation or personal time or may be granted an unpaid leave of absence. For part-time employees, missing all of your scheduled work hours on a given day for jury duty or court leave shall constitute one (1) jury duty day, regardless of how many actual hours of work are missed on that work day.

Holidays

Employees who are employed on a twelve (12) month, year-round basis will be paid for all legal and Collaborative recognized holidays within the months that they work. The Collaborative is also closed between December 24th and January 1st, and these days are paid for year-round employees. Any additional paid holidays will be established annually. Where a holiday falls on a weekend, it will be observed on either the preceding Friday or following Monday.

The Collaborative observes organizational-wide holidays each year as follows:

- Martin Luther King Day
- President's Day
- Good Friday
- Patriot's Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving Day
- Day After Thanksgiving
- Christmas Day
- New Year's Day

Vacation

It is the Collaborative's policy to provide paid vacation time to all eligible employees. Only employees who work on a twelve (12) month, full year basis are eligible for paid vacation. Collaborative employees working on the academic year work schedule are not entitled to any paid vacation.

Eligible full-time employees will receive up to ten (10) paid vacation days per fiscal year. Vacation is accrued on a monthly basis, and is available for use as accrued, with your principal's or supervisor's approval. Part-time employees will receive vacation time on a prorated basis calculated by their work hours as compared to the full-time work hours for their position, which shall accrue on a monthly basis, and is available for use as accrued, with your principal's or supervisor's approval. For part-time employees, missing all of your scheduled work hours on a given day for vacation shall constitute one (1) vacation day, regardless of how many actual hours of work are missed on that work day. If a scheduled Collaborative holiday falls within your vacation period, that holiday is not counted against your vacation time.

Requests for vacation time must be submitted to your principal or supervisor on an Employee Leave Request Form with as much advance notice as possible. All vacation must be approved by your principal or supervisor, subject to the Collaborative's scheduling needs.

Employees who have not taken all of their accrued vacation in a fiscal year may carryover ten (10) vacation days per fiscal year but may accrue no more than twenty (20) vacation days at any time. Employees who have accrued, unused vacation time under any former Collaborative policy in existence prior to the effective date of this Handbook will be eligible to use such accrued and unused vacation time in accordance with such prior policy, or shall be compensated for such vacation time upon termination of employment with the Collaborative.

Employees will be compensated for accrued and unused vacation upon their termination or separation of employment from the Collaborative in accordance with the law.

UNPAID LEAVE

The Collaborative provides unpaid leave for the reasons set forth below in accordance with the policies set forth below.

While on unpaid leave, employees should communicate with the Human Resources Department concerning their leave and expected return. Failure to return to work upon the expiration of a leave of absence or refusing an offer of reinstatement for which the employee is qualified will result in voluntary resignation or termination.

No leave of absence will be granted for employees' vacation plans, as adequate vacation time is afforded to eligible employees.

A leave of absence will not be granted to allow an employee time off to seek employment elsewhere or to work for another employer. Employees who start employment elsewhere while on a leave of absence will be considered to have voluntarily resigned, except military reserve duty.

TYPES OF UNPAID LEAVE

FAMILY AND MEDICAL LEAVE ACT (FMLA)

The Collaborative complies with all requirements of the FMLA. The FMLA provides up to twelve (12) weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health

condition; or
- For a serious health condition that makes the employee unable to perform his or her job.

Military Family Leave Entitlements

Qualified exigency Leave: Eligible employees with a spouse, son, daughter, or parent on active duty or who has been notified of a call to covered active duty in the US Armed Forces, whether as a member of a regular component of the Armed Forces or as a member of the National Guard and Reserves may use their twelve (12) week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include short-notice deployment, attending certain military events, arranging for childcare on an urgent basis, attending a child's school activities, attending counseling, spending time with a covered service member while he or she is on short term leave for rest and recuperation, addressing certain financial and legal arrangements, and any additional activity that the Collaborative agrees constitutes a qualifying exigency.

Military Caregiver Leave: FMLA also includes a leave entitlement that permits eligible employees to take up to twenty-six (26) weeks of leave to care for a covered service member during a single twelve (12) month period. For purposes of this leave, an eligible employee includes the service member's parent, spouse, son or daughter, or nearest blood relative, or individual designated as next of kin in writing by the service member. A covered service member is:

1. a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty, while on active duty that may render the service-member medically unfit to perform his or her duties for which the service-member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list; or

2. a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness if the veteran was a member of the Armed Forces at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

For the purposes of Military Caregiver Leave, a serious injury or illness means

1. a serious injury or illness that was incurred by the member in line of duty, while on active duty; or

2. a serious injury or illness that existed before the beginning of the member's active duty and was aggravated by service in the line of duty, while on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.

Benefits and Protection

During FMLA leave, The Collaborative will maintain your GIC benefits for the duration of your FMLA leave as if you remained continuously employed, so long as you have indicated your intent to return to work at the end of your FMLA leave. The Collaborative will continue to pay its portion of your GIC premiums provided that you pay your contributions on a timely basis. Arrangements to pay the employee share of such benefits must be made by contacting the Human Resources Department. If you do not return to work upon the completion of your FMLA leave, the Collaborative may recover the cost of any payments made to maintain your GIC benefits, unless the failure to return to work was for reasons beyond your control. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of FMLA leave. However, employees will not accrue paid leave such as vacation or sick leave during any period of FMLA leave. Notwithstanding, where employees substitute paid leave for FMLA leave the substituted paid leave will be deducted from the employee's vacation and sick leave accrual. FMLA leave periods will be treated as continuous service for the purpose of calculating pension and retirement plan vesting and eligibility.

Employees who return to work on or before the expiration of their FMLA leave will be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms. Employees on FMLA leave are not entitled to any greater rights than they would otherwise have been entitled, had they continued as active employees at the Collaborative. Some key employees may not be entitled to reinstatement at the conclusion of their FMLA leave. Key employees will be notified of their status at the time of their leave request.

Eligibility Requirements

Employees are eligible for FMLA leave if they have been employed by the Collaborative for a total of twelve (12) months and have worked at least 1,250 hours during the twelve (12) months prior to the start of the requested leave.

When FMLA eligible spouses are both employed by the Collaborative, they will be granted a combined total of 12 weeks of FMLA leave for the birth, placement for adoption, or foster care of a child.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Intermittent leave is not, however, available to care for a child during the first twelve (12) months after the birth, adoption, or placement in foster care. Leave due to qualifying exigencies may also be taken on an intermittent basis.

If you use intermittent leave, you must comply with the Collaborative's regular absence notification procedure for each day on which you are absent, including specifically referring to the FMLA leave.

Substitution of Paid Leave for Unpaid Leave

Employees who are eligible for FMLA leave must use accumulated vacation, personal days, and sick leave concurrently with their FMLA leave until all such paid leave is exhausted. Employees must comply with the Collaborative's normal paid leave policies.

The Leave Year

The Collaborative has designated a rolling leave year, which determines FMLA leave eligibility by reference to the amount of FMLA leave taken during the twelve (12) months immediately preceding the request for FMLA leave. This "rolling" leave year does not apply to Military Caregiver Leave. The leave year for Military Caregiver Leave is a single twelve (12) month period that begins on the first day of the employee's leave.

Employee Request/Notice of FMLA Leave

Employees must submit the initial request for FMLA leave to their principal or the Human Resources Department on the Collaborative's Employee Request for Family or Medical Leave Form, and via Employee Portal which can be obtained from the Human Resources Department. Employees must provide thirty (30) days advance notice of the need to take FMLA leave when the need is foreseeable. If an employee fails to give timely notice when the need for FMLA leave is foreseeable, the Collaborative may delay the FMLA leave until thirty (30) days after notice is provided. If the need for FMLA leave is not foreseeable, the employee must provide notice as soon as practicable and generally must comply with the Collaborative's regular absence notification procedures.

Required Certification Documentation and Designation by the Collaborative

All employees who request FMLA leave must complete the appropriate forms outlined below to certify the reason for FMLA leave and submit them to the Human Resources Department:

- Certification of Health Care Provider Form for Employee's Serious Health Condition
- Certification of Health Care Provider Form for Family Member's Serious Health Condition
- Certification of Serious Injury or Illness of Covered Service Member for Military Family Leave
- Certification of Serious Injury or Illness of a Veteran for Military Caregiver Leave
- Certification of Qualifying Exigency for Military Family Leave

The Collaborative may require additional medical verification to determine whether the circumstances qualify for FMLA leave and to verify documentation provided. The Collaborative may also require recertification for FMLA leave (which includes intermittent or reduced work schedule leave), every thirty (30) days or as is otherwise reasonable in accordance with the FMLA.

Employees will be notified in writing by the Human Resources Department as to whether their request for FMLA leave has been approved or denied, and whether more information is needed. Employees will receive this notification after all necessary forms have been submitted to the Human Resources Department and reviewed. The Collaborative may conditionally designate leave as FMLA leave pending receipt of the required certification. The Collaborative is responsible for designating any period of leave as FMLA leave if it qualifies, even if the employee has not requested FMLA leave. The Collaborative may deny an FMLA request where an employee has not met the eligibility requirements under the FMLA or has not submitted sufficient certification.

Employees may be required to provide a fitness for duty statement before they return after an FMLA leave for their own serious health condition. If you will be required to provide this statement, you will be notified at the time that your leave is approved.

"No Moonlighting"

Absent extenuating circumstances, employees who are taking FMLA leave for their own or a covered family member's serious health condition or to care for a child after birth, adoption, or placement in foster care are not permitted to work for any other employer while on FMLA leave from their job with the Collaborative. Employees who accept employment with other employers while on FMLA leave from the Collaborative will be considered to have voluntarily resigned their employment and will not be eligible for reinstatement at the end of their previously approved leave.

Additional Employer Responsibilities

The Collaborative will also comply with the FMLA by not interfering with, restraining, or denying the exercise of any right provided under FMLA; or discharging or discriminating against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

FMLA Question and Concerns

If you have any questions about your FMLA rights or responsibilities or if you disagree with a decision the Collaborative makes regarding FMLA leave entitlement, please contact the Human Resources Department to resolve your concerns as soon as possible.

Enforcement

To enforce rights under the FMLA, an employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement that provides greater family or medical leave rights.

Please consult the Human Resources Department for any additional information relating to FMLA leave.

Important Notice Regarding Genetic Information

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits the Company (and other entities covered by GINA Title II) from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by GINA. In order to comply with GINA, we are asking that employees not provide any genetic information when responding to a request for medical information or complying with the FMLA's employee return to work certification requirements. "Genetic information" as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

PARENTAL LEAVE

Full time employees who have been employed for a minimum of three (3) consecutive months as full-time employees will be granted up to eight (8) weeks of unpaid parental leave for the purpose of (i) the birth of a child; (ii) adopting a child under the age of 18; or (iii) adopting a child under the age of 23, if the child is mentally or physically disabled. Eligible employees must give their principal or supervisor at least two weeks' notice of their anticipated date of departure and intention to return to work, or provide such notice as soon as practicable if the delay is for reasons beyond the employee's control. Such notice must be submitted via Employee Portal.

If two employees working for the Collaborative are eligible for parental leave for the same child, they are entitled to a combined total of eight (8) weeks of leave between them.

Upon return from parental leave, an employee will be restored to a previous or a similar position with the same status, pay, and seniority, as of the date of the leave. Notwithstanding, an employee will not be restored to a previous or a similar position if other employees of equal length of service and status in the same or similar position have been laid off due to economic conditions or other changes affecting employment during the period of such parental leave. If an employee takes leave beyond the eight (8) weeks provided under this policy, The Collaborative cannot guarantee reinstatement at the end of his/her leave (unless otherwise required by applicable law)The Collaborative will deem an employee's unauthorized failure to return to work from parental leave on the agreed upon return date as a voluntarily resignation.

Employees may voluntarily substitute and use unused vacation and personal days concurrently with parental leave under this policy. Employees may also voluntarily substitute and use paid sick leave for any part of parental leave that meets the reasons for which paid sick leave may be used as set forth in the paid sick leave policy.

Use of parental leave will not result in the loss of any employment benefit that accrued prior to the start of parental leave. However, employees will not accrue paid leave such as vacation or sick leave during any period of FMLA leave. Notwithstanding, where employees substitute paid leave for unpaid leave under this policy, the substituted paid leave will count towards the employee's vacation and sick leave accrual. FMLA leave periods will be treated as continuous service for the purpose of calculating pension and retirement plan vesting and eligibility.

The Collaborative will maintain employees' GIC benefits during parental leave under this policy. However, the Collaborative will not continue to pay its portion of the employee's GIC premiums while the employee is on parental leave. The employee will be responsible for payment of 100% of such premiums while on parental leave under this policy. However, if parental leave under this policy also concurrently constitutes FMLA leave, the Collaborative will continue to pay its portion of such premiums pursuant to the FMLA policy in this Handbook.

To the extent an employee is entitled to FMLA leave in connection with the birth or adoption of a child, leave under this parental leave policy must be taken concurrently with any such FMLA leave.

Employees on parental leave under this policy may use, but are not required to use, any accrued, unused vacation leave, personal days, or sick days concurrently with such leave.

DOMESTIC VIOLENCE LEAVE

The Collaborative is committed to the health and safety of its employees and their families. If employees or their family members are victims of abusive behavior (domestic violence, sexual assault, kidnapping, and stalking), they are encouraged to communicate with the Human Resources Department about the situation.

In accordance with Massachusetts General Laws, Chapter 149, Section 52E ("An Act Relative to Domestic Violence"), employees are eligible for up to a fifteen (15) days of unpaid leave in any twelve (12) month period to address the psychological, physical, or legal effects of abusive

behavior. Specifically, employees are eligible for leave under this policy to seek or obtain medical attention, victim services, or legal assistance; secure housing; seek or obtain a protective from a court; appear in court or before a grand jury; meet with a district attorney or other law enforcement official; attend child custody proceedings; or address other issues directly related to abusive behavior against an employee or a family member of an employee. For purposes of this policy, "family member" means parent, step-parent, child, step-child, sibling, grandparent, grandchild, married spouse, persons in a substantive dating or engagement relationship who reside together, persons having a child in common regardless of whether they are married or live together, or persons in a guardian relationship. Alleged perpetrators of abusive behavior are not eligible for leave under this policy.

Employees are required to exhaust all accrued paid leave (vacation, sick leave, and personal days) prior to taking leave under this policy. Use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of parental leave.

Except in cases of imminent danger to the health or safety of an employee or the family member of an employee, an employee seeking leave under this policy must provide advance notice appropriate under the circumstances to their principal or supervisor. In case of imminent danger to the health or safety of an employee, the employee is not required to provide advance notice, but must notify his or her principal, supervisor, or the Human Resources Department within three (3) work days of taking leave under this policy. Such notification may be communicated by the employee, a family member, or the employee's counselor, social worker, health care provider, a member of the clergy, shelter worker, legal advocate, or other professional who has assisted the employee or the family member of the employee.

The Collaborative may request that an employee taking leave under this policy provide documentation substantiating the need for the leave. Employees can satisfy such request by providing any one of the following documents substantiating the abusive behavior:

- A court issued protective order;
- An official document from a court, provider, public agency;
- A police report or statement of a witness or victim provided to police;
- Official legal documentation attesting to the perpetrator's guilt;
- Medical documentation of treatment for the abusive behavior;
- A sworn statement from the employee attesting to being a victim of abusive behavior;
- A sworn statement from a professional who has assisted the employee or the family member of the employee, for example, a counsel, social worker, or member of the clergy, shelter worker, or legal advocate.

If proper documentation is provided, the Collaborative will not take any adverse action or discriminate against an employee for taking leave under this policy. Upon the employee's return from such leave, an employee is entitled to restoration to the employee's original job or to an equivalent positon. If an unscheduled absence occurs for reasons covered by this policy, the Collaborative will not take any negative action against the employee if the employee provides the documentation described above within thirty (30) days of the absence.

The Collaborative will keep confidential all information related to an employee's leave under this policy. Such information will only be accessed on a need to know basis. Such information will not be disclosed by the Collaborative unless disclosure is requested or consented to in writing by the employee, ordered by a court or required by law, required in a law enforcement investigation, or necessary to protect any other Collaborative employees. Any documentation provided in connection with leave under this policy will be maintained in the employee's employment record but only for so long as required for the Collaborative to determine whether the employee is eligible for leave under this policy.

To the extent leave under this policy also qualifies as FMLA leave, leave under this policy must be taken concurrently with any such FMLA leave.

MILITARY LEAVE

Any Collaborative employee who voluntarily or involuntarily performs duty in the uniformed services of the United States, e.g. the Army, Navy, Marine Corps, Air Force, Coast Guard, Public Health Service commissioned corps and each of the respected reserve components are covered by the Uniformed Services Employment and Reemployment Rights Act (USERRA). USERRA protects employees' seniority-related rights and benefits. Appropriate military leaves of absence, benefits and reinstatements will be granted and maintained pursuant to state and federal law. Employees who are considering or who have been called to service in the uniformed services should contact the Human Resources Department for further details and obligations regarding military leaves. Requests for military leave must be submitted to your principal or supervisor on an Employee Leave Request Form.

SMALL NECESSITIES LEAVE ACT

Collaborative employees who meet eligibility requirements for FMLA leave are also eligible for additional unpaid leave under the Small Necessities Leave Act ("SNLA"). The SNLA provides up to twenty (24) hours of unpaid leave for eligible employees for the following reasons:

1. To participate in educational activities of their children;
2. To take a child to a routine medical appointment; or
3. To accompany an elderly relative to a routine medical appointment or to appointments for other professional services related to the elder's care.

If the need for this leave is foreseeable, the employee must give seven (7) days' notice before the date the leave is to begin. If the need for the leave is unforeseeable, the employee must give as much notice as possible under the circumstances. Employees taking SNLA time off are required to substitute and use unused vacation and personal days concurrently with SNLA leave under this policy. Employees are also required to substitute and use paid sick leave for any SNLA leave that meets the reasons for which paid sick leave may be used as set forth in the paid sick leave policy.

PEACE CORPS

Consistent with Massachusetts General Laws, Chapter 71, Section 41B, any Collaborative teacher who serves in the Peace Corps of the United States shall be entitled to an unpaid leave of absence, with no reduction of earned benefits, during their term of service. Upon completion of their term of service, such teacher shall be restored to the previous or similar position, at the same pay level, length of service credit and benefits as of the date of said leave. Teachers who wish to continue their GIC benefits coverage will be responsible for payment of 100% of the applicable insurance premiums on the first day of each month, during the leave of absence. The Collaborative will not pay its portion of such premiums while an employee is on leave for service in the Peace Corps.

PERSONAL LEAVE

Where the reason for a leave of absence does not qualify for leave under any other Collaborative leave policy, an employee may request a personal leave of absence of up to six (6) weeks in a twelve (12) month period, measured by looking backwards from the first date of leave. Employees are eligible for this leave if they have been employed by the Collaborative twelve (12) consecutive months prior to their first date of leave. Requests for personal leave must be submitted to your principal or supervisor on an Employee Leave Request form, accompanied by a brief written statement outlining the purpose and duration of the leave.

The decision to grant a personal leave of absence will be based on the operational needs of the Collaborative. Employees on a personal leave of absence are required to exhaust all available

vacation and other paid leave while on leave. Upon the expiration of the leave, the employee may be returned to his or her former position if available. If the employee's position is not available, the employee may be offered another available position for which he or she is qualified. If no position is available when the employee is able to return to work, the employee will be terminated and his/her application will be considered for any vacant positions for which he/she may be qualified. The Collaborative will not pay its share of the employee's benefits, including GIC premiums during an unpaid personal leave of absence. Employees will be responsible for payment of 100% of the applicable premiums on the first day of each month, during the leave of absence.

BOARD APPROVED UNPAID LEAVE OF ABSENCE

An employee may request a Board of Directors approved unpaid leave of absence for up to one (1) year. Requests for Board approved unpaid leave must be submitted to your principal or supervisor on an Employee Leave Request form, accompanied by a brief written statement outlining the purpose and duration of the leave. The approval of this request will be at the sole discretion of the Board of Directors. At the very minimum, the employee must provide the reason necessitating the request, the length of time requested, and show evidence of his/her commitment to return to work at the conclusion of the leave. No benefits will be earned during the leave. All benefits earned prior to the leave will remain intact during the leave and will resume upon return to work. The Collaborative will not pay its share of the employee's benefits, including GIC premiums, during an unpaid Board Approved leave of absence. Employees will be responsible for payment of 100% of the applicable premiums on the first day of each month, during the leave of absence.

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EMPLOYEE BENEFITS

GROUP INSURANCE COMMISSION

The Collaborative participates in the Commonwealth Group Insurance Commission (the "GIC") which provides benefits to eligible Collaborative employees, including health insurance, dental benefits, vision benefits, long term disability, life/AD&D insurance, wellness programs, flexible spending benefits, retirement benefits, and more. Eligibility for GIC benefits depends, in part, on the amount of hours an employee regularly works. The Collaborative will provide employees with an annual GIC Benefits Decision Guide published by the Commonwealth. Employees are encouraged to become familiar with and review the GIC Benefits Decision Guide for information regarding benefits eligibility, benefits options, and enrollment. Employees are also encouraged to contact the Human Resources Department with any questions concerning benefits through the GIC. For eligible employees who elect coverage through the GIC, the Collaborative will pay 75% of the premiums for either individual or family coverage; the remaining amount (25%) is deducted from the employee's pay. All benefits are governed by the terms of the applicable benefits plans through the GIC.

PRE-TAX HEALTH COVERAGE (SEC 125 PLAN)

Section 125 of the U.S. tax code allows employees to purchase various benefits, including health insurance coverage, on a pre-tax basis. This is called a Section 125 plan, or a cafeteria plan. Employers are not required to contribute to the purchase of these benefits. The Commonwealth makes available a plan allowing employees who are not eligible for GIC coverage to purchase health insurance on a pre-tax basis through the Health Connector. Under the plan, payments for this health insurance would be deducted from the employee's paycheck. All Collaborative employees (receiving a W -2 or 1042) who are not eligible for health insurance through the GIC are eligible to purchase coverage through the Health Connector on a pre-tax basis.

PROFESSIONAL DEVELOPMENT TUITION REIMBURSEMENT

Full-time employees are eligible for tuition reimbursement for graduate and undergraduate courses which have been preapproved by the Executive Director. Employees are reimbursed up to $750.00 per fiscal year for tuition, books, and lab fees. Employees only receive reimbursement for completed courses in which they receive a grade of "B" or higher. Please contact the Human Resources Department for further information.

Full-time professional employees (such as therapists) are eligible for reimbursement up to $750.00 for membership dues for professional associations which have been preapproved by the Executive Director. Professional employees are not eligible for reimbursement of such dues in addition to tuition reimbursement, but rather are limited to an aggregate reimbursement of $750.00 for year for tuition and/or membership dues.

Employees wishing to obtain reimbursement for the cost of certification in technology related areas are eligible for full reimbursement of the course up to a maximum of one certification per fiscal year, subject to approval by the Executive Director.

RETIREMENT

The Collaborative is subject to the laws of the Commonwealth regarding retirement policies, and all teachers and other employees eligible for a retirement plan must participate in it. Eligible Collaborative employees will have funds contributed to the Massachusetts Teachers' Retirement Board or the Massachusetts State Retirement Board.

The Collaborative has established a 403(b) retirement saving plan. This plan allows you to defer a portion of your income on a pre-tax basis and to invest those funds tax deferred. The 403(b) plan is meant to provide you with retirement savings and other benefits in addition to what you will

get from social security and other retirement plans. Eligible employees may enroll in the 403(b) plan effective the first day of employment. Contact the Human Resources Department with any questions concerning eligibility for the 403(b) plan.

SHORT-TERM DISABILITY INSURANCE

The Collaborative maintains a short-term disability insurance program administered through Hartford Insurance Company in which employees may participate. Participating employees pay 100% of the premiums for short-term disability coverage. The Collaborative does not pay any portion for such coverage. Short-term disability benefits are covered by the relevant policy documents. Please contact the Human Resources Department for more information.

END OF EMPLOYEE HANDBOOK

EMPLOYEE HANDBOOK: APPENDIX A

VALLEY COLLABORATIVE
RESTRAINT PREVENTION AND BEHAVIOR SUPPORT POLICY AND PROCEDURES

I. BACKGROUND AND PURPOSE

The Massachusetts Department of Elementary and Secondary Education (DESE) establishes regulations governing the use of physical restraints on students. The Collaborative is required to follow the provisions of 603 CMR 46.00 which regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, virtual schools and collaborative education programs. The purpose of this policy is to ensure that Collaborative students are free from the unreasonable use of physical restraint and that such an intervention is used only in emergency situations after other less intrusive alternatives have failed or have been deemed inappropriate. Physical restraint should be administered only when needed to protect a student or another from assault or imminent, serious physical harm. Physical restraint should be administered in a way that prevents or minimizes any harm to a student as a result of the use of restraint. This policy shall be annually reviewed and provided to program staff and made available to parents of enrolled students.

II. DEFINITIONS

As used in 603 CMR 46.00, the following terms shall have the following meanings in this policy:

Consent means agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language, or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time.

Mechanical restraint means the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

Medication restraint means the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Parent means a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Physical escort means a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint means direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint means a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out.

Time-out means a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.

III. USE OF RESTRAINT

Mechanical restraint, medication restraint, and seclusion are prohibited. Such restraints may never be used.

Prone restraints are prohibited except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The Collaborative obtained consent to use prone restraint in an emergency, and such use has been approved in writing by the principal; and,
6. The Collaborative has documented these circumstances in advance of the use of prone restraint and maintains the documentation.

Physical restraint, including prone restraint where permitted, will be considered an emergency procedure of last resort and is prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

All physical restraints, including prone restraint where permitted, will be administered in compliance with this policy and 603 CMR 46.00.

Physical restraint will not be used:

1. As a means of discipline or punishment;
2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
3. As a response to property destruction, disruption of school order, a student's refusal to comply with a rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
4. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior.

Physical restraints will be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Nothing in this policy or 603 CMR 46.00 prohibits:

(a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
(b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
(c) The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A.

IV. ALTERNATIVES TO PHYSICAL RESTRAINT

There are a variety of less intrusive intervention alternatives to physical restraint that may be appropriate under the circumstances. These alternative methods should be used prior to physical restraint. Physical restraints should only be used in emergency situations where these less intrusive alternatives have failed or have been deemed inappropriate under the circumstances.

Examples of less intrusive alternatives to physical restraint include, but are not limited to, the following:

Verbal Directives. A verbal directive is communicating what is expected behavior by clearly stating instructions and expectations.

Brief Physical Contact. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, and providing comfort. Such brief physical contact is an alternative to physical restraint.

Removals. Removals are used only when it is necessary to move a child a few feet in order to hold them to safer position. Removal includes removal of a student from a classroom for in situations where behavior can escalate other student, creating a less safe situation. Removals are only for a short distance, i.e. out of the classroom to the hallway.

Physical Escort. Physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Time-Out. Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from program staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Program staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out will cease as soon as the student has calmed. Principal approval is required for a time-out of more than thirty (30) minutes based on an individual student's continuing agitation.

V. PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

Trained Personnel. Only personnel who have received training in accordance with this policy and 603 CMR 46.00 will administer physical restraint on students. Whenever possible, the administration of a restraint will be witnessed by at least one adult who does not participate in the restraint. These training requirements do not preclude a teacher, employee or Collaborative employee from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Use of Force. A person administering a physical restraint will use only the amount of force necessary to protect the student or others from physical injury or harm.

Safest Method. A person administering physical restraint will use the safest method available and appropriate to the situation subject to the safety requirements set forth in this policy and 603 CMR 46.00.

Duration of Restraint. All physical restraints must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

Safety Requirements. The following are additional requirements for the use of physical restraint:

(a) No restraint will be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a program staff

member will continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint will be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student will be released from the restraint immediately, and school staff will take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, program staff will obtain the approval of the principal. The approval will be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Program staff will review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(e) After the release of a student from a restraint, the Collaborative will review the incident with the student to address the behavior that precipitated the restraint, review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consider whether any follow-up is appropriate for students who witnessed the incident.

Complaints. Complaints by parents or any Collaborative community member regarding the use of physical restraints may be made verbally or in writing to the applicable principal and/or the Collaborative's Executive Director. All such complaints will be thoroughly investigated in a manner deemed appropriate by the Executive Director. Upon completion of such investigation, a determination will be made regarding whether this policy or the relevant restraint laws and regulations have been violated and the Collaborative will take appropriate action.

VI. PHYSICAL RESTRAINT TRAINING

Required Training for all Program Staff. The Collaborative will provide restraint training to all program staff. Each principal shall determine a time and method to provide all program staff with training regarding this policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

(a) The role of the student, family, and staff in preventing restraint;

(b) The Collaborative's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;

(c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;

(d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;

(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

In-Depth Staff Training in the Use of Physical Restraint. At the beginning of each school year, the Executive Director will identify program staff who are authorized to serve as a Collaborative-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. Such in-depth training will be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

In-depth training in the proper administration of physical restraint shall include, but not be limited to:

(a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
(b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
(c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
(d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
(e) Demonstration by participants of proficiency in administering physical restraint; and,
(f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

VII. PHYSICAL RESTRAINT REPORTING REQUIREMENTS

The use of physical restraints must be reported as follows:

Informing the Principal. In each instance where a physical restraint is administered, the staff member who administered the restraint shall verbally inform his or her principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to the Executive Director for review. The Collaborative shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the applicable parent or the DESE upon request.

Informing Parents. The principal, the Executive Director, or his/her designee shall make reasonable efforts to verbally inform a student's parent of that student's physical restraint within twenty-four (24) hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days after the restraint. If the Collaborative customarily provides a parent of a student with school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. Parents are afforded the opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Contents of Report. The written reports described above will include information below. Restraint report forms are attached at end of this policy.

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes.
(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Weekly Individual Student Review. Collaborative principals shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess the student's progress and needs. The assessment shall include at least the following:

(a) eview and discussion of the written restraint reports submitted and any comments provided by the student and parent about such reports and the use of the restraints;
(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
(d) agreement on a written plan of action by the Collaborative.

If the principal directly participated in the restraint, a duly qualified individual designated by the Executive Director shall lead the review team's discussion. The Collaborative shall ensure that a record of each individual student review is maintained and made available for review by the DESE or the parent, upon request.

Monthly Administrative Review. Collaborative principals shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional program staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Report of all Restraint-Related Injuries to The DESE. When a physical restraint has resulted in an injury to a student or staff member, the Collaborative shall send a copy of the written report required above to the DESE no later than three school working days of the administration of the restraint. The Collaborative shall also send the DESE a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint.

Annual Report of all Physical Restraints to the DESE. The Collaborative will collect and annually report to the DESE data regarding the use of physical restraints in a manner and form directed by the DESE.

Valley Collaborative

REPORTING FORM FOR INCIDENTS OF RESTRAINT

CONFIDENTIAL

Student Restrained: _____

Restraint by: _____

Witnessed by: _____

Reported by: _____

Place of Restraint: _____

Date & Time Restraint Began: _____

Date & Time Restraint Ended: _____

Name of School Principal Who Received Report: _____

Date & Time of Report: _____

Description of activity in which restrained student and other students and staff were engaged immediately preceding the restraint

_____

_____

_____

_____

Description of the behavior that prompted the restraint

_____

_____

_____

_____

Description of the efforts made to de-escalate, including less intrusive restraint alternatives that were attempted.

_____

_____

_____

_____

Justification for initiating the restraint

_____

_____

_____

_____

Description of the administration of the restraint including the holds used and reasons such holds were necessary

_____

_____

_____

_____

Description of the student's behavior and reactions during the restraint and how the restraint ended

_____

_____

_____

_____

Were there any injuries to student(s) and/or staff during restraint? _____YES _____NO

If so, identify who was injured and describe the injury and any medical care provided

_____

_____

_____

_____

Nurse / Social Worker Assessment (if applicable)

_____

_____

_____

_____

Reporter's Signature: _____ TITLE: _____

Teacher's Signature: _____

Principal's Signature: _____

PARENT COMMENTS

Parent(s) Name(s): _____

If you have comments regarding this restraint, please provide them below and return a copy of this comment form to your child's principal.

_____

_____

_____

_____

_____

EMPLOYEE HANDBOOK: APPENDIX B

Valley Collaborative

Valley Collaborative Bullying Prevention and Intervention Plan

PRIORITY STATEMENT:

Valley Collaborative's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber bullying, and each program in the Collaborative is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. The following is a Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. Each program is responsible for the implementation and oversight of the Plan.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The Collaborative will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

I.PROHIBITION AGAINST BULLYING ANDRETALIATION

Valley Collaborative will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Programs will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. Valley Collaborative will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. Acts of bullying, which include cyber bullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the Collaborative to staff any non-school related activities, functions, or programs.

II. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

Perpetrator is defined as a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra- curricular activity or paraprofessional who engages in bullying, cyber bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students, or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, and athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

Valley Collaborative will provide ongoing professional development that will build the skills of all staff members to prevent, identify, and respond to bullying.

A. Annual staff training on the Plan:

Annual training for all school staff on Valley Collaborative's Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the Principal or his/her designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and

comparable program within the last two years.

B. Ongoing professional development:

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying; and
- Internet safety issues as they relate to cyber bullying.

All students attending Valley Collaborative have Individual Education Programs (IEPs). Therefore, professional development will emphasize ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' IEPs; this will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the programs for professional development includes

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

C. Written notice to staff:

Each school will provide all staff with an annual written notice of Valley Collaborative's Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the school employee handbook.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyber bullying. Schools will also address the emotional needs of these students' families. The Valley Bullying Prevention and Intervention Plan include strategies for providing supports and services necessary to meet these needs. In order to enhance the programs' capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and bystanders. The programs' provide

counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

A. Identifying resources:

Counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. Valley Collaborative works in collaboration with local and state agencies to adopt evidenced based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

B. Counseling and other services:

Valley Collaborative administrators, counselors, nurses and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. The students' Team meets with parents and staff as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, BCBAs, and special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and special education professionals' will work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various programs:

- One-on-one and small group counseling
- Crisis intervention
- Facilitating classroom meetings to resolve problems
- School curriculum on issues of respect, sexual harassment and student success skills
- Peer Mediation
- Lunch/friendship groups
- Parent-teacher conferences
- Parent workshops
- Transition planning
- Parent guidance
- Behavioral plan development
- Classroom observations
- Teacher consultation
- Promoting and modeling the use of respectful language
- Fostering an understanding of and respect for diversity and difference
- Building relationships and communicating with families
- Managing classroom behaviors constructively
- Using positive behavioral intervention strategies
- Applying constructive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy for others
- Engaging students in school or classroom planning and decision-making
- Maintaining a safe and caring classroom for all students

C. Students with disabilities:

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services:

The Collaborative will evaluate its current protocol for referring students and families to outside services to ensure relevance to the Valley Bullying Prevention and Intervention Plan, and revise as needed. School counselors and other specialists will use this protocol to help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

E. Assessing needs and resources:

At least every four years beginning with the 2015-2016 school year, the Collaborative will administer a Department of Elementary and Secondary Education-developed survey to assess school climate and the prevalence, nature, and severity of bullying in its programs. Additionally, the Collaborative will annually report bullying incident data to the Department.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Valley Collaborative will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the programs' evidence-based curricula. Effective instruction includes classroom approaches, whole-program initiatives, and focused strategies for bullying prevention and social skills development.

A. Specific bullying prevention approaches:

Bullying prevention curricula is informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the schools' bullying prevention curricula

B. General teaching approaches that support bullying prevention efforts:

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents and guardians regarding the schools' goals and expectations for students and students' safety
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, Valley programs have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

In school systems, harassment may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student.

A. REPORTING

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees required to report immediately to the Principal or his/her designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other non-employees may be made anonymously, however, no disciplinary action can be taken against the perpetrator solely on the basis of an anonymous report. The schools will make reporting resources available to the school community including, but not limited to, the Valley Bullying Prevention and Intervention Incident Reporting Form which is attached in Appendix B.

Use of the Valley Bullying Prevention and Intervention Incident Reporting Form Report is not required as a condition of making a report. Programs will:

1. Include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians;
2. Make it available in the program's main office, the counseling office, and other locations determined by the Principal or his/her designee;
3. At the beginning of each school year, programs will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or his/her designee, will be incorporated in student and staff handbooks.

1. Reporting by Staff

A staff member will report immediately to the Principal or his/her designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or his/her designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school system expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or his/her designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or his/her designee.

B. RESPONDING

Before fully investigating the allegations of bullying or retaliation, the Principal or his/her designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the Principal or his/her designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00. Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or his/her designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal or his/her designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

1. Obligations to Notify Others

a. Notice to parents or guardians:
Upon determining that bullying or retaliation has occurred, the Principal or his/her designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. Notice will be provided in the primary language of the home and in compliance with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination. Any parent wishing to file a claim/concern or seeking assistance outside of the Collaborative may do so

with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

b. Notice to Another School/District:
If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the Principal or his/her designee first informed of the incident will promptly notify by telephone the Principal or his/her designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR.

c. Notice to Law Enforcement:
At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or his/her designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or his/her designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or his/her designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the Principal will, consistent with the Plan and with applicable program policies and procedures, consult with local law enforcement and other individuals the Principal or his/her designee deems appropriate.

2. Investigation

The Principal or his/her designee will investigate promptly (within 24 hours) all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the Principal or his/her designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or his/her designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews will be conducted by the Principal or his/her designee, other staff members as determined by the Principal or his/her designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or his/her designee will maintain confidentiality during the investigative process. The Principal or his/her designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with Collaborative policies and procedures for investigations and for possible disciplinary action. If necessary, the Principal or his/her designee will consult with the Executive Director regarding consultation with legal counsel pertaining to the investigation of the alleged report.

3. Determinations:

The Principal or his/her designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or his/her designee will take steps reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or his/her designee will:

1) Determine what remedial action is required, if any, and

2) Determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal or his/her designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or his/her designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or his/her designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

4. Responses to Bullying:

Valley Collaborative has incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of bullying and/or retaliation.

a. Teaching Appropriate Behavior through Skills-Building

Upon the Principal or his/her designee determining that bullying or retaliation has occurred, the law requires that the Collaborative use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill building approaches that the Principal or his/her designee may consider include:

- Offering individualized skill-building sessions based on the Collaborative's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

b. Taking Disciplinary Action

If the Principal or his/her designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or his/her designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Valley Bullying Prevention and Intervention Plan and with the program's student handbook.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the Principal or his/her designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with the program's student handbook.

c. Promoting Safety for the Target and Others

The Principal or his/her designee(s) will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or his/her designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or his/her designee will work with appropriate school staff to implement them immediately.

VII. COLLABORATION WITH FAMILIES

Valley Collaborative's Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each of our programs to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the schools include:

1) How parents and guardians can reinforce the curricula at home and support the Collaborative plan;
2) The dynamics of bullying, online safety and cyberbullying.
3) Parents and guardians will also be notified in writing each year about the student-related sections of the Collaborative Bullying Prevention and Intervention Plan.

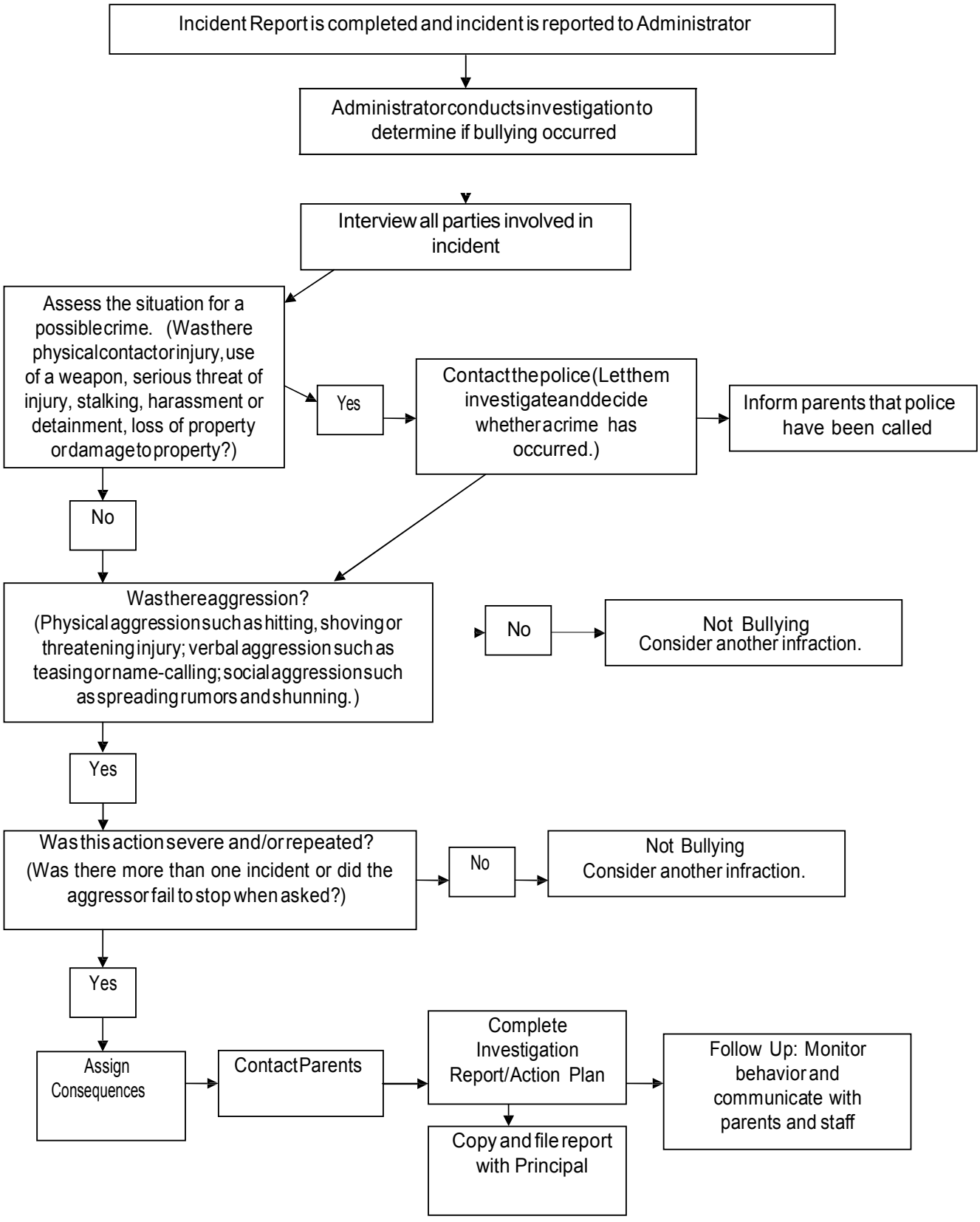
Programs will collaborate with the PAC and/or parent volunteers to create parent resource and information networks. Programs will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the program(s).

Programs will annually inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The schools will send parents written notice each year about the student related sections of Valley Collaborative's Bullying Prevention and Intervention Plan and Valley Collaborative's Internet Acceptable Use Policy. All notices and information made available to parents or guardians will be in hard copy and/or electronic formats.

VIII. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Collaborative, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Valley Bullying Prevention and Intervention Plan prevents the programs or Collaborative from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or Collaborative policies. In addition, nothing in the Valley Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the Collaborative to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local program or collaborative policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

VALLEY COLLABORATIVE RESPONSE FLOWCHART



Valley Collaborative

40 Linnell Circle • Billerica, MA 01821 • (978) 528-7800 • Fax: (978) 528-7810

Bullying Report Form

A. Reporter info:

1. Name of Reporter/Person making complaint:_____
(reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report)
2. Reporter info:
Target of behavior Staff Member Parent Other (specify)_____

B. Information about incident:

1. Name of the Target: _____
2. Name of the Aggressor:_____
3. Date of the incident: _____
4. Witnesses:
5. Name:_____ Student Staff Other _____
6. Name:_____ Student Staff Other _____
7. Name:_____ Student Staff Other _____
8. Location of incident:_____Time of incident:_____

Type of incident:

Verbal/Written Aggression: name calling, teasing, threats, note writing, written threats etc.

Social Aggression: spreading rumors, excluding from the group, embarrassing someone on purpose, ganging up on someone

Intimidation: threatening or intimidating someone into a particular action, gesture directed toward an individual, actions that create a hostile environment for victim

Sexual Harassment: comments, jokes or actions of a sexual nature

Racial or Ethnic Harassment: comments, jokes, name calling of this nature

Physical Aggression: hitting, tripping, kicking, pulling a chair out from someone, purposely destroying someone's property, taking someone else's belongings

CyberBullying: Includes bullying through the use of technology, all social networking sites, any electronic communication, images, data, the creation of a web page or blog knowingly impersonating an individual

Description of incident

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

For Administrative Use Only

C. Investigation:

Interviewed:

Agreessor Name:_____ Date:_____

Target Name:_____ Date:_____

Witness Name:_____ Date:_____

Witness Name:_____ Date:_____

Witness Name:_____ Date:_____

Any prior documented incidents by the aggressor Yes/No

If yes, have incidents involved same target Yes/No

Summary of Investigation:

_____

_____

_____

_____

_____

D. Conclusions from Investigation

1. Finding of bullying or retaliation: Yes

N

o

2. Does the conduct constitute discrimination or harassment in violation of other applicable state and/or federal laws? (Is the target a member of a protected class?)

Yes No

3. Contacts:

Parent/Legal Guardian of target notified? Yes/No Name:_____ Date: _____

Parent/Legal Guardian of aggressor notified? Yes/No Name:_____ Date: _____

Other agencies notified (specify):

_____ Date: _____

_____ Date: _____

_____ Date: _____

4. Disciplinary Action taken

_____

_____

_____

5. Further action/plan required

_____

_____

_____

EMPLOYEE HANDBOOK: APPENDIX C

Valley Collaborative

Adult Services

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

Workplace Violence Prevention and Crisis Response Plan

- Valley Collaborative Employees working in adult services should immediately report any act of workplace violence to a principal.
- An incident report will be completed by the principal detailing the names of the involved parties, the date and location of the incident, a description of the incident, and the nature of any injuries suffered. Staff and consumer interviews will also be conducted.
- The Valley Collaborative Workplace Violence Prevention and Crisis Committee will meet to determine the appropriate response and follow up measures that need to be implemented.
- The Valley Collaborative Workplace Violence and Crisis Committee includes consists of the following staff members:

Heather Valcanas	Program Manager	(978) 528 - 7892
Sean Curran	Program Supervisor	(978) 528 - 7807
Pat Evans	Program Supervisor	(978) 528 - 7728
Darren Goad	Program Supervisor	(978) 528 – 7837

- Consumers needing additional support will meet with their Human Rights Officers; Heahter Valcanas or Pat Evans.
- Staff needing additional support will meet with the Program Manager; Heather Valcanas.
- Any use of work time or workplace facilities to commit or threaten to commit acts of workplace violence is cause for discipline up to and including termination of employment or contract.
- Retaliation is prohibited against anyone who reports an incident of workplace violence.
- Except as requested pursuant to 101 CMR 19.07, all records created under 101 CMR 19.04(1)(b) are confidential to the extent permitted by law.

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

EMPLOYEE HANDBOOK: APPENDIX E

Acknowledgement of Receipt of Employee Handbook and Understanding of At-Will Employment Status

I have received a copy of the Valley Collaborative's (the "Collaborative") Employee Handbook (the "Handbook") and understand that it is my responsibility to read the Handbook completely and thoroughly and to become familiar with its provisions. I understand that violation of or failure to comply with the standards and policies outlined in the Handbook will be grounds for corrective action up to and including termination.

The Handbook is not a contract of employment, either expressed or implied. I understand that I am an at-will employee of the Collaborative, and that either I or the Collaborative may terminate my employment at any time, with or without cause or advance notice. I understand that this at-will employment relationship cannot be changed or altered by any statement, promise, policy, course of conduct, or manual, including the Handbook, except by a writing signed by me and the Executive Director of the Collaborative that explicitly creates an employment contract or a promise of employment for a specific period of time.

I understand that the Collaborative reserves the right to modify, suspend, interpret, cancel in whole or in part, at any time, with or without notice, any personnel policies, whether contained in this Handbook or otherwise.

If I have any questions about the meaning or significance of any of the provisions in the Handbook, I understand that I should speak to my principal, supervisor, or the Human Resources Department.

Signature: _____

Print Name: _____

Date: _____

Valley COLLABORATIVE

Central Administration Office

*25 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 7, 2018
Re: 2018-2019 Student and Family Handbook

The changes for FY'19 incorporated include the following:

1. Consistent with the Pregnancy Workers Fairness Act, the Handbook's listing of protected characteristics has been updated to include "pregnancy and pregnancy-related conditions".

2. Consistent with General Laws c. 71, Section 2A, vaping has been added to the no smoking and tobacco section.

3. The Collaborative's Academic Calendar has been updated.

Proposed Motion:

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

Attachments:

2018-2019 Student and Family Handbook with Updates

Student and Family Handbook
&
Policies and Procedures Manual



Valley Collaborative
40 Linnell Circle
Billerica, MA 01821
Tel: (978) 528-7800

Updated and Approved by the Board of Directors of Valley Collaborative on June 7, 2018

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INTRODUCTION

PURPOSE OF THE STUDENT AND FAMILY HANDBOOK & POLICIES AND PROCEDURES MANUAL

Welcome! This Student and Family Handbook & Policies and Procedures Manual (this "Handbook") is intended to serve as a guide to help students and their families learn about policies and rules of the Collaborative as well as to set forth basic rights, responsibilities, and expectations of students.

Please understand that no set of rules or guidelines can cover every conceivable situation that may arise at a school or the Collaborative. The rules, policies and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of the Collaborative to deviate from normal rules and procedures set forth in this handbook. The Collaborative reserves the authority to deal with individual circumstances as they arise in the manner it deems most appropriate taking into consideration the best interests of the Collaborative, its faculty, employees, students, and the community.

Please take the time to familiarize yourself with the contents of this handbook. The Collaborative is hopeful that the handbook will answer many questions you may have about the Collaborative, its programs, rules, and policies. **Parents and students are instructed to sign and return Parent/Student Acknowledgement of Receipt of the Student and Family Handbook & Policies and Procedures Manual (Appendix J) and return it to the Collaborative school/program in which the student participates.**

Please feel free to contact the principal of the Collaborative program of which your child is enrolled should you have any questions concerning this Handbook.

ABOUT THE COLLABORATIVE

Valley Collaborative (the Collaborative) is an affiliation formed by geographically proximate public school districts for the purpose of better serving the needs of eligible students. Member school districts include Billerica, Chelmsford, Dracut, Groton-Dunstable Regional, Nashoba Valley Technical School District, North Middlesex Regional, Tewksbury, Tyngsborough, and Westford.

The Collaborative is a Massachusetts Department of Elementary and Secondary Education (DESE) approved public school entity that provides high quality academic and transitional services, and related therapies (speech and language, physical therapy, occupational therapy, home facilitation, behavior intervention, etc.) to individuals referred by local school districts and social service agencies. The Collaborative also provides ongoing professional development and training experiences for educators and educational agencies.

The Collaborative's academic programs are designed to provide individualized educational programs in the least restrictive setting. Student progress in each program is carefully monitored. Programming is adjusted as needed to assure progress and transition to the next less restrictive program as soon as appropriate.

The Collaborative strives to maintain a close partnership with the local sending school and parents[1] of students served by the Collaborative, and is proud to serve and meet the evolving needs of students, the community, and member and sending school districts.

GUIDING PRINCIPLES

1. The Collaborative is dedicated to doing what is in the best interest of the people we serve with a common goal to be supportive and compassionate.

2. The Collaborative values the reputation we have built through understanding and quickly responding to the needs of students, the community, and member and sending school districts.

3. The Collaborative is committed to providing cost effective services.

4. The Collaborative takes pride in its professionalism, high standards, integrity, and dedication to excellence in education and technology.

5. The Collaborative strives to create new opportunities through diverse, flexible, and cutting edge solutions.

6. The Collaborative nurtures a collegial, supportive work environment built on trust, respect, and continuous professional growth and teamwork.

7. The Collaborative empowers all employees through collaborative problem solving, shared decision-making, and strong leadership and direction.

8. By collaboratively pooling resources, we are able to realize economies of scale, which the Collaborative's member and sending school districts could not achieve individually.

[1]For the purposes of this Handbook, the word "parent" shall mean the biological, adoptive, or foster parent of a child; a guardian (but not the state if the child is in state care); an individual acting in the place of a biological or adoptive parent (including a grandparent, step- parent, or other relative) with whom the child lives; an individual who is legally responsible for the child's welfare; or an individual assigned to be an educational surrogate parent.

2018-2019 SCHOOL YEAR

List of Holidays or School Closings

September 3, 2018	Labor Day
September 4, 2018	No School - Professional Development
October 8, 2018	Columbus Day
November 6th, 2018	No School - Professional Development
November 12, 2018	Veterans Day
November 21 - 23, 2018	Thanksgiving Recess ***21st half-day - Early Release**
Dec. 21, 2018 - Jan. 1, 2019	Holiday Week/Valley Closed ***21st half-day - Early Release**
January 21, 2019	Martin Luther King Day
February 18 - 22, 2019	February Recess
April 15 - 19, 2019	April Recess and Good Friday 22nd
May 27, 2019	Memorial Day
June 24, 2019	Last Day of School ***

***If 5 snow days used

COLLABORATIVE PROGRAM AND SCHOOL POLICIES AND PROCEDURES

SCHOOL CANCELLATIONS

School Closing Announcements
On occasion, the Collaborative may need to close school because of bad weather or an emergency situation. Announcements for school cancellations, delayed openings, and early release will be made on AM radio, WBZ (1030), television channels 4 and 7, and the Collaborative website: www.valleycollaborative.org.

Early Release

In case of inclement weather or an emergency that develops in the middle of the day, the Executive Director may make the decision to release students early. In the event of an early release, the Collaborative will contact the parents of students before they are sent home. If a parent is out of contact on a particular day, they should let the driver and their child's teacher know in the morning where the Collaborative should send their child in the event of an early release.

NOTE: Parents of students should make sure that their child has a current emergency card with proper emergency contact information, including the contact information of alternative caretakers.

STUDENT SAFETY AND EMERGENCIES

Lost and Missing Children
Very rarely, a child may leave home in the morning but not arrive at school, or may leave school but not return home. If a child is lost or missing, their parent should call the Collaborative school or program in which their child is enrolled first. If no one answers, they should call "911." The Collaborative will work with local authorities, including the local police department and the Department of Children and Families (DCF), as appropriate, to locate missing children and will keep the parents informed until the child is found.

Runaway Student
A "runaway student" shall be defined as: the student has left the classroom, assigned areas with staff, or school environment without permission and is exhibiting unsafe and/or noncompliant behavior. A student that has left his or her designated space, but is within the immediate area and within the staff's visual field is not a runaway student.

If a student runs off school grounds the following procedure will be implemented:

- Immediately call the local police department.
- Notify the Executive Director.
- Complete an Incident Report form as soon as possible.
- The principal or Executive Director will notify the parent and LEA.
- The Executive Director will notify the DESE.
- The Collaborative will file all notifications and Incident Reports in Student Record.

Medical Emergencies
Please refer to the student's school's policy for handling all health emergencies in the particular school or program in which the student is enrolled. Such emergency policies shall contain (1) local emergency response system telephone numbers (including ambulance, poison control number, local emergency care providers, etc.); (2) persons to be notified, i.e., parent, licensed prescriber, etc.; (3) names of persons in the school trained to provide first aid and cardio-pulmonary resuscitation; (4) scheduled programs for staff to be trained in first aid and CPR; (5) provision of necessary supplies and equipment and; (6) reporting requirements.

Release of Student to Adults Other than Parents
Collaborative schools and programs will not allow anyone other than a child's custodial parents to take the child away from school. If a parent wants a relative, friend, or care provider to pick up a student at school, the parent must give written permission or call the program or school. If a parent calls, the program or school must verify that it was the parent making the call. The individual must show identification before the program or school will release the student.

Whole School or Community Emergencies
There may be instances where there is a disaster or community emergency. In such instances, the Collaborative will work to reunite parents with their children if the program school is in containment or needs to be evacuated. Occasionally, there may also be a need to increase the level of security because of a possible disturbance in the community. When this happens, visitors may not be allowed into the Collaborative or school, and students and staff may not be allowed to leave.

Emergency Procedures
The Collaborative will develop and ensure that staff are familiar with emergency procedures, including emergency evacuation and lock down procedures for their building. During an evacuation, the priority is to get all students out of the building in an orderly, prompt, and safe manner. Staff should make arrangements in advance with the building principal (or designee) to provide additional assistance for the evacuation of any student requiring such assistance.

Collaborative emergency procedures and preparation include:

- A minimum of 2 evacuation and lock down drills conducted for each classroom annually;
- Initial training, including a walk-through of the setting, identification of sprinkler and fire extinguisher locations, and location of emergency number postings;
- Embedded program strategies to help all students understand the nature of the drills;
- Special provisions for the evacuation of any mobility-impaired student;
- Identification of the location of emergency information for students to be taken during an evacuation;
- A written log of each evacuation or lock down drill report sheets that includes date, time elapsed, participants (students and staff), witnesses, etc.

REPORTING CHILD ABUSE AND NEGLECT

M.G.L. c. 119 § 51A makes administrators, teachers, school nurses, guidance counselors and other Collaborative staff members mandated reporters for purposes of reporting child abuse and neglect to the Department of Children and Families (DCF). Under M. G. L. c. 119, Section 51A, a Collaborative staff member who has reasonable cause to believe that a student under the age of 18 years is suffering physical, sexual, or emotional abuse, or neglect, by a parent, Collaborative staff member, or other caretaker, must immediately report the abuse or neglect either directly to the DCF or to the person designated by the Collaborative to accept those reports, who, in turn, must promptly report the abuse to the DCF. Collaborative staff must adhere to the following guidelines in the handling of suspected abuse and neglect cases.

- Each program will designate a Child Protection Team for assisting and follow-up to each case of suspected child abuse. The Child Protection Team will consist of the principal or his/her designee, a clinician (social worker or psychologist), the program nurse and the staff member(s) reporting the initial concern.

- The Child Protection Team consists of:

    - Principal(s) 40 Linnell Circle, Billerica, MA, 978-528-7800
    - Principal 135 Coburn Road, Tyngsborough, MA, 978-528-7817

- The program employee who has the initial concern will initiate with the principal or his/her designee the involvement of the Child Protection Team.

- An immediate meeting of the Child Protection Team will be convened to discuss the steps to be taken in order to determine whether and when to file a 51A Report. These steps may include:
    - Gathering additional information from the child; documenting any physical signs of abuse.
    - Gathering information from other people familiar with the child and his or her situation. Confidentiality must be maintained in these cases.
    - Consulting with the Department of Children and Families.

- The Child Protection Team will determine the process and individuals to be involved in filing a 51A Report.

- If the Child Protection Team decides that a 51A Report will be filed, the Team determines who will telephone the report to the nearest DCF Office.

- The principal or his/her designee is responsible for ensuring completion of the required written forms, which will be submitted to DCF within 48 hours of the oral report.

- Un-resolvable differences of opinion among the Child Protection Team members may inhibit filing as a Team. It is important to note, however, that if notified of the suspicion, the principal or his/her designee assumes the responsibility of reporting. If the principal or his/her designee is not immediately present or available, the designated person in charge will perform the principal or his/her designee's obligation.

- If the Child Protection Team decides to file a 51A Report, the Team will also decide who will inform the parents and when this will take place. It is recommended that the principal or his/her designee notify the parents. The timing of the notification of the parents should take into account that the essence of the M.G.L. c. 51A is that the child's welfare is the top priority. DCF has discouraged notifying the parent if the child will be placed at risk for further abuse when the facts of the interview are revealed. When this is the case, the Team should decide in consultation with DCF at what time the parents should be informed.

- The principal or his/her designee will notify and keep the Executive Director informed of the concern throughout the process. The Executive Director may be directly involved in the process at the request of either the principal or his/her designee or staff.

- The principal or his/her designee will inform the Executive Director within 24 hours of filing of the 51A Report and send a copy of the 51A Report for filing in an administrative file at the Collaborative Administrative Office, as well as a completed Incident Report form.

- If the suspected abuse/neglect is the result of an action of a staff member or another student, DESE Form 2 will be completed and forwarded to the Department of Elementary and Secondary Education.

- When DCF requests to interview the child at school, the principal or his/her designee will be available to join the interview if requested by DCF.

- Unless specifically mandated, no reference to the 51A Report will be made in the child's Student Record.

- If the student has an on-going case with DCF, a member of the Child Protection Team will initially attempt to contact the On-Going Worker of the case at DCF. If the students' On- Going Case Worker is unavailable, the On-Going Case Worker's supervisor will be contacted. In the event that neither person is available, the Team will follow the reporting policy as outlined above.

- If the student is 18 years of age or older, follow the above procedure and contact

the Massachusetts Disabled Persons Protection Commission to file a report.

IMMEDIATE NOTIFICATION

In the event of a serious or unusual incident occurs, the Collaborative's Executive Director is notified immediately. Upon notification, the Executive Director directs the gathering of all available pertinent information from involved parties. The Executive Director meets with involved parties as necessary. The Collaborative Incident Report Form is to be completed by staff and included in the student record. The incident report form documents the incident, precipitating events prior to the incident, and follow up needed. The report form also documents notification to all parties of the incident. Serious incidents are those that result in injury, safety concerns, substantial discipline code violations, or emergency personnel responses.

In the event of a serious or unusual incident occurs, immediate notification by telephone, and by letter when appropriate, will be sent to the parents, Local Educational Agency ("LEA") representatives, any state agency involved in student care or program placement, and by mail to the DESE.

The protocol described below is followed for incidents that require immediate notification of the Department of Elementary and Secondary Education (DESE) or Department of Public Health (DPH). An Incident Report Form is submitted to DESE within 48 hours of the following types of incidents:

- Death of a student;
- Filing of a 5l-A report with DCF, or a complaint to the Disabled Persons Protection Commission *against the school or a school staff member* for abuse or neglect of a student;
- Any action taken by a federal, state or local agency that might jeopardize the school's approval with the Department; and
- Any legal proceeding brought against the school or its employee(s) arising out of circumstances related to the care or education of any of its students regardless of state of residency.
- The hospitalization of a student (including out-patient emergency room visits) due to physical injury at school or previously unidentified illness, accident or disorder that occurs while the student is in the program; (For students with complex health care needs, this will also require notification of the Department of Public Health (DPH) through the emergency response protocol.)
- Student injury resulting from a motor vehicle accident during transport by school staff (including contracted staff) which requires medical attention;
- Serious student injury requiring emergency medical intervention resulting from a restraint;
- Student run away/bolting beyond building boundaries;
- Emergency termination of a student under circumstances in which the student presents a clear and present threat to the health and safety of him/herself or others pursuant to 18.05(7)(d);
- Any other incident of serious nature that occurs to a student.

COORDINATION WITH PUBLIC SCHOOL DISTRICTS AND THE IEP PROCESS

Student Referral and Admissions

Prior to student placement in a Collaborative program, the LEA will forward a comprehensive referral packet to the program in which the student's enrollment is to be considered. Upon receipt,

the principal or his/her designee will work with the district to schedule a site visit and intake meeting with the parents and district, at which time the Intake Coordinator will provide detailed information about the program. Such information will include the Collaborative's purpose and services, policies regarding parent and student rights including student records, the health program including the procedures for providing emergency health care, and the procedure for termination of a student. The principal or his/her designee will also conduct a tour of the program to include the classroom in which the student would be placed. Prior to enrollment, the sending district and parents must provide: a current, signed Individualized Education Program (IEP), health and immunization records, and all required program forms.

Placement Meeting

Upon acceptance to a Collaborative program, the LEA may schedule a Team meeting to determine placement. Team participants will include: parents, LEA designee, principal or his/her designee, classroom teacher, clinical and support services staff working with the student, designee of any district/agency cost sharing the placement (if applicable), and any other persons determined appropriate by members of the Team or invited by the parent. The placement shall meet the requirements of 34 CFR 300.552 and shall be held within ten school days following the meeting at which the Team developed the IEP. At the request of the parent, the placement meeting may be held at a later date.

Written Contracts

It is the responsibility of the LEA to enter into written contracts with the Collaborative program in which a student is being placed. In each such contract, the Collaborative will provide the following assurances:

1. Assurances on the part of the Collaborative that its program(s) will comply with all elements of the IEP for the student and shall provide, in writing, to the LEA detailed documentation of such compliance through completion of required student progress reports.

2. The Collaborative will allow the placing school district to monitor and evaluate the education of the student and will make available, upon request, any records pertaining to the student to authorized school personnel from the LEA and the Department of Elementary and Secondary Education in accordance with the Massachusetts Student Record Regulations.

3. The Collaborative shall allow the placing school district and/or the Department of Elementary and Secondary Education to conduct announced and unannounced site visits and to review all documents relating to the provision of special education services to Massachusetts' students at public expense. Access to documents for the placing school district shall include general documents available to the public, documents specifically related to the student placed by such district, and other documents only to the extent they are necessary to verify and evaluate education services provided at public expense.

4. The Collaborative shall afford publicly funded students all the substantive and procedural rights held by eligible students, to be educated in the least restrictive environment, and shall comply with all other applicable legal requirements of the regulations and applicable policy statements and directives issued by the Department of Education and the

Massachusetts Department of Elementary and Secondary Education.

5. The Collaborative assures the LEA that it does not deny a student access to its programs or services on the grounds of race, color, age, disability, gender, gender identity, religion, national origin, or sexual orientation.

Students of all Collaborative programs are entitled to protections and standards in accordance with:

- The MA DESE's Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs (603 CMR 18.00).
- The Massachusetts Special Education Regulations (603 CMR 28.00).
- The Individuals with Disabilities Education Act (IDEA) of the U.S. Federal Regulations.
- The Americans with Disabilities Act (ADA) (504)

Program Oversight

The Collaborative is responsive to the LEA, in ensuring that the student's IEP is being appropriately implemented and that the service delivery is aimed at assisting the student meet the goals identified within the student's IEP, and welcomes site visits by the LEA for program monitoring. Program visits by the LEA are documented in applicable student records. The Collaborative ensures that instructional groupings do not exceed the applicable guidelines of student staff ratio and age span. Student staff ratios do not exceed 8 students to 1 certified special educator, 12 students to 1 certified special educator and 1 assistant. If a situation arises that necessitates exceeding the above ratios, the Collaborative will provide written notification, including the reason, to the DESE, parents, and involved LEAs. The age span of instructional groupings does not exceed 48 months. If justified, the Collaborative will seek approval from DESE for a wider age span prior to increasing the age range.

Team Meetings

It is the responsibility of the LEA to schedule Team meetings in conjunction with Collaborative staff. Team participants will include: parents/guardians, LEA designee, appropriate Collaborative staff, designee of any district/agency cost sharing the placement (if applicable), and any other persons determined appropriate by members of the Team or invited by the parent/guardian.

Annually, and at the 3-year eligibility re-determination, the Team will evaluate the appropriateness of the student's placement in his/her Collaborative program as it relates to the student's needs as outlined within the student's IEP. Full consideration will be placed on transitioning the student to a less restrictive environment and, if determined appropriate, a transition plan will be implemented. The team will discuss annually the student's transition and document its discussion on a Transition Planning Form. The Team will then prepare a new IEP for continued placement at the Collaborative program or movement to a new setting.

Testing for 3 year re-evaluations is the responsibility of the sending district. Collaborative program staff will be available to complete educational assessments. The sending district must provide 30 school days prior notification is required for testing completion.

IEP Development and Implementation

The principal or his/her designee is responsible for overseeing the implementation of all components of the student's IEP.

- Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the Collaborative provides the mutually agreed upon services without delay.
- At the beginning of each school year, there must be an IEP in effect for each enrolled student. No student will be placed in a Collaborative program without a signed and accepted IEP and Placement Page.
- Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student under it.
- The Collaborative does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs the responsible school district and parents in writing of any delayed services, reasons for delay, actions that the Collaborative is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the responsible school district and parents, the Collaborative implements alternative methods immediately until the lack of space or personnel issues are resolved.

Financial Obligations/Costs
When eligible disabled children are placed in a program with an IEP by their local school district, the local sending school is fiscally and programmatically responsible. All needed services are provided free of charge to the family.

Under applicable circumstances, if parents unilaterally place their child into a Collaborative program, they are responsible for tuition, transportation and all costs incurred. Parents in such cases are expected to pay monthly bills one month in advance or the child's placement may be terminated. If a child or parent injures, defaces, destroys or otherwise damages people, buildings, equipment, materials, vehicles or other aspects of the program, they are personally liable.

Student Involvement
Upon reaching 14 years of age or upon entering the ninth grade, whichever comes first, the student will be invited to participate as a member of the Team and participate in the development of his/her own IEP. The staff of the program and the parents may choose to extend these rights to students under the age of 14 or to students who have not yet entered the ninth grade.

If for any reason, the student has not participated as a member of the Team, written documentation as to the circumstances for non-participation will be included within the IEP under the Additional Information section of the IEP.

Student Participation and Consent at Age of Majority
When the student reaches the age of 18, he or she will have the right to make all decisions in relation to his or her programs and services. The LEA has the obligation to obtain consent from the student concerning the student's special education programs and services. To continue the student's special education program, the Collaborative will work together with the LEA under the following conditions:

1. The parent will continue to receive written notices and information but will no longer have decision-making authority, except as provided below.

2. If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority.

3. The parent shall not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction.

4. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the student's IEP.

5. Such choice shall be made in the presence of the Team and shall be documented in written form.

6. The student's choice shall prevail at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making.

7. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice shall be made in the presence of at least one representative of the school district and one other witness and shall be documented in written form and maintained in the student record.

Transitioning to a Less Restrictive Environment

The programs of the Collaborative ensure flexible procedures and mechanisms that maximize opportunities for enrolled students to gain the capacity to return to a less restrictive educational program. Moving to a less restrictive setting may include, but is not limited to, a capacity for part-time attendance at a public school or other community program or a period of transition from one program option to a less restrictive program. When a student successfully reaches the performance expectations identified during the intake/placement process, the Team will develop a re-entry plan to an LEA school program.

As a component of the intake/placement process, the sending district will identify student performance expectation for the re-entry to a public school setting. The principal or his/her designee will work with the sending district to complete a student termination plan form. This form will be reviewed at the annual Team meeting through the IEP vision statement process.

At each student's annual Team meeting, program staff, the sending district, parents and students (if applicable), through the vision statement process, will identify if the student will be likely to transition back to the public school setting within that academic year. If it is determined that the student has reached the goals as outlined in the student termination plan prepared by the sending district at intake, the Team will then develop and implement the Student Termination Implementation Plan addressing the following areas:

- Background information – statement of the student's academic/behavioral/social-emotional needs and progress with specifics regarding what has been crucial to the student's success
- School history– recommendation for school placement
- Current educational needs – academic levels, accommodations, and materials needed in all

subject areas
- Access to regular education classes
- Technology needs
- Behavioral needs recommendations – plan, preferred activities, motivators, frequency
- Learning style accommodations
- Additional therapies – short statement of current functioning, accommodations, specific materials, service delivery
- Therapeutic needs – individual/group therapy, daily/weekly check-ins/progress reports, outside therapist/community agency/physician(s) name and telephone numbers
- Goals – transition into school, preparation for class

Planned Termination

In circumstances where a student's needs can no longer be met in a Collaborative program, the Collaborative will notify the LEA of the need for IEP and Placement meetings and will provide notice of this meeting to all appropriate parties at least ten (10) days in advance of the intended date of the meeting. The purpose of the meeting is to share information and data with the goal of developing a clear and specific termination plan so that the student can transition from the Collaborative program in a planned and organized manner.

In instances where the termination is initiated by the parents or the LEA, the LEA must give the Collaborative 30 days prior notice of the student's termination. The district will be billed for a minimum of 30 days from the date of termination notice.

Emergency Termination of Enrollment

Consideration of termination of enrollment is part of the Team process in determining appropriate placement for a student. Every effort is made to continue enrollment for students that may be in crisis. However, if a student presents with severe behavioral incidents requiring more support and intervention than is routinely part of the Collaborative's therapeutic procedures, the following processes occur:

1. An emergency Team Meeting is convened to discuss alternative strategies to address the student's presenting issues.

2. The Team develops an interim action plan which can include, but is not exclusive to:
    a. 1:1 staff supervision and support
    b. Change in length of school day
    c. Change in daily academic and behavioral expectations
    d. Change in environment within the school program
    e. Addition of therapeutic/clinical intervention
    f. Or any other option as determined by the Team

3. A follow-up Team meeting is scheduled four (4) to six (6) weeks following the interim action plan to assess the student's status.

In the event of an emergency situation, it is the conclusion of the Team that the enrollment of a student should be terminated, the following assurances are given:

- The enrolling public school district shall receive immediate notification (see Immediate

Notification - Policies and Procedures).

- In accordance with 603 CMR 28.09(12), at the request of the district, the student's termination can be delayed for two (2) calendar weeks to allow the district to convene an emergency Team meeting or to conduct other appropriate planning discussions.

- By mutual agreement, the student's termination can be delayed for longer than two (2) weeks.

- Staff will be available at the request of the enrolling district to attend the emergency Team meeting with the parents, the public school representatives, and any other agencies responsible to the student.

An emergency situation will be defined as: a student presents a clear and present threat to the health and safety of him/herself or others.

If a student has been hospitalized due to an emergency situation, a re-entry after hospitalization meeting will be scheduled. The Team may determine an emergency termination is required.

Written Notification and Communication

The principal or his/her designee has the responsibility of notification and communication with school districts. The principal or his/her designee may delegate other program staff in fulfilling the Collaborative's to collaborate with the school districts. Such persons include the school secretaries, educational coordinators, clinicians, and nurses. The following is a guideline for delegation of collaboration and communication with sending districts.

School Secretary: Distribution of reports; scheduling meetings; distribution of attendance records; and medical emergency, injury or hospitalization

Clinicians: Student and family related issues; medical emergency, injury or hospitalization; and behavior implementation plans/functional behavioral assessments

Educational Coordinators/Teachers: Alignment with district curriculum, education and graduation requirements (if applicable); IEP implementation/revision, development/implementation of move to less restrictive environment or planned termination, and Team meetings; written progress reports to be written by service providers and sent to parents and LEA in a timely manner; ensure participation in state assessment programs in accordance with the student's IEP; progress reports; and student and family related issues

Principals/Executive Director: Student and family related issues; alignment with district curriculum, education and graduation requirements (if applicable); instances requiring disciplinary action; IEP implementation/revision, development/implementation of move to less restrictive environment or planned termination, and Team meetings; behavior implementation plans/functional behavioral assessments; manifestation determinations; medical emergency, injury or hospitalization; runaway student; filing of a 51A Report against a staff person (applicable sending district); and death of a student

PROGRESS REPORTS

All Collaborative programs will complete progress reports four times each year (quarterly progress reports). In all cases the quarterly progress reports will be provided to the LEA and to the parent(s) and will be kept on file at the Collaborative.

Quarterly progress reports will report to parents the progress of each IEP goal individually. Service providers must comment on whether they anticipate the student being able to meet the goal by the end of the IEP period. If they believe that the student will be unable to meet the goal, that must be indicated on the progress report and a Team Meeting must be held to amend the IEP. Progress Reports must answer two questions for each goal: (1) What is the student's progress toward the annual goal and (2) is the progress sufficient to enable the student to achieve the goal by the end of the IEP period? Information included on the quarterly progress reports will be derived from data collected throughout the reporting period.

Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the Collaborative will provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.

Copies of progress reports will be maintained in student records.

STATE/DISTRICT WIDE ASSESSMENT

Both the Massachusetts Education Reform Law of 1993 and the Individuals with Disabilities Education Act (IDEA) requires the full participation of students with disabilities in state and district wide testing programs. The Massachusetts Education Reform Law requires all students in publicly supported programs, including students with disabilities, to participate in the Massachusetts Comprehensive Assessment System (MCAS), including students in educational collaboratives. The IDEA requires that all children with disabilities participate in state and district-wide assessment programs, either:

- Routinely, as do non-disabled students; or
- With appropriate accommodations and modifications in administration where necessary; or
- Through alternate assessments for students who cannot participate in state and district wide assessments as determined by their IEP Team.

The IDEA also requires that students with disabilities be given the opportunity to participate in and make progress in the general education curriculum, with emphasis on being provided the supports and services necessary to ensure their success in this regard. This means that all students, even those with significant disabilities, must receive instruction that addresses, at minimum, the skills, concepts, and information supported by the learning standards in the Massachusetts Curriculum Frameworks that are taught to all students.

It is the responsibility of the principal or his/her designee to:

- Ensure that all enrolled students have access to the general curriculum and participate in MCAS per state regulations.
- Ensure that all students with disabilities in the tested grades participate in MCAS in the manner prescribed by their IEP Team, and in accordance with student participation requirements described in the MCAS Alternate Assessment Educators Manual, and other MCAS publications.
- Allocate and coordinate Collaborative resources, including personnel to assist the student's primary teacher, in order to ensure timely and appropriate participation by designated students with disabilities in MCAS.
- Provide assurances that complete and accurate information on each student participating in MCAS is indicated on the student identification form, student answer booklets, and other forms as appropriate, including proper identification and labeling of student testing materials or portfolio.
- For students participating in MCAS Alternate Assessments, ensure that student portfolios are completed and submitted no later than the due date as assigned by DESE.
- For students participating in MCAS Alternate Assessments, monitor the alternate assessment process to ensure that student work is neither altered nor fabricated in a way that provides information that is false or portrays the student inaccurately.

The student's IEP Team is responsible for determining how each student will participate in MCAS, what accommodations, if any, will be necessary and the format of the Alternate Assessment portfolio *(if Alternate Assessment is the assessment of choice)*.

GRANTING OF DIPLOMAS AND CERTIFICATES

In accordance with M.G.L. c. § 691D and M.G.L. c. 71B § 1, the requirements of the competency determination are a condition for high school graduation or receipt of a high school diploma. Students and Parents should visit the DESE website to learn about the competency determination graduation requirements and should feel free to discuss such requirements with Collaborative staff. The following procedures will be used in awarding diplomas to Collaborative students:

- All students of the Collaborative will participate in the MCAS testing program (or alternate assessment) according to the federal special education law and MCAS administration guidelines published by the Department of Elementary and Secondary Education.
- At least one year in advance of a probable graduation date, the sending public school district has the responsibility to convene a Team meeting for annual review of the IEP. At this meeting, the public school district must indicate whether the student is expected to meet high school graduation standards and communicate the likelihood of graduation to the parent at the meeting and in the IEP that is proposed for the student. It is recommended

that this dialogue begin upon the student's entrance into a Collaborative high school program.

- The standards for the award of a high school diploma include requirements set by the district and state standards including the competency determination standard. However, by choosing to send a student to a Collaborative program, the public school district is accepting the program as sufficient to meet local requirements that are necessary for graduation in addition to the competency determination.

- Students funded by their public school who have satisfied the Collaborative curriculum and attendance requirements, and who have achieved a passing or higher grade on the MCAS requirements are eligible for a high school diploma from their own sending public school.

- A sending public school district may issue a "certificate" to a Collaborative student. The certificate may recognize achievement, attendance, course completion, or participation.

- A Collaborative student who receives a certificate, but who has not received a high school diploma or its equivalent will continue receiving publicly funded special education services as long as the student continues to meet the eligibility criteria for such services. The right to continued services will end when the student turns 22 or receives a high school diploma or its equivalent, whichever comes first.

- A certificate issued to a Collaborative student will only be called a "diploma" and indicate "high school graduation" if the student has met the state MCAS competency determination standard.
    - In these circumstances, the sending public school district may award a high school diploma to the student.
    - If the high school diploma is awarded, then the diploma will indicate that the student has met state standards for high school graduation, and that the sending public school district awards the diploma.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

The Collaborative takes responsibility for helping to identify resources and services for Limited English Proficiency (LEP) and English Language Learners (ELL) and will work with referring districts to ensure the language needs as well as the behavioral and social needs of these students are met. (Please refer to Appendix L)

All LEP and ELL students are afforded the same opportunities to access and participate in the Collaborative programs and services as other students. The Collaborative, in conjunction with the sending school district, implements necessary program modifications and support services to identify and effectively serve students who need special language assistance. Such program and support services are based on sound education theory, provide for English language development, provide for meaningful participation of limited English proficient students, and are evaluated and appropriately revised in an ongoing manner. These programs and support services are demonstrably useful in assisting students receiving such program modifications and services to gain English language proficiency. In addition, the Collaborative arranges for a person or community organization to provide

translation services for any notices to parents/guardians and/or students and program information or material regarding the Collaborative to ensure the civil rights of any student and his/her family with limited English proficiency. Programs modifications are developed based on the individual student. Frequent assessments are completed to ensure student progress and to determine when modifications and support services are no longer required.

If a district's IEP Team determines that an LEP student will be placed in an the Collaborative program, the Collaborative will work with the sending school district and the family to determine how to meet that student's needs relative to accessing content through sheltered content instruction and/or developing English proficiency through additional instruction in English as a Second Language (ESL). When an LEP student enrolls, staff will consult with an ELL/ESL specialist (who delivers professional development in the category trainings) and with the sending district's ELL coordinator to ensure that the student's needs, special education and ELL, are being addressed.

HOME AND SCHOOL COMMUNICATION

The Collaborative staff welcomes and encourages communication between school and home. The staff communicates with parents on a regular basis, through telephone calls, daily communication books and progress reports. Home contact keeps parents informed of student progress and fosters continuity of behavior support programs at home, in the community and at school.

Collaborative staff hold parent conferences and open houses as appropriate to discuss programs, goals, progress, issues and concerns. A Parent Advisory Council (PAC) is annually organized for the purpose of advising the school on matters that pertain to the education, health, and safety of the students. The PAC also holds parent workshops on a variety of current pertinent topics.

All communications with parents will be in clear and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. If the Collaborative provides notices orally or in some other mode of communication that is not written language, the Collaborative keeps written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice and (c) of the steps taken to ensure that the parent understands the content of the notice.

OBSERVATION POLICY

The goal of this observation policy is to allow a parent, consultant to the school system, or evaluator to observe a student or program in order to gain the information the observer is seeking with as little disruption as possible to the students, staff, and educational process.

Please understand that an evaluator hired by the parent is observing on behalf of the parent and, therefore, the parent may not simultaneously observe the student or program. Additionally, it is anticipated that an evaluator will have the appropriate credentials or expertise to perform the observation, and will be attempting to provide objective data as part of an evaluation about the student or program upon which educational decisions can be based.

Any potential observer must complete and submit an Observation Request Form (located in Appendix A) at least five (5) days in advance of any requested date for observation, except in exigent circumstances. This form asks observers to be as specific as possible about their requests,

noting the purpose of their observation and whom or what they wish to observe. Due to the possible distraction caused by any visitor's presence, only one observer will be permitted to visit for two (2) consecutive classes/periods/therapy sessions or for a maximum of two (2) hours, at the discretion of the principal or his/her designee depending on the nature of the individual program being visited. Multiple appointments may be made to observe a variety of classes/periods/therapy sessions.

The principal or his/her designee shall have the sole discretion to approve observations and to determine the number, times, lengths, and dates of observations. Every effort will be made to accommodate the preferences of the observer as indicated on the "Observation Request Form" when possible. Under ordinary circumstances, observations are strongly discouraged during the first two weeks of school in September and January and during the month of June. After the form is submitted to the Collaborative, a designee of the principal will call the observer to schedule the visit and will send the observer written confirmation.

Observers are asked to be punctual on the date of the scheduled observation. Observers should arrive at the Collaborative fifteen (15) minutes prior to the scheduled observation to sign in and otherwise comply with visitor procedures as set forth in the "School Visitor Procedures" contained in this Handbook. Late arrivals may have to reschedule their visit or wait until the following period to enter a classroom. Visitors are asked to limit the materials they bring with them. Food, drinks, books, catalogues, test reports, laptops, and other materials are discouraged, but a notepad is expected. Observers should not speak to staff or students during the observation or otherwise disrupt the class or therapy in anyway. In advance of an observation, an observer may request a conference with appropriate staff members. Such conferences may be limited by the availability of the particular staff member and shall be arranged at the discretion of the principal. A designated Collaborative staff member will be assigned to accompany visitors throughout their observations and during such staff conferences.

SCHOOL VISITOR PROCEDURES

While the Collaborative encourages the involvement of parents and community members in the education of the Collaborative's students, the Collaborative has a duty to protect the safety and confidentiality of its students, as well as to ensure that the educational process is not unnecessarily disrupted. As a result, certain rules and procedures must be followed to ensure that visits are beneficial to the visitors and not harmful to the students or the educational process.

Visitors will only be permitted to enter school buildings for purposes of pre-arranged meetings, visits, or observations. The only exception shall be for "quick visits" by parents for the purpose of dismissing a student, bringing in medications, dropping off forgotten lunches, gym clothes, etc. Such "quick visits" need not be pre-arranged; however, such visitors may not be permitted beyond the main office depending on the circumstances.

All visitors to the Collaborative must report to the main office immediately upon entrance into a school building. All visitors whose destinations are other than the main office must sign in, noting the time of their arrival and identifying the location and purpose of their visit. These visitors must wear a visitor badge at all times while in the school building. The principal or his/her designee will designate a staff member to escort visitors to their appropriate destination.

Upon completion of their pre-arranged meetings, visits, or observations, all visitors shall proceed directly to the main office. They must sign out, noting the time of their departures, and return their visitor's badges. Visitors may not proceed to any areas of the building other than the designated locations of their meetings, visits, or observations, without first returning to the main office and obtaining express administrative approval to access other areas of the building.

Please see the attached Observation Policy Form for more detailed procedures regarding arranging and attending an observation or visit of a program or classroom.

PARENTAL INVOLVEMENT

Parent Advisory Council

The rights of parents to be involved in the education and decision making regarding their child's program and services is welcomed by the Collaborative. The Collaborative community, which includes school personnel, parents, and students, recognizes parent involvement in the educational process as a critical factor whose importance cannot be over-emphasized. As a result, and in conjunction with Massachusetts State regulations, an Advisory Council consisting of parents of Collaborative students has been formed. Rather than replacing the individual LEA Special Education Parent Advisory Council, the Collaborative Parent Advisory Council (PAC) focuses on programs and emerging issues within the Collaborative. The PAC exists to give a formal channel for parent participation in the review of Collaborative policies, programs, and philosophy, as well as informing parents of their rights and assisting them with issues related to addressing the more intensive needs of students placed in the Collaborative's programs. The PAC aims to create a family-centered atmosphere to help families develop a sense of community and provide parents with support.

The Collaborative encourages feedback from the PAC regarding the education, health, and safety of students. The Collaborative PAC maintains its own officers and meeting schedule. The Executive Director is not directly involved with the PAC to allow the group a forum to address issues or concerns. As necessary, the Executive Director is available to meet with the PAC or confer with PAC officers. The Collaborative does not charge a fee for membership and welcomes all parents of the Collaborative.

Parents and guardians are valued members of the Team and essential to ensuring the school experience is positive for students. The Collaborative staff communicates regularly with parents/guardians to plan, evaluate, and share information. These interactions may take place in a variety of formal and informal ways including meetings, weekly reports, and phone calls.

Outreach to parents is organized on an annual basis for the sole purpose of establishing a Parent Advisory Council. This outreach begins in September of each school year. The PAC elects a parent representative on an annual basis. The school provides a co-chair on an annual basis. Current volunteers and telephone contact numbers are provided for all parents.

The PAC annually determines the frequency, duration, and schedule of meetings. The parent co-chair is responsible for developing an agenda for each meeting.

PAC may raise funds or participate in fund raising events. Any monies raised by the PAC will be kept in an account with the Collaborative Business Office. The parent chair or co-chairs must submit a Release of Funds form accompanied by the signature of two active parent participants

from the PAC to access funds from this account.

PARENT CONSENT AND NOTIFICATION

The Collaborative collects consents for a variety of activities and protocols, including emergency medical treatment, medication administration, field trips, photographs and publicity.

Once a newly referred student is accepted for participation in a Collaborative program, the start date is not finalized until all consents and medical forms are returned by the parents or guardians.

Since the Collaborative is providing the program to the student at the request of the LEA, Collaborative staff work with each LEA to ensure that the annual consents are obtained prior to the end of the school year for the coming year as follows:

- Each year, a packet of consent forms and medical update forms are sent to each parent or guardian of an enrolled student with a self-addressed envelope.
- Any consents not received by the end of the school year triggers a call from the Collaborative to the family, reminding them of the need to return the forms. If there are questions or concerns expressed, a follow-up call is made by the principal to the family.
- If the consents have not been received by the end of June, the LEA Liaison is notified that without the signed consents and updated medical information, the student will not be able to enter the program on the scheduled start date.
- As necessary, the Collaborative will resend form packets, hand-deliver form packets and continue to monitor the status of the forms.

When applicable, the Collaborative will request parental consent for the following:

- Research
- Experimentation
- Fundraising
- Publicity
- Observation

The Collaborative's policy and procedures include, when applicable, notification pursuant to Parental Notification Law M.G.L. c. 71, § 32A concerning curriculum that primarily involves human sexual education or human sexuality issues.

CHANGE OF LEGAL STATUS

If staff is notified of a change of legal status, the Collaborative Executive Director or principal will:

- Request a copy of official court documents.
- Enter official court documents into the Student Record, including restraining orders or other legal judgments.
- Notify the appropriate staff involved in the care and education of the student.
- In the event that a non-custodial individual attempts to violate a court order and attempts access to a student, the Collaborative is to be notified immediately.

- In the event that a non-custodial individual refuses to leave school property, local law enforcement authorities are to be notified immediately.
- Following any such event, an Incident Report form will be completed and forwarded to the Collaborative.

BEHAVIOR SUPPORT

Student Behavior

The goal of behavior support shall be to maximize the growth and development of the student and to protect the group and the individuals in it. The Collaborative directly relates consequences to the specific misbehavior and shall apply such consequences without prolonged delay. The Collaborative serves students who may, at times, display extremely unsafe behaviors. Collaborative staff uses de-escalation techniques and behavior support strategies to help students remain safe without the use of physical intervention. However, due to the nature of student behavior, it is sometimes necessary to physically intervene in order to keep students and staff safe.

Behavioral Programming

Behavior support is an important aspect of Collaborative programs with the goal of maximizing the growth and development of each student. The variety and complexity of students' behavioral and response issues require a range of techniques. The long-term goal is to increase the internalization of control by the student. An important component of developing strategies for behavior intervention is an understanding of the function the behavior serves. Arrangement of the physical environment and classroom structure is an important management strategy. The placement of desks, availability of materials, length of work times, difficulty of tasks, establishment of predictable routines, and preparation of the child for changes in routine are all essential elements to managing student behavior successfully. The development and presentation of interesting and stimulating curriculum motivates students and is often the most successful management strategy.

Positive Reinforcement

The Collaborative emphasizes praise and positive feedback for all students as well as formal reinforcement schedules as appropriate. Staff takes the student's level of functioning into consideration when developing reinforcement schedules and using a variety of behavioral techniques, target and define specific behavior(s). The goal of most programs is to continue the process until the student can display the identified behavior without external reinforcement.

Mild Restrictive Behavior Support Procedures

When a student disrupts the learning of others, behavior support techniques may be utilized to assist the student in regaining control. Yelling, hitting, kicking, biting of self or others, or situations where a student's safety is in jeopardy are examples of instances when immediate intervention must occur. Recognizing cues and providing appropriate interventions to prevent further escalation are critical elements in successful behavior support.

Restraint Prevention and Behavior Support Policy and Procedures

I. BACKGROUND AND PURPOSE

The Massachusetts Department of Elementary and Secondary Education (DESE) establishes regulations governing the use of physical restraints on students. The Collaborative is required to follow the provisions of 603 CMR 46.00 which regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, virtual schools and collaborative education programs. The purpose of this policy is to ensure that Collaborative students are free from the unreasonable use of physical restraint and that such an intervention is used only in emergency situations after other less intrusive alternatives have failed or have been deemed inappropriate. Physical restraint should be administered only when needed to protect a student or another from assault or imminent, serious physical harm. Physical restraint should be administered in a way that prevents or minimizes any harm to a student as a result of the use of restraint. This policy shall be annually reviewed and provided to program staff and made available to parents of enrolled students.

II. DEFINITIONS

As used in 603 CMR 46.00, the following terms shall have the following meanings in this policy:

Consent means agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language, or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time.

Mechanical restraint means the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

Medication restraint means the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Parent means a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Physical escort means a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint means direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone restraint means a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out.

Time-out means a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming.

III. USE OF RESTRAINT

Mechanical restraint, medication restraint, and seclusion are prohibited. Such restraints may never be used.

Prone restraints are prohibited except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The Collaborative obtained consent to use prone restraint in an emergency, and such use has been approved in writing by the principal; and,
6. The Collaborative has documented these circumstances in advance of the use of prone restraint and maintains the documentation.

Physical restraint, including prone restraint where permitted, will be considered an emergency procedure of last resort and is prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

All physical restraints, including prone restraint where permitted, will be administered in compliance with this policy and 603 CMR 46.00.

Physical restraint will not be used:

1. As a means of discipline or punishment;
2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
3. As a response to property destruction, disruption of school order, a student's refusal to comply with a rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

4. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior.

Physical restraints will be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.

Nothing in this policy or 603 CMR 46.00 prohibits:

(a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
(b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
(c) The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A.

IV. ALTERNATIVES TO PHYSICAL RESTRAINT

There are a variety of less intrusive intervention alternatives to physical restraint that may be appropriate under the circumstances. These alternative methods should be used prior to physical restraint. Physical restraints should only be used in emergency situations where these less intrusive alternatives have failed or have been deemed inappropriate under the circumstances.

Examples of less intrusive alternatives to physical restraint include, but are not limited to, the following:

Verbal Directives. A verbal directive is communicating what is expected behavior by clearly stating instructions and expectations.

Brief Physical Contact. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, and providing comfort. Such brief physical contact is an alternative to physical restraint.

Removals. Removals are used only when it is necessary to move a child a few feet in order to hold them to safer position. Removal includes removal of a student from a classroom for in situations where behavior can escalate other student, creating a less safe situation. Removals are only for a short distance, i.e. out of the classroom to the hallway.

Physical Escort. Physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Time-Out. Time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from program staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Program staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out

will cease as soon as the student has calmed. Principal approval is required for a time-out of more than thirty (30) minutes based on an individual student's continuing agitation.

V. PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

Trained Personnel. Only personnel who have received training in accordance with this policy and 603 CMR 46.00 will administer physical restraint on students. Whenever possible, the administration of a restraint will be witnessed by at least one adult who does not participate in the restraint. These training requirements do not preclude a teacher, employee or Collaborative employee from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Use of Force. A person administering a physical restraint will use only the amount of force necessary to protect the student or others from physical injury or harm.

Safest Method. A person administering physical restraint will use the safest method available and appropriate to the situation subject to the safety requirements set forth in this policy and 603 CMR 46.00.

Duration of Restraint. All physical restraints must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

Safety Requirements. The following are additional requirements for the use of physical restraint:

(a) No restraint will be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a program staff member will continuously monitor the physical status of the student, including skin temperature and color, and respiration.
(b) Restraint will be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student will be released from the restraint immediately, and school staff will take steps to seek medical assistance.
(c) If a student is restrained for a period longer than 20 minutes, program staff will obtain the approval of the principal. The approval will be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
(d) Program staff will review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
(e) After the release of a student from a restraint, the Collaborative will review the incident with the student to address the behavior that precipitated the restraint, review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consider whether any follow-up is appropriate for students who witnessed the incident.

Complaints. Complaints by parents or any Collaborative community member regarding the use of physical restraints may be made verbally or in writing to the applicable principal and/or the

Collaborative's Executive Director. All such complaints will be thoroughly investigated in a manner deemed appropriate by the Executive Director. Upon completion of such investigation, a determination will be made regarding whether this policy or the relevant restraint laws and regulations have been violated and the Collaborative will take appropriate action.

VI. PHYSICAL RESTRAINT TRAINING

Required Training for all Program Staff. The Collaborative will provide restraint training to all program staff. Each principal shall determine a time and method to provide all program staff with training regarding this policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

(a) The role of the student, family, and staff in preventing restraint;
(b) The Collaborative's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
(c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
(d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

In-Depth Staff Training in the Use of Physical Restraint. At the beginning of each school year, the Executive Director will identify program staff who are authorized to serve as a Collaborative-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. Such in-depth training will be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

In-depth training in the proper administration of physical restraint shall include, but not be limited to:

(a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
(b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
(c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
(d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
(e) Demonstration by participants of proficiency in administering physical restraint; and,

(f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

VII. PHYSICAL RESTRAINT REPORTING REQUIREMENTS

The use of physical restraints must be reported as follows:

Informing the principal. In each instance where a physical restraint is administered, the staff member who administered the restraint shall verbally inform his or her principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to the Executive Director for review. The Collaborative shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the applicable parent or the DESE upon request.

Informing Parents. The principal, the Executive Director, or his/her designee shall make reasonable efforts to verbally inform a student's parent of that student's physical restraint within twenty-four (24) hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days after the restraint. If the Collaborative customarily provides a parent of a student with school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. Parents are afforded the opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

Contents of Report. The written reports described above will include information below. Restraint report forms are attached at end of this policy.

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes.
(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Weekly Individual Student Review. Collaborative principals shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess the student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written restraint reports submitted and any comments provided by the student and parent about such reports and the use of the restraints;
(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
(d) agreement on a written plan of action by the Collaborative.

If the principal directly participated in the restraint, a duly qualified individual designated by the Executive Director shall lead the review team's discussion. The Collaborative shall ensure that a record of each individual student review is maintained and made available for review by the DESE or the parent, upon request.

Monthly Administrative Review. Collaborative principals shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional program staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Report of all Restraint-Related Injuries to The DESE. When a physical restraint has resulted in an injury to a student or staff member, the Collaborative shall send a copy of the written report required above to the DESE no later than three school working days of the administration of the restraint. The Collaborative shall also send the DESE a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint.

Annual Report of all Physical Restraints to the DESE. The Collaborative will collect and annually report to the DESE data regarding the use of physical restraints in a manner and form directed by the DESE.

Time-out Guidelines and Student Separation

When used appropriately, time-outs are a very powerful method for managing behavior. The purpose is to temporarily isolate a child, giving him/her time to calm down, and, if developmentally appropriate, time to reflect on his/her behavior. Time-out means time-out from reinforcement, rewards, and attention.

There are several types of time-out, and each classroom establishes their own guidelines. If at all possible, time-outs are utilized in order of least to most restrictive as follows:

1. Observational time-out is an effective means of having students remain in the classroom close to the group and watch what they are missing.
2. In-class exclusion time-outs take place in a quiet part of the room where the student does not see others.
3. Out-of class exclusion time-outs take place in an area immediately outside of the classroom.

For students in need of minimal stimulation and a safe area an out-of class exclusion time-out takes place in the time-out area. This area is free from distractions and objects to keep the student safe. If the time-out area has a door, the door has a window so the staff can remain visible to the student at all times. Staff members fill out the Time-Out Log documenting the reason for time-out and the length of the time-out. A staff member will accompany students in the time-out space. When a time-out of any type is over, the student must immediately be positively redirected back into an acceptable activity. This may be the same activity or something else. If possible, the antecedents of the behavior that caused the time-out will be moved.

All Collaborative staff working directly with students have the authority and training to implement student separation from their group or activity. However, any intervention that results in a student being involuntarily separated from their group or activity for more than thirty minutes must be approved by the principal and documented.

Students who are involuntarily separated from their group or activity will be observed at all times and must have at least one staff member accessible to them at all times. Any room or space used for time-out or separation will be safe and appropriate and will never be locked.

Collaborative students are always allowed to separate themselves voluntarily from their group or activity provided their separation does not result in safety concerns. In fact, students are encouraged to request a break when appropriate to assist in problem solving or seeking support. These breaks are not viewed as punitive, take place in an identified area of the classroom and are supervised directly by a licensed professional or a paraprofessional under the direction of a licensed professional.

Anti-Hazing

Commonwealth of Massachusetts: Anti-Hazing Law Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather,

forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. A fine of not more than one thousand dollars shall punish whoever fails to report a crime.

Section 19 of the Massachusetts General Laws, chapter 19 requires this anti-hazing law be distributed to all students and to all members of student groups, student Teams, and student organizations. Those who participate in and/or organize hazing shall be disciplined.

Chapter 269: Section 19.; issuance to students and student groups, Teams and organizations; report

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student Team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student Team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, Teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, Teams or organizations.

Each such group, Team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, Team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, Team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, Team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its

responsibility to inform student groups, Teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution that fails to make such report.

BULLYING PREVENTION AND INTERVENTION PLAN

Priority Statement

Valley Collaborative's Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber bullying, and each program in the Collaborative is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. The following is a Plan for preventing, intervening, and responding to incidents of bullying, cyber bullying, and retaliation. Each Collaborative program is responsible for the implementation and oversight of the Plan.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The Collaborative will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

I. Prohibition Against Bullying and Retaliation

The Collaborative will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in its school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. The Collaborative will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Collaborative will support this commitment in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent involvement. Acts of bullying, which include cyber bullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education

process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

II. Definitions

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

A **Perpetrator** is defined as a student or member of a school staff including but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity or paraprofessional who engages in bullying behavior.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students, or by a member of school staff including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or para professional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to Collaborative educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

III. Training and Professional Development

The Collaborative will provide ongoing professional development that will build the skills of all

staff members to prevent, identify, and respond to bullying.

A. Annual staff training on the Plan

Annual training for all school staff on the Collaborative Bullying Prevention and Intervention Plan will include staff responsibilities under the Plan, an overview of the steps that the principal or his/her designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying; and
- Internet safety issues as they relate to cyber bullying.

All students attending the Collaborative have an IEP. Therefore, professional development will emphasize ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' IEP; this will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the programs for professional development includes:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining a safe and caring classroom for all students.

C. Written notice to staff

Each school will provide all staff with an annual written notice of the Collaborative Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities in the Personnel Policy and Employee Handbook.

IV. Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyber bullying. Schools will also address the emotional needs of these students' families. The Collaborative Bullying Prevention and Intervention Plan include strategies for providing supports and services necessary to meet these needs. In order to enhance the Collaborative's capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and bystanders. The Collaborative programs provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

A. Identifying resources

Counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Collaborative works in collaboration with local and state agencies to adopt evidenced based curricula and to provide additional preventative services to students, parents, and faculty and staff.

B. Counseling and other services

The Collaborative administrators, counselors, nurses, and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. The student's Team meets with parents and staff as needed to help address student's academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, Board Certified Behavior Analysts (BCBA), and special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors, school psychologists and special education professionals will work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

Below is a list highlighting activities offered at various programs:

- One-on-one and small group counseling
- Crisis intervention
- Facilitating classroom meetings to resolve problems
- School curriculum on issues of respect, sexual harassment and student success skills

- Peer Mediation
- Lunch/friendship groups
- Parent-teacher conferences
- Parent workshops
- Transition planning
- Parent guidance
- Behavior plan development
- Classroom observations
- Teacher consultation
- Promoting and modeling the use of respectful language
- Fostering an understanding of and respect for diversity and difference
- Building relationships and communicating with families
- Managing classroom behaviors constructively
- Using positive behavioral intervention strategies
- Applying constructive disciplinary practices
- Teaching students skills including positive communication, anger management, and empathy for others
- Engaging students in school or classroom planning and decision-making
- Maintaining a safe and caring classroom for all students

C. Students with disabilities

As required by M.G.L. c. 71B, § 3, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services

The Collaborative will evaluate its current protocol for referring students and families to outside services to ensure relevance to the Collaborative Bullying Prevention and Intervention Plan, and revise as needed. School counselors and other specialists will use this protocol to help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

E. Assessing needs and resources

At least every four years beginning with the 2016-2017 school year, the Collaborative will administer a Department of Elementary and Secondary Education-developed survey to assess school climate and prevalence, nature, and severity of bullying in its programs. Additionally, the Collaborative will annually report bullying incident data to the Department.

V. Academic and Non-Academic Activities

The Collaborative will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the Collaborative programs' evidence -based curricula. Effective instruction includes classroom approaches, whole-program initiatives, and focused strategies for bullying prevention and social skills development.

A. Specific bullying prevention approaches

Bullying prevention curricula is informed by current research, which among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents with information regarding the school's bullying prevention curricula

B. General teaching approaches that support bullying prevention efforts

The following approaches are integral to establishing a safe and supportive school environment, and they underscore the importance of the Collaborative's bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- communicating with parents regarding the schools' goals and expectations for students and students' safety
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VI. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the Collaborative programs have policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

In school systems, harassment may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student.

A. Reporting

Reports of bullying or retaliation may be made by staff, students, parents, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or his/her designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, or other non-employees may be made anonymously, however, no disciplinary action can be taken against the perpetrator solely on the basis of an anonymous report. The schools will make reporting resources available to the school community including, but not limited to, the Collaborative Bullying Prevention and Intervention Incident Reporting Form.

Use of the Collaborative Bullying Prevention and Intervention Incident Reporting Form Report is not required as a condition of making a report. Programs will:

1. Include a copy of the Bullying Report Form in the beginning of the year packets for students and parents (See Appendix B);
2. Make it available in each Collaborative program's main office, the counseling office, and other locations determined by the principal or his/her designee;
3. At the beginning of each school year, the Collaborative will provide the school community, including administrators, staff, students, and parents, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or his/her designee, will be incorporated in student and staff handbooks.

Reporting by Staff: A staff member will report immediately to the principal or his/her designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or his/her designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior support and discipline.

Reporting by Students, Parents, and Others: The school system expects students, parents, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or his/her designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or his/her designee.

B. Responding

Before fully investigating the allegations of bullying or retaliation, the principal or his/her designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the principal or his/her designee contacts parents prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00. Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining seating arrangements for the target

and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or his/her designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or his/her designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

1. **Obligations to Notify Others**

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the principal or his/her designee will promptly notify the parents of the target and the aggressor of this, and of the procedures for responding to it. Notice will be provided in the primary language of the homeland in compliance with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination. Any parent wishing to file a claim/concern or seeking assistance outside of the Collaborative may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

Notice to another school district: If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or Collaborative school, the principal or his/her designee first informed of the incident will promptly notify by telephone the principal or his/her designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR.

Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or his/her designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or his/her designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.06 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or his/her designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and this policy, consult with local law enforcement and other individuals the principal or his/her designee deems appropriate.

2. **Investigation**

The principal or his/her designee will investigate promptly (within 24 hours) all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or his/her designee will, among other things, interview students, staff, witnesses, parents, and others as necessary. The principal or his/her designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews will be conducted by the principal or his/her designee, other staff members as determined by the principal or his/her designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or his/her designee will maintain confidentiality during the investigative process. The principal or his/her designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with Collaborative policies and procedures for investigations and for possible disciplinary action. If necessary, the principal or his/her designee will consult with the Executive Director regarding consultation with legal counsel pertaining to the investigation of the alleged report.

3. **Determinations**

The principal or his/her designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal/Director or his/her designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or his/her designee will determine what remedial action is required, if any, and what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or his/her designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or his/her designee will promptly notify the parents of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal/Director or his/her designee cannot report specific information to the target's parent about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

4. **Responses to Bullying**

The Collaborative has incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills or to prevent further incidences of bullying and/or retaliation.

a. Teaching Appropriate Behavior through Skills-Building

Upon the principal or his/her designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill building approaches that the principal or his/her designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

b. Taking Disciplinary Action

If the principal or his/her designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or his/her designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with this Collaborative Bullying Prevention and Intervention Plan.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the principal or his/her designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with this Handbook.

c. Promoting Safety for the Target and Others

The principal or his/her designee(s) will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or his/her designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or his/her designee will work with appropriate school staff to implement them immediately.

VII <u>Collaboration with Families</u>

The Collaborative Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families in order to increase the capacity of each Collaborative program to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Provisions for informing parents about the bullying

prevention and intervention curricula used by the schools include:

1) How parents can reinforce the curricula at home and support the school or district plan;
2) The dynamics of bullying, online safety and cyber bullying.
3) Parents will also be notified in writing each year about the student-related sections of the Collaborative Bullying Prevention and Intervention Plan.

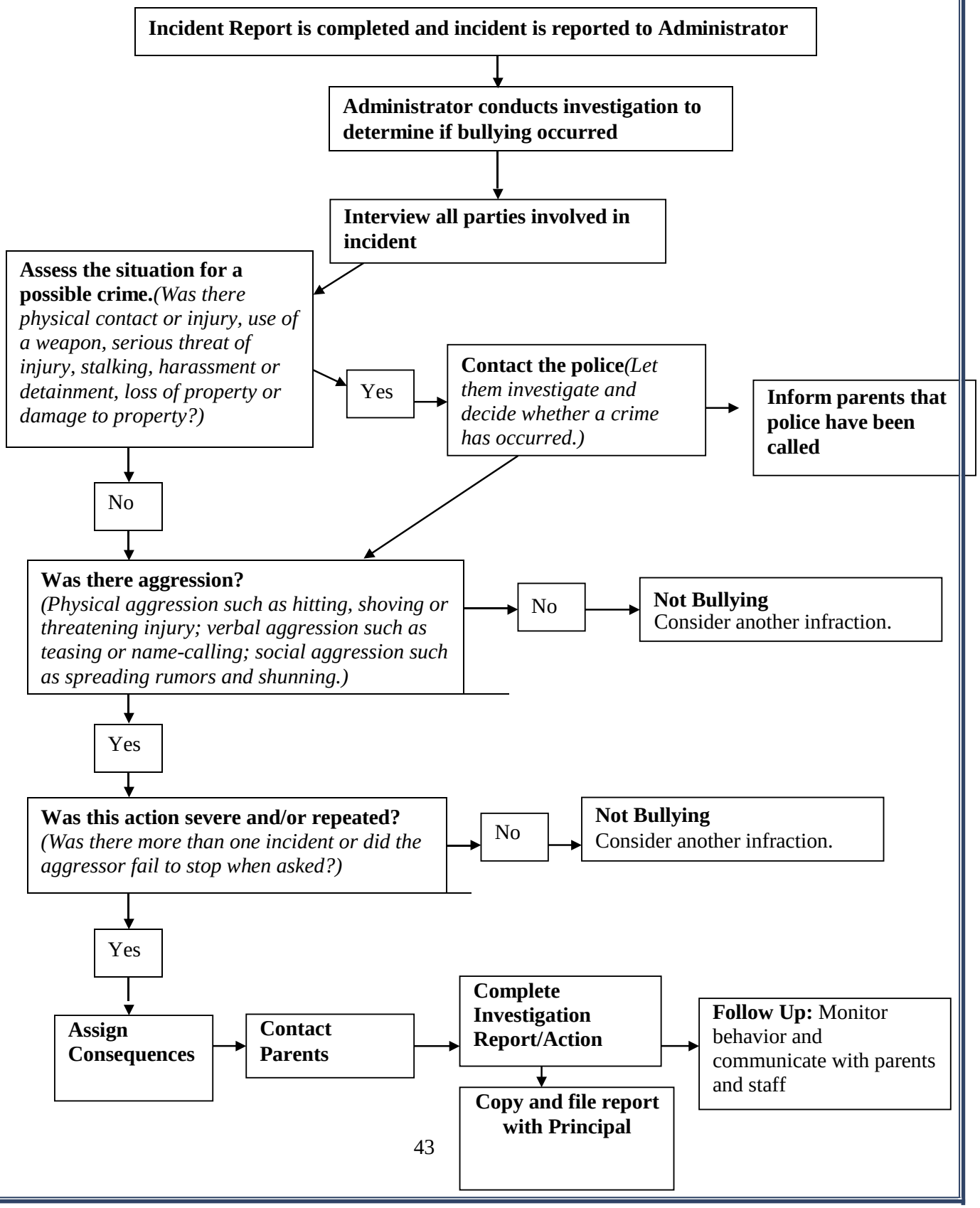
Programs will collaborate with the PAC and/or parent volunteers to create parent resource and information networks. Programs will join with these parent groups to offer education programs for parents that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the program(s).

Programs will annually inform parents of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The schools will send parents written notice each year about the student related sections of the Collaborative Bullying Prevention and Intervention Plan and the Collaborative Internet Acceptable Use Policy. All notices and information made available to parents will be in hard copy and/or electronic formats.

VIII. Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, age, disability, gender, gender identity, religion, national origin, or sexual orientation. Nothing in the Collaborative Bullying Prevention and Intervention Plan prevents the Collaborative from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Collaborative Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local program or Collaborative policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

COLLABORATIVE BULLYING RESPONSE FLOW CHART



COMPLAINTS AND GRIEVANCES

Students and parents are encouraged to communicate any concerns or questions they may have about their education, care, or possible violations of student rights (including discrimination or violation of a student's civil rights). They are welcome to communicate their concerns through the use of communication books, telephone calls, site visits and meetings. They are free to express their concerns at any time to many different staff such as classroom teachers, principals, or the Executive Director. In the event that they do not feel their concerns are being addressed adequately, they are encouraged to initiate a formal grievance process as follows:

- Request, in writing, a conference with relevant principal to make their concerns known.
- Within one week following the conference, principal will follow-up with a response to the student or parent concerns in writing, including any reasons for the decision made. If the decision supports the student or parent concerns, the principal will promptly put the decision into effect.
- The principal will notify and keep the Executive Director informed of the complaint throughout the process. The Executive Director may be directly involved in the complaint resolution process at the request of the principal.
- In the event that of a disagreement with any part of the decision made by the principal, they may in writing appeal the decision to and request a meeting with the Executive Director. The Executive Director will follow-up with a response addressing the concerns in writing, including any reasons for the decision made. If the decision supports the concerns, the Executive Director will promptly put the decision into effect.

- If the grievant is still unsatisfied with the decision, they should contact the Director of Special Education of their sending district and express their concerns in writing.
- In the event of an unsatisfactory resolution, the Executive Director will contact the Director of Special Education of the LEA and inform him/her of the impasse with the student or parent. The Executive Director with work with the Director of Special Education to address the concerns satisfactorily and in the best interest of the student.
- Nothing in this policy is to prevent a parent from exercising his/her right under the Options for Dispute Resolution (Section 28.08) of Massachusetts Special Education regulations

MEDICAL POLICY

The Collaborative maintains a nursing staff to promote the health and safety of its students, intervene with actual and potential health and behavioral issues, manage complex medical issues and provide case management services. A school nurse makes the decision if a student is to be sent home for medical reasons. All students must have a current physical and up-to-date immunization records and parent consents on file. Every school year, parents will be provided with a Student Health Packet containing relevant forms to be completed to ensure that the Collaborative has updated medical emergency contact information, medication information, and all other information relevant to the student's health, including parental authorizations for treatment and/or the administration of medication. The Collaborative maintains a separate Health Services Manual with more detailed medical policies. Copies of the Health Services Manual are kept in the Collaborative nurse's office and are available for parents upon request.

HEALTH CARE POLICIES OVERVIEW

Communicable Disease

POLICY: In order to prevent the spread of communicable, disease students with a diagnosed communicable disease will be advised to stay home for the following period of time as listed in the table below.

Communicable Disease	Requirements
Bacterial Conjunctivitis	May return to school after medical treatment has been provided for 24 hours.
Chicken Pox	May return to school after all lesions have dried and crusted or one week from appearance of first eruption.
German Measles	May return to school after rash has disappeared.
Measles	May return to school four days after first appearance of rash
Impetigo	May return to school after all open sores have healed or is small enough that a band-aid will cover the entire area
Strep Throat	May return to school after antibiotic treatment has been given for 24 hours.
Ringworm	May return to school after treatment with antifungal cream has begun; lesions should be covered.
Scabies	May return to school when treated; scabies must be treated with anti-parasitic for 24 hours before student may return to school or after one treatment.
Pediculosis	May return to school after treatment and nit free

Dismissal from School due to Illness

POLICY: The school nurse may exclude a student from school for health reasons if the student:

- Has returned from a hospital admission within the past 24 hours. This does not include routine tests or minor injuries. The student will remain at home for observation for the first 24 hours.
- Has a temperature of 100.5 degrees tympanic (by ear). Temperature must be 98.6 for a full 24 hours prior to returning to school. The exception is a child with a hypothalamic problem (temperature regulation problem) and is symptom free. Each case will be discussed individually.
- Has an infectious disease (Strep Throat/Pneumonia, etc.) and has not been on antibiotic therapy for 24 hours or as designated by MD.
- Eye drainage yellow/green in color with pink or red eyes, eyelids, etc.
- Any undiagnosed rash.
- Has a culture(s) pending (exceptions can be made at the discretion of the nurse).
- Is on respiratory precautions, cough/cold or has a significant change in respiratory secretions (green/yellow nasal drainage).

- Has Chicken Pox/Shingles, with active, draining rash (rash must be dry, non-weeping, and shingles must be covered). Students may attend school with poison ivy as it is not contagious. It should be washed thoroughly and covered.
- Is experiencing significant increase in seizures or seizure like activity (requires note from M.D. stating seizures stable).
- Has had persistent vomiting and diarrhea; must be symptom free for 24 hours before returning to school.
- Has a condition requiring immediate medical intervention, i.e., emergency dental care, sutures, bone setting, or pending a medical diagnosis for any condition.
- Has a condition that requires on-going supervision, which cannot be supervised in the school setting.
- Is very sleepy or is experiencing excessive bleeding after a dental visit.
- Has untreated Pediculosis, Scabies or body lice.
- Poses a significant health risk to others in the normal course of school activities.

Significant health risk is defined by:

o Any student is in the infectious stage of a serious airborne transmitted disease (T.B., Viral Pneumonia, Influenza, etc.).

o Students who are unable to hygienically manage their bowel and bladder functions and/or are in the infectious stage of an oral/fecal transmitted disease. Such diseases are, but are not limited to, Hepatitis A, Clostridium Difficile (c-diff), gastro-intestinal viruses (Salmonella, Shigella, Rotovirus) and parasites (Pinworms, Girdiasis.) and has not completed treatment.

o Students who have a disease which may be transmitted by body fluids, and have open lesions and whose developmental level makes it difficult for them to refrain from touching lesions and others, therefore, spreading the underlying infection to others. Such diseases are, but not limited to, Herpes, Impetigo, Hepatitis B virus, Staph Aureus, Beta Hemolytic Strep, and Conjunctivitis.

Hospital Re-Entry Policy

POLICY: To ensure the health and safety of every student re-entering one of Valley Collaborative programs following a psychiatric or medical hospitalization, the Collaborative has adopted the following policy. Any student who has required a psychiatric evaluation, an emergency room visit, or has been placed in inpatient hospitalization will be re-admitted to their respective program upon collaboration with their treatment planning team.

I. Discharge Instructions

a. The student can return to school with the receipt of a signed discharge summary and medical clearance from the hospital/clinician providing treatment.

b. This summary will ensure that the most recent and credible information regarding treatment goals and restrictions are relayed back to the Collaborative treatment team and allow for a smooth transition back to school.

c. The plan should include, in writing, any changes in medications, any safety plans, medical procedures, and any follow-up plans with clinicians, therapists, and any other treatment providers.

d. When this policy is followed, the Collaborative can also ensure that the student will be safe upon their return and provisions are in place should they decompensate once back in the school setting.

Medications in School

POLICY: It is the policy of Valley Collaborative to have procedures in place for the safe and proper administration of prescription medications to students attending the Collaborative and for addressing the issues relating to the management of life-threatening food allergies in the school settings. The school nurse, who is an employee of the Collaborative, is designated as the supervisor of the medication administration program.

I. Medication Orders/Parental Consent

a. The school nurse shall ensure that there is a proper medication order from a licensed prescriber, which is renewed yearly. Whenever possible, the medication order shall be obtained before the student enters or reenters the school.

b. Parents/Guardians must provide the following:

i. Written order from the prescriber, including diagnosis, medication name, dosage, side effects, and frequency of administration.

ii. Parental signature authorizing the nurse to administer the medication

iii. Medication should be delivered to the school nurse by parent/guardian, or responsible adult or alternative arrangements can be made by contacting the program nurse.

iv. No more than a thirty (30) school day supply of the medication for a student shall be stored at the school.

v. Please call your school nurse for proper forms.

Preventative Health Care

POLICY: Students must be healthy to learn. The collaborative is committed to the health and well-being of its students. The plan for preventative health care of students includes, but is not limited to the following:

I. Physical Exams

a. Documentation, from a licensed physician, of a complete physical examination not more than 6 months prior to admission for is required for every new student.

b. In the event of emergency placement, provisions for a complete examination of the student must be made within 30 days of admission.

c. Current students are required to have a physical exam every 3-4 years.

d. Each student is eligible to receive an annual comprehensive medical and dental examination through his/her own sending school district or local board of health.

e. A copy of the results should be provided to the school by the parent or sending school district.

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iii. Medication should be delivered to the school nurse by parent/guardian, or responsible adult or alternative arrangements can be made by contacting the program nurse.

iv. No more than a thirty (30) school day supply of the medication for a student shall be stored at the school.

v. Please call your school nurse for proper forms.

II. Immunizations

a. In accordance with state regulations (105 CMR 220.700), requires students entering an educational facility, as new student, to meet the minimum requirements for immunization.

b. Students will be denied entry in to programs until a completed Immunization Record is on file in the nursing office, upon presentation of written documentation that the student meets the standards for medical or religious exemption set forth in M.G.L. c. 76, § 15, or upon presentation of laboratory evidence of immunity.

III. Mandated Screenings

a. Screenings are conducted per Department of Public Health guidelines for vision, postural, and body mass index.

b. Elementary Age students must have proof of lead screening.

c. Parents/sending school should provide the school with a copy of such screening results if screenings have been performed outside of school.

Parents will be notified prior to administration of screenings.

Vaccination

POLICY: In accordance with state regulations (105 CMR 220.700), requires students entering an educational facility, as new student, meet the minimum requirements for immunization. Students will be denied entry in to Valley Collaborative programs until a completed Vaccination form is on file in the nursing office, upon presentation of written documentation that the student meets the standards for medical or religious exemption set forth in M.G.L. c. 76, § 15, or upon presentation of laboratory evidence of immunity.

POLICY ON DRUG AND ALCOHOL ABUSE

Commonwealth of Massachusetts: Substance Use Prevention and Abuse Education Law Chapter 71, Sections 96 and 97.

Massachusetts law requires each public school to have a policy regarding substance use prevention and the education of its students about the dangers of substance abuse. Valley Collaborative's Substance Use and Abuse Prevention and Education Plan seeks to promote and maintain a safe and drug-free learning environment for all students and staff. The use of alcohol, marijuana, illegal drugs, or other illegal or controlled substances interferes with the learning, growth and well-being of students, families and the entire Collaborative community. The possession, use, manufacture, distribution, sale, possession, intent to sell, or dispensation of alcohol, marijuana, illegal drugs, or other illegal or controlled substances of any kind is strictly prohibited. Such substances do not have a place in an educational environment and will not be tolerated on Collaborative property or at any Collaborative-sponsored event.

Illicit drugs include, but are not limited to:

- Controlled substances as defined in Massachusetts General Laws, Chapter 94C (e.g. cocaine, heroin, marijuana, LSD, steroids)
- The misuse of prescription or over-the-counter drugs
- Products misused for the purpose of mind-altering effects (e.g. aerosols, solvents).

Students are strictly prohibited from having alcohol, marijuana, illicit drugs and/or controlled substances in their system during school hours, on Collaborative property or at any Collaborative-sponsored event. Prohibited activities include, but are not limited to:

- Using or being under the influence
- Possession
- Attempting to purchase
- Intending or attempting to sell/distribute
- Selling or distributing
- Possession of drug paraphernalia.

Additionally, students who know they are in the company of any individual using or selling illicit drugs or alcohol and who do not remove themselves from that situation also may be subject to discipline. As explained further within this Handbook, students and individuals who violate this policy will be subject to disciplinary action up to and including expulsion.

The Collaborative recognizes that close cooperation between school authorities, parents and law enforcement officials is essential if the problem of drug and alcohol abuse is to be addressed adequately. Education and prevention must remain the first priority and the Collaborative will maintain its efforts to provide meaningful programs of drug and alcohol education in whatever way the Collaborative deems appropriate. But where prevention fails, the Collaborative will fully cooperate with local law enforcement officials to address violations of the law and this policy, including without limitation a situation whereby a student or individual is found under the influence, in possession of or selling a controlled substance.

In addition to, or as part of, the disciplinary response to such abuses, prevention and intervention services will be offered to Collaborative students and families to support the Collaborative's goal of a safe and drug free environment.

In a case where a student self-discloses or seeks help regarding an alcohol or other drug use problem, which is not in current violation of Collaborative policy, no disciplinary action will be taken. However, because the use of alcohol and/or drugs by students at any time creates potential problems, a range of supportive services will be offered based on the best interest of the student and Collaborative community. The student support program is designed to provide a wide range of services for students dealing with alcohol and other drug-related problems. A multi-disciplinary student support team -- made up of the student's Team, including his/her principal, parent, classroom teacher, clinical and support services staff, or any other persons determined appropriate by the Collaborative or invited by the parent (or any combination thereof) -- may carry out the appropriate activities of the program at each school.

Verbal Screening Tools

In keeping with the expressed goal of the Collaborative to have all school activities remain free and safe from alcohol and drug use, and in compliance with Massachusetts General Laws Chapter 71, Sections 96 and 97, the Collaborative shall utilize a verbal screening tool to screen students for substance abuse disorders. Screenings shall occur annually at two different grade levels. The Collaborative shall use the CRAFFT Screening Tool, which consists of a series of questions developed to screen adolescent students for high risk alcohol and other drug use disorders simultaneously. Any statement, response or disclosure made by a student during the screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the student or parent, except in cases of immediate medical emergency or where disclosure is otherwise required by law. Screening results shall be reported to the Massachusetts Department of Public Health, but no record, statement, response or disclosure shall be made in any form, (written, electronic or otherwise), that includes information identifying an individual student. A student or parent may opt out of the screening by written notification to the Collaborative at any time prior to or during the screening.

STUDENT POLICIES

Student Records

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act and M.G.L. c. 71, § 34H provide rights relative to student educational records. This Student Record Policy includes the rights of parents/guardians (or students) to:

1) Inspect and review his/her child's educational records.
2) Make copies of these records.
3) Receive a list of the individuals having access to those records.
4) Ask for an explanation of any item in the records.
5) Ask for an amendment to any report on the grounds it is inaccurate, misleading, or violates the child's rights.
6) Request a hearing on the issue if the program refuses to make the amendment.

Notification

The Collaborative Student Record Policy is distributed to students and their parents through this Handbook. The Commonwealth of Massachusetts regulation (603 CMR 23.00) regarding student records is available for review at all Collaborative programs.

Privacy and Security of Student Records

In accordance with federal and state requirements, the Collaborative protects the confidentiality of any personally identifiable information that it collects, uses or maintains. The Collaborative maintains and provides access to student records in accordance with federal and state requirements.

The Collaborative has designated a trained keeper of the records, who is responsible for the privacy and security of all student records. The keeper of records ensures that student records are kept physically secure, that authorized school personnel are informed of the provision of federal and state law pertaining to student records and the Student Records Policies of the Collaborative, and are educated as to the importance of information privacy and confidentiality; and that any computerized systems are electronically secure.

Application of Rights

603 CMR 23.00 ensures parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records. These rights, set forth in 603 CMR 23.00, apply to the student under the following circumstances:

1. Upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.

2. If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and his/her parents, or either acting alone, shall exercise these rights.

3. If a student is 18 years of age or older, he/she shall exercise these rights, subject to the

following:

- The parent may continue to exercise the rights until expressly limited by such student.
- The student may limit the rights which extend to his/her parent (except the right to inspect the student record) by making a request in writing to the principal or his/her designee or the Executive Director who will honor the request and retain a copy of it in the student record.
- The parent of a student may inspect the student record regardless of the student's age.

4. The staff of the program and the parents may extend these rights to students under the age of 14 or to students who have not yet entered the ninth grade.

Student Record

The student record will consist of and be defined by the following:

1. The transcript, which contains administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. This data shall be limited to:
   - Student name, address, and phone number
   - Date of birth
   - Parent name, address, and phone number
   - Course titles
   - Grades (or equivalent when grades are not applicable)
   - Course credit
   - Grade level completed
   - Year completed

2. The temporary record, which consists of all the information in the student record which is not contained in the transcript and which is clearly of importance to the educational process. Such information may include: standardized test results, class rank (when applicable), extracurricular activities, IEPs, and evaluations of teachers, counselors, and other school staff.

3. The student record, which consists of both the transcript and the temporary record, including all information recorded and computer tapes, microfilm, microfiche, or any other materials and is to be labeled with the student's name, at a minimum.

Personal Files of Collaborative Employees

Student records do not include notes, memory aids and other similar information that is maintained in the personal files of a program employee. This information is not accessible or revealed to authorized school personnel or any third party, but may be shared with the student, parent or a temporary substitute of the maker of the record. If the personal files of an employee are released to authorized school personnel, it will then become part of the student record.

Collection of Data

Collection of student record data will be handled by the following procedures:

1. All information and data contained in or added to the student record shall only pertain to the educational needs of the student.

2. Information and data that is added to the temporary record will include:
   - Name, signature, and position of the person who is the source of the information.
   - The date of entry into the record.

3. Standardized group test results that are added to the temporary record only need to include:
   - Name of the test and/or publisher
   - Date of testing.

Access to Student Records

1. Access of Authorized School Personnel - The following school personnel are authorized to access student records:
   - School administrators
   - Teachers
   - Counselors
   - Direct service personnel
   - Administrative office staff
   - Clerical personnel
   - Evaluation team which evaluates a student

2. Authorized school personnel are permitted access to the student records of the students to whom they are providing services in order to perform their official duties. The consent of the eligible student or the parent is not necessary.

3. The Log of Access – A log of access is to be kept as part of each student's record. If parts of the student record are separately located, a separate log will be kept with each part. The log is to indicate all persons who have obtained access to the student record stating:
   - The name, position and signature of the person releasing the information
   - The name, position and, if a third party, the affiliation if any, of the person who is to receive the information
   - The date of access
   - The parts of the record to which the access was obtained
   - Purpose of access

4. Unless student record information is to be deleted or released, this log requirement shall not apply to:

Authorized school personnel who inspect the student record

- Administrative office staff and clerical personnel who add information to or need to obtain access to the student record
- School nurses who inspect the student health record

5. Access of Eligible Students and Parents – The eligible student or parent shall have access to the student record. Access is to be granted within two (2) consecutive days of the initial request, unless the requesting party agrees to a delay. Upon the request for access, the entire student record regardless of location of its parts will be made available.

    - Upon request, copies of any information contained in the student record will be provided to the eligible student or the parent.
    - Any student, regardless of age, may request and will receive a copy of his/her transcript.
    - The eligible student or the parent may request to meet with qualified school personnel to have any of the contents of the student record interpreted.
    - The eligible student or the parent may grant a third party access to the student record with written authorization.

6. Access of Third Parties – No third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student and parent must designate which parts of the student record shall be released to the third party. The eligible student or parent will retain a copy of the consent, and the original will be placed in the temporary record. Access to the student record is only to be granted to a third party if they consent not to share the information with any other third party without the written consent of the eligible student or parent. The following exceptions apply:

    - Upon receipt of a court order or lawfully issued subpoena the program shall comply, but will make every effort to notify the eligible student or parent of the order or subpoena in advance of compliance.
    - Upon receipt of request from the Department of Children and Families, a probation officer, a justice of any court, or the Department of Children and Families
    - Federal, state and location education officials, and their authorized agents shall be permitted access to student records in connection with the audit, evaluation or enforcement of federal and state education laws, or programs. When the collection of personally identifiable information is specifically authorized by law, the data collected is to be protected so that parties other than these officials cannot identify the students and their parents. Personally identifiable data obtained must be destroyed when no longer needed for this purpose.
    - The Collaborative staff may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals, which may include the local police department and the Department of Children and Families.
    - Upon notification by law enforcement authorities of a missing child, either current or former, a mark shall be placed in the student record. The school shall report any request concerning the student records of the missing child to the appropriate law enforcement authorities.
    - Authorized school personnel of a school that a student seeks or intends to attend may have access.
    - School health and local and state health department personnel may have access to

student health records when access is required for the performance of their official duties.

7. Access Procedures for Non-Custodial Parents - a non-custodial parent may have access to the student record in accordance with the following provisions. (A non-custodial parent is defined as any parent who by court order does not have physical custody of the student.)
    - A non-custodial parent is eligible to obtain access to the student record unless:
        i. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
        ii. The parent has been denied visitation or has been ordered to supervised visitation, or
        iii. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
    - In order to obtain access, the non-custodial parent must submit a written request for the student record to the principal or his/her designee annually. The initial request must include the following:
        i. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
        ii. An affidavit from the non-custodial parent that said court order or judgment remains in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.
    - The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access.
    - Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal or his/her designee or the Executive Director with documentation that non-custodial parent is not eligible to obtain access.
    - The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
    - Upon receipt of a court order, which prohibits the distribution of information (M.G.L. c. 71, § 34H), the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Amending Student Records

1. The eligible student or parent has the right to add information, comments, data or any other relevant written material to the student record.

2. The eligible student or parent shall have right to request in writing deletion or amendment of any information contained in the student record, except for information inserted into the

student record by the Evaluation Team. This request may be accepted after the acceptance of an IEP. If the IEP is rejected, the request may be accepted following the completion of the special education appeal process.

3. Any deletion or amendment of the student record will be done in accordance with the following:
    - If in the opinion of the eligible student or parent, adding information to the student record is not sufficient to explain, clarify or correct objectionable material, they have the right to present their objection in writing and to request in writing to have a conference with the principal or his/her designee to make their objections known.
    - Within one week of receipt of the objection or following the conference, the principal or his/her designee will render his/her decision in writing, stating the reasons for the decision. If the decision is in favor of the eligible student or parent, the principal or his/her designee will promptly put the decision into effect.

5. In the event that the eligible student or parent should disagree with any part of the decision made by the principal or his/her designee, they may appeal the decision and/or request a meeting in writing with the Executive Director. The Executive Director must respond in writing within two weeks of receipt of the appeal and will promptly see that his decision is put into effect.

6. If the eligible student or parent is still unsatisfied with the decision, it is recommended that they then contact the Director of Special Education of their sending district and express their concerns in writing.

Destruction of Student Records
Destruction of student records will be handled as follows:

During the time a student is enrolled in a program of the Collaborative, the principal or his/her designee of that program shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student, his/her parent, and sending district are notified in writing and are given opportunity to receive the information or a copy of it prior to its' destruction. A copy of the notice shall be placed in the temporary record.

Student Records for Students No Longer Enrolled
The principal or his/her designee will forward the Student Records of all students upon graduation or termination of enrollment to the appropriate LEA.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

Rights of Students
It is impossible to list all students' rights. The following is a non-exhaustive list of student rights which shall not be construed to deny or limit other rights retained by students, in their capacity as members of a school, or as citizens.

Students have the right to:

- Participate fully in classroom instruction and extracurricular activities regardless of race, color, age, disability, gender, religion, national origin, or sexual orientation.
- A meaningful education that will be of value to them for the rest of their lives.
- Maintenance of high educational standards and the development of maximum potential.
- A meaningful curriculum and the right to voice their opinions in the development of such a curriculum.
- Physical safety and protection of personal property.
- Safe buildings, sanitary facilities, and available drinkable water. Students have the right to use school supplies and facilities and work in a clean, organized environment.
- Receive respect from teachers and administrators, which would exclude their being subjected to cruel and unusual punishments, especially those which are demeaning or derogatory, or which diminish their self-esteem.
- Consult with teachers, counselors, and administrators, and anyone else connected with their program if they so desire at appropriate times.
- Express their opinions and feelings.
- If high school student, freedom of expression provided that they do not cause any disruption or disorder within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually (a) to express their views through speech and symbols; (b) to write, publish and disseminate their views; and (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the Program Manager/Director or his/her designee. No expression made by the students in the exercise of these rights shall be an expression of school policy and no school officials shall be held responsible for any civil or criminal action for any expression made or published by the students.
- If high school students, personal dress and appearance as long as they do not violate reasonable standards of health, safety and cleanliness or disrupt the learning environment of others.
- The protections provided by state and federal special education concerning disciplinary actions resulting from manifestations of disabilities.
- Present petitions, complaints, or grievances to appropriate school authorities regarding disciplinary and other school-related issues except where this Handbook provides for formal right of appeal.
- Personal privacy, including the right to determine their own appearance and select their own style of hair and clothing, subject to reasonable rules necessary for health and safety.

- Not to be suspended, expelled, or otherwise disciplined or discriminated against on account of marriage, pregnancy, and parenthood or for conduct, which is not connected with any school-sponsored activities.
- Pregnant students will be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The physician's approval must be on file at the school. The student and the physician, in cooperation with the school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Responsibilities of Students

Responsibilities are not a substitute for rules which are included in the Code of Conduct as described below in this Handbook. However, while it is not possible to list all student responsibilities, students who consistently behave in accordance with the following list of broad responsibilities will be in compliance with the rules of the Code of Conduct.

Students have the responsibility to:

- Respect the rights of all persons involved in the educational process.
- Respect the authority of school staff.
- Respect the diversity of staff and students in the Collaborative with regard to race, color, ethnicity, national origin, religion, sex, marriage, pregnancy, parenthood, sexual orientation, primary language, handicap, special needs, age, and economic class.
- Contribute to the maintenance of a safe and positive educational environment.
- Apply their abilities and interests to the improvement of their education.
- Exercise the highest degree of self-discipline in observing and adhering to rules and regulations.
- Recognize that responsibility is inherent in the exercise of every right.

Responsibilities of Parents

Parents have the responsibility to:

- Share the responsibility for the behavior of their child in school, at school-sponsored activities, and on the way to and from school.
- Prepare the child to assume responsibility for attending school, and for his or her own behavior.
- Foster in the child positive attitudes toward himself or herself, others, school, and the community.
- Communicate with school personnel about the child.
- Attend individual or group conferences.
- Recognize that the school staff has the right to enforce the policies, rules, and regulations of the Collaborative.
- Behave in a civil and non-disruptive manner when visiting the school.
- Assure that their child brings to school only those things that are appropriate in a school setting.

STUDENT CODE OF CONDUCT

Nondiscrimination, Civil Rights, and Due Process

In accordance with M.G.L. c. 76, s. 5, the Collaborative is committed to maintaining an educational environment where bigotry and intolerance, including discrimination on the basis of age, disability, race, color, religion, national origin, gender, gender identity, ancestry, sexual orientation, the results of genetic testing, active military service, pregnancy and pregnancy-related conditions have no place; and where any form of coercion or harassment that insults the dignity of others and creates an intimidating, threatening, or abusive educational environment is unacceptable. The Collaborative will not tolerate discrimination or the infringement of another's civil rights. This policy shall apply to conduct that occurs on Collaborative or school grounds, at school or Collaborative related activities, or traveling to or from school Collaborative related activities.

Prohibited Conduct
Conduct prohibited under this policy includes, but is not limited to:

1) Bias Motivated Conduct: Any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, color, national origin, ethnicity, religion, sex, gender identify, sexual orientation, disability, or age.

2) Discrimination: The unequal treatment of others based on race, color, national origin, ethnicity, religion, sex, sexual orientation, disability, or age.

3) Harassment: Unwelcome, verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education.

4) Sexual Harassment: Physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim, sexual assault, and rape.

5) Hate Crimes: Criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.

6) Hostile Environment: Subjecting another student to threats, intimidation, or coercion that is/are sufficiently severe, persistent, or pervasive so as to interfere with or limit a student's ability to participate in or benefit from the Collaborative's programs or activities or place the student in reasonable fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. A hostile

environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.

7) Stalking: Intentional conduct involving two or more acts directed at a specific person, which would cause an average person substantial distress, where the perpetrator has made threats causing the targeted person fear of death or injury.

8) Retaliation: Retaliating in any way against another student for complaining of conduct prohibited under this policy.

9) Bullying: See Collaborative Bullying Prevention Plan contained in this Handbook.

10) Hazing: Conduct or any method of initiation into any student organization (official or unofficial), whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person. Hazing is a crime in Massachusetts. See the anti-hazing section of this Handbook for more information.

Commitment to Prevention and Investigation

The Collaborative is committed to the prevention and accurate reporting of all incidents of civil rights violations such that all students and staff can enjoy a safe, non-threatening educational and working environment. Program administrators will thoroughly investigate all instances of violation and take disciplinary appropriate disciplinary action in accordance with this Handbook, as well as report such instances to law enforcement agencies where appropriate. Collaborative staff must intervene in all civil rights violations and instances of harassment whenever witnessed, reported or suspected. The Executive Director and the applicable principal will be notified immediately whenever civil rights violations are in question, and Collaborative staff will move quickly in preventing a recurrence of any civil rights violation or incidence of harassment.

Procedures for Responding to and Investigating Incidents

- All instances of civil rights violations, witnessed or suspected, must be reported to the applicable principal or the Executive Director.
- Any student coming forward to report a civil rights violation he or she has experienced will be directed to the applicable principal or the Executive Director, following any emergency needs being attended to.
- Consideration will be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation of the complainant
- The investigation must determine whether a civil rights violation has in fact occurred.
- The investigation must include preservation and gathering of evidence from the scene of an incident. For example, bias-related notes will be copied.
- The investigation will include interviewing victims and witnesses as soon as possible, as well as others who may have relevant knowledge.
- The investigation may include other methods and documents deemed relevant and useful.
- All interviews and evidence should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation.
- The investigation will conclude with a finding as to whether a civil rights violation has or has not occurred.

Consequences for Civil Rights Violations

1. Non-disciplinary corrective actions: Some violations can be addressed with steps that do not necessitate disciplinary action. These steps usually lay within the discretion of the principal or his/her designee. Such instances may warrant counseling, diversity awareness training, separating offender and victim, parent conferences, and/or special school assignments.
2. Disciplinary Action: Disciplinary actions will be taken toward the goal of eliminating the offending conduct, preventing recurrence, and reestablishing a school environment conducive for the victim to learn. Violations of civil rights of students or staff may result in sanctions including suspension, emergency termination of enrollment, and expulsion for students and suspension, depending on the severity of the infraction.
3. Failure to Act by Administrators or Staff – All staff have a duty to act to stop witnessed civil rights violations, as safely as can be done, and report such instances to program administrators. Failure to do so may result in disciplinary action.

Commitment to Non-Retaliation

The Collaborative will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Such action will result in disciplinary proceedings. Staff will monitor situations to ensure that no threats or acts of reprisal are made. Program administrators may use non-disciplinary procedures to prevent retaliation from occurring.

Referral to Law Enforcement Authorities

The Executive Director or designee has the responsibility of notifying the local police when they have reason to believe that a hate crime has been or is to be committed. This is mandatory for all hate crimes violations.

Documentation Requirements

- Record keeping –Records of all civil rights violations and hate crimes reported are maintained. Records will be compiled by school year. Record keeping will include particulars of the incident, response actions taken, results of the investigation and intervention.
- Monitoring and tracking to identify patterns – Records should be maintained and monitored to detect patterns in violations, repeat offenders, and locations for problems. Actions will be taken once patterns have been revealed.

Dissemination of Information and Training

- This policy will be available to staff, students and parents.
- Staff will receive training relevant to this policy annually during staff orientation.
- Students and parents will receive this policy annually and at time of admission to a Collaborative program.
- This policy will be reviewed annually for compliance with state and federal law.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance, which includes the programs of the

Collaborative. Principals or their designees will serve as the 504 Coordinator for all students entering the program under a 504 Plan.

Student Rules

1) Attendance and Tardiness: Collaborative students are expected to attend school on all days and on time. The student or their parent(s) are expected to let staff know prior to 8:00 A.M. if a student is ill, will not be attending school that day, or will be tardy. If a student is absent or tardy and no phone call is made, a call will be made to the student's home. Unexcused absences and excessive tardiness are unacceptable.

2) Appropriate Language: Collaborative students are prohibited from swearing, making rude comments or inappropriate noises, or using inappropriate voice levels.

3) Appropriate Dress: Students are expected to wear appropriate clothes for school or work. If they are working in an office or an outdoor maintenance setting, clothes should be chosen accordingly.

4) Borrowing of Money: Students are not permitted to borrow money from other students, purchase items for other students or sell items to other students.

5) Transportation: Individual sending districts are responsible for transportation of students to/from school/home each day. Students are not permitted to drive to school. If a student has a specific reason why he/she should be able to drive to school they may petition the Collaborative program. The Collaborative would then make a decision and notify the principal as well as the Special Education Director of the student's sending district to obtain their permission. Students cannot be driven to school or picked up from school without staff and parental permission. Parents need to complete a transportation permission slip for students to be driven to or picked up from Collaborative programming. Students will only be permitted to be transported by those people the parent has indicated are appropriate (See Release of Students to Adults Other than Parents). If any of these people become disruptive to the school environment the Collaborative has the authority to not allow that person on school grounds. Students are not permitted to ride home on any bus or van except the one to which they have been assigned. Students are not permitted to drive to school or be picked up from school without permission from the Collaborative.

6) Appropriate Conduct: Students are expected to behave in an appropriate manner exhibiting respect for themselves and others at all times while in school or participating in Collaborative programs or activities, including off-site and Collaborative related activities such as field trips.

7) Leaving the School Building: Students are not permitted to leave the school building, work site, or vehicle without permission from the staff. The staff is responsible for each student's welfare, and expects students to treat the staff with respect and let them know where each student is at all times.

8) Portable Music Players/Electronics Games: Students are not permitted to use any of these

devices during the school day. If they are brought in for use on the bus, they need to remain in the locker area at all times.

9) Cellular Telephones: Students are only permitted to use cellular phones before and after school hours outside of school buildings, or at evening or weekend activities inside school buildings. The use of cell phones for any purpose is not permitted at any other time on school grounds. Cell phones must not be visible during the school day and must be turned off (not simply on silent or vibrate mode).

10) Personal Property: The Collaborative strongly encourages that students do not bring valuable items to school. If the personal property of a student causes disruption while at school, the Collaborative may take the property away from the student. The Collaborative will make every effort to return all personal property to the student or parent. However, the Collaborative is not responsible for lost or stolen property, or compensating students or parents for value of such property.

11) Drugs or Alcohol: No drugs or alcohol are permitted in school or on school grounds, and students are not permitted to come to school under the influence of substances. The possession, use, manufacture, distribution, sale, or possession with intent to sell, or dispensation of alcohol, marijuana, illegal drugs, or other illegal or controlled substances of any kind is strictly prohibited.

12) Smoking and Tobacco: In accordance with M.G.L. c. 71, § 2A, it is unlawful for any student enrolled in a public primary or secondary school in the Commonwealth to use tobacco products of any kind, including but not limited to cigarettes, cigars, pipes, smokeless tobacco, and vaping. The use of any tobacco products is prohibited within the Collaborative school buildings, the school facilities, on the school grounds, or on school buses by any individual, including school personnel.

13) Theft and Vandalism: Students are prohibited from stealing, vandalizing, or destroying the property of others, including property belonging to the Collaborative or its staff, faculty, students, parents, volunteers, and visitors. School pride is enhanced by a well maintained and clean building. The Collaborative hopes that all students will share in this belief. Students involved in theft, vandalism, graffiti, destruction of property, or arson will be required to reimburse the school for the materials and labor necessary to fix any damage they cause, and will be subject to appropriate disciplinary action, up to and including suspension, emergency termination of enrollment, or expulsion

14) Weapons: The Collaborative strictly prohibits the possession of all weapons in school, on school grounds, school buses, or at any school functions. All knives, handguns, rifles, shotguns, other fire arms, explosives, incendiary devices, and other weapons are forbidden. If a student is found to be in possession of such an object for which there is clearly no known educational use, the weapon will be confiscated it and the student's parents will be notified, and if necessary, the police will also be contacted.

The Federal Gun-Free School Act of 1994 (GFSA) is Section 14601 of the Improving America's Schools Act, and deals with disciplining special education students in compliance with the IDEA in cases where the student is found in possession of a firearm. The GFSA permits the Collaborative to place a special education student found in possession of a firearm in an interim alternative educational setting as determined by the evaluation team for up to 45 days. The student shall remain in the interim alternative setting pending any special education manifestation determination or special education hearing initiated by the parent, unless the parent and the Collaborative agrees otherwise.

15) Violence and Threats of Violence: All violence and threats of violence (including physical fighting, assault, battery, kidnapping, threat of robbery, robbery using force, homicide, other drug-related or crime-related violence, and all acts that endanger or cause bodily harm to others) are strictly prohibited at school, the Collaborative, or Collaborative related activities. All threats of violence or physical attack will be taken seriously by the Collaborative.

16) Destruction of Property: Students are prohibited from the destruction of Collaborative property or the property of others.

17) Student Lockers: Some Collaborative students will be provided with lockers to store school supplies and personal belongings. It is important for students and parents to understand that lockers remain the property of the Collaborative or school in which they are located. Collaborative and school staff have the right to search lockers and any personal items inside lockers where reasonable cause to do so exists.

18) Care of Books and Other Materials: The Collaborative supplies students with the textbooks and other educational materials they need for school, free of charge. Textbooks and library books are owned by the Collaborative. If a student damages or loses a book or other school property, the student or parent may have to pay for a replacement. Families should be aware that many textbooks are very expensive.

19) Rules of Public Schools with Co-located Collaborative Programs: Students in Collaborative programs co-located within public schools are also subject to the rules of those public schools.

DISCIPLINARY ACTION

All students have the responsibility to comply with the rules and policies set forth in this Handbook and to refrain from engaging in negative or disruptive behavior, or violating the rights of others. Any failure to comply with the rules or policies contained in this Handbook may result in disciplinary action, up to and including suspension, emergency termination, and/or expulsion. Disciplinary proceedings will be conducted on an individual basis. Disciplinary action will depend on and be commensurate with the circumstances, nature, and severity of a student's infraction. Where possible and appropriate, the Collaborative will include all parties involved or affected by the negative or disruptive behavior in the disciplinary decision making process. In preparing students for the adult world, it is important that they learn and understand the effect that

their behavior has on others and the consequences of their actions, to the extent that they are able.

In the event that a student repeatedly disrupts others, it will be necessary for the parents and school system to be notified. A meeting will be called, if determined necessary. If a student leaves the school premises, the parents and school system will be notified. The local police will also be notified.

No student shall be subjected to abuse or neglect, cruel, unusual, severe or corporal punishment, including the following practices:

- Any type of physical hitting or pain inflicted in any manner upon the body;
- Requiring or forcing the student to take an uncomfortable position such as squatting or bending or requiring or forcing the student to repeat physical movements when used as punishment;
- Punishments which subject the student to verbal abuse, ridicule or humiliation;
- Denial of visitation or communication privileges with family;
- Denial of sufficient sleep;
- Denial of shelter, bedding, food or bathroom facilities.

Felony Complaint or Conviction of Student; Suspension; Right to Appeal

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint upon a student, the principal or his/her designee may suspend such student for a period of time determined appropriate by said principal or his/her designee if said principal or his/her designee determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reason for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

The student shall receive written notification of the charges and the reason for such suspension prior to such suspension taking effect. The student will also receive written notification of this right to appear and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director.

The student shall notify the Executive Director in writing of his request for an appeal no later than five (5) calendar days following the effective date of the suspension. The Executive Director shall hold a hearing with the student and the student's parent(s) within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have a right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the principal or his/her designee. The Executive Director shall render decision on the appeal within five (5) calendar days of the hearing.

Such decision shall be the final decision of the Collaborative with regard to the suspension.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Executive Director may determine that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the Collaborative program. In that instance the Executive Director may move for an Emergency Termination.

Suspension

The Collaborative's policy is to try every available means to manage a student's behavior in school. Suspension is viewed as a serious matter that is implemented only when the student does not respond to interventions that have been specifically designed to address the situation. A student may be suspended because of a continuing pattern or escalation of aggression towards staff and/or students, violations of the Student Code of Conduct, or any other unsafe behavior. While some students have occasional aggressive behavior, it is only when this behavior constitutes a continual ongoing threat to the safety of the student, staff and/or other students that a suspension would occur.

The decision to suspend a student is made by the Principal. Ordinarily, a suspension would not occur without the parent/guardian having been previously informed of the current difficulty with behavior support. At the time of suspension or shortly thereafter, the Principal, together with staff and parents make a plan for re-entry of the student.

Suspension shall be defined as any action, which results in the removal of a student from the program prescribed in his/her IEP. The term includes in-school suspension, as well as any exclusion from transportation services, which prohibits the student's participation in his/her prescribed program. (Sending a student home "early" is considered a suspension if the student's IEP does not allow for a modification of the learning hours.)

The Collaborative will immediately notify the parents and sending school or human service agency responsible for the placement when a student is suspended. Within 24 hours, the school sends a written statement explaining the reasons for the suspension to the parents and sending school district. No student is sent home until a responsible adult is available to receive the student. Students are responsible for making up missed work while on suspension and Collaborative staff will assist in providing instruction and materials as necessary.

3 to 5 Day Suspension

If a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the program convenes a meeting with the Team to explore possible program modifications within the program in an attempt to prevent total suspension of the student. Student suspensions are recorded; the number and duration are tracked, including suspensions from any part of the student's IEP. Suspension from transportation is included in the tracking.

Suspensions exceeding 10 days (consecutive or cumulative in one year)

The Collaborative provides the following safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, the Collaborative, sending district personnel, the parent(s), and other relevant members of the Team, as determined by the Collaborative, parent(s) and the sending district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the failure to implement the IEP—"a manifestation determination."
3. If the Collaborative, the sending district, the parent(s), and other relevant members of the Team determine that the behavior is not a manifestation of the disability, then the suspension or expulsion may go forward consistent with Collaborative policies and procedures. The sending district, however must offer the student:
    a. services to enable the student, although in another setting, to continue to participate in general education curriculum and to progress toward IEP goals; and
    b. as appropriate, a functional behavior assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. If the Collaborative, the sending district, the parent(s), and other relevant members of the Team determine that the behavior is a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting, the student returns to the original placement unless the Collaborative, parent(s) and sending district agree otherwise or the hearing officer orders a new placement.
5. No later than the date of the decision to take disciplinary action, the parent(s) is notified of that decision and provided with written notice of procedural safeguards. Any party may requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

School Wide Education Plan

To insure that our students do not regress when suspended professional tutoring is provided by Education Inc. or Valley Collaborative Staff.

INTERNET USE POLICY

Students should read this policy and complete the Student Internet Use Agreement and Parental Permission Form (Appendix I). The permission form is required for internet use.

Introduction

Valley Collaborative's aims to provide students with accessible, up-to-date and reliable

information to support them in their studies and educational experience. This goal requires the Collaborative to provide access to the vast information resources on the Internet to help students in their studies and to be well informed. The Internet is an educational tool for the Collaborative. Users must understand that this access is for educational purposes and not for non- educational activities. Students will be utilizing the Internet, but WILL NOT have access to email or instant messaging.

Internet Use

The Collaborative provides students with Internet access in most classrooms and some locations have computer labs. All students may have access to the Internet. Students who wish this access must read and sign the "Student Internet/Email Usage Policy" form.

Authorized Use

The Collaborative's Internet connection is intended primarily for educational use. That means we expect students to use Internet access primarily for education-related purposes, i.e. to research relevant topics and to obtain useful information. The following are specific provisions regarding authorized use of the Collaborative's Internet connection:

- Users may use the Collaborative's Internet services for personal improvement provided that such use is consistent with staff and educational conduct.
- Internet use should be restricted to sites and materials such as news or information that might be considered reasonable if read as a text publication in a classroom or library
  environment.

Unauthorized Use

Users shall not use the Collaborative's Internet services to view, download, save, receive, or send material related to the following:

- Offensive content of any kind, including pornographic material.
- Propagating a virus, worm, Trojan horse, or trap-door program code.
- Disabling or overload any computer system or network.
- Circumventing any system intended to protect the privacy or security of another user.
- Promoting discrimination on the basis of race, religion, ethnicity, disability, gender, sexual orientation race, age, or marital status.
- Visiting web sites that promote threatening or violent behavior.
- Using the Internet for illegal activities including the illegal downloading of music, movies, or other copyrighted materials.
- Distributing commercial messages.
- Gambling web sites.
- Hosting of 'game servers' for online or network gaming.

The above list of prohibited actions is by way of an example only and is not intended to be exhaustive.

Privacy and Monitoring

The Collaborative has software and systems in place to monitor and record all Internet usage. The Collaborative's security systems are capable of recording each Web site, email, and instant

message into and out of its internal networks. The Collaborative reserves the right to do so at any time. No student should have any expectation of privacy as to his or her Internet usage. The Collaborative's technicians will periodically review Internet activity and contact staff of improper use to ensure that the Collaborative Internet resources are devoted to maintaining the highest levels of access and integrity. The Collaborative reserve the right to inspect any and all files stored in private areas of its network in order to assure compliance with this policy.

Accidental/Unintended Violations

The Collaborative does utilize software designed to identify inappropriate or sexually explicit Internet sites. The Collaborative blocks access from within its networks to all such sites. If a student accidentally connects to a site that contains sexually explicit or offensive material, they must disconnect from that site immediately, regardless of whether that site had been previously deemed acceptable by any screening or rating program. A user who accidentally accesses a prohibited site is encouraged to report the incident to staff without the threat of consequences.

Consequences
Students who are not responsible and who do not follow the Collaborative's policies on the use of the Internet and email may face one or all of the following penalties. Remember, the use of the Internet and various technologies offered by the Collaborative is a privilege, not a right.

Students grades K-5
- Parent Notification
- District Notification
- Possible Parent Conference or Team Meeting
- Loss of Internet access

Students grades 6-12+
- Parent Notification
- District Notification
- Possible Parent Conference or Team Meeting
- Loss of Internet access
- Possible Suspension from school
- Civil and Criminal Penalties when appropriate

POLICIES RELATIVE TO CONDUCT OF TEACHERS OR STUDENTS

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for

suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Elementary and Secondary Education for informational purposes only.

In each school building containing the grades nine (9) to twelve (12), inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a copy of this Handbook setting forth the rules pertaining to the conduct of students. The Board of Directors shall review this Handbook each year to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(b) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. c. 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(c) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(d) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(e) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(f) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

STAFF POLICIES

STAFF ORIENTATION; ANNUAL TRAINING; AND PROFESSIONAL DEVELOPMENT

Orientation
Staff orientation is the responsibility of Collaborative principals. Staff orientation is mandatory for all full and part-time staff, for interns and for volunteers.

Annual Training
All staff, including new employees, interns and volunteers, must participate in annual in-service training on average at least two hours per month. The following topics are required in-service training topics and must be provided annually to all staff:

- Reporting abuse and neglect of students to the Department of Children and Families and/or the Disabled Persons Protection Commission;
- Disciplinary and behavior support Procedures used by the program, such as positive reinforcement, point/level systems, token economies, time-out procedures and suspensions and terminations; as well as Restraint Procedures including de-escalation methods used by the program;
- Runaway policy;
- Emergency procedures including Evacuation Drills and Emergency Drills; and
- Civil rights responsibilities (discrimination and harassment).

The following additional topics are required in-service training topics and must be provided annually to all teaching staff:

- How the learning standards of the Massachusetts Curriculum Frameworks are incorporated into the program's instruction;
- Procedures for inclusion of all students in MCAS testing and/or alternate assessments; and
- Student record policies and confidentiality issues.

The following additional topics are required in-service training topics and must be provided annually to appropriate staff based on their job responsibilities:

- CPR training and certification;
- Medication administration (including, but not limited to, administration of antipsychotic medications and discussions of medications students are currently taking and their possible side effects);
- Transportation safety (for staff with transportation-related job responsibilities); and
  Student record policies and confidentiality issues (for staff who oversee, maintain or access student records).

Professional Development
The Collaborative considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings. To this end, the Collaborative ensures that all staff, including both special education and general education staff, are trained on state and federal special education requirements and related local special education

policies and procedures;

The Collaborative provides in-service training for all locally hired and contracted transportation providers, before they begin transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs; for any such student it also provides written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. Transportation providers include drivers of general and special education vehicles and any attendants or aides identified by a Team for either type of vehicle.

STAFF CODE OF CONDUCT

The Collaborative considers professionalism to be of utmost importance. We expect our staff's conduct to be professional and ethical at all times. The following behaviors are expected of all staff.

- Behave in a professional manner at all times while on school premises or at a function at which the staff is a representative of the Collaborative.
- Follow all policies and procedures, manuals, and handbooks as outlined.
- Conduct day-to-day activities in a safe, responsible manner, and avoid situations that may endanger the safety of others.
- Maintain the security of confidential information. Unauthorized disclosure of confidential information is forbidden.
- No vaping, smoking or other use of tobacco products and no illegal or unauthorized drugs or alcohol at any Collaborative program, field trip or function.
- Provide accurate and non-judgmental information on all school records and reports.
- Regularly report to work on time, and give notification of any absences in a prompt and responsible manner in accordance with Collaborative policies and procedures.
- Complete assignments accurately and in a timely manner.
- Utilize only Collaborative-sanctioned modes of communication with students and follow all applicable laws, regulations, and Collaborative policies. This includes complying with the social media policy in the Employee Handbook.

[End of Handbook]

Appendix A

Valley Collaborative
Observation Request Form

With this form you should have received a copy of the Collaborative's "School Visitor Procedures" and "Observation Policy". Please review those documents carefully before completing this form and again before arriving for your pre-arranged visit. Please thoroughly and carefully complete this form in order to help the Collaborative best arrange for a visit that will meet your needs as well as cause minimum disruption to the students and staff. This form must be completed and returned to the main office of the building you wish to visit at least five (5) days prior to the date of any requested visit.

Name of student or program to be observed: _____

Please briefly describe the purpose of your observation: _____

_____

_____

_____

Please identify which setting(s) you would like to observe:

___Integrated Classes (please specify if you wish to see a specific class or subject area):

_____

___ Therapy Sessions (please specify if you wish to see a specific type of therapy):

_____

___ Special Education Classes (please specify if you wish to see a specific class or subject area): _____

As stated in the Collaborative's "Observation Policy," due to the distraction inherent in the presence of any outside observer, observations shall be limited to two (2) consecutive classes/periods/therapy sessions or for a maximum of two (2) hours, at the discretion of the principal of his/her designee depending on the nature of the individual program being visited. Given that limitation, please rank, in order of importance, the components of the program you wish to observe:

_____

_____

_____

Observation Request Form Continued

If you have particular questions about the program or there is general information that you would find helpful, please describe such information below so that we can have it prepared for you in advance of your visit. For example, you might be seeking information such as student/teacher ratios, a student's schedule, class size, text used, etc.

_____

_____

_____

Please list, in order of preference, several available dates on which you would like to observe. If your availability is limited to certain hours on any of these days, please note that as well:

_____

_____

_____

If you are an individual authorized by the parent or legal guardian (i.e., an evaluator), please attach written documentation showing your status as an evaluator.

After this form has been submitted to the main office of the building in which the observation is sought, a designee of the principal will call you to schedule the visit and will send you written confirmation.

Thank you in advance for your cooperation with the attached policies and procedures.

Name of observer: _____

Organization or affiliation:

Signature:_____ Date: _____

Approved: **Disapproved:**

Signature:_____ Signature: _____

Appendix B

Bullying Report Form

A. Reporter info:

1. **Name of Reporter/Person making complaint**: _____

2. **Reporter info**:
□ Target of behavior ☐Staff Member ☐Parent ☐Other(specify): _____

B. Information about incident:

1.Name of the Target: _____

2. Name of the Aggressor: _____

3. Date of the incident: _____

4. Witnesses:

1) _____Student☐ Staff ☐Other☐_____

2) _____Student☐ Staff ☐Other☐_____

5. **Location of incident**:_____**Time of incident**: _____

Type of incident: _____

Verbal/Written Aggression: name calling, teasing, threats, note writing, written threats, etc.

Racial or Ethnic Harassment: comments, jokes, name calling of this nature

Social Aggression: spreading rumors, excluding from the group, embarrassing someone on purpose, ganging up on someone

Physical Aggression: hitting, tripping, kicking, pulling a chair out from someone, purposely destroying someone's property, taking someone else's belongings

Intimidation: threatening or intimidating someone into a particular action, gesture directed toward an individual, actions that create a hostile environment for the victim

Cyber Bullying: includes bullying through the use of technology, all social networking sites, any electronic communication, images, data, the creation of a web page or blog knowingly impersonating an individual

Sexual Harassment: comments, jokes or actions of a sexual nature

Bullying Report Form Continued

Description of incident:

Appendix C

Authorization for Student Participation in the Experiential Physical Education Program

Dear Parent(s)/Guardian(s):

Participants in the Valley Collaborative Experiential Physical Education Program will engage in physical activities at school and on field trips locally, out-of-town, and out-of-state. Such activities include, but are not limited to, archery, canoeing, cross-country skiing, downhill skiing, snowboarding, snowshoeing, fishing, geocaching, hiking, physical fitness training, rappelling, rock climbing, ropes courses, whitewater rafting, and other similar activities. Participation in the EPE Program also will include travel and transportation in connection with such activities and field trips. You and/or your child must complete the forms contained in this packet in order for your child to participate in the EPE Program.

Instructions for Parent(s)/Legal Guardian(s), and Student, if 18 Years or Older

Complete and submit to the Collaborative the following forms contained in this packet:

- Authorization for Student Participation in the Experiential Physical Education Program
- Authorization, Assumption of Risk, Release, and Indemnity Agreement
- Release from Liability and Indemnity Agreement
- Extracurricular Activity/Field Trip Permission Form
- Photograph Permission Form
- Audiotape, Photograph, Videotape & Website Agreement Form

Student Name:_____ Date of Birth: _____

Parent(s)/Legal Guardian(s) Name(s):

_____ _____

If 18 years of age or older, is the student the legal guardian of him/herself? Yes ___ No ___
(If no, please provide the Collaborative with a copy of guardian paper work).

Appendix D

EPE Program Authorization, Assumption of Risk, Release, and Indemnity Agreement

I understand that, in connection with my/my child's participation in the Valley Collaborative (the "Collaborative") Experiential Physical Education Program (the "EPE Program") during the school year, I/my child will engage in physical activities at school and on field trips locally, out-of-town, and out-of-state. I understand that such activities include, but are not limited to, archery, canoeing, cross-country skiing, downhill skiing, snowboarding, snowshoeing, fishing, geocaching, hiking, physical fitness training, rappelling, rock climbing, ropes courses, whitewater rafting, and other similar activities. I understand that my/my child's participation in the EPE Program also will include travel and transportation in connection with such activities and field trips. I authorize myself/my child to voluntarily participate in the EPE Program and in consideration for being permitted to do so agree as set forth herein.

I understand that my/my child's voluntary participation in the EPE Program includes the risk of injury that may range in severity from minor to disabling to even death. I assume full responsibility for any risk of personal injuries or death to myself/my child or others or property damages arising from my/my child's participation in the EPE Program. I agree to forever RELEASE, HOLD HARMLESS, AND INDEMNIFY the Collaborative, its member school districts, and its current and former directors, members, employees, volunteers, and agents (the "Releasees") from all claims, liabilities, losses, damages, causes of action, and/or expenses, including attorney's fees that have arisen or may arise in the future in connection with my/my child's participation in the EPE Program, including for personal injuries or death to myself/my child, personal injuries or death to others, and property damage arising from my/my child's participation in the EPE Program. I further understand that my/my child's participation in the EPE Program will involve activities off of Collaborative property, and agree that the Releasees shall not have any responsibility for the condition and use of non-Collaborative property.

I/my child agree(s) to abide by Collaborative Student and Family Handbook and Policies & Procedures Manual, codes of conduct, and disciplinary procedures, and to abide by all instructions and decisions made by teachers, staff, and those in authority while participating in the EPE Program. I agree that my/my child's participation in the EPE Program may at any time be terminated for failure to follow these rules.

If the student is 18 years of age or older and is his/her own legal guardian, the following statement must be read and signed by the student:

I certify that I am at least 18 years of age, that I have read and that I understand the above Agreement, and that that I accept and will be bound by its terms and conditions.

_____ _____

Student Signature Date

If the student is less than 18 years of age, or otherwise is not his/her own legal guardian, the following statement must be read and signed by the student's parent(s) or legal guardian(s).

I certify that I am the parent and/or legal guardian of the student, that I have read and that I understand the above Agreement, and that I accept and will be bound by its terms and conditions on my own behalf and on behalf of the student.

_____ _____

Parent(s)/Legal Guardian(s) Signature Date

Appendix E

RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT

I/We, the undersigned parent/guardian/legal representative of_____ (student name) do hereby consent to his/her participation in_____(activities and/or field trips) on_____(date(s)) and in consideration of his/her being permitted to so participate, I/we on behalf of myself, my heirs, my agents, my representatives, and on behalf of _____(student name) do forever RELEASE, acquit, discharge, and covenant to hold harmless and indemnify, the Valley Collaborative, and its current and former directors, members, employees, servants, and agents, from any and all actions, rights of action, causes of action, charges, and/or claims, in any way related to and/or arising from, directly or indirectly, all known or unknown personal injuries or property damage or death, which I/we may now or hereafter have as the parent/guardian/legal representative of said minor, as well as any action, rights of action, causes of action, charges, and/or claims which said minor has or hereafter may acquire, either before or after he/she reaches the age of majority, resulting from, relating to, or in any way connected to, his/her participation in extracurricular activities and/or field trips run by, sponsored by or related to the Valley Collaborative.

In addition, I/we, as parent(s)/guardian(s)/legal representative(s) of said minor, agree to indemnify the Valley Collaborative and its current and former directors, members, employees, servants, and agents, in the event that any action, charge, and/or claim, is brought against the foregoing, which is in any way related to and/or arising from, directly or indirectly, my son/daughter/student's participation in extracurricular activities and/or field trips run by, sponsored by or related to the Valley Collaborative.

I/we understand and acknowledge that all Valley Collaborative handbook(s), Codes of Conduct, and all school disciplinary procedures apply and are in effect during all extracurricular activities and/or field trips run by, sponsored by or related to the Valley Collaborative. I/we also understand and acknowledge that my son/daughter/student's participation in any extracurricular activities and/or field trips run by, sponsored by or related to the Valley Collaborative is expressly contingent upon his/her abiding by the rules and procedures established by the chaperones, sponsors, officials and/or employees of the extracurricular activities and/or field trips, and that he/she must obey the same. I/we further understand and acknowledge that the possession and/or use of any and all forms of alcohol and other controlled substances under the laws of the Commonwealth of Massachusetts is strictly prohibited during extracurricular activities and/or field trips run by, sponsored by or related to the Valley Collaborative.

I/we agree that Collaborative personnel are the sole guardians of_____(student's name) while he/she is participating in extracurricular activities and/or field trips run by, sponsored by or related to the Valley Collaborative, and hereby authorize medical care and/or return travel to school property if they in their sole discretion deem it to be in_____(student's name) best interest.

_____ _____
Parent/Guardian/Representative Signature Date

_____ _____
Student Signature Date

Appendix F

EXTRACURRICULAR ACTIVITY / FIELD TRIP PERMISSION FORM

School Name: _____

Today's Date: _____

I/we, as parent/guardian/legal representative, give permission for _____ (student's first and last name), to attend and participate in _____ (activity/event) on_____(date) from _____ (approximate departure time from school) until_____(approximate return time to school) for:

Description of Activity/Event (Be Specific)	Approval (Please Check One) YES	NO
_____	____	____
_____	____	____
_____	____	____

1. Mode of transportation: _____
2. Will leave from: _____
3. Students will return to: _____ about _____

Collaborative Personnel/Teacher/Instructor in Charge: _____
Students will be accompanied by an appropriate number of adults: teachers, aides, parents, school volunteers or school personnel.

I understand that my son/daughter will be obliged to abide by the Student and Family Handbook and by the student code of conduct while participating in this extracurricular activity and/or field trip.

In the event of serious illness or injury to my child/ward, I expressly consent to the administration of emergency medical care, if in the opinion of attending medical and/or school personnel, such action is advisable.

Please check the appropriate response space:

____My child **DOES** require medication during this authorized activity and/or field trip.
____My child **DOES NOT** require medication during this authorized activity and/or field trip.

If needed, I hereby authorize dispensation of medication by trained, non-medical school personnel in an emergency and/or life threatening situation as prescribed by my child's primary provider. I further understand that such trained personnel must be present for the administration of medication during this activity and/or field trip.

I have read the Permission Form and understand its terms. I sign it voluntarily and with full knowledge of its significance.

Parent's/Guardian's Signature(s) _____

Date: _____

Relationship to Minor _____

Address _____

State _____ Zip Code _____

Telephone (Home) _____

Telephone (Mobile) _____

Telephone (Work) _____

Appendix G

Dear Parent/Guardian:

Please read over the following and make a decision as to whether you grant permission for Valley Collaborative to post, print, or release your child's image/photograph or student work.

Examples of how your child's image/photograph or student work may be used:

- Appear in a printed publication such as a class picture, newspaper, magazine, or yearbook
- Submitted as sample to programs (examples: sports programs or play programs) or as contest entries to sponsors
- Utilized as a demonstration or sample in educational workshops, classrooms, and/or conferences
- Appear on video/electronic image made during a student presentation of a project , or in broadcasts or video/electronic image, which may or may not be used by a local television station or school/county project
- Other educational activity as Valley Collaborative deems necessary

Your child's name or address **WILL NOT** be included with your child's image/photograph or student work when published on the Web.

RELEASE AUTHORIZATION

Your permission grants Valley Collaborative approval to publicize without prior notification and remains in effect until Valley Collaborative receives written notice that you would like this revoked.

I/We_____ **DO** give permission for_____'s image/photograph or school work to be used as described above. We are willing to release this into the public domain.

I/We_____ **DO NOT** give permission for_____'s image/photograph or school work to be used as described above. We are willing to release this into the public domain.

Parent/Guardian Name:_____

Parent/Guardian Signature:_____

Address:_____

City, State, Zip Code:_____

Phone Number:_____ **Date:** _____

Appendix H

Audiotape,Photograph,Videotape&WebsiteAgreement Form

Student Name:_____ Date:_____

We have found it to be very beneficial to use photos, audiotape, and videotape in our classrooms in order to:

- Help student express themselves
- Improve communication by using pictures to describe situations and sequence events
- Facilitate understanding of routines, schedules, and roles
- Improve communication with parents by allowing them to view their child's performance at school
- Enhance students self-image and self esteem
- Heighten student understanding of group processes, sequencing of events, visual processing, and memory

Permission to Publish Photos on Valley Collaborative website

Photos of classroom activities, field trips, and school events enrich the school's website (www.valleycollaborative.org). Parent/Guardian consent is required to allow the faculty to publish photos containing students on the school website. To protect students' identities, last names or other personal information of students will not be published on the website. Only faculty will be allowed to add photographs to the school website. For further information please refer to the Children's Online Privacy Protection Act of 1998 (www.ftc.gov/ogc/coppal.htm).

Parent/Guardian Consent

I am the parent or legal guardian of the above-named student and give consent as indicated below:

Permission for Audiotape, Photographs, Videotape	Yes	No
Permission to Publish Photos on the Valley Collaborative Website	Yes	No

Appendix I

Valley Collaborative
Student Internet Use Agreement and Parental Permission Form

As a user of the Internet and other technologies offered by Valley Collaborative, I have read, fully understand, and will comply with the Collaborative's Acceptable Internet Use Policy.

Student Signature:_____

Date:_____

As the parent or legal guardian of the above student, I give permission for him or her to use the Internet and other network technologies offered by the Collaborative. I understand the rules of the Acceptable Use Policy and also understand the consequences if said rules are not followed. I hereby release the Collaborative and its employees from any and all liability arising from my child's use, or inability to use, the Collaborative's Internet and/or other networking systems.

Parent'(s) Signature:_____Date: _____

Name of Student:_____Date: _____

Appendix J

VALLEY COLLABORATIVE

Parent/Student Acknowledgement of Receipt of
Student and Family Handbook & Policies and Procedures Manual

Student's Name_____ Age _____

Parent's Name(s)_____

Parent's Email(s)_____

School/Program_____ Grade _____

By signing below, the parent and student acknowledge and agree as follows:

1) We have received a copy of the Valley Collaborative Student and Family Handbook & Policies and Procedures Manual (the "Handbook").
2) We understand that the Handbook contains important information about the home-school partnership and rules and policies of the Collaborative with respect to the student's education and participation in Collaborative programs.
3) We have read and discussed the contents of the Handbook, and agree that the student's participation in Collaborative programs is subject to the rules and policies contained in the Handbook
4) We agree that we will work together with each other and with Collaborative staff to make sure that the student follows the rules and policies contained in the Handbook.

Parent's Signature(s)_____ Date _____

Student Signature_____ Date _____

Appendix K

VALLEY COLLABORATIVE

Parent Acknowledgement of Restraint Prevention and Behavior Support Policy and Procedures: 2018-2019 School Year

Student's Name _____ Age _____

Parent's Name(s)_____

Parent's Email(s)_____

School/Program_____Grade _____

1) We/I have received a copy of Valley Collaborative's Restraint Prevention and Behavior Support Policy and Procedures (the Restraint Policy).

2) We/I understand that the Restraint Policy has been developed and implemented as required by 603 CMR 46.00, the Massachusetts regulation that regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, virtual schools and collaborative education programs.

3) We/I understand that the Restraint Policy contains important information about the Collaborative's policies and practices with respect to physical restraints.

4) We/I have read and understand that contents of the Restraint Policy and acknowledge that all student restraints are subject to the policy.

Parent's Signature(s) _____

_____

Date _____

Valley Collaborative

REPORTING FORM FOR INCIDENTS OF RESTRAINT

CONFIDENTIAL

Student Restrained: _____

Restraint by: _____

Witnessed by: _____

Reported by: _____

Place of Restraint: _____

Date & Time Restraint Began: _____

Date & Time Restraint Ended: _____

Name of School Principal Who Received Report: _____

Date & Time of Report: _____

Description of activity in which restrained student and other students and staff were engaged immediately preceding the restraint

_____

_____

_____

_____

Description of the behavior that prompted the restraint

_____

_____

_____

_____

Description of the efforts made to de-escalate, including less intrusive restraint alternatives that were attempted.

_____

_____

_____

_____

Justification for initiating the restraint

_____

_____

_____

_____

Description of the administration of the restraint including the holds used and reasons such holds were necessary

_____

_____

_____

_____

Description of the student's behavior and reactions during the restraint and how the restraint ended

_____

_____

_____

_____

Were there any injuries to student(s) and/or staff during restraint? _____YES _____NO

If so, identify who was injured and describe the injury and any medical care provided

_____

_____

_____

_____

Nurse / Social Worker Assessment (if applicable)

_____

_____

_____

_____

Reporter's Signature: _____

TITLE: _____

Teacher's Signature: _____

Principal's Signature: _____

PARENT COMMENTS

Parent(s) Name(s):

_____

If you have comments regarding this restraint, please provide them below and return a copy of this comment form to your child's principal.

_____

_____

_____

_____

_____

APPENDIX L

Albanian

Informacioni i bashkëngjitur është i rëndësishëm. Lutemi kërkojini ndonjë anëtari të familjes, miku ose komshiu që t'jua përkthejë. Nëse nuk njihni asnjë njeri që t'jua përkthejë, lutemi plotësoni informacionin e mëposhtëm dhe kthejeni tek drejtoresha e shkollës së fëmijës suaj, së bashku me njoftimin e bashkëngjitur. Dikush që flet gjuhën tuaj do t'ju telefonojë për ta diskutuar informacionin me ju në telefon.

Ju lutem më telefononi rreth këtij njoftimi. Unë flas ____________________. Numri i telefonit tim gjatë ditës është___________________. Emri im është ____________________.

Arabic

رجاء ملأت داخل المعلومة أدناه ,إن أنت لا تعرف أيّ شخص الذي يستطيع ترجمت هو .ترجم هو ل أنترجاء سألت أسرة عضوة, صديقة, أو جار أن ي .ال يربط معلومة مهمّة
سيدعو أحد ما الذي يتكلّم لغتك أنت أن يراجع المعلومة مع أنت على الهاتف .ورجعت هو إلى المسؤولة من طفلتك مدرسة مع ال يربط إشعار.
ي نهار هاتف .____________________ أنا أتكلّم .رجاء دعاتني حول هذا إشعار
.________________________ رقم __________________. اسمي

French

L'information jointe est importante. Veuillez demander à un membre, à un ami, ou à un voisin de famille de le traduire pour toi. Si vous ne savez pas n'importe qui qui peut le traduire , pour compléter svp l'information ci-dessous et pour la renvoyer au principal de l'école de votre enfant avec la notification jointe. Quelqu'un qui parle votre langue vous appellera pour passer en revue l'information avec toi au-dessus du téléphone.
Veuillez m'appeler au sujet de cette notification. Je parle le ___________________. Mon téléphone de journée le nombre est __________________. Mon nom est ________________________.

Armenian

Կցվող տեղեկությունը կարեւոր է: Խնդրեք մի հարազատից, ընկերից կամ հարեւանից որ թարգմանի ձեզ համար: Եթե չեք ճանաչում որեւէ մեկին որ կարող է թարգմանել, խնդրում ենք լրացնել ներքեւի տեղեկանքը եւ ձեր երեխայի դպրոցի տնօրենին վերադարձնել կցված ազդին հետ: Ձեր լեզուն խոսող մեկը կզանգահարի ձեզ` հեռախոսով քննարկելու տեղեկությունը:

Խնդրում եմ ինձ զանգեք այս տեղեկության մասին: Խոսում եմ ------------------------:
Իմ օրվա հեռախոսահամարն է _---------------------------: Իմ անունն է
---------------------------------:

Chinese

以下的消息是非常重要的。请你让家人，朋友，或邻居帮你翻译。如果你找不到帮你翻译的人，请填好下面的表格。然后交给孩子学校的校长。翻译人员会打电话给你，通过电话为你解释消息.
请打电话给我。我的语言是________________________。 我的名字是
__________________________。

Dutch

De informatie in bijlage is belangrijk. Gelieve te vragen een een een familielid, vriend, of buur om het voor u te vertalen. Als u iedereen niet kent wie het kan vertalen, alstublieft de informatie hieronder invullen en het teruggeven aan het hoofd van de school van uw kind samen met het bericht in bijlage. Iemand wie uw taal spreekt zal u roepen om de informatie te herzien met u over de telefoon.
Gelieve te roepen me over dit bericht. Ik spreek ___________________. Mijn dagtelefoon het aantal is __________________. Mijn naam is ________________________.

Farsi

اطلاعات ضمیمه شده بسیار مهم هستند. لطفاً از وابستگان، افراد فامیل، دوستان و یا همسایگان خود تقاضا کنید که این متن را برای شما ترجمه کنند. اگر کسی را نمیشناسید که بتواند این ترجمه را برایتان انجام دهد خواهشمندیم فرم زیر را پر کرده و بهمراه مدرک اصلی (اطلاعیه یا اعلامیه) برای مدیر مدرسه فرزندتان ارسال فرمایید. شخصی که بزبان شما آشنایی کامل دارد برای توضیح و مرور اطلاعات مربوطه، از طریق تلفن با شما تماس خواهدگرفت.

لطفاً در مورد این مدرک (اطلاعیه یا اعلامیه) با من تماس بگیرید. من بزبان .... صحبت میکنم.
شماره تلفن من در طی روز ....
نام و نام فامیل من ....

Finnish-Suomi

Oheiset tiedot ovat tärkeitä. Pyydä perheenjäsentä, ystävää tai naapuria kääntämään ne sinulle. Jos et tunne ketään, kuka voisi kääntää ne, täytä alla olevat tiedot ja palauta ne lapsesi koulun rehtorille oheisen ilmoituksen kanssa. Kieltäsi puhuva henkilö soittaa sinulle ja käy läpi tiedot puhelimessa kanssasi.
Soita minulle tästä ilmoituksesta. Puhun________________________.
Puhelinnumeroni on päivällä ________________________. Nimeni on_____________________.

French

L'information jointe est importante. Veuillez demander à un membre, à un ami, ou à un voisin de famille de le traduire pour toi. Si vous ne savez pas n'importe qui qui peut le traduire , pour compléter svp l'information ci-dessous et pour la renvoyer au principal de l'école de votre enfant avec la notification jointe. Quelqu'un qui parle votre langue vous appellera pour passer en revue l'information avec toi au-dessus du téléphone.
Veuillez m'appeler au sujet de cette notification. Je parle le _____. Mon téléphone de journée
le nombre est _____. Mon nom est _____.

German

Die angebrachten Informationen sind wichtig. Bitten Sie bitte ein Familie Mitglied, einen Freund oder einen Nachbar, es für Sie zu übersetzen. Wenn Sie nicht niemand wissen, das es übersetzen kann, die Informationen bitte unten auszufüllen und sie zur Direktion der Schule Ihres Kindes zusammen mit der angebrachten Nachricht zurückzubringen. Jemand, das Ihre Sprache spricht, ruft Sie an, um die Informationen mit Ihnen über dem Telefon zu wiederholen.
Rufen Sie mich bitte über diese Nachricht an. Ich spreche _____. Mein Tagestelefon
Zahl ist _____. Mein Name ist _____.

Greek

Οι συνημμένες πληροφορίες είναι σημαντικές. Παρακαλώ ζητήστε από ένα οικογενειακό μέλος, έναν φίλο, ή έναν γείτονα για να τον μεταφράσετε για σας. Εάν δεν ξέρετε καθενός που μπορεί να το μεταφράσει , παρακαλώ να συμπληρώσει τις πληροφορίες κατωτέρω και να το επιστρέψει στον προι4στάμενο του σχολείου του παιδιού σας μαζί με τη συνημμένη ειδοποίηση. Κάποιος που μιλά τη γλώσσα σας θα σας καλέσει για να αναθεωρήσει τις πληροφορίες με σας πέρα από το τηλέφωνο.
Παρακαλώ με καλέστε για αυτήν την ειδοποίηση. Μιλώ _____. Το πρωινό τηλέφωνό μου
ο αριθμός είναι _____. Το όνομά μου είναι_____.

Gujarati

સંલગ્ન માહિતી મહત્વપૂર્ણ છે. કૃપા કરીને આપના પરિવારજન, મિત્ર અથવા પાડોશીને
તેનો અનુવાદ કરી આપવા કહો. જો આપ કોઇ અનુવાદકર્તાને ના જાણતા હો, તો કૃપા
કરીને નીચે જણાવેલ માહિતી ભરો અને સંલગ્ન નોટિસ સાથે તેને આપના બાળકની સ્કૂલના
પ્રિન્સિપાલને મોકલી આપો. આપની ભાષા જાણનાર કોઇક વ્યક્તિ આ માહિતીના અવલોકન
માટે આપની સાથે ફોન પર વાત કરશે.
કૃપા કરીને આ માહિતી વિશે મને ફોન કરો. હું _____ બોલું છું. મારો દિવસનો ફોન નંબર
_____ છે. મારું નામ _____ છે.

Haitian Creole

Ransèyman ki atache-la-a enpòtan anpil. Tanpri mande yon moun nan fanmi-ou, yon zanmi oswa yon vwazen tradwi-li pou ou. Si ou pa konnen okenn moun ki ka tradwi pou ou, tanpri founi ransèyman nan espas-yo anba-a epi retounen papye-a nan biwo direktè lekòl pitit-ou avèk nòt ki atache avèk li-a. Yon moun ki pale lang-ou va rele-ou pou ba-ou plis esplikasyon nan telefòn.
Tanpri rele-m konsènen nòt-la . M pale kreyòl ayisyen. Nimewo telefòn-mwen lajounen se: _____ Non-mwen se: _____

Hindi

संलग्न सूचना महत्वपूर्ण है। कृपया परिवार के किसी सदस्य, दोस्त, या पड़ोसी से कहें कि वे आपके लिए इसका अनुवाद कर दें। अगर आप किसी ऐसे व्यक्ति को नहीं जानते जो इसका अनुवाद कर सकता है, तो कृपया नीचे की सूचना भरें और संलग्न नोटिस के साथ अपने बच्चे के स्कूल के प्रिंसिपल को लौटा दें। आपकी भाषा बोलने वाला कोई व्यक्ति आपको फोन करके आपके साथ इस सूचना के बारे में बात करेगा।
कृपया मुझे इस नोटिस के बारे में फोन करें। मैं_____बोलता हूं। मेरा दिन का टेलीफोन नंबर है_____। मेरा नाम है_____।

Italian

Le informazioni allegate sono importanti. Chieda prego ad un membro, ad un amico, o ad un vicino della famiglia di tradurrglielo per. Se non conoscete chiunque che possa tradurlo, per riempire prego le informazioni qui sotto e per restituirle al principale della scuola del vostro bambino con l'avviso fissato. Qualcuno che parli la vostra lingua li denominerà per rivedergli le informazioni con sopra il telefono.
Denominilo prego circa questo avviso. Parlo il _____. Il mio telefono di giorno
il numero è _____. Il mio nome è _____.

Japanese

添付されている情報はとても重要です。
ご家族、お友達、またはご近所の方に翻訳してもらってください。
もし翻訳できる人がいなければ、以下に必要事項を記入して、添付された通知と
一緒にお子様の学校のプリンシパル （校長） に提出してください。
あなたの言語を話す人がお電話し、記載されている内容について説明いたします。

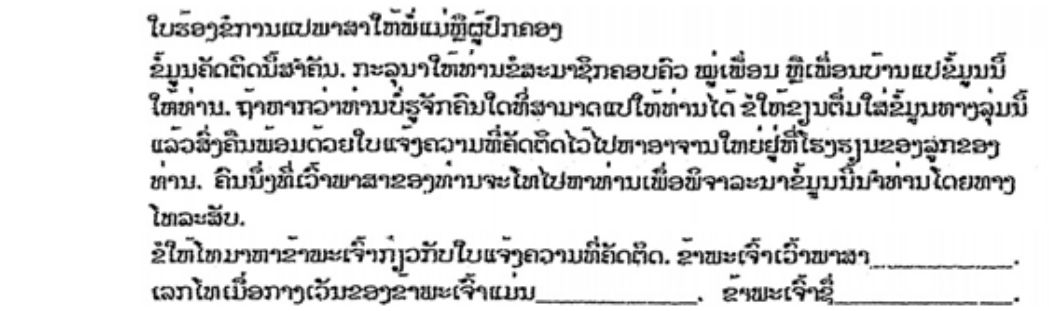
この通知について電話をください。私は _____ 語を話します。
日中の連絡先電話番号は _____です。
私の名前は _____ です。

Korean

첨부된 내용은 중요한 정보입니다. 친척, 친구, 또는 이웃에게 번역을 부탁하십시오. 번역해 줄 사람이 아무도 없다면 아래의 정보를 기입하셔서 자녀가 재학하고 있는 학교의 교장에게 첨부된 통지서와 함께 보내십시오. 귀하의 언어를 구사하는 사람이 전화를 통해 이 정보를 귀하와 함께 검토해 드릴 것입니다.

이 통지서에 관해 제게 전화해 주십시오. 제가 구사하는 언어는 _____입니다. 저와 통화가 가능한 낮시간 전화번호는 _____입니다. 제 이름은 _____입니다.

Laotian



Nepali

समाबेश गरिएको जानकारी महत्त्वपूर्ण छ । कृपया आफ्नो परिवार, साथी, अथवा आफ्नो छिमेकी सँग यो अनुवाद गर्न अनुरोध गर्नुहोस् ।यदि तपाईंले अनुवाद गर्ने कोही पनि भेट्नु भएन भने, कृपया तलको जानकारीहरु भरि आफ्नो बच्चाको स्कुलको हेडमास्टरलाई सुचनाको साथै बुझाउनु होला । तपाईंको भाषा बोल्ने मनिषले तपाईंसँग फोनमा तपाईंको जानकारीको मुल्याङ्कनको लागि संपर्क गर्नेछ ।

कृपया यो सुचनाको लागि मलाई संपर्क गर्नुहोस् । म _____ भाषा बोल्छु । मलाई दिउसो संपर्क गर्ने फोन नम्बर _____ हो । मेरो नाम _____ हो ।

Portuguese

A informação unida é importante. Peça por favor que um membro, um amigo, ou um vizinho da família traduzam-no para você. Se você não souber qualquer um que pode o traduzir , para preencher por favor abaixo a informação e para a retornar ao principal da escola da sua criança junto com a observação unida. Alguém que fala sua língua chamá-lo-á para rever a informação com você sobre o telefone.
Chame-me por favor sobre esta observação. Eu falo o _____. Meu telefone do dia o número é _____. Meu nome é _____.

Pushto

د مور او پلار/ځارونکی د ترجمی درخواست فورمه

نښلول شوی معلومات مهم دئ. مهربانی وکړی او د کورني د یو غړی، ملګری، یا ګاونډی، نه غوښتنه وکړی چه دا ټاکل شوی معلومات تاسی ته ترجمه وکړي. که تاسي ځوک نه پیژنی چه دا معلومات تاسی ته ترجمه وکړی، مهربانی وکی دا لاندي معلومات ډک کړی او د خپل د ماشوم ښوونځی مشر ته د دا ټاکل شوی خبرتیا سره یو ځای بیرته راواستوی. ځوک چه د ستا په ژبه باندی پوهیږی تاسی سره تماس به ونیسی او دا معلومات د تاسی سره یو ځای په تیلفون باندی کتنه وکړی.

لطفاً زما سره د دی خبرتیا په برخه کی تیلفون وکړی. زه په _____ ژبه باندی خبری کوم. زما د ورځی له خوا تیلفون نمبر دا _____ دئ. زما نوم _____ دئ.

Romanian

Informatia anexata este importanta. Va rog sa rugati un membru de familie, prieten sau vecin sa v-o traduca. Daca nu cunoasteti pe nimeni care sa o poata traduce, va rog completati informatia de mai jos si restituiti-o directorului scolii copilului dumneavoastra impreuna cu anuntul anexat. Cineva care vorbeste limba dumneavoastra va telefona sa revizuiasca informatia cu dumneavoastra la telefon.

Va rog telefonati-mi despre acest anunt. Eu vorbesc_____. Numarul meu de telefon din timpul zilei este_____. Numele meu este_____.

Russian

Приложенная информация важна. Пожалуйста спросите, что член, друга, или сосед семьи переводит его для вас. Если вы не знаете любое, то может перевести его, пожалуйста для того чтобы заполнить внутри информацию ниже и возвратить ее к главе школы вашего ребенка вместе с прикрепленным извещением. Кто-то говорит ваш язык вызовет вас для того чтобы рассмотреть информацию с вами над телефоном.
Пожалуйста вызовите меня о этом извещении. Я говорю _____. Мой телефон дневного времени номер будет _____. Моим именем будет_____.

Spanish

La información unida es importante. Pida por favor que un miembro, un amigo, o un vecino de la familia lo traduzcan para usted. Si usted no sabe a cualquier persona que pueda traducirlo , para completar por favor la información abajo y para volverla al principal de la escuela de su niño junto con el aviso unido. Alguien que habla su lengua le llamará para repasar la información con usted sobre el teléfono.
Llámeme por favor sobre este aviso. Hablo el _____. Mi teléfono del día
el número es _____. Mi nombre es _____.

Swedish

Den fäste informationen är viktig. Behaga frågar en familjemedlem, en vän eller ett grann att översätta den för dig. Om du inte vet någon som kan översätta det, att behaga fyll in den nedanföra informationen, och återgångt skolar den till rektor av ditt barn tillsammans med fäst märker. Någon, som talar ditt språk, ska appell dig för att granska informationen med dig över ringa.
Behaga appellen som jag märker härom. Jag talar _____. Min dag ringer
numrera är _____. Mitt känt är _____.

Thai

เอกสารที่แนบมานี้เป็นเอกสารสำคัญ กรุณาสอบถามสมาชิกในครอบครัว ,เพื่อน ,หรือเพื่อนบ้านของท่าน เพื่อแปลให้ท่านเข้าใจ ถ้าท่านไม่รู้จักใครที่จะสามารถแปลเอกสารเหล่านี้ให้ท่านได้ กรุณากรอกข้อมูลในแบบฟร์อมข้างล่ อาจารย์ใหญ่ของโรงเรียนที่บุตรหลานของท่านกำลังศึกษาอยู่ พร้อมเอกสารที่ต้องการให้แปล จะมีบุคคลที่พูดภาษาของท่านจะโทรกลับเพื่อช่วยในการแปลและสื่อสารกับท่านผ่านทางโทรศัพท์
กรุณาโทรหาข้าพเจ้า เกี่ยวกับเอกสารนี้
ข้าพเจ้าพูดภาษา _____
หมายเลขโทรศัพท์ที่สามารถติดต่อได้ระหว่างวันคือ _____
ข้าพเจ้าชื่อ _____.

Urdu

منسلکہ معلومات اہم ہے- براہ کرم اپنے کسی اہل خانہ، دوست، یا پڑوسی سے اپنے لئے اس کا ترجمہ کرنے کو کہیں- اگر آپ کسی ایسے فرد سے واقف نہیں ہیں جو اس کا ترجمہ کرسکتا ہو تو، براہ کرم ذیل کی معلومات بھر کر منسلکہ نوٹس کے ساتھ اپنے بچے کے اسکول کے پرنسپل کو واپس کردیں-

آپ کی زبان بولنے والا کوئی شخص فون پر آپ کے ساتھ معلومات پر گفتگو کے لئے کال کرے گا-

براہ کرم اس نوٹس کے سلسلے میں مجھے کال کریں- میں_____
زبان بولتا / بولتی ہوں

میرا دن کے وقت کا فون نمبر _____ ہے میرا نام
_____ ہے

Vietnamese

Thông tin đính kèm rất quan trọng. Xin vui lòng yêu cầu một người thân trong gia đình, bạn bè, hoặc hàng xóm dịch lại cho bạn. Nếu bạn không biết người nào có thể dịch được, vui lòng điền thông tin dưới đây và gửi lại cho hiệu trưởng trường học của con bạn cùng với thông báo đính kèm. Sé có người biết nói ngôn ngữ của bạn gọi điện cho bạn để xem xét lại thông tin với bạn qua điện thoại.

Xin vui lòng gọi cho tôi về thông báo này. Tôi nói tiếng _____. Số điện thoại ban ngày của tôi là _____. Tên tôi là _____.

Central Administration Office

*25 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 7, 2018
Re: Addendum to the Middlesex Retirement Board Lease Agreement (25 Linnell Circle)

In response to the Department of Developmental Services QUEST Audit, Valley's Community Based Day Services (CBDS) Program requires additional programmatic space. Valley Collaborative would like to request an additional 600 square feet of space to be added to the lease agreement. Renovations of the space would be the responsibility of Valley Collaborative and paid for by DDS funding. The kitchen space would provide life skills training for individuals in the Adult Services Program. These life skills are a crucial part of our programming, and this new space would provide our DDS adult population with state of the art vocational tools for training and skill development.

The current square footage rate is $16.40. We have inquired if the Middlesex Retirement Board would consider offering us the 600 square feet at a greatly reduced rate of $10.00 a square foot. If the Middlesex Retirement Board agrees to this generous rate decrease, we will request that Valley's Board of Directors add this additional square footage to the current lease.

Required Action:
Vote

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 7, 2018
Re: Making a Difference – Community Leader

Valley Collaborative has chosen Sheriff Peter Koutoujian to receive the "Making a Difference" Award for 2018. This award is presented by the Board of Directors from the Middlesex County School Districts (Superintendents of Schools from Billerica, Chelmsford, Dracut, Groton-Dunstable, Nashoba Valley Technical School District, North Middlesex Regional, Tewksbury, Tyngsborough, and Westford) to a leader in their field who has great influence over policy and reforms impacting the most vulnerable in our society.

The work Sheriff Peter Koutoujian's team has accomplished in establishing the Special Citizen's Safety Program for adults with special needs is a hallmark of our shared values of the importance of stewardship and the concept of "giving back". Similar to the Sheriff's Office, Valley's goal and mission is to enhance the lives of all those who walk through our doors.

Required Action:
None

Attachments:
Sheriff's Biography



Peter J. Koutoujian was sworn in as the 30th Sheriff of Middlesex County on January 21, 2011. During his seven years in office, Sheriff Koutoujian has focused on launching a new era at the Middlesex Sheriff's Office with a series of initiatives aimed at addressing the factors that lead to incarceration using new, innovative approaches.

The successful programming at the Middlesex Sheriff's Office stems from Sheriff Koutoujian's belief that incarceration can be "a window of opportunity" to address the factors that lead to criminal behavior. Today, programs offered at the Middlesex Jail and House of Correction include medication assisted treatment and modified cognitive behavioral therapy and offers specialized housing units for veterans and young adults ages 18-24 years old.

As a former public health official and assistant district attorney, Sheriff Koutoujian brings a unique paradigm to the field of corrections. The Sheriff has led an effort throughout the Commonwealth to utilize health insurance as a tool to reduce recidivism by creating continuity of care while saving taxpayer dollars.

In October 2017, Sheriff Koutoujian was elected by his peers to serve as President of the Massachusetts Sheriff's Association. Sheriff Koutoujian is also a founding member of Law Enforcement Leaders to Reduce Crime & Incarceration, a group of over 150 police chiefs, attorneys general, chief prosecutors and agency leaders committed to reducing rates of incarceration. In February of 2017, he was recognized as a "Champion of Justice Reform" by the Coalition for Public Safety, a national bipartisan coalition advancing criminal justice reform.

Valley COLLABORATIVE

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Making a Difference - Students, Adult, and Staff of the Month

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We would like to recognize Valley's student and staff members of the month from the Elementary, Middle, and High Schools as well as an adult from the Adult Services Program for all their hard work and dedication to the Collaborative.

Valley Elementary School
Student of the Month: **Ayden Webber**
Staff of the Month: **Patricia Hartung**

Valley Middle School
Student of the Month: **Erik Fannon**
Staff of the Month: **Bill Saunders**

Valley Transitional High School – Site 1
Student of the Month: **Hector Lebron**
Staff of the Month: **Jeff Keefe**

Valley Transitional High School – Site 2
Student of the Month: **Kayla Blizzard-Hourihan**
Staff of the Month: **David Illg**

Valley Transitional High School – Site 3
Student of the Month: **Julia Lesnik**
Staff of the Month: **Lia Metrakas**

Valley Adult Services
Adult of the Month: **Leo Vahey**
Staff of the Month: **Sean Curran**

Required Action:
None

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 7, 2018
Re: Making a Difference – Everett V. Olsen, Jr. Award Presentation

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Westford Public Schools' student Anna Hoyt, a Junior at Valley, will be the first recipient of the Everett V. Olsen, Jr. Award for Highest Academic Honors.

Anna is a very hard working, bright young woman who has a promising future. She has currently taken 4 dual enrollment classes at Middlesex Community College and is on track to get her Associates Degree before she leaves Valley.

This prestigious award is being presented for the first time in honor of Everett V. Olsen, Jr. (Bill's) ongoing support and care for all of the children who attend Valley Collaborative.

Required Action:
None

Attachments:
None

Valley COLLABORATIVE

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: The Annual Dr. Anthony Bent Leadership Award

Each year the Dr. Tony Bent Leadership Award is given to a Valley employee who exemplifies leadership qualities and has made a significant difference to the climate and culture of the collaborative. This year the award will be presented to Annie Willis, Principal of the Valley Collaborative. Annie has been a dedicated employee for over a decade.

Required Action:

None

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 7, 2018
Re: Valley's 2018 Retirees

Patricia Hartung has worked for Valley Collaborative for 10 years. Patricia has been a dedicated, committed employee. We thank her for her many years of service and wish her all the best in her retirement.

Catherine Goodwin has worked for Valley Collaborative for 8 years. Catherine has been a dedicated, committed employee. We thank her for her many years of service and wish her all the best in her retirement.

Required Action:

None

Attachments:

None

Valley COLLABORATIVE

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director, Joia Mercurio, Assistant Executive Director of Curriculum & Technology, Nick LeClair, Valley Middle/High School Literacy Coach & Meghan Water, Valley Elementary School Literacy Specialist
Date: June 7, 2018
Re: Curriculum Update – K-12 Literacy Initiative

The literacy initiative at the Valley Collaborative Elementary School is in its sixth year. This year alone 42 of 60 students enrolled at the Elementary School have increased their reading levels on average by two levels according to the assessment Fountas and Pinnell. Mirroring the success of the literacy program at the Elementary School, Valley Collaborative is excited to announce an expansive literacy initiative across all of our K-12 programs. The Middle and High School programs will enhance the curriculum by employing a literacy-based infrastructure suitable for the needs of our older students. Our teachers and administration have identified a critical need for students to increase their grade level reading and writing abilities across all subjects. In order for students to be truly empowered to find their own way, they need to be able to read and write.

A team of administrators and educators collaborated to identify four areas of immediate focus to reach the goal of increasing grade level reading and writing abilities across the K-12 programs:

Assessment- Diagnostic assessments will be conducted to determine students current reading and writing ability. The purpose of assessment is to gain baseline data for all students that will determine class groupings or class texts and allow us to make data driven decisions. Individual assessment scores will flag significantly underperforming students and identify developmental skills that may require intervention. Reading and writing ability will be assessed through benchmark schedules. Diagnostic assessments will be administered in September for students entering at the start of the school year, and repeated in January and June of that same school year. Students entering the Collaborative will be first tested around their date of entry and then follow the standard benchmark schedule. Assessments for middle schoolers will be conducted using Fountas & Pinnell. High schoolers will be assessed with the Lexile Frameworks or GRADE

Curriculum & Intervention - Develop literacy based curriculum mapping along with designated space for curriculum resources to enable teachers to move students toward reading and writing at grade level. Reader's and Writer's Workshop will be implemented for middle school and Read180 will be employed at the High School levels. Interventions will include Wilson and System 44.

Library- Valley has designated 5 different spaces for student libraries to increase ease of access to all students across Middle and High School programs. In addition, four spaces have been designated as curriculum libraries with sets of class texts and differentiated options of texts at varied levels and lexiles or in different formats (graphic novels, interactive text, audio books, etc.) Leveled classroom student libraries will contain collections at- above- and below-grade level reading ability to promote independent reading.

Classroom libraries will offer a range and variety of texts in accordance with Standard 10 of the Common Core ELA Standards.

Professional Development- Under the leadership of Joia Mercurio, Assistant Executive Director of Curriculum and Technology, Meghan Waters, Valley Elementary School's Literacy Coach and Nick LeClair, Valley Middle/High School Literacy Coach will run a series of professional development courses to train staff to administer diagnostic reading and writing assessments that have been identified as appropriate for the student's age and skill level. They will train staff across our K-12 programs in following benchmark schedules to track student progress through the literacy-based curriculum. Staff will also be trained in matching curriculum and supplemental instruction materials to student's individual reading and writing abilities.

Required Action:

None

Attachments:

None

Valley COLLABORATIVE

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Dr. Lori Likus, Principal Consultant
Date: June 7, 2018
Re: Valley Collaborative District Five Year Improvement Plan Update

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Valley Collaborative Board Update June 2018

Over the past three years, the Valley Collaborative team has continued to make impressive progress in implementing the Valley Collaborative District Improvement Plan 2015-20. At the conclusion of year three of this five-year plan, the Collaborative has completed or undertaken 16 of the plan's 19 strategic initiatives (84%).

During SY17-18, I continued to meet with the Administrative Team and Planning Team to support the Collaborative's action planning work. With planning sessions in February and May, the Planning Team continued to monitor action plan progress and plan for the launch of two new initiatives for SY18-19:
1C. Build independence through community activities: role play and real life situations; vocational activities; practicing life skills
1E. Create programming that promotes growth towards self-actualization for students and adults

The action planning of initiative 1E, in particular, demonstrated the Valley team's use of the district plan as a continuous improvement rather than compliance process. The team revised and reframed this self-actualization initiative, with a focus on programming appropriate for each grade span, better reflecting the needs of students in this area.

As one of the original *Planning for Success* (PfS) pilot sites, Valley Collaborative has continued its leadership in the ongoing use of the PfS action planning process. As a testament to this leadership, Dr. Scott and her team were invited to present their planning and action planning work to *Planning for Success* facilitators in training at the Department of Elementary and Secondary Education in March 2018.

Required Action:
None

Attachments:
District Improvement Plan

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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
If we… ● 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, *Then we will…* ● 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.) *Self Actualization:* Create programming that promotes growth towards self-actualization for students and adults	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.		

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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 2015	Completed
Inventory curricula products	Karen Rowe Transition Specialist	Spring 2016	Completed
Assess curricula strengths and areas needing further development through data analysis	Karen Rowe Transition Specialist	Fall 2016	Completed
Make recommendations as appropriate	Karen Rowe Transition Specialist	Fall 2016	Completed
Develop a program of studies for grades 9-12 (Valley Transitional High School – Sites 1 & 2)	Math/English Dept. Heads	Winter 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 1a	Person Responsible	Date	Status
Attendance at Curriculum meetings	Karen Rowe Transition Specialist	Ongoing	Completed-Ongoing
Upload inventory on shared/google drive	Karen Rowe Transition Specialist	Winter 2016	Completed
Create final recommendations/proposals	Karen Rowe Transition Specialist	Winter 2016	Completed
Review and adjust program of studies	Karen Rowe Transition Specialist	Winter 2016	Completed

Monitoring Progress:

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop Assessment Teams	Karen Rowe Transition Specialist	November 2015	Completed-ongoing
Inventory assessments products	Karen Rowe Transition Specialist	Spring 2016	Completed-ongoing
Assess assessment strengths and areas needing further development	Karen Rowe Transition Specialist	Fall 2016	Completed
Make recommendations as appropriate	Karen Rowe Transition Specialist	Fall 2016	Completed-ongoing

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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 2016	Completed
Create final recommendations and proposal to purchase new materials if needed	Karen Rowe Transition Specialist	Winter 2016	Completed - ongoing

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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 2017	Completed
Develop Work-Based Learning Plan for every student who has a vocational goal	Karen Rowe Principals	June 2017	Completed
Develop Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe Principals	Sept 2015	Completed
Implement Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe Principals	June 2017	Completed
Collaborate with member district to customize programming for their students regarding Transition Service.	Karen Rowe	Fall 2018	TBD
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 2017	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 1b	Person Responsible	Date	Status
100% of applicable teachers/staff will be trained in using Career Cruising	Karen Rowe Principals	June 2016	Completed
50% of high school and middle school students have an individual account	Karen Rowe Principals	June 2017	Completed
Each student has a Work-Based Learning Plan	Karen Rowe Principals	Fall 2018	TBD
Meet with teachers to ensure that 70% of the PCPTTs are complete	Karen Rowe Principals	Fall 2018	TBD

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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	Completed
Identify gaps in curriculum	Karen Rowe Voc Coordinator, Matt Gentile	Winter/Spring 2017	Completed
Explore and research space for ILS curriculum	Principals Dr. Scott, Adult Services Coordinator	2019-2020 School Year	TBD
Create a Google doc to capture current vocational opportunities.	Kari Morrin, Transition Services Dept.	2018-2019 School Year	TBD
Identify community-based experiences by functional domains.	Karen Rowe Lia Metrakas Nicole Noska Kari Morrin	2018-2019 School Year	TBD
Create a Google doc to capture community-based experiences by functional domains.	Kari Morrin Karen Rowe Lia Metrakas Nicole Noska	2018-2019 School Year	TBD
Identify an annual transition assessment to administer to all high school students and adults.	Kari Morrin Karen Rowe Lia Metrakas Nicole Noska	2018-2019 School Year	TBD

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
Utilizing a transition assessment tool to collect yearly data.	Karen Rowe	2019-2020 School Year	TBD
Teachers and Job Coaches will utilize the functional domain Google doc to plan community-based experiences.	Principals Adult Services Manager	2019-2020 School Year	TBD

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Action Plan

Strategic Objective:

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

Initiative:

1e.) Self Actualization: Create programming that promotes growth towards self-actualization for students and adults

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Each school will identify their current programming and the required enhancements needed to ensure students receive the supports required to develop the skills to self-actualize based on Maslow's Hierarchy of Needs Pyramid.	Principals	October 2018	TBD
Create a google doc that captures current programming and activities relevant to skills that help students and adults lead to self-actualization.	Adult Services Coordinator and Principals	October 2018	TBD
Identify gaps in programming based on specific needs	Principals, & Adult Services Coordinator	January 2019	TBD
Reconvene as a DIP Team to discuss next steps	DIP Team	March 2019	TBD

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
75% of Students' who have a Valley IEP will meet their IEP goals	Principals & IEP Teams	June 2019	In Progress
Incorporate thoughtful self-actualization questions into the Sense of Belonging Survey for students, parents, and staff.	Sense of Belonging Committee	September 2018	In Progress
Analyze the data from the Sense of Belonging student survey	Sense of Belonging Committee	November 2019	In Progress

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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.	Adult Services Coordinator/ Principals	2017-2020 School Years	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	Adult Services Manager	March 2017	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.	Adult Services Manager	January 2017	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.	Adult Services Coordinator	August 2019	Ongoing

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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, including staff surveys, will be re-administered every Fall to work towards continuous improvement.	Brian Mihalek Program Lead, Middle School	Spring 2016 and ongoing	Complete-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 & The Sense of Belonging Committee	Fall 2018	In Progress

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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
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. 2015- 2016 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. 2016-2017 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. 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. 2017-2018 Site 1 has eight students graduating. Two of these students will be attending Middlesex Community College in the Fall (graphic design and undeclared). One of the graduates plans to attend Universal Technical Institute to work	Matt Gentile Guidance Counselor	2016-2020 School Years	Completed and will now be ongoing

toward a certification in automotive technology. Another student will be attending JobCorps to earn a certificate in masonry. Two graduates will be moving out of state and plan to work full time. One senior will be joining the NAVY and is in the final portion of his testing. The remaining student will be receiving services through MASS REHAB to help with employment skills and placement. Site 2 has 12 students graduating. Three of these students will attend Middlesex Community College in the fall (computer science and undeclared). Two students will be attending Northern Essex Community College (biology and EMT – Basic). One student will attending Lesley University and another student will be attending Fisher college in the fall. One student will be enrolling in JobCorps. One student is moving out of state and plans to work full time. Two students will be staying with Valley and enrolling in the School to Work Program. One student plans to take some time off from education and will be receiving services through MASS REHAB to help with employment skills and placement. Site 3 – One student will be attending the Transitions Program at Middlesex Community College. One student will be attending JobCorps.			

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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: • Joia Mercurio • Kari Morrin • Judy Norton • Nicole Noska • Heather Valcanas	PD Focus Group	September 2015	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…")		Fall 2015	Completed
Administer the DESE's TSAT (modified)		Winter 2016	Completed
Assess needs assessment data		Winter 2016	Completed
Prioritize identified areas of need		Winter 2016	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 7th 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

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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	Spring 2018	In progress
Develop Educator Mentorship Program.	Kari and Joia	Fall 2016	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 2016	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 2016	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 2016	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	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 2b	Person Responsible	Date	Status
Schedule of Leadership Coffee Hours - to date, Valley has hosted two meetings	Karen Blackburn & Chris Scott	Fall 2016	Completed
Schedule of Leadership meetings with Dr. Tony Bent	Karen Blackburn & Chris Scott	Fall 2016	Completed
Schedule of FY17 Mentor and Induction Meetings	Kari Morrin & Joia Mercurio	Fall 2016	Completed

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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: • Joia Mercurio • Kari Morrin • Judy Norton • Nicole Noska • Heather Valcanas	PD Focus Group	September 2015	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

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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	2015-2016 School Year	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

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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 STEM, English and Humanities, and Literacy	Joia Mercurio	Winter 2016	Completed
Each Department Lead to establish a PLC in their discipline	Department Leads	Fall 2018	TBD
Each PLC to develop a schedule of meetings and goals and objectives for 2018-2019 school year	Department Leads	Fall 2018	TBD

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
Department Leads will communicate to Collaborative staff via emails, events, newsletters, etc.	Joia Mercurio	Fall 2016	Completed
Implementation of STMath in all appropriate programs	Glen Costello	Spring 2017	Completed

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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 2016	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 2f	Person Responsible	Date	Status
Comparison of number of Valley presenters from FY16 to FY17	Kari Morrin & Joia Mercurio	Fall 2016	Completed
Scheduled list of NPEN Steering committee meetings	Kari Morrin & Joia Mercurio	Fall 2016	Completed

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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	December 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	December 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	January 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	February 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	March 2016	Completed

7. Final meeting before implementation of surveys	Task Committee	March 2016	Completed
8. Update on progress: a. "Sense of Belonging" has been defined b. Data has been set up to be collected on the V drive through a Google Doc survey c. Final student survey was distributed beginning 4/6/16. Parent Survey has multiple drafts and will be finalized by May 16th d. Team members have communicated the purpose and instructions of the student survey 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 f. Next meeting date to be determined	Task Committee	April 2016	Completed
9. Committee meeting to discuss: a. Define means of data analysis and collection b. Finalize parent survey	Task Committee	May 2016	Completed
10. Committee meeting to discuss: a. Data collected to date b. survey completion analysis	Task Committee	May 2016	Completed
11. Committee meeting to discuss: a. Next steps for identifying strengths/ areas of need, recommendations	Task Committee	October 2016	Completed
12. Analyze Sense of Belonging Survey data to make recommendation for Community Involvement Activities	Task Committee	October 2016	Completed
13. Plan, develop, and implement one new community involvement engagement activity 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.	Task Committee	Spring 2017	Completed
14. Sense of Belonging Committee meeting to discuss: • 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 2016	Completed
15. Sense of Belonging Committee meeting to discuss: • 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 2016	Completed
16. Sense of Belonging Committee meeting to discuss: • Finalize student, parent, adult surveys • Finalize site specific recommendation action plan with timeline • Start to generate staff survey questions	Task Committee	December 2016	Completed

17. Sense of Belonging Committee meeting to discuss: • Finalize Valley Collaborative recommendation action plan with timeline • Create sub-committees to address collaborative wide recommendations • Finalize cycle 2 timeline	Task Committee	January 2017	Completed
18. Sense of Belonging Committee meeting to discuss: • Review final site specific and collaborative wide recommendation action plan • Finalize staff survey	Task Committee	March 2017	Completed
19. Use existing *Sense of Belonging* 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	Fall 2018	In Progress
23. Gather program specific information for newsletter for the MS	MS Admin Team	Fall 2018	In Progress
24. Send out first newsletter for the MS	MS Admin Team	Fall 2018	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	Completed - Ongoing
26. Incorporate more hands-on, engaging, challenging lessons with the use of Google Classroom for the MS	MS Admin Team	Fall 2017	Completed – Ongoing
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	Fall 2018	In Progress
28. Offer first afternoon activity for the MS students to participate in	MS Admin Team	Spring 2019	In Progress
29. Implement Sense of Belonging Student Survey a. April 2016 (baseline) b. April 2017 c. April 2018	Task Committee	September 2017	Completed
30. Implementation of Adult Survey a. April 2016 (baseline) b. April 2017 c. April 2018	Task Committee	September 2017	Completed
31. Implementation of Parent Survey a. April 2016 (baseline) b. April 2017 c. April 2018	Task Committee	September 2017	Completed

32. Implementation of Staff Survey a. April 2016 (baseline) b. April 2017 c. April 2018	Task Committee	September 2017	Completed
32. Analyze Data and make Recommendations a. Analyze 2015-2016 Data and make Recommendations b. Analyze 2016-2017 Data and make Recommendations c. Analyze 2017-2018 Data and make Recommendations	Executive Director and B. Mihalek	June 2016, 2017, 2018	Completed - Ongoing
33. Report Data to stake holders and Executive Board a. Report 2015-2016 Data to stake holders and Executive Board b. Report 2016-2017 Data to stake holders and Executive Board c. Report 2017-2018 Data to stake holders and Executive Board	Executive Director and B. Mihalek	June 2016, 2017, 2018	Completed - Ongoing
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 Council (PAC), 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 presented on 5.11.17 Elementary School met this on 10/26/17. Middle School/High School presented on 4.25.18	Brian Mihalek, Middle School Lia Metrakas High School, Pam Walker, Elementary	Fall 2016 Spring 2017 Spring 2018	Completed - Ongoing
The Valley Collaborative Human Rights Group will plan one engagement initiative regarding "Accessing Resources in the Community"	Pat Evans, Adult Program	Spring 2017	Completed - Ongoing
Develop Employee of the Month recognition initiative	Valley Principals	On going	Completed - Ongoing
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	Completed - Ongoing

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 PAC 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. 2. Facilitators at Valley Middle School/Transitional High School have held staff luncheons in addition to meetings on the following topics: transition planning, financial planning, special ed. law and parents' rights. Artifacts including agendas and sign-in sheets for these meetings have been collected.	Staff	2015-2020 School Years	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	Completed
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 PAC facilitated events	PAC facilitators	Fall 2017	Completed

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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	November 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	January 2016	Completed
3	Outreach committee and District teams will meet and discuss 5 year District Improvement Plan.	Outreach Committee and District Teams	April 2016	Completed
4	At the same meeting, Valley program offerings will be reviewed.	Outreach Committee and District Teams	April 2016	Completed
5	At the same meeting, Valley tuitions and services will be compared to other local Collaborative(s).	Outreach Committee and District Teams	April 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	April 2016	Completed
7	At the same meeting, review of Valley student termination questionnaire.	Outreach Committee and District Teams	April 2016	Completed
8	Member District Special Education Department to fill out questionnaires and submit to Valley Team.	Member Districts Special Education Dept.	April 2016	Completed
9	Co-chair quarterly Special Education Advisory Meeting with member district Special Education Administrators	Executive Director and Valley Team	Winter 2017	Completed - ongoing

10 Invite member district Special Education Administrators to be a part of Valley's "Leadership Coffee Hour"	Executive Director and Valley Team	Winter 2017	Completed
11 Host DESE's Regional Special Education Meeting	Executive Director and Valley Team	May 2017 & April 2018	Completed - ongoing
12 Valley Team to analyze data from Google "Student Referral Survey" Form	Executive Director and Valley Team	May 2016	Completed - ongoing
13 Valley Team makes recommendation for programming changes or enhancements to Board of Directors, if required.	Executive Director	June 2016 Board Meeting	Completed - ongoing

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	Completed
Input 2016/2017 SY referrals into database	MS Administration Team	Ongoing	Completed
Review data from elementary school database and current enrollment for start of 17/18 SY	MS Administration Team	Ongoing	Completed
Meet with Elementary admin to discuss projected upcoming student movement for ESY 2018	MS Administration Team	Ongoing	Completed
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

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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 Status: Researched above apps. The Elementary School is currently using Class Dojo. MS/HS will look into Parent Link with Blackboard	Valley School Principal	Fall 2018	TBD
Identify appropriateness of technology based apps per site/school for parent communication from school to home	Valley School Principal	2018-2019 School Year	In progress
Consult with Valley Technology Committee to research school/district website models and best practices for website maintenance Status: Will be moving forward with Blackboard Website Maintenance. End user training scheduled for August 2018.	Valley Leadership Team	August 2018	TBD
Utilize Google for student email communications	Joia Mercurio & Technology Team	2018-2019 School Year	TBD

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
Establish timeline for full implementation of Blackboard initiative	Technology Team	2018-2019 School Year	TBD

Valley COLLABORATIVE

Central Administration Office

*25 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
Gail DeGregory, Accounts Payable Administrator
Date: June 7, 2018
Re: Extra-Curricular Fundraising 2018 Update

Each year Valley Collaborative asks its vendors to donate funds that are used to support the numerous extra-curricular recreational activities that are offered to our Students and Adults. We plan educational trips and recreational activities to enrich the lives of those we educate. However, today's economy makes it difficult for families to afford this experience without help from sponsors and businesses. We ask for financial assistance so that we can offer scholarships to deserving students and adults.

Valley recognizes those who donate in our quarterly newsletter which has a large distribution throughout the Merrimack Valley. Donations are categorized under the following: A Diamond Contributor for $10,000 or more, a Gold Contributor for $5,000 or more, a Silver Contributor for $1,000 or more, or a Bronze Contributor for $50 or more. This year we have had 20 businesses donate over nine thousand dollars. In addition we have received over $200 of 'in kind' donations.

We sincerely appreciate the on-going support of the work we do with the most vulnerable people in our society.

Required Action:

Attachments:

Donor List

Our **2018** fundraiser has produced the following contributions:

Amount	Name	Level
5,000.00	Enterprise Bank & Trust Co., Mr. George Duncan Chairman	Gold
1,000.00	Stoneham Motor Co., Inc.	Silver
1,000.00	Marathas Barrow Weatherhead Lent LLP	Silver
250.00	Powderly & Sons Plumbing & Heating	Bronze
250.00	Industrial Floor Covering, Inc.	Bronze
250.00	Fritz Deguglielmo, LLC	Bronze
250.00	Citron Hygiene dba Workplace Essentials	Bronze
200.00	Lyons and Rogers LLC	Bronze
150.00	Rapid Reproduction	Bronze
100.00	Dr. Anthony J. Bent	Bronze
100.00	Abdinoor Flooring	Bronze
100.00	Mancini Sheet Metal, Inc.	Bronze
100.00	Compass Project Management, Inc.	Bronze
100.00	Martins Home Experts	Bronze
50.00	Dr. Arnold Kerzner	Bronze
50.00	O'Connor Portraiture Inc	Bronze
50.00	All Owners Drain Cleaning, Inc.	Bronze
50.00	Welch Welding & Truck Equipment, Inc.	Bronze
50.00	DWC Design	Bronze
50.00	Action-King Enterprises, Inc.	Bronze
$9,150.00		

120.00	Witch History Museum	In Kind
80.00	Skywalk Observatory	In Kind
56.00	New England Aquarium	In Kind
35.00	Butterfly Place	In Kind
32.00	Fun America/Roll On America	In Kind

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

Required Action: None **Attachments: None**

For informational purposes, we are providing the contribution amounts from prior fiscal years.

2017 Fundraiser

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 Photograpy	Bronze
$ 8,685.00		
150.00	Roller Kingdom	In Kind
35.00	Butterfly Place	In Kind

2016 Fundraiser

Amount	Contributor	Level
$ 5,000.00	Enterprise Bank, Mr. George Duncan Chairman	Gold
$ 1,000.00	AI3 Architects LLC	Silver
$ 1,000.00	Marathas Barrow Weatherhead Lent LLP, Attorney Thomas Lent	Silver
$ 250.00	B. J. Doyle, Inc.	Bronze
$ 250.00	Compass Project Management	Bronze
$ 100.00	Meyer, Connolly, Simons & Keuthen LLP	Bronze
$ 100.00	O'Connor Hardware Inc	Bronze
$ 75.00	Marilyn Humphries Photography	Bronze
$ 50.00	Brickhouse Pizza Tyngsborough	Bronze
$ 50.00	Action-King Enterprises Inc	Bronze
$ 50.00	Security Design	Bronze
$ 50.00	Arnold M. Kerzner, Counseling, LLC	Bronze
$ 50.00	R&R Trophy & Awards Corp.	Bronze
$ 50.00	O'Connor Portraiture Inc	Bronze
$ 8,075.00		

2015 Fundraiser

Amount	Name	Level
$ 5,000.00	Enterprise Bank, Mr. George Duncan Chairman	Gold
$ 1,000.00	Lurie, Lent & Friedman LLP, Attorney Thomas E Lent	Silver
$ 1,000.00	Compass Project Management	Silver
$ 1,000.00	AI3 Architects LLC	Silver
$ 1,000.00	Boston Building & Bridge, Mr. Charles Penta	Silver
$ 1,000.00	Fred C. Church Insurance	Silver
$ 500.00	Lyons and Rogers LLC, Attorney Catherine Lyons	Bronze
$ 500.00	Fritz & DeGuglielmo CPA, Steve DeGuglielmo and Dan Schaffner	Bronze
$ 400.00	Lantheus Medical Imaging Inc	Bronze
$ 250.00	Meyer, Connolly, Simons & Keuthen LLP	Bronze
$ 100.00	O'Connor Hardware Inc	Bronze
$ 100.00	Crescio Trucking Company Inc	Bronze
$ 75.00	Embroidery Unlimited Inc	Bronze
$ 50.00	Action-King Enterprises Inc	Bronze
$ 50.00	Marilyn Humphries Photography	Bronze
$ 50.00	O'Connor Studios	Bronze
$ 50.00	MacCormack Properties LLC	Bronze
$ 50.00	QPL Printing Inc	Bronze
$ 12,175.00		

$ 104.00	Pats Peak	In Kind
$ 75.58	Boston Duck Tours	In Kind
$ 71.96	5 Wits	In Kind
$ 50.00	Market Basket	In Kind
$ 35.00	Oriental Trading	In Kind
$ 28.00	Animal Adventures	In Kind

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Communications

In the next few sections of the Board Book you will find Valley Communications in the following areas:

- State Agencies
- Curriculum Updates
- Community Relations
- Valley Extra Curricular Activities
- Valley Giving Back Updates
- School Weekly Updates
- Community/Staff Feedback

I hope you enjoy reading this information.

Required Action:

None

Attachments:

Information and Updates

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Communication – State Agencies

Please see attached the following artifacts:

- The letter from the Department of Elementary and Secondary Education (DESE) re: Valley Collaborative FY'17 Annual Report
- The DESE's Planning for Success Case Study

Required Action:

None

Attachments:

Memos

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Jeff Wulfson
Acting Commissioner

April 2018

Dr. Chris Scott
Valley Collaborative
40 Linnell Circle
Billerica, MA 01821

Re: Valley Collaborative FY17 Annual Report

Dear Dr. Scott,

Thank you for the timely submission of the Valley Collaborative (Valley) FY17 Annual Report. We have reviewed your submission to determine its compliance with the reporting requirements of M.G.L. c. 40, § 4E and CMR 603 CMR 50.00. If additional documentation is required, it is noted below.

Information on the programs and services provided by the collaborative
Your response meets the requirement.

Discussion of the cost-effectiveness of all programs and services
Your response meets the requirement.

Progress made toward achieving the objectives and purposes set forth in the collaborative agreement
Your response meets the requirement.

Evidence of approval of the Annual Report by the collaborative board of directors
Your response meets the requirement.

The Annual Report is co-located on the Valley website with the Annual Independent Audit Report.
Your collaborative has met this requirement.

Should you have questions about this letter, please email collaboratives@doe.mass.edu .

Sincerely,

Paulajo Gaines, Collaborative Coordinator

c: Valley File

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Valley requested to present at the Department of Elementary and Secondary Education (DESE) – Facilitators Training for the District Improvement Plan & Planning for Success (PfS) Model

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Valley was asked to be the case study for the facilitators in the PfS training because of our continued and advanced use of action planning tools, and the PfS model. The action plan training session was held on Friday, March 23rd, at DESE.

As you may be aware, districts' use of the DESE 'Planning for Success' (PfS) model for District Improvement Planning purposes has continued to expand across the state and as such, DESE has been busy training PfS facilitators in both creating a plan and the action planning process.

Please see an excerpt from Lori Likis' e-mail below:

I was hoping you might be willing to provide an overview of your multi-year planning process, share a copy of your current action plan, describe your action planning and monitoring experience, and discuss your public reporting process (the way you've chosen to document/record progress on the action plan itself for sharing with the Board). It would be wonderful for them to hear how you've chosen to structure this work for Valley and any reflections you'd like to share about the process, what you and the team learned, and any ways the process evolved over time. And certainly, if you'd like to invite members of your team to join as well, please feel free. We should have 7 facilitators participating in the session.

Valley is honored the DESE has placed Valley's Five Year Improvement Plan on its web site as an exemplar of the PfS Model.

Required Action:
None

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 7, 2018
Re: Communication – Curriculum Updates

Please see attached the following artifacts:

- Newsletters from Valley's Curriculum Leads
- Barry Burbank Weather Presentation
- 'Read Across America' Flyer

Required Action:

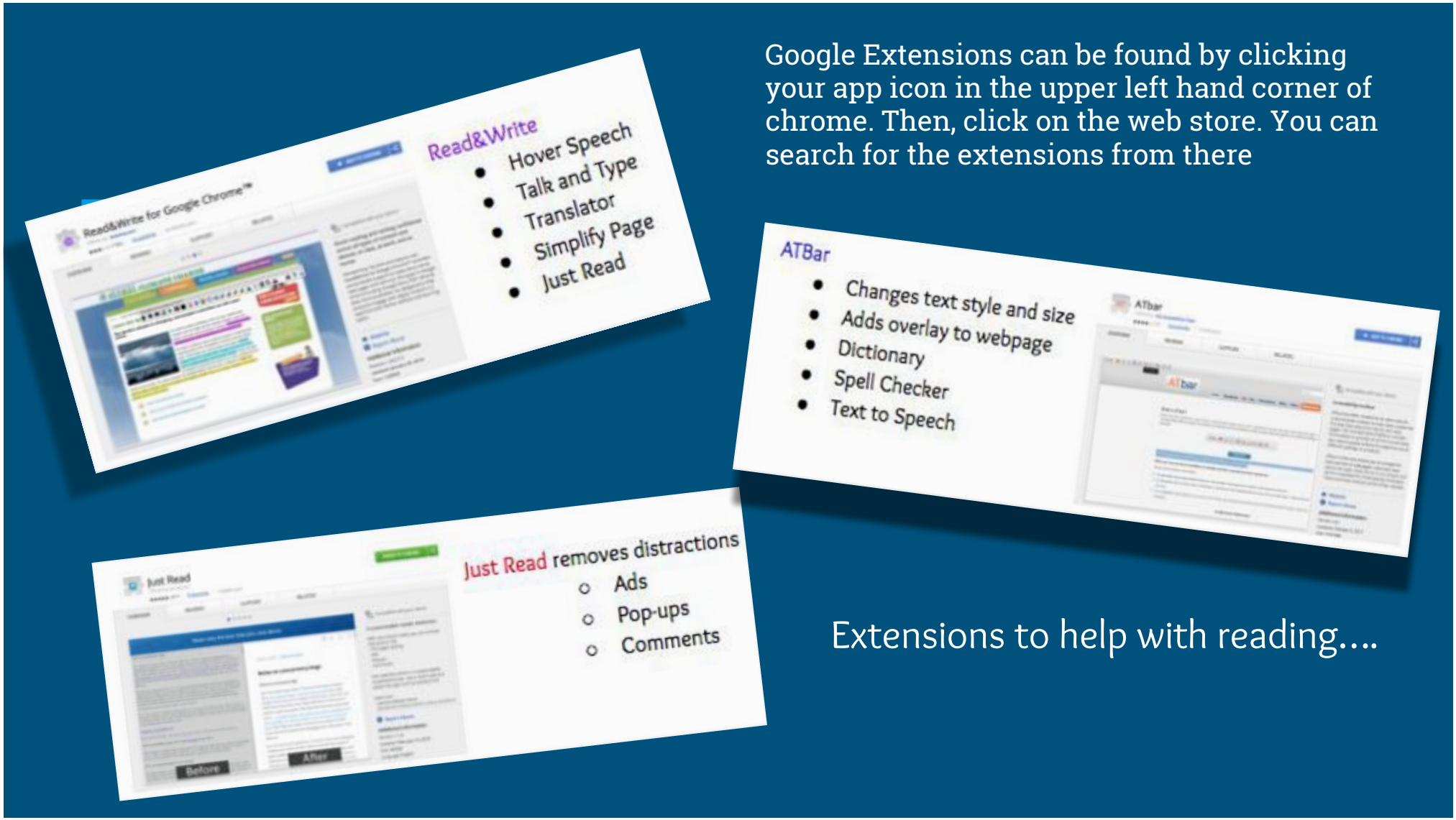
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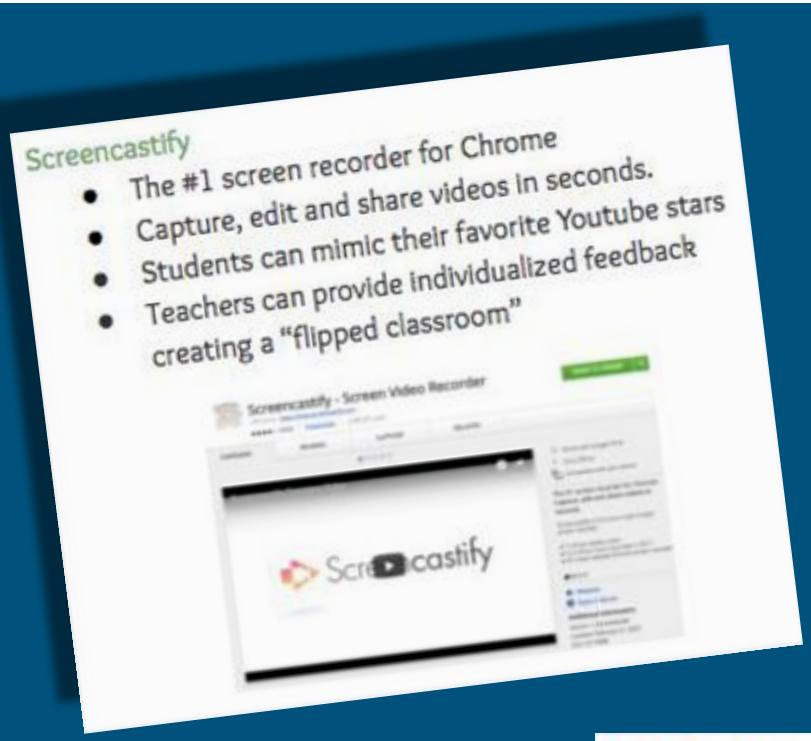
Attachments:

Newsletters/E-Mail/Flyer

The World of STEM @ Valley Spring Newsletter 2018

Glen Costello & Heather Mackay
STEM


Read&Write
Hover Speech
Talk and Type
Translator
Simplify Page
Just Read
Google Extensions can be found by clicking your app icon in the upper left hand corner of chrome. Then, click on the web store. You can search for the extensions from there
ATBar
Changes text style and size
Adds overlay to webpage
Dictionary
Spell Checker
Text to Speech
Just Read removes distractions
Ads
Pop-ups
Comments
Extensions to help with reading....

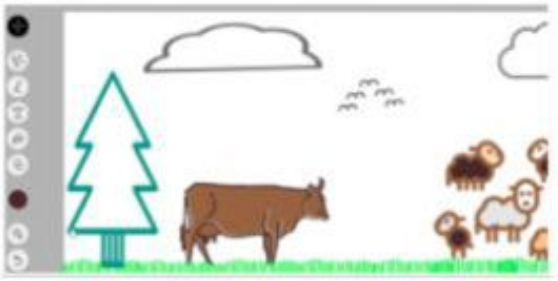


Technology Based

Apps and Extensions to enhance student learning and further differentiation!

AutoDraw.com

- Web based (not an extension)
- Turn scribbles into beautiful art
- Students can work on mouse skills
- Students can work on basic computer skills



Get to know us!

My name is Glen Costello and I am in my 11th year at the Collaborative. I taught on Turnpike Rd for 6 years, a year in the middle school and the past 4 on Site 2 (WestSide). Over the years I have mainly taught high school math. Additionally, I have been the STEM Lead at the Collaborative for the past 3 years. I possess a masters in SPED Moderate Disabilities 5-12 & Curriculum and Instruction in Mathematics K-14. I am super passionate about Experiential Education and STEM (build cool stuff... then go take a hike!). In addition to teaching; I am proud to say I coach high school football at Campbell High School in Litchfield N.H. (Undefeated 11-0 D3 Champs!). Please do not hesitate to email me with any STEM related questions, concerns, issues or comments.

My name is Heather Mackay and I'm a current elementary school teacher at the Collaborative! I've been with Valley for about for 7 years, and currently have a provisional license in Elementary Education and a professional license in Moderate Disabilities (PreK-8). I graduated with my undergrad at Roger Williams University and continued my education at Fitchburg State where I received a Master's in Special Education. I recently took on the role of STEM coach at the Elementary School and have been inspired by the students innovation and creativity during STEM activities these past few months. Besides teaching, I love to spend my free time traveling or at the beach BUT that will be changing soon as I am expecting twins this summer (eeek!) Please feel free to reach out with any questions relating to STEM, as I am always willing to help!



VALLEY ELA NEWS

March 2018 · mwaters@valleycollaborative.org · mmanfredi@valleycollaborative.org

April-Poetry Month



April is National Poetry Month and Valley's ELA department is hosting the first annual Poetry Slam. Our goal for the slam is to create an avenue for students and staff to share their voices, personal poems, or favorite pieces and be heard in a safe and supportive community. The date for the Poetry Slam will be held Wednesday, April 25th at 3:00. Be on the lookout for an email from the department with detail on the event and national poetry month.

Helpful Resources

-National Poetry Month

-Teaching Slam Poetry

-Use Poetry in Your Class

-Integrating Poetry Into Daily Instruction

Read Across America Week

We did not let the snow get in the way of celebrating Read Across America Week in the beginning of March. It was great to see participants from all over Valley Collaborative show their appreciation for literacy through spirit days, guest readers, door decorating contests, making flyers and posters



The winning door at the Elementary School.

Read Across America In Action



Students from Brittany Britton's class on Site 1 made flyers on their favorite books.



Students from Matt Manfredi's and Nick LeClair's classes created posters promoting reading.



Mike Frazier (navy vet and firefighter) and Peter Smith (army) read to student at the Elementary School.

Valley Poetry Slam!

May 2nd, 2018

Welcome to Valley Collaborative's First Annual Poetry Slam



Open to all Valley students and staff members!

Matt Manfredi and Nick LeClair-Valley Poetry Slam Liaisons

Where: Valley Collaborative 40 Linnell Circle Site one Milieu

When: May 2nd, 2018

For more information or any questions please email at mmanfredi@valleycollaborative.org

1

Valley Poetry Slam Site 1 Milieu at 3:00 on May 2nd 2018

The term "Slam Poetry" is a wide umbrella category for all poems meant to be performed in front of a live audience in a competitive manner. "Spoken Word" refers to all poetry meant to be performed aloud including noncompetitive environments like "Open Mic". Therefore, all types of poems from haiku to sonnets to love poems can be considered slam poetry.

Our aim with the Valley Poetry Slam is to allow all students from Valley across all locations to share poems, from original creations to their personal favorites. Slam poetry provides an avenue for students to reveal personal thoughts on issues closest to them.

The Valley Poetry Slam will be an open venue for students to share these poems to an audience of their peers and staff. Prerecorded video submissions will also be welcomed.

For the month of April we are encouraging teachers to include poetry in their daily teachings to allow for students to be exposed to this genre.

Guidelines:

- Poem format is open (rhyming, free verse, etc.).
- Performance must be under 3 minutes.
- Please avoid obscenities.
- No graphic sexual content
- No musical accompaniment or technical enhancements
- Performers, please submit a written copy of student pieces to the Matt Manfredi via email at mmanfredi@valleycollaborative.org at least 2 days prior to the event. If there are video submissions please send those as well.

For more information contact me @ mmanfredi@valleycollaborative.org

From: Burbank, Barry M [mailto:bmburbank@cbs.com]
Sent: Tuesday, May 01, 2018 10:08 AM
To: Donna Suarez
Subject: Re: School Visit

Good Morning Donna,

I am so pleased that you requested me to visit your school. It was a highlight of my 4 decades of school appearances! It will be a day that I will remember for the rest of my life because of you, the staff and the students. God Bless you all! The reward is immense when I visit schools with special needs students and schools in low income locations. The appreciation is so great in these places, I have a hard time leaving.

I want to thank everyone for all of the wonderful gifts. I especially loved the Valley Blanket and Cutting Board. And what a surprise to get that huge 40th anniversary cake! Marble is my favorite and everyone at WBZ enjoyed it! Before the crew gobbled it up, I quickly cut out a piece for my wife and one for me and brought it home to have with our dinner. It was yummy.

Funny story about the cake. A friend of mine sent me a brief email early that evening simply asking, "How was the cake?" He hadn't heard that I sent a picture of the cake out on a Tweet that afternoon and he doesn't have a Twitter account. Anyway, it was a friend of his(that I have met a couple of times) that was in Market Basket and he saw a lady getting a cake with clouds on it. He told her that must be a cake for a weatherman and she said, "As a matter of fact it is- it is for Barry Burbank!" Haha.

I hope you all enjoyed watching the short video on WBZ News last Friday. Thank you for being a loyal viewer of WBZ News.

From the bottom of my heart, thanks again to you and everyone for making my day extra special.

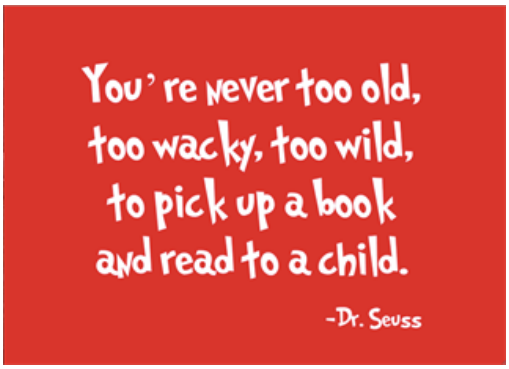
GOOD LUCK!

Best regards,
Barry

<image001.jpg>
Barry Burbank
WBZ-TV WBZ-AM WSBK BOSTON
Meteorologist
<image002.jpg>
o 617 787.7098
@BarryWBZ
www.cbsboston.com

Read Across America Week

Join Valley Collaborative in celebrating the national recognition of reading in honor of Dr. Seuss' birthday the **week of March 5-9**.



www.nea.org/readacross

nea NATIONAL EDUCATION ASSOCIATION

Ideas for you and your students:

- Plan a spirit week themed (i.e. dress up as a character, crazy hair, wacky socks, etc.)
- Incorporate Reader's Theatre into your curriculum
- Have a pajama DEAR (drop everything and read) Day, and/or have periodic "stop, drop, and read" times announced throughout the week/day
- Invite local role-models and special guests (i.e. firefighters, police, sports figures) to come and read
- Do a door decorating contest with book and reading themes
- Coordinate buddy reading with older and younger students
- Watch book trailers to preview books and create your own book trailers
- Plan Seuss-themed snacks and food
- Create posters encouraging others to read

Please reach out to Meghan Waters or Matt Manfredi for questions, suggestions, etc.!

Central Administration Office

*25 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 7, 2018
Re: Communications – Community Relations

Please see attached the following artifacts:

- Valley Collaborative featured in Enterprise Bank's Annual Report
- Tom Gibson, Chairman, Middlesex County Retirement Board E-Mail
- Bobbie D'Alessamdro Award Recipient (Pia Durkin) E-Mail
- Presentation at the Annual Blueprint for Educational Excellence Institute
- Parent Advisory Council (PAC) Update – 'Family Workshop'
- Valley Collaborative's June Newsletter

Required Action:

None

Attachments:

Artifacts


It's a win/win with Enterprise Insurance Services. The entire team is very knowledgeable and experienced, and the customer service is superb."
Chris Scott, PhD – Executive Director
Valley
COLLABORATIVE
Pictured: Sean Galvin, Director of Finance & Operations,
Kari Morrin, Coordinator of Therapeutic Services and Assessments,
Joia Mercurio, District Services Coordinator
and Dr. Chris A. Scott, Executive Director

SPECIALIZED, EXPERIENCED TEAM

Valley Collaborative offers elementary through high school and adult education, partnering with families, districts, and the community to provide innovative programming and empower students and adults to discover their individual strengths, interests, and abilities. As part of Executive Director Chris Scott's successful reformation of the Valley Collaborative system, she turned to the experts at Enterprise Insurance Services* to review their insurance coverage. Enterprise and partner HUB International New England, LLC were able to significantly enhance the district's coverage while saving significant money. With a single point of contact and timely and responsive service, Enterprise Insurance and HUB International really make the grade.

*Insurance products are not a Deposit, not FDIC insured, not guaranteed by Enterprise Bank, not Insured by any government agency, and may lose value.



JIM MORIARTY

Senior Vice President, Enterprise Insurance Services/
HUB International New England, LLC

"We understand and appreciate the importance of a comprehensive and cost-effective insurance package in protecting the clients we serve. It is our privilege to support their success by creating specialized insurance programs that maximize their resources and achieve the best return on their investment."



Valley Collaborative

Valley Collaborative offers elementary through high school and adult education, partnering with families, districts, and the community to provide innovative programming and empower students and adults to discover their individual strengths, interests, and abilities. As part of Executive Director Chris Scott's successful reformation of the Valley Collaborative system, she turned to the experts at Enterprise Insurance Services to review their insurance coverage. Enterprise and partner HUB International New England, LLC were able to significantly enhance the district's coverage while saving significant money. With a single point of contact and timely and responsive service, Enterprise Insurance and HUB International really make the grade.

"It's a win/win with Enterprise Insurance Services. The entire team is very knowledgeable and experienced, and the customer service is superb."

- **Chris Scott, Ph.D., Executive Director**

From: Chris Scott
To: Tom Gibson
Cc: Lisa Maloney
Subject: Re: Newsletter
Date: Tuesday, April 10, 2018 6:21:50 PM

Good Evening Tom,
Your feedback is so thoughtful and greatly appreciated.
We really enjoy our partnership and look forward to many years to come.
Please let me know if any concerns arise- we want you all to be happy renting to Valley.
My best to you always,
Chris

On Apr 10, 2018, at 6:14 PM, Tom Gibson <tgibson@middlesexretirement.org> wrote:

> Hi Chris – Hope all is well.
>
> Thank you for sending us a copy of Valley Collaborative's most recent newsletter. Feedback is important, I know, and when a job is well done, it should be recognized. We were very impressed by the newsletter's content, writing and layout. We will share it with the Board members, and will use it as an inspiration for improving our own newsletter.
>
> Hope to see you soon.
>
> Tom
>
> Thomas F. Gibson, Chairman
> Middlesex County Retirement Board
> P.O. Box 160
> 25 Linnell Circle
> Billerica, MA 01865
> TEL: 978-439-3000
> FAX: 978-439-3051
> E: tgibson@middlesexretirement.org
> NOTICE TO RECIPIENT: This E-Mail is meant for only the intended recipient of the transmission and may be a communication privileged by law. If you received this E-Mail in error, any review, use, dissemination, distribution, or copying of this E-Mail is strictly prohibited. Please notify us immediately of the error by return E-Mail and please DELETE this message from your system. Thank you in advance for your cooperation.

From: Pia Durkin
To: Chris Scott
Subject: Thank You!
Date: Tuesday, March 27, 2018 5:18:12 PM

Hi Chris – Thank you so much for sending me your good wishes for the Bobbie D'Alessandro Award. I was very surprised and more than humbled by the recognition and really appreciate your outreach and thinking of me.

Hope you are well and take care – women leaders bring a special sense of resilience to the job!

Thanks again!

Pia Durkin

Pia Durkin, PhD.
Superintendent
New Bedford Public Schools
455 County Street
New Bedford, MA 02740
Tel: 508-997-4511 Ext. 3270
Fax: 508-997-0298

"We Are Building an Excellent School System"

Central Administration Office

*25 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 7, 2018
Re: The Blueprint for Educational Excellence Spring Institute

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Valley was asked to present at the Blueprint for Educational Excellence Spring Institute hosted by ***Reading Public Schools*** *and* ***Blue Ribbon Schools of Excellence*** in March. I have attached excerpts from the program regarding Valley's participation in this event.

Required Action:
None

Attachments:
Blueprint for Educational Excellence Annual Institute program

Creating Trauma Sensitive Schools



Dr. Chris A. Scott
Dr. Anthony Bent
Ms. Joia Mercurio
Ms. Kari Morrin
Mr. Sean Glavin

Agenda

I. Introductions

II. Learning goals

III. What is complex trauma?

IV. What is the impact of complex trauma on learning?

V. Trauma Sensitive Schools Defined

VI. Trauma Sensitive District Survey

Agenda (cont.)

VII. Discuss Results of District Survey: A “Sense of Belonging” as an index of a Trauma Sensitive School Culture

VIII. Video: Student Testimonials – The Positive Impact of Trauma Sensitive Schools on Student Success

IX. Questions & Answers

Learning Goals

- To better understand the connection between a trauma sensitive school culture and student learning

- To demonstrate the importance of establishing a trauma sensitive school culture and climate, enabling students to successfully engage in school life and academic learning.

Introductions

- **Dr. Chris A. Scott,** Executive Director, Valley Collaborative
- **Mr. Timothy Piwowar,** Superintendent, Billerica Public Schools & Valley Collaborative Board Chair
- **Dr. Anthony Bent,** MASS Assistant Superintendent Leadership Seminar Facilitator & Previous Superintendent of Schools & Valley Collaborative Board Member
- **Ms. Joia Mercurio,** Assistant Executive Director, Valley Collaborative
- **Ms. Kari Morrin,** Director of Student & Adult Services, Valley Collaborative
- **Mr. Sean Glavin,** Director of Finance & Operations, Valley Collaborative

What is Complex Trauma?

- Consistently exposed to dysfunctional environments and/or experiences.

  Common causes include: physical, sexual, emotional neglect and abuse, harms resulting from poverty, domestic violence or being stigmatized for reasons having to do with race, religion, or sexual identity

What is Complex Trauma? (cont.)

- More than half of the students enrolled in public schools have faced traumatic or adverse experiences and one in six struggles with complex trauma (Felitti & Anda, 2009) — and all teachers should understand how trauma affects students' social, emotional, and academic growth. (Terassi & Crain de Galacre, 2017)

Turn & Talk

- HANDOUT: Adverse Childhood Experiences
  - As an educator, what insight do you think this tool gives you?
  - How could you use this tool in your current role?

Consequences of Trauma on Student Learning

- According to Teicher et al (2003), severe stress alters the brain and impedes development.

  "When stress hormones repeatedly flood the brain, they have a negative effect on a range of executive functions, weakening children's concentration, language processing, sequencing of information, decision making, and memory." (Terassi & Crain de Galacre, 2017)

Trauma Sensitive Schools Defined

- Trauma Sensitive Schools require educators to think very differently about the dysregulation they observe in the classroom. (Martin, Cromer, & Freyd, 2010)

  Dysregulation – *noun.* abnormality or impairment in the regulation of a metabolic, physiological, or psychological process. For example, "family dysfunction may contribute to emotional dysregulation" (English Oxford Living Dictionary)

Trauma Sensitive Schools Defined (cont.)

- Educators must learn to filter and interpret a student's dysregulation through a **therapeutic** lens which is entirely different than a punitive lens.

- Dysregulation as a manifestation of trauma is a key first step in developing a Trauma Sensitive School that supports students' success.

Trauma Sensitive Schools Defined (cont.)

- Trauma Sensitive Schools provide authentic opportunities for students to develop meaningful relationships with staff and their peers through relationship building activities, therapy, personal goal setting and customized support in the areas of academics, behavior, emotional maturity

Learning can undo Trauma

- By developing meaningful relationships with staff and peers, students are no longer experiencing fight, flight, or freeze response. Over time, such chronic stress produces neurobiological changes in the brain, which researchers have linked to poor physical health and to poor cognitive performance. (Terassi & Crain de Galacre, 2017)

Learning can undo Trauma (cont.)

- HOPE - Given the right environmental conditions, such as a trauma sensitive school climate and culture and appropriate interventions, the severity of trauma symptoms can be reduced (Davidson & McEwen, 2012).

Learning can undo Trauma (cont.)

- When educators fully understand their students' needs, they can better provide the physical and emotional space that support neuroplasticity, or the brain's ability to rewire itself, forming new neural connections (Kempermann & Gage, 1999).

Turn & Talk

- HANDOUT: Trauma-Sensitive School Checklist
  - How trauma-sensitive is your school/school district
  - What steps do you believe need to be taken to become more trauma-sensitive?

Implementation Model

- HANDOUT: Creating a Trauma Sensitive School Implementation Model

Programmatic Tips

- HANDOUT: Creating a Trauma Sensitive School Programmatic Tips

Sense of Belonging as an index of a Trauma Sensitive School

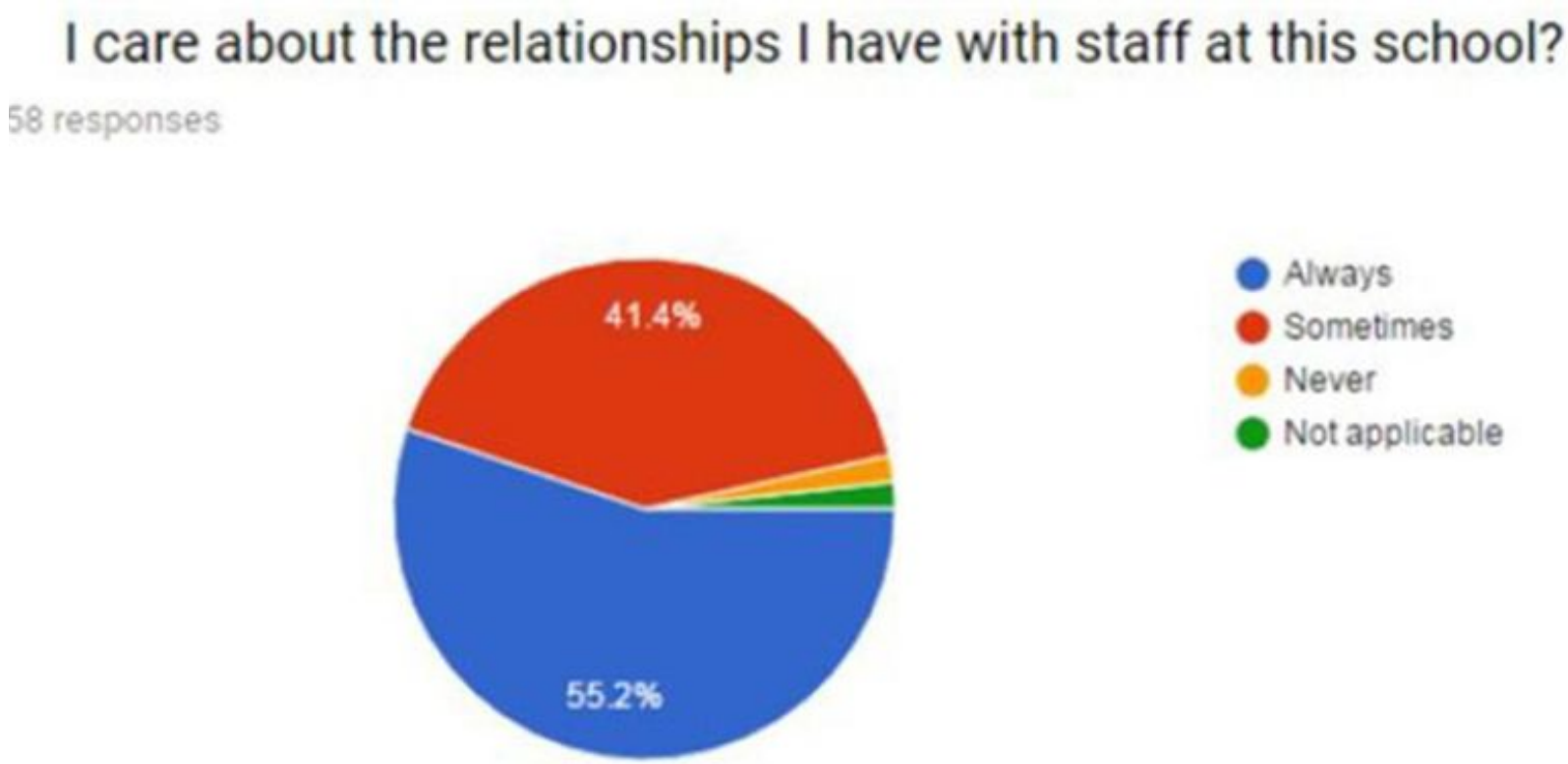
- Once students feel safe, welcomed and included, there is no reason why they cannot develop positive relationships, healthy habits and the ability to regulate their own emotions and behaviors, as well as to succeed academically. (Terassi & Crain de Galacre, 2017)

Data from Valley Collaborative's Sense of Belonging Surveys

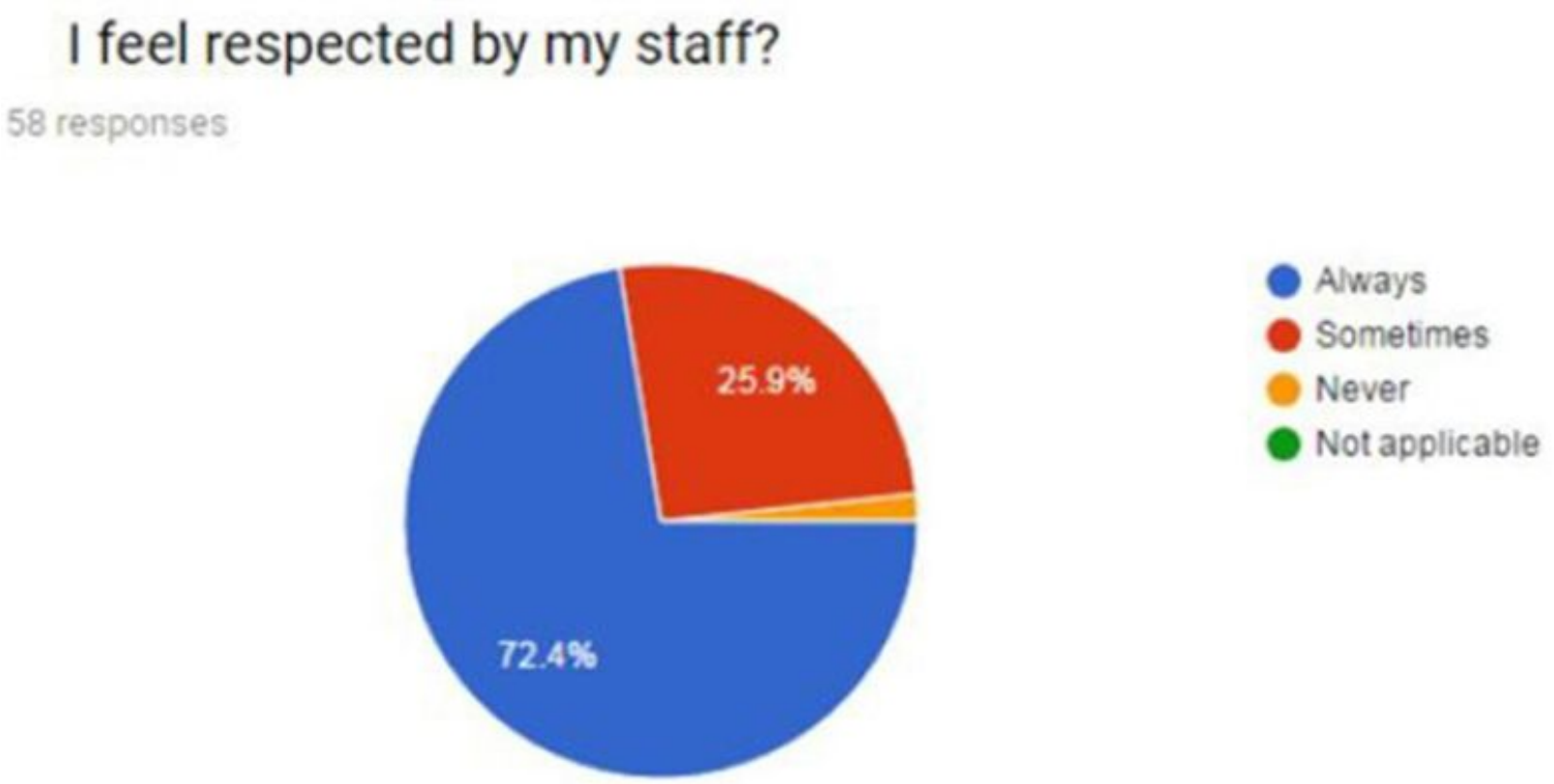
- The data being presented for this activity was the result of a collaborative school improvement planning process which embraced the values of a growth mindset: collaboration, shared leadership, goal setting and attainment, rigorous discourse and continuous improvement. (MacDonald, 2013)

- Positive and Robust results collected from the Student and Family Surveys

Student Survey Results 2016-2017 School Year



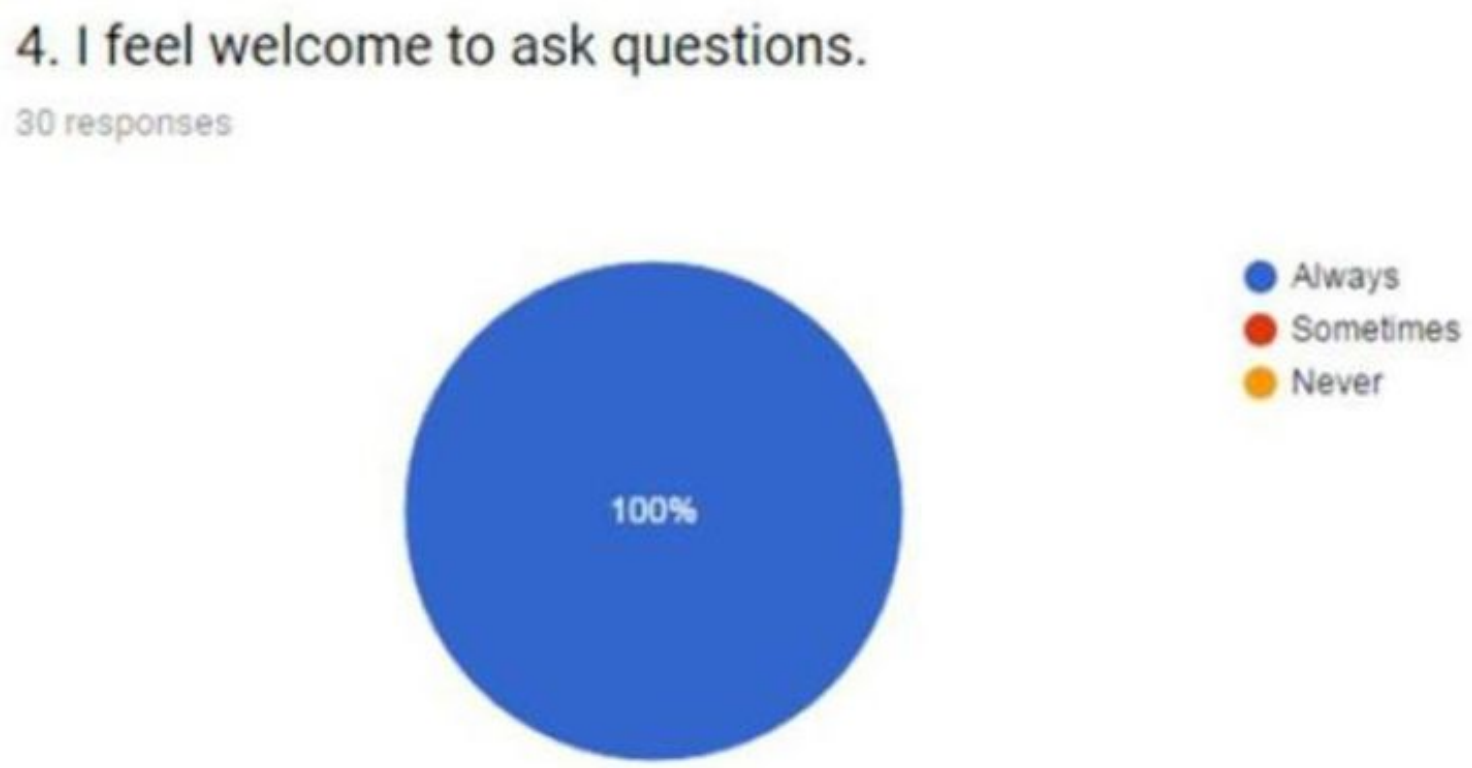
Student Survey Results 2016-2017 School Year



Student Survey Results 2016-2017 School Year



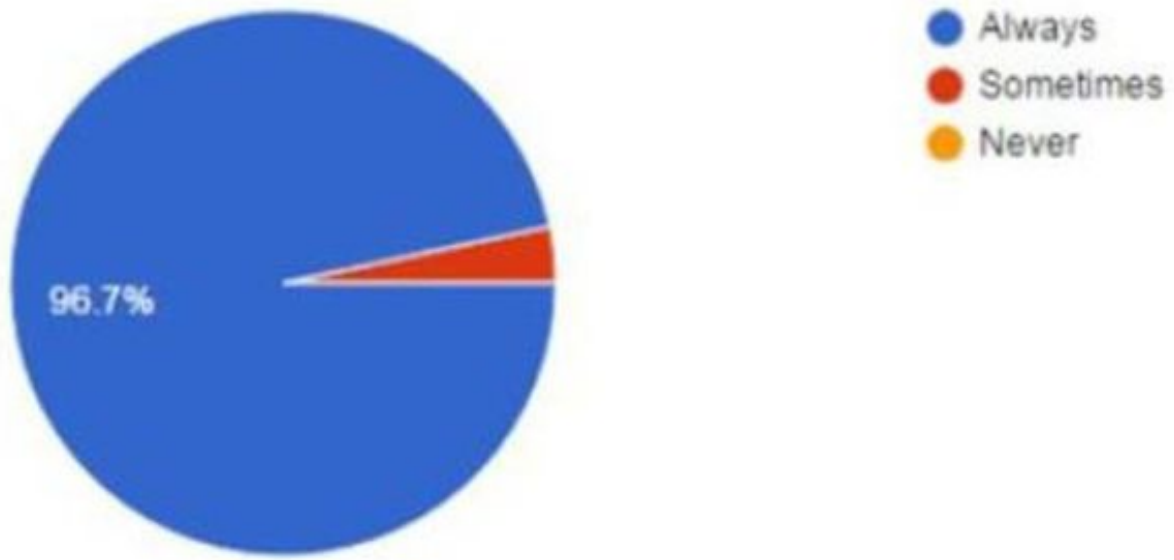
Student Survey Results 2016-2017 School Year



Student Survey Results 2016-2017 School Year

5. I feel welcome to make suggestions.

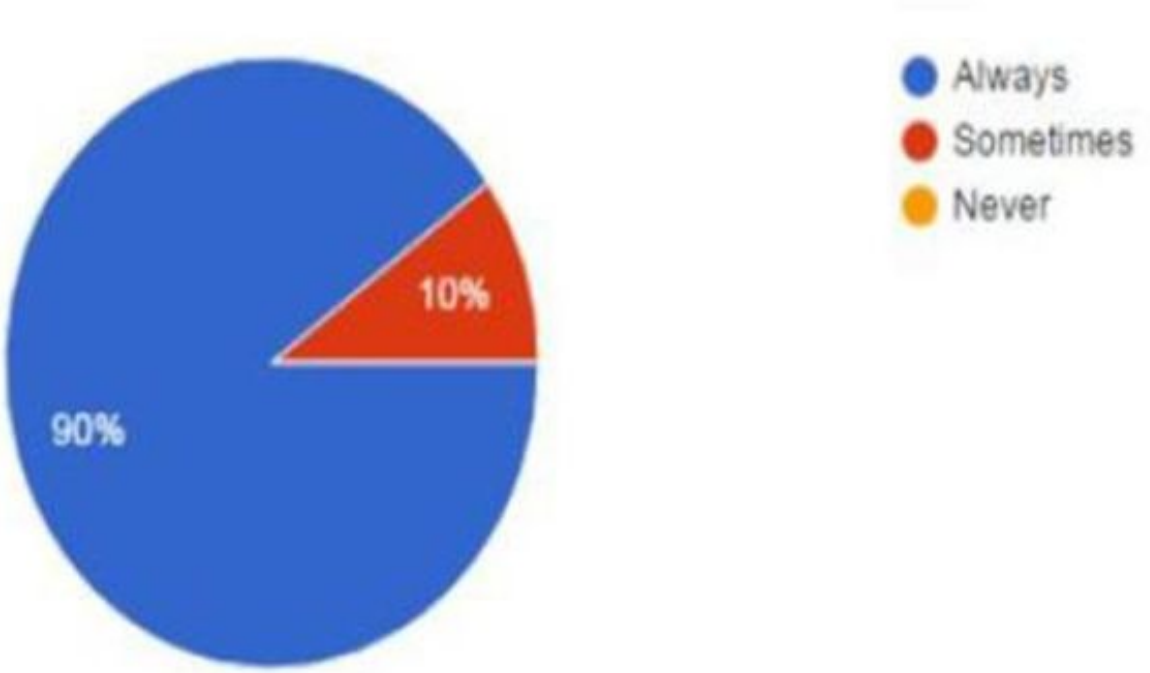
30 responses



Student Survey Results 2016-2017 School Year

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

30 responses



Valley Transitional High School – A Trauma Sensitive School

- Valley Transitional High School - Trauma Sensitive Video

- Stop video at 2:30

References

MacDonald, Elisa B. (2013). The Skillful Team Leader: A Resource for Overcoming Hurdles to Professional Learning for Student Achievement. Thousand Oaks, California: Corwin.

Martin, C.G., Cromer, L.D., & Freyd, J.J. (2010). *Teachers beliefs about maltreatment effects on student learning and classroom behavior.* Journal of Child and Adolescent Trauma, 3, 245-254.

(n.d.). Retrieved July 17, 2017, from https://en.oxforddictionaries.com/definition/dysregulation

Terassi, Salvatore & Crain de Galarce, Patricia, (2017). Trauma and learning in America's classrooms. *Phi Delta Kappan,* 98 (6), 35-41.

Valley High School & Middle School Parent Advisory Council

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Brian Mihalek and Chrystalia Metrakas, PAC Co-Chairs
Date: June 7, 2018
Re: Middle and High School Parent Advisory Council Update 'Family Workshop'

On Wednesday, April 25, 2018 the Middle/High School Parent Advisory Council hosted their annual "Family Workshop". Parents had an opportunity to participate in three dynamic presentations from 2:45pm-5:45pm. Sessions included a summary of Special Education Law given by Leslie Hughes from Massachusetts Advocates for Children, a Special Needs Planning session presented by Alexandria Nadworny from Sheperd Financial Partners, and a Transition Services presentation given by Valley's Transition Specialist Karen Rowe, and Transition staff, Darren Goad, focusing on high school and beyond. Parents were very engaged and communicated that they were so thankful for the opportunity to start the transition work needed for their families with the support of such great professionals. In addition to the workshops, after school recreational activities and refreshments (Curious Creatures, games, Arts & Crafts, and pizza) were provided for Valley students whose parent(s)/guardian(s) attended the event. The event was a great success with 14 parents participating!

Required Action:

None

Attachments:

None

VALLEY COLLABORATIVE

Volume 6, Issue 3 News for the extended Valley Collaborative community June 2018

Sound Footing, Bold Steps



We are: Courageous

■ Page 3: Valley Middle School celebrates a great year and one student's courageous fight.



We are: On the Road

■ Page 10: 2018 Valley school trip took students all the way to San Francisco.



We are: Making Strides

■ Page 12: Adult Services celebrates a year of growth and change.

Dear friends and families:

It has been a very successful year at Valley Collaborative. Valley is one of the few Collaboratives in the Commonwealth that reports to and is audited by three state agencies – Department of Elementary and Secondary Education (DESE), Department of Developmental Services (DDS) and Massachusetts Rehabilitation Commission (MRC). Valley runs programs for students and adults with special needs and continues to be in the position to offer high quality programming at cost effective and competitive rates.

Due to sound fiscal management, Valley for the fifth consecutive year, finds itself with a surplus and will be returning approximately $2M to its nine member towns: Billerica, Chelmsford, Dracut, Groton-Dunstable, Nashoba Valley, North Middlesex Regional, Tewksbury, Tyngsborough and Westford, resulting in almost a 40% reduction in tuition rates – which have not increased since approximately 2009 for our member districts.

At Valley, we work diligently to provide customized programming that meets the academic, social, and emotional goals for all those we serve with unsurpassed staff to student ratios and specialized instruction offered by highly qualified educators and therapists from a multitude of fields who are extremely competent and caring. In addition, we have enhanced therapeutic offerings from music therapists, art therapists, and outdoor physical education teachers and occupational therapists who offer authentic life and transitional skills through community trips/adventures.



VALLEY EXECUTIVE DIRECTOR DR. CHRIS A. SCOTT.

I would like to take this opportunity to acknowledge the coaches and paraprofessionals who show great commitment to and care for the students and adults they serve. As we look over the past year, there are many artifacts that depict Valley's high expectations for excellence. Some of the highlights of the year include but are not limited to: expanding Science Technology, Math and Literacy Curriculum K-12; Enhanced Programming for Adults with special needs attending our Department of Developmental Services (DDS) and the Massachusetts Rehabilitation Commission (MRC) Programs; Valley being invited to present at the Blue Ribbon Schools of Excellence Conference in order to share its Journey of Reform.

»continued on page 7

VALLEY COLLABORATIVE

Valley Collaborative Thanks Our Generous Donors

Each year Valley Collaborative asks its vendors to donate funds that are used to support the numerous extra-curricular recreational activities that are offered to our Students and Adults. We plan educational trips and recreational activities to enrich the lives of those we educate. However, today's economy makes it difficult for families to afford this experience without help from sponsors and businesses. We ask for financial assistance so that we can offer scholarships to deserving students and adults.

Valley recognizes those who donate in our quarterly newsletter which has a large distribution throughout the Merrimack Valley. Donations are categorized under the following: A Diamond Contributor for $10,000 or more, a Gold Contributor for $5,000 or more, a Silver Contributor for $1,000 or more, or a Bronze Contributor for $50 or more. This year we have had 20 businesses donate over nine thousand dollars. In addition we have received more than $200 of 'in kind' donations.

We sincerely appreciate the ongoing support of the work we do with the most vulnerable people in our society. ■

Gold

Enterprise Bank, Mr. George Duncan, Chairman	$5000

Silver

Marathas Barrow Weatherhead Lent LLP	$1,000
Stoneham Motor Co., Inc.	$1,000

Bronze

Powderly & Sons Plumbing & Heating	$250
Industrial Floor Covering, Inc.	$250
Fritz & DeGuglielmo, CPA	$250
Citron Hygiene DBA Workplace Essentials	$250
Lyons and Rogers, LLC	$200
Rapid Reproduction	$150
Dr. Anthony J. Bent	$100
Abdinoor Flooring	$100
Mancini Sheet Metal, Inc.	$100
Compass Project Management	$100
Martins Home Experts	$100
Dr. Arnold M. Kerzner	$50
O'Connor Portraiture, Inc.	$50
All Owners Drain Cleaning, Inc.	$50
Welch Welding & Truck Equipment, Inc.	$50
DWC Design	$50
Action-King Enterprises, Inc.	$50

In kind

Witch History Museum
Skywalk Observatory
New England Aquarium
Butterfly Place
Fun America/Roll On America

Thanks to all!

At Valley Elementary, Celebrating a Growing 'Family'

At the elementary school, staff and students are celebrating! Over April vacation two Valley staff, Rachel Rainha and Laura Leonard, welcomed two new "Valley Babies" into the world. Our whole staff wish them well as they celebrate and enjoy this time. Additionally, we have celebrated many weddings, engagements, pregnancy announcements, and graduations. Many of our students' parents are assisting the Elementary School's administration with teacher appreciation week to celebrate the amazing work all of our staff do everyday. The staff will be enjoying free massages, gift card raffles, and snacks of all sizes and kinds.

All the while our students continue to excel in the curriculum experiences the teachers offer everyday.



STUDENTS IN MISS GINA'S CLASSROOM HARD AT WORK DURING WRITER'S WORKSHOP PREPARING TO SHARE THEIR DRAFTS WITH THE GROUP.

One highlight is our K-2 EB classroom. Students in this classroom have grown by leaps and bounds when it comes to their writing during Writer's Workshop. The students have gained confidence, stamina, and dedication. They have gone from feeling hesitant and resistant to sounding out words and writing even just one word independently to writing across pages--filling them with words and pictures the moment they put their pencils to the page.

The students in the classroom have proudly published opinion pieces, informational books, and personal narratives displaying all their hard work and their ability to apply all the writing strategies they are taught into a cohesive piece.

Writer's Workshop provides a classroom observer with multiple viewpoints: students writing intently at their desks or on loungers with a clipboard, staff sitting with students helping them organize thoughts and sound out words, or even sitting next to students writing their own pieces to model writing behaviors and skills. On other days, one could observe the principal, leads, and all therapists of the Team crowding the classroom to listen to and celebrate the students' final published pieces. This level of academic progress the students are making is a shining example of the teamwork that happens when "all hands are on deck" within a classroom Team at Valley Collaborative. Without the collaboration of the classroom teacher, classroom aids, occupational therapists, behavior analysts, literacy instructor, and the support and celebration from the administration and other school staff, this degree of academic progress in writing could not happen.

Our community celebrations of student work has also extended into the new STEM initiative. The elementary school has embraced and implemented a plethora of STEM activities to enrich our curriculum this year! We are excited to celebrate the "T" in STEM this spring with all of the technology that we are so fortunate to provide to our students. Classes have taken virtual reality field trips all over the world, designed and printed creations on our 3D printer and built and coded robots using LegoKits!



VALLEY'S NEWEST ADDITION, BABY JACK JOINED RACHEL RAINHA'S (LICSW) FAMILY

We are also honoring the celebration of our Spring session of greenhouse courses. This year, we are expanding our outdoor classrooms to include a sensory garden as well as science life cycles of frogs, insects, and fish in the pond located inside the greenhouse. This course allows students to enjoy the outdoors, learn about living organisms and celebrate life! ■



STUDENT JP TRINIDADE ENJOYS A VIRTUAL REALITY TRIP USING OUR NEW GOGGLES.

VALLEY COLLABORATIVE

Brave Fierce Strong...Valley Middle School

As the the 2017-2018 school year is winding down, Valley Middle School is reflective of the big impact it has made during its three short years here at 40 Linnell Circle. There have been many exciting moments the staff and students have created and experienced this school year. As such, the top 5 celebrations of the 2017-2018 school year for the Valley Middle School are:

5. New Experiences
Susan Rawding's ISN-ASD (Intensive Special Needs- Autism Spectrum Disorder) classroom is comprised of five very unique students, each with his/her own specific likes and dislikes. Programmatically, it can be challenging to identify one thing, whether it be a special food item or a new sensory fidget, that



FIBER OPTIC LIGHTING IN MIDDLE SCHOOL BLUE ROOM

this group of students enjoys as a whole. This all changed when the classroom found a unique community outing at the Jordan's Furniture water show. Mesmerized by the colorful water exploding from behind the stage, elegantly choreographed to music, the students couldn't get enough of the water show while they ate lunch. This was followed by ice cream, which they ordered from Richardson's Ice Cream stand and again, enjoyed eating by the glow of the water show. What an amazing sensory, community experience for these students to enjoy.

4. Middle School Coat Drive
Teacher, Karen Williams, helped the Middle School students coordinate an exciting opportunity to volunteer by donating their time and energy for those who may be less fortunate. Students collaborated with Ben's Mission, a non-profit organization based out of Weymouth. Students helped to create signs and collection boxes for others to place donated coats. The Coat Drive was a huge success with over 75 winter coats donated to a great cause.

3. Middle School Blue Room
The addition of the Middle School's Blue Room has been a huge hit with all students. Students are able to access this unique, customized sensory space in order to promote self-regulation skills and attention skills required to participate in the academic curriculum. The Blue Room boasts many organizing and calming features such as a bubble tube water feature, fiber optic lighting, bean bag and comfortable seating options, as well as a darkened tent to hideaway. Students develop increased independence to advocate for themselves, as well as begin to develop increased self-awareness of their own, specific, individualized needs to help foster regulation.

2. Therapy Dog, Sophie
Each Thursday, Sophie the therapy dog comes shuffling through the hallways with owner Jackie Squeglia, Middle School Adjustment Counselor. Sophie visits all the staff and the students, who all know her by name,



MIKEY JEFFREY

and truly lifts the spirits of everyone she comes into contact with! Everyone in the middle school (and all of 40 Linnell Circle) look forward to Thursdays and make sure Sophie's water bowl is always full!

1. Mighty Mikey's Courageous Fight
Classroom Teacher, Shana Dunlevy, and the Middle School Sunshine Committee helped to plan and host a Middle School Fundraiser at the Irish Cottage in Methuen, MA to help raise money for Shana's middle school student, Mikey Jeffrey, who is currently loving life and celebrating each precious moment with his ability to walk using prosthetics.

»continued on next page



MIDDLE SCHOOL BLUE ROOM

VALLEY COLLABORATIVE

Student Spotlight: Middle School

Reaching for his device, also known as his "voice," Darius uses his index finger to carefully select three icons, "I" "want" "water," while reaching for his empty green cup he carefully placed behind his slant board 30 minutes earlier. Paraprofessional Chelsea Mills waits until he gently taps the complete sentence, "I want water," waiting at the top of his device, before walking with him to the middle school kitchen to help him fill his cup of water from the bubbler.



DARIUS TEP

This is a very different scenario from one year ago when Darius Tep, 7th grade student in Susan Rawding's classroom, transitioned into this classroom. Darius is a student who uses a communication device to speak, and has made significant strides with his language thanks to his Speech and Language Pathologist, Dianne Giron, and his team, who make a daily effort to consistently have him use his voice to make requests. Darius works best when he is paired with staff highly familiar to him. His classroom accesses the community on a weekly basis during trips with occupational therapist, Joanna Abate, and life skills teacher/occupational therapist, Kerri Speck. Community activities for students in Darius' class include Sal's Pizza for community lunch, the local park playing on swing sets and climbing structures, swimming at an olympic-sized pool, glow in the dark bowling, the Jordan's Furniture water show, and the mall to shop for Mother's Day gifts, among many other places. Darius, fond of familiarity, predictability, and routine, shows very clear signs of fear when visiting a new, unfamiliar place. Susan, his classroom teacher, stated, "He becomes so anxious he would become aggressive towards staff and would repeatedly yell loudly." He demonstrated challenging behaviors for the length of some of the trips, occasionally retreating to the van while his classmates continued to play on swings.

On a recent bowling trip to Leda Lanes in Nashua, NH, a facility Darius has not previously visited, he easily entered through the main door, following the other staff and students to their bowling lanes and nearby tables. When his turn came to bowl, he cautiously stood up and quickly sat down. Each time his turn came, he walked closer and closer to the bowling lane where a teacher held a bowling ball for him, coaxing him closer each time until he touched the bowling ball, but then ran to his seat. Finally, a successful attempt, where he walked right up to the lane and gently pushed the bowling ball down the adapted bowling ramp, where it rolled down the lane and knocked pins down! But, he did not notice the pins falling because he was already reaching for another bowling ball. Again and again, until he easily walked up to the lane each time his name was called for his turn to play. A success!

Darius' experience with bowling in a new environment is similar to other community trips he has attended. He has been bombarded with, and exposed to, many new sensory experiences and is much more willing and capable to join his peers, with a shorter time to acclimate to a new setting. But not without the help of his team who provide daily high-fives, sour patch kids, and endless smiles paired with positive encouragement. ■

Brave, Fierce, Strong

»continued from previous page

Mikey suddenly became ill in September, 2017, which resulted in amputations of both his right and left feet. His lengthy stay at Boston Children's Hospital followed by rehab at Spaulding Rehab Hospital resulted in extensive medical bills for his mother, Star, who never left Mikey's side. Valley Middle School was happy to present Star with over $2,000 to help with Mikey's medical expenses. The Middle School enjoyed a visit from Mikey in March, 2018 where he got to visit his classmates and teachers, and the students surprised Mikey with a pizza party - his favorite food!

It has been an amazing school year and Valley Middle School is excited to move into the 2018-2019 school year. With many changes in the works, Valley's Middle School team is looking forward to creating many more special memories and opportunities for staff and students to share and grow together. ■

VALLEY COLLABORATIVE

Life Skills: Valley Students Making Great Strides

The Life Skills Program at Valley Elementary School and Valley Middle School is now finishing its fourth full year and the students have made great strides within functional life skills and their ability to participate in community activities. Within our school programs, the student goals for life skills vary slightly based on the student ages and needs. At the elementary school, the main focus has been on increasing student independence with meal skills, teaching safety skills, and gaining access to the community as much as possible. Whereas at the middle school, the students work more on functional life skills, such as money skills and pre-vocational skills, as well as designing their own community service project.

Safety Skills

Within weekly groups, students learn about the safety skills they require to access the community. Many students begin the program learning to cross the street, learning how to navigate a parking lot ,and how to remain safe while traveling in the school vans. These skills are reviewed within structured groups, and then practiced around the school environment and while out on community trips. Two community groups were created to specifically address these skills while going to the mall and walking within the mall parking lot. Along with traffic safety, students learn about how to respond in unsafe situations and who is a safe person to seek out if they need help. In groups the students discuss who is a safe stranger versus a stranger and then attempt to identify them while out in the community.



VANESSA SEBASTIAN EARNS HER INCENTIVE FOR MEETING SAFETY GOALS ON MALL TRIPS.

Community Trips

Students at the elementary and middle school attend frequent community trips to address a wide variety of community based skills. The goal of all community trips is always to teach expected behaviors and functional skills within all community locations. Along with the safety skills mentioned above, the students work on social and meal skills, while out to eat, money skills while completing simple purchases at the store, and even team building while completing scavenger hunts at a store or while on a hike. The students all enjoy going out on the trips and learn so much from each experience.

Community Service Projects

In the middle school, the students complete a year-long community service project. The students design the project from start to finish and are responsible for all aspects of getting the project done. This year, the students have chosen to raise money for both the MSCPA and St. Jude's Children's Hospital by having a bake sale. The students voted on what to bake, made signs to promote the sale, and even wrote emails asking other programs around Valley Collaborative to help participate. The students then go shopping for the food and bake cookies, brownies, and pie to sell at the sale.

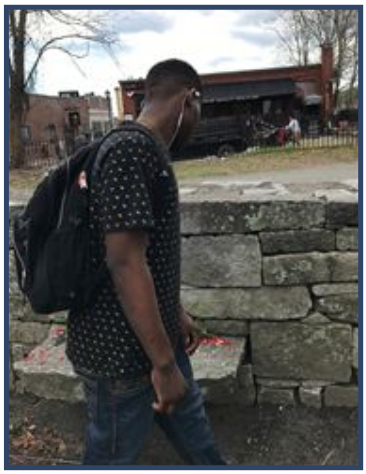
Through these experiences in the Life Skills Program each student continues to increase their independence within all areas of their lives both at school and at home. ■

VALLEY COLLABORATIVE

Site 1: Celebrating Hands-On Learning

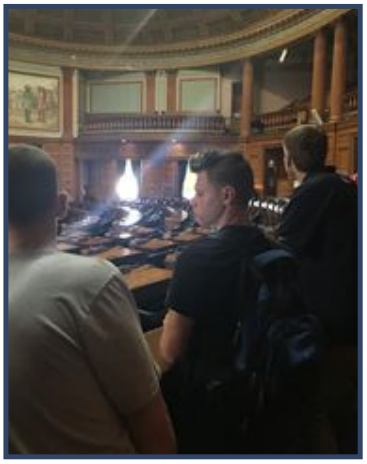
As the school year comes to a close there are many exciting things to celebrate at Valley Transitional High School Site 1.

Student Celebrations
This year Site 1 is proud to celebrate the largest amount of students in successful community vocational placements that we have experienced in years. Students have become successful members of the workforce in placements from local small engine shops and contracting companies to award winning barbeque restaurants and shipping companies. Site 1 students in onsite vocational placements have participated in a number of projects and continue to improve their skills and develop as responsible and helpful members of the working community. Site 1 has seen an increase in passing MCAS scores across the board and more SAT participants than in years past. The bar was raised for the student population on Site 1 this year and they have answered the call!



VISITING THE SALEM WITCH TRIALS MEMORIAL WHILE READING ARTHUR MILLER'S THE CRUCIBLE

Celebrating Experiences
Site 1 students have continued to learn through hands on community-based experiences. Recently students have participated in local beach cleanups as a way of giving back and doing their part to help the environment. Site 1 students have recently explored the rich local historical communities of Boston and Salem in order to expand their understanding of the topics being covered in their humanities classes. Site 1 students recently shared their favorite poetry selections as a part of Valley Collaborative's first annual Poetry Slam. Students were able to put their own touch on each of the presentations and took great pride in sharing his/her own work in a medium that most closely matched their level of comfort. ■



STUDENTS EXPLORING THE RICH HISTORY OF BOSTON AT THE MASSACHUSETTS STATE HOUSE

Sound Footing, Bold Steps

»continued from cover

Valley was also invited to present their 5 year Improvement planning document at the Department of Elementary and Secondary Education's (DESE) Training for Success Program. We are honored that the Department is featuring our Five Year Plan on its web site (http://www.doe.mass.edu/research/success/ValleyCollaborative-DPOverview.pdf); robust family involvement in Valley's PAC (Parent Advisory Council); additional sensory spaces were created so that students would have more opportunities to de-escalate and regulate in an appropriate environment; extended afterschool programming for students and individuals in the adult program which offer social networking opportunities with friends was also expanded upon.

As we enter into summer school, I want to thank you for all of your support of Valley and the work that we do. Please feel free to contact me at any time – my door is always open. ■

My best to you always,

Chris
Chris A. Scott, Ph.D.
Executive Director

VALLEY COLLABORATIVE

Site 2: Preparing for Life, Work, Adventure

It has been a big year at Site 2, and as the end of the school year approaches, here are some of the things we're celebrating.

Student Accomplishments
We are proud to announce that Daria Lempreur will be attending Lesley University, Michael Santos will be attending Fisher College, and Joseph Kostikov will be attending NECC. Logan Cardillo, Justin Chen, Anna Hoyt, and Daniel Morgan are participating in the Valley Collaborative and Middlesex Community College Dual Enrollment program. Additionally, Justin Chen scored in the 97th percentile on the PSAT and Anna scored in the 99th percentile on the ACT. Three students are accessing sports back in their sending school districts: Jared Assetta is playing lacrosse with Billerica Memorial High School, Joshua Deveny is on the track team at North Middlesex Regional School District and McKayla Nieves is playing lacrosse with Methuen High School.

Celebrating Programming
STEM programming has been a successful focus of the programming on the "East Side" this year.



"EAST SIDE" STUDENTS AT MICROSOFT



GLEN COSTELLO, MARISSA SILVA AND ROBERT GARCIA AT MT. WILLARD

Students use 3D printing, along with both augmented and virtual reality, to explore real-world application of concepts taught in the curriculum. By collaborating with technology companies, students learn first-hand what jobs in these fields entail.

Students couple with professionals to design and build robots and drones. They have utilized the same resources as field employees to problem solve and better prepare them to enter an ever changing workforce.



"NORTH SIDE" STUDENTS ENJOYING A TRADITIONAL THANKSGIVING MEAL THAT THEY PREPARED BY THEMSELVES.

"West Side" continues to enhance their overnight trips and outings. This year, students accessed trips to Lonesome Lake, hiked Mount Willard, snowshoed down Mount Washington, and still have plans to hike Mount Cardigan. They are taking on a greater challenge at the end of the school year by adding a two-night overnight trip that will allow them to hike the Franconia Ridge Trail.

Students on the "North Side" celebrated different countries by cooking foods from around the globe. During the holiday season, students made dishes including latkes from Russia as well as Spanish rice from Puerto Rico. During the Winter Olympics, students put together dishes from both North and South Korea.



Celebrating Staff
Glen Costello and his wife, Sarah, welcomed their first baby, Addison Charlotte (pictured above), on May 2nd. Everyone is doing well! They are excited to expose baby Addison to a world filled with scientific discovery and computational thinking! Addison has quickly stolen their hearts and is very 'acute.' ■

Site 3:Valley Students on Stage and in the Spotlight

Valley Transitional High School Site 3 celebrated another successful production of our 10th annual school play this past April. The students and staff worked tirelessly to make this year's play an exciting experience for all.

Marcus Mengistab from our School to Work program did a phenomenal job as Tom, the first year teacher, who was nervous on his first day of work. In order to work through the nervousness Tom uses his imagination to bring different parts of his personality to life. The characters Tom created helped Tom prepare for the day.

Justin Goyette from our School and Vocational Training program played George, the caring and in-control part of Tom. George's big musical numbers were "Just A Bill" and "Three is a Magic Number." Monica Bruni from our School and Vocational Training program played Dori, the comical version of Tom. Dori commanded the stage with the songs "A noun is a Person, Place or Thing" and "The Preamble." Julia Lesnik from our School and Vocational Training Program played Shuli. Through Shuli, Julia projected Tom's sweet and genuine side. Julia reminded the audience how to use adjectives and what planets make up the Solar System with the songs "Unpack your Adjectives" and "Interplanet Janet." Joe, played by Joe DiStefano from our School to Work program, was the laid back and fun loving part of Tom. Joe brought down the house with the songs "Circulation" and "Conjunction Junction."



CAST AND CREW OF SCHOOL HOUSE ROCK LIVE!

Rounding out our cast of personalities was Dena, the thoughtful and grounded side of Tom who was played brilliantly by Arun Maudgal from our School and Life Skills program. Arun sent the audience home with a smile, closing the show with his fantastic rendition of "Interjections." In addition, we were fortunate this year to be accompanied by our student band on the song "Three is a Magic Number". Members of the band were John Kordish on drums, Justin Gigliotti on the acoustic guitar and Joe DiStefano on the electric guitar.

Lastly, the play would not be complete without our ensemble and student production crew; Nate Steigerwald, Lucas Costain, Alex Najarian, Mary-Alice Jackson, Jack Saba, Andrew Blais, Louis Marino, Chris Ryan and Stephen Winslow. All the students and staff put in a tremendous amount of effort and it proved to be a production to be truly proud of. ■



THE CAST PERFORMING 'A NOUN IS A PERSON, PLACE OR THING'



MONICA BRUNI SINGING 'CONJUNCTION JUNCTION'

Valley Trip 2018: San Francisco!

This year the Valley travelers took off to the West Coast to visit San Francisco! Twenty five of Valley's staff, students, and adults arrived at Logan Airport at 5:00 a.m. with tired eyes but a sense of excitement. Once in San Francisco, Valley Travelers rode on the famous Cable Car Train down Van Ness Street. This ride was a big hit among our group and it gave riders a sense of the steepness of the hills.

Throughout the week, Valley travelers visited a variety of places including the Golden Gate Bridge, the aquarium, Pier 39 (home of the sea lions), and Muir Woods just to name a few. Our group also attended an Oakland Athletics' baseball game, where our group shouted "Let's Go Sox!" while the home team chanted "Let's Go A's." The A's eventually lost in extra innings but a great time was had by all.

One of the biggest highlights of the trip was touring Alcatraz, as many of the students and individuals stated, "this is so cool." While in San Francisco, our group also had a chance to enjoy the food and culture that oozes out of the city. Rounding out the adventures, our travelers took a dinner cruise on San Francisco bay, enjoyed dining in Chinatown, and delighted in ice cream Sundaes in Ghirardelli Square. Fisherman's Wharf was also a happy memory for the group, as much of the group's time was spent having lunch and shopping.

Lastly, our group toured the famous Full House home. This was a huge hit for all and even brought some of the adult staff back to their youth. By week's end, many of our travelers commented on what an amazing trip they experienced and found San Francisco to be a city many wish to tour again! ■









Facilities Report: Building for the Future

With the warmer weather moving in—the snow plow and sander are finally 'retired' for the season— the team is excited for the start of spring as well as for the final weeks of the school year. The Department is excited to announce a recent restructuring. Maintenance and custodial responsibilities have been separated. Mark Morreale will remain the Operations and Facilities Manager along with Maintenance Technician, Justin Gulinello. Sandy Morency has accepted the position as the Custodial Manager with her current team of Brian Dacey and Jack Hayes. Also on staff are part-time employees Robert Landry and William Sullivan. This is an exciting time of year for both departments and a true celebration of the hard work and significant efforts put in by each member on these two newly defined teams. Congratulations to all!

Over April vacation, the team focused its efforts on making the floors shine at 40 Linnell Circle by waxing all of the tiles throughout the second floor. Along with all the moving, buffing and waxing - department employee Jack Hayes was able to get a fresh coat of paint on Joe's Bistro, the front lobby, the back staircase, and several cafeterias.

Upcoming projects for the spring and summer include: buffing/waxing floors at 40 Linnell Circle on the 1st floor, painting walls throughout the 1st floor of 40 Linnell Circle, classroom and office moves, new flooring at 25 Linnell Circle, and expanding the outdoor classroom in Tyngsboro and more. ■



THE DUAL RAISED GARDEN BED WITH TRELLIS ALLOWS FOR PLANTS TO GROW UP THE CHAIN LINK STRUCTURE





INSIDE AND OUTSIDE VIEWS OF THE ROOT CELLAR OUR TEAM BUILT AND INSTALLED UNDERGROUND. THE ROOT CELLAR INCLUDES A CUSTOM VALLEY COLLABORATIVE LOGO.

Adult Services: Celebrating Growth and Change

The Today & Tomorrow program is celebrating the growth and changes that have taken place over the course of the year. We've made several changes to the program to enhance and enrich the lives of the individuals we work with. This includes a social worker to help our individual's process and understand their feelings and to help them develop strategies for dealing with life's nuances and stressful events. We've added a Case Manager to help us focus in on the services and needs of over 90 individuals that we serve. We've also added several exciting initiatives to the program, such as Career Planning, Community Based Day Supports (CBDS), Music Therapy and the Adult Recreation Program.

The CBDS program is designed to enable an individual to enrich his or her life and enjoy a full range of community activities by providing opportunities for developing, enhancing, and maintaining competency in personal, social and community activities. During these days staff work with individuals in workshop type training and learn about travel training, banking, health & wellness, independent living skills and giving back to the community. Individuals participate in the Lowell Food Pantry where they go and pack up groceries and deliver food to other people in the community that need support. They've toured the Bank of America in Chelmsford, MA. The adults had an opportunity to ask questions and learn about what the bank has to offer, including getting to see the vault where the money is kept. Individuals also participated in the Healthy Bodies exercise program at the YMCA twice a week.



CBDS CINCO DE MAYO CELEBRATION: MATT STACHE, GREG MILNER, JOE PIRANIEN, CHUCKY MACK, CRYSTAL SURPLUS, LISA BEDARD, SHANE O'BRIEN, ALINE HAUNTON & ERIC HORAN

Career Planning is designed to focus on workplace behavior, interviewing skills, developing resumes, applying for a job and classroom work.

On these days individuals are given the chance to tell us what they would like to do for work in the community.

For example, some of the groups discussed careers with animals and took a trip to the Methuen MSPCA at Nevins Farm, where they were able to speak with employees and ask them about the duties in their positions. A few groups visited area retailers like Bob's Stores, and Kmart, observing people working at their jobs and observed what specific duties they were doing. They interviewed workers at all levels and asked about the specifics of the job. They spoke to Sales Associates, Managers, Customer Service Reps, and Cashiers. We also partnered with the Middlesex Sheriff's department and had over twenty-five individuals participate in the Special Citizen's academy. During this four day training individuals participated and discussed topics such as, scams, fire safety, personal safety & awareness, ID theft and the role of the department within the community.

We continue to work towards getting as many of our individuals competitively employed in the community. We have recently doubled the number of Individuals that are now competitively employed in the community. They have been hired by Outback in Lowell, MA and O'Connor Hardware in Billerica, MA to name a couple. Finally, our Adult Recreation program was developed and implemented to enrich the lives of our individuals after program hours. The purpose is to bring everyone together to socialize, have fun and participate in community activities they may not otherwise have the opportunity to be part of. These activities include, Bingo Night, Painting with a Twist, Chunky's Movie Night, and Cooking with Kayla to name a few.



WILDLIFE SANCTUARY: ERIN MCGRATH, SCOTT BLANCHETTE, LISA DEMEO, KEVIN DESCHENES, ANTHONY ANGLEMEYER, MATT PETERSON AND DAVID SILVA.

It has been a great year and we look forward to continuing the journey! ■



LOWELL KP UNIT WORKING WITH ANIMALS IN THE COMMUNITY: INDIVIDUALS FROM TODAY & TOMORROW PROGRAM & LOWELL POLICE OFFICER MR. WILLIAMS.

Adult Services: Our Year in Pictures



PLANT CREW: JEN GLIDDEN DROPPING OFF FLOWERS AT THE ELEMENTARY SCHOOL



BINGO NIGHT: JULIE HIGGINS



PAINTING WITH A TWIST: TRACEY SPINALE



VISIT BY WBZ WEATHERMAN BARRY BURBANK, WITH JOIA MERCURIO, CHRIS SCOTT, KARI MORRIN AND ERIC HORAN



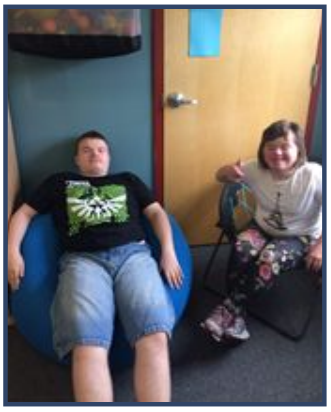
MIDDLESEX SHERIFF'S DEPARTMENT CITIZENS ACADEMY: INDIVIDUALS FROM TODAY & TOMORROW PROGRAM & STAFF FROM THE SHERIFF'S DEPARTMENT.

Occupational Therapy: Expanding Awareness

The team of occupational therapists (OTs) at Valley Collaborative is a highly skilled department composed of seven full-time masters level professionals. Over the course of this school year, our team has advocated to make programmatic enhancements and are now celebrating a year full of expanding OT awareness.

Expanding OT Awareness

In April and in honor of Occupational Therapy Month, the Valley Middle School and Valley Transitional High School OTs set up an information booth in the front lobby of 40 Linnell Circle to expand awareness of occupational therapy. Staff and students who stopped by the OT booth were given the option to learn about their own pencil grasping patterns, and were able to try out fidgets and sensory items. Additionally, handouts were created to provide fruitful information regarding the many areas of occupational therapy such as fine motor skills, activities of daily living (ADLs), and executive functioning. OTs enjoy collaborating with one another to develop best practices in the workplace, but the OTs here at Valley truly pride themselves on working with their teams in order to provide the best plan of care for each individual student. Occupational Therapists put the "Fun" in Function!



VALLEY HIGH SCHOOL STUDENTS RAVEY WILBUR AND MARY ALICE JACKSON

Expanding Sensory Awareness

Over the last year ,the occupational therapists at Valley have focused on increasing awareness of our students sensory needs and have worked hard to increase access to appropriate and needed sensory tools for our students.



THE "BLUE CLOSET" AT VALLEY HIGH SCHOOL HOUSES GROSS MOTOR EQUIPMENT FOR STUDENTS TO BRING OUTSIDE OR USE IN THE HALLWAYS WHEN THEY NEED TO MOVE.

Each program now has its own sensory spaces for students to access through their school day. These rooms provide a calm environment with multi-sensory stimuli such as a bubble tube, large bean bags, weighted blankets, fiber optic lighting, a variety of comfortable seating options, soothing music, slow-moving projections, aromatherapy, and a dark tent that students can immerse themselves in. These therapeutic spaces have been designed in collaboration with our occupational therapists to help address, diminish, and prevent challenging behaviors such as self-injury, property destruction, and aggression. Our students are able to access these custom sensory items and sensory spaces in order to achieve a sense of organization, which helps to promote and sustain attention skills, auditory awareness, focus, and visual tracking necessary for learning in the classroom.

In addition to these calming spaces, all sites have tools available for students to use when they need to move and work their bodies. Students have access to gross motor equipment that they can bring outside or use in the hallway, including jump ropes, obstacle course equipment, balls, nets, and scooter boards. At the elementary school there is an indoor playground.

The OTs and teachers have also been collaborating to improve the aesthetics and sensory composition of the overall classroom environments. Additions and improvements have included new storage solutions to decrease visual clutter and creating "cozy spaces" within the classrooms to allow for students to decompress without needing to leave their classrooms. New dynamic seating options have been purchased and are now utilized within all of the classrooms, incuding chairs that allow the students to rock and tilt, as well as supportive seating to promote good posture and attention during work times.



VALLEY HIGH SCHOOL STUDENTS ACCESSING ALTERNATIVE SEATING OPTIONS WHILE WORKING AT THEIR DESKS.

Many desks have been outfitted with foot fidgets to provide students with sensory input while they are hard at work. In October some teachers and therapists spent a professional development day learning about Brain Gym, a program that uses movement based activities to help students achieve greater levels of focus and attention. Two Integrated Listening Systems (Ils) have been purchased and introduced at the Valley High School on Site 3.

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Celebrating Valley's Physical Therapists

October is National Physical Therapy Month. Each October, physical therapists celebrate their efforts and achievements toward optimizing the health, mobility and quality of life for those they serve. For school-based physical therapists, we celebrate our successes in removing physical and environmental obstacles, which prevent students from accessing optimal functional independence and achievement of their academic goals. This month, we are in the process of wrapping up another productive school year, but it is never too early to start thinking about next year. With that in mind, it might be a good time to share some information about how our school-based physical therapists provide services to our students.

Many students experience difficulty participating at school, because impaired motor skills are preventing them from gaining full access to the school environment or academic curriculum. One example might be a student who, due to physical limitations, cannot navigate stairs or crowded hallways safely and independently. Another example might be a student who lacks the core strength and postural stability to sit upright for an entire school day without excessive fatigue.

When school personnel recognize these types of limitations, the school-based physical therapist is called upon to alleviate or lessen the underlying physical issues which are at the root of these problems. Following assessment, if service delivery is recommended, the school based PT uses his/her skills to improve a student's posture, strength, range of motion, balance and coordination. While these areas of need can be targeted with isolated exercises, it is preferable, especially with younger students, to offer gross motor games and recreational activities, which not only achieve the desired results, but also provide fun and meaningful play experiences for the students.

At the Elementary School, students who receive PT services are frequently seen playing games, running obstacle courses and utilizing various forms of recreational equipment. In addition to all of the athletic equipment, including bicycles, skateboards, scooter boards and trampolines, which are available through the PE department, the Elementary School also has a multipurpose Gross Motor Room. This Gross Motor Room, which is available to all students, features exercise mats, a crash pad, an indoor slide, a rope ladder and a rock climbing wall. These features can make therapy sessions more interesting, more enjoyable and, ultimately, more effective for our students.



CASSIE ENJOYING A BIKE RIDE

After our snowy winter, our middle and high school students have been looking forward to getting outside! During the last month, our students have enjoyed taking one of of our many adapted tricycles out for a spin around the school. There are several benefits of riding an adapted tricycle as a therapeutic activity. It is a fun activity that has several musculoskeletal benefits. It allows all children to exercise their lower extremities while in a safe supported position and allows them to work on range of motion and strengthening their lower extremities. We have also had representatives from several vendors come and allow our students to try out their various products. In other PT news, many Valley students will be participating in the Special Olympics' School Day Games on May 23 at Lawrence High School. At the games, students run through a series of sport skills stations overseen by volunteers and staff from Lawrence High School. Our involvement in this day has historically been a huge success! ■

Occupational Therapy: Expanding Awareness

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The Ils systems provide students with highly specified sensory input that strengthens neural pathways.

All of these enhancements have resulted in our students demonstrating an overwhelmingly positive response by gaining a better understanding of their sensory needs, accessing sensory strategies within their classroom environments, having access to additional sensory supports outside of the classroom, as well as increasing their ability to manage these needs with greater independence. ■



THE SENSORY SPACE CALLED "CHILLVILLE" AT THE ELEMENTARY SCHOOL.

Social Work & Guidance: Helping Our Students Grow

Valley Collaborative's Social Work and Guidance department has been working hard all year on gaining new skills through comprehensive trainings and professional development focused on specific therapeutic techniques, along with providing students the opportunity for growth through group therapy, psychoeducational groups, and individual counseling. As the end of the year swiftly approaches, our students are working together to celebrate the great gains they have made over the past few months.



Elementary School

This is an exciting time of the year for the elementary school students. This is the time of year where we transition to celebrating the achievements and accomplishments our students have made. Although we do this throughout the year, we have a few events we focus on during the spring. The talent show gives the students a chance to showcase their unique skills that we have come to know and love. To acknowledge all the hard work our students have put forth this year, we host an annual field day. We invite families and those important to our students to celebrate all their success with games, a bouncy house, music, food, and a dunk tank.

As our year comes to an end, the final event is graduation. This leads to some bittersweet feelings as some of the students prepare to transition on to the next phase of their lives. These students will transition onto Valley Collaborative Middle School or back to a school within their district. The social workers and counselors have been supporting the students in processing through the emotions they might be experiencing as they wrap up their time at Valley Collaborative Elementary School. They are engaged in interventions that aim to help them reflect on their journey and the growth they have experienced. These students have the opportunity to take part in a graduation ceremony to celebrate their success.

Middle School Autism-Spectrum (ASD) Program

Over in the middle school ASD program, students have been immersed in a creative expression theme for the 2017-2018 school year by designing and constructing bulletin boards centered around teaching others about cultural sensitivity, gratefulness, personality traits, growth and development, and empowerment, just to name a few. The students have been practicing reading aloud their own poetry and stories, and presenting their "vision boards" to their peers and staff. They are leading lunch groups and small group activities with their peers, as well as being involved in organizing birthday celebrations.

Middle School Emotional-Behavioral Services (EBS) Program

The Middle School EBS program focuses on supporting students academically, emotionally, and socially. Students have been working on the mission of "Building a Safe, Respectful, and Responsible Community" through fostering supportive, positive peer relationships. Each week, students celebrate one another in our Community Group,



where students give a shout out to someone "for being a good friend" or "for keeping me sane" or "for doing a good job on our field trip". Students engage in weekly social skills groups and team building classes to learn to work together, build self-esteem, and practice healthy communication skills. We use creative activities, multimedia projects, expressive arts, and technology to mix things up and keep kids engaged in these afternoon elective classes. We celebrate moments when students reach out to share something about themselves, to make another student feel welcome, or to offer any small kindness, no matter how small.

Valley Transitional High School Social Workers

Valley Transitional High School social workers have all taken advantage of several professional development offerings this year in order to put an emphasis on strengthening practices and staying informed on issues that impact our students. These offerings have provided us with new skills, interventions and knowledge to improve student success.

In November, our high school team of social workers attended a two day intensive Cognitive Behavior Therapy (CBT) training at Crest Collaborative led by Dr. John Ludgate, a licensed psychologist. The training focused on ways to utilize CBT for individuals who struggle with mood disorders, anger, anxiety, PTSD and substance abuse.

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Social Work and Guidance

»continued from previous page

The training was valuable in that it provided specific ways to engage individuals to increase the likelihood of change and promote success. The training also provided many resources that can be used directly with our students as well as a number of other resources such as worksheets and reading material. Information gleaned from this training, including Motivational Interviewing and activities surrounding this topic, have become incorporated into sessions with students including defining a problem, identifying potential barriers,



determining ways to measure effectiveness, and reviewing the progress together. Technological support in the form of mobile mood tracking apps suggested by the presenter was introduced to help students manage emotional distress.

Another opportunity attended was on the topic of 'Preventing the School-to-Prison Pipeline' at Boston University: An innovative collaboration between social work, legal services, and public health. The presentation focused on partnering with CBHI services, family supports, and the legal system to facilitate a supportive, educational environment for all students. The information provided has been to develop relationships with student's family members, coordinate outside services and generate interventions to help students reach short and long term goals in the school setting, while also providing an overview of services offered by MassHealth Office of Behavioral Health to aid in the process of facilitating ongoing support for the students' care.

Additionally, 'Combating Hate and Extremism: Fostering Inclusion in Our Schools and Communities' was attended at the University of Massachusetts Lowell offered by the Middlesex Partnerships for Youth. The presentation featured guest speakers addressing issues such as cyber threats and vulnerabilities, extremism, online safety and education about sensitive issues such as hate. Our team learned about Operation 250, which seeks to educate children, parents, and teachers about online safety and how to most effectively protect themselves from coming into contact with online violent extremist material and individuals. Some of the ideas and tools presented have been used to help teach students about hate and help to maintain an inclusive environment for all students.

Lastly, topics focused on Positive Behavioral Intervention Systems (PBIS), Navigating the Cyber World and Underage Substance Abuse were also attended in order to provide optimal support to our students, as substance abuse is a significant issue that affects many. The Underage Substance Abuse offering was useful in increasing knowledge of trends in teen substance use as well as improving motivational approaches with students. A speaker from MVPAS-AP, Merrimack Valley Prevention and Substance Abuse Project, was brought in to speak directly with students. The presentation captivated the students' attention and was a productive way to educate them about the dangers of substance abuse.



High School Guidance

The Guidance department is proud to announce that students now have the opportunity to take the SAT on site. The entire college planning and decision making process can be a stressful one. Valley can now help to ease that experience by helping students acquire the accommodations they deserve on the SAT, including taking the test at Valley. These are the exciting types of action steps that can help to put our students in the best position to move forward toward a successful future. With students taking a role in the process, they continue their growth toward self advocacy, and recognize the power they hold in their own voice.

The administration of the SAT is just one of many steps taken to help our students plan for the future. Our students display so much potential making it imperative that we take steps to help connect them to future options. Each student must forge their own path, which is why it is so encouraging this year to already have students accepted and committed to four year colleges, enrolled in community college, signed on to take part in post-secondary vocational training programs (Job Corps), secured full time employment, and even committed to join our country's Navy. ■

Behavioral Analysts: Celebrating Behavioral Success

Behavioral Analysts provide consultation services to students and staff at Valley Collaborative aimed at providing our students with function based interventions. Our goal is to work with the multidisciplinary team to develop the best student centered plan possible, while encouraging the student to have a voice and develop meaningful communication rapport with staff. Implementing reinforcement based procedures and on the job staff training allows our students to be most successful, as well as allows staff to implement plans with fidelity. As a whole our team celebrates the behavioral success of each individual kid but also each program, as we push forward in the new behavioral initiatives each year.

Elementary School

As the end of the school year approaches, staff have begun to start preparing students for transitions. These transitions include moving from class to class, moving on to the middle school, and for some, moving back to district (yay!). Although the destinations may vary, the goal for all is the same: tolerate increased expectations, maintain progress with decreased rates of reinforcement and continue to generalize mastered skills. In order to prepare our students for their transitions we are constantly working on increasing our expectations of them while fading the frequency of reinforcements and trade-ins.

Each classroom has a structured reinforcement program where the students earn stars, checkmarks, time for trade-ins, or points based on their expected behaviors which are traded in for items. Some of our classrooms have been piloting the Positive Behavioral Interventions and Supports (PBIS) school store program online and have also created individualized classroom stores. The students are responding well to the programs and purchase both tangible and non-tangible items such as listening to music, doing their work on Yogibos, eating lunch in the classroom or with preferred staff, and spending time with preferred peers and staff.



GADGETS IN A SENSORY BAG

Middle School

The Middle School continues to utilize a ticketing reward system for many of our students. The students earn $0.25 tickets for remaining on task, helping staff and students, utilizing their coping skills and engaging in positive social interactions. The students save up their tickets to purchase preferred items in the School Store. All students can put suggestions for School Store items in a suggestion box, which ensures that the items are varied, and highly reinforcing. Students across the program are finishing up MCAS testing, and MCAS-Alt assessments, and are doing a fantastic job remaining regulated, positive, and on-task throughout these academically challenging endeavors! The Middle School students have been visiting a variety of places in the community, and have enjoyed swimming, bowling, bird-watching, hiking, and shopping in malls and grocery stores. Many of the field trips are incentive-based, and students must "earn" participation by demonstrating consistent on-task, appropriate, and safe behaviors. These trips are highly motivating, and are another tool in our BCBA toolbox to keep the students on track.

High School

A PBIS ticket system has been implemented in two classes in the high school program. The students earn tickets for good and "above-and-beyond" behaviors. Each of the classes has their own "school store" where the students can purchase items (candy, fidgets, sports equipment, games, school supplies and other reinforcing manipulatives) on a daily or weekly basis. Staff have seen a positive impact on students' behavior since beginning this new system. Through this system, students are working on budgeting, self-restraint (saving) and money skills.

Sensory bags have been implemented at Valley Transitional High School Site 3 vocational sites. Each of these bags have sensory tools available for the students to use while at their work sites. These items include: putty (in every bag), squish ball (in every bag), exercise band, sunglasses, noise cancelling headphones, marble mazes, beads and other sensory related fidgets. Staff check the bags out in the morning so that the items are available for the students when needed. These bags may be used during times of sensory overload or during break times. If a student would like a fidget in their pocket while they complete their work tasks, that is an option as well. Staff have seen a high level of interest for these new bags and the items included. In addition to the sensory input these bags provide, it has also become a new duty of the Inter-Office Mail crew to check the inventory of these bags weekly for damages and missing items. ■

Valley Speech Language Pathologists : It Takes a Village

May is better speech and hearing month! It's a time of year where the Valley Collaborative Speech-Language Pathologists (SLPs) are celebrating the success of our integrated therapy model as it relates to our student's needs! Integrated therapy is a team-based approach in which every teacher, aide, and therapist works together to achieve students' individualized goals. Staff who work closest with our students are trained to target communication skills beyond students' direct therapy time.

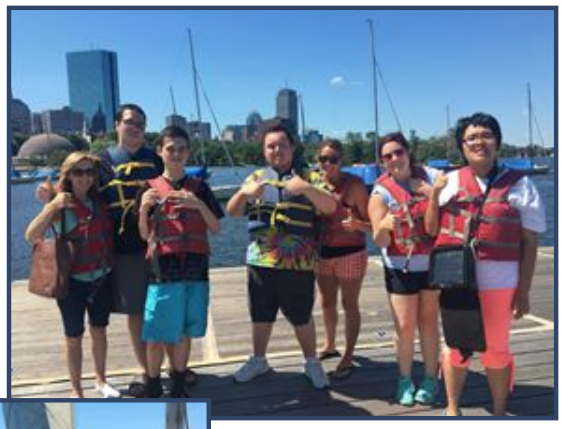
This looks different for each school, program, and classroom, but the goal is always the same: independence and involvement through communication and social participation. We want to teach our students in a way that strengthens their communication and independence, reaching their social, academic, community and vocational opportunities, and that simply cannot be accomplished solely during the chunks of time we see our students individually each week. They say it takes a village, and we are proud to celebrate our village! Here are some snapshots of how the integrated therapy model looks in our different programs and classrooms throughout the collaborative:

In the Valley Elementary School

Students recently worked together to propose a new playground! Along with academic skills, such as finding the area of the available play space and writing a persuasive essay, the students practiced integral social skills, such as turn taking, negotiation, and speaking with kindness. Each day, you'll often see our speech therapists providing treatment with the music or art therapists as this creates a cooperative platform for refining vocabulary, following directions, and utilizing active listening/participation skills.

In the Valley Middle School

The ASD middle school classroom recently went bowling at Leda Lanes in Nashua. These students practiced pro social skills such as using good sportsmanship, engaging in social conversation, as well as recognizing and maintaining social boundaries with community members. The students were able to build relationships and develop friendships with classmates.





FROM LEFT TO RIGHT: LAURA BADGER MCGLOINE PROVIDES LANGUAGE THERAPY DURING A FUN DAY OF SAILING ON THE CHARLES RIVER WITH PATRICK CREEDON (TEWKSBURY), KEVIN DEIBERT (TYNGSBORO), THEO KELLER (LONDONDERRY, NH) AND LAN LAN ZHANG (CHELMSFORD). MIDDLE SCHOOL STUDENT ALEX PREVOST (MERRIMACK, NH) ENJOYS A CALMING SENSORY EXPERIENCE ABOARD A SAILBOAT IN BOSTON HARBOR.

In the Valley Transitional High School

Targeted lessons for the whole class based on the group's social needs provide a forum for discussion with trust, openness and learning. Language taught in these lessons is highlighted and then utilized by the academic team and students alike, generalizing these social skills into the community and promoting their vocational success at their job sites.

Students navigated the Boston subway system to exciting destinations such as the North End and Quincy Market. Speech therapists provided support on these trips to target students' social communication skills, including recognizing social boundaries and the "hidden rules" in different settings.

With our Valley AAC users

Students who use augmentative-alternative communication devices (AAC), are learning to express themselves during functional field trips and community outings. Students use their communication devices to order their own meals at restaurants, interact with cashiers at the grocery store, buy their tickets to Fenway Park and chat while sailing along the Charles River and more! ■



KRISTEN MANSFIELD TARGETS PRO-SOCIAL SKILLS WITH HER MIDDLE SCHOOL STUDENTS DURING A TRIP TO LEDA LANES. FROM LEFT TO RIGHT: ERIK FANNON (WESTFORD), NICHOLAS SCHWEFLER (DUNSTABLE), JOSEPH BAUER (CHELMSFORD), EVAN OLSON (BEDFORD), AND JOSEPH CORBETT (TOWNSEND).

VALLEY COLLABORATIVE

Valley Collaborative Leadership Team

Chris A. Scott, PhD
Executive Director
cscott@valleycollaborative.org



Annie Willis
Principal, Valley Elementary School
awillis@valleycollaborative.org



Donna Suarez
Administrative Assistant
dsuarez@valleycollaborative.org



Nicole Noska
Principal, Valley Middle School
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Joia Mercurio
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Julie Fielding
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Kristine Bonsack
Principal, Site 3
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Jessica Scalzi
Lead Nurse
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Joe Venskus
Adult Services Manager, DDS
jvenskus@valleycollaborative.org



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

Dr. Laura Chesson
Superintendent of the Groton-Dunstable Regional School District

Dr. 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

Special Newsletter Thanks To:

Marilyn Humphries, photography

Rapid Reproduction, printing

Little House Communications, publication design and production

Central Administration Office

*25 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 7, 2018
Re: Communications – Valley Extra Curricular Activities

Please see attached the following artifacts:

- Valley Transitional High School Play
- High School Trip to San Francisco

Required Action:

None

Attachments:

Information

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Communications – Valley Extra Curricular Activities – Valley Transitional High School Play

---

Valley Transitional High School Site 3 celebrated another successful production of our 10th annual school play this past April. The students and staff worked tirelessly to make this year's play an exciting experience for all.

All the students and staff put in a tremendous amount of effort and it proved to be a production to be truly proud of.



Required Action:

None

Attachments:

Play Program

Director ..... Joe Cronin
Music Director ..... Vlad Stoicescu
Choreographer ..... Joe Cronin
Set Design ..... Bill Pedreira
Costume Design ..... Joe Cronin
Stage Manager ..... Bill Pedreira
Drama Coaches ..... Jeremy Beal, Jay Collins, Chris Cook,
..... Kayla Gorham, Mike Fedak
Stage Crew…… ..... Louis Marino, Chris Ryan, Stephen Winslow
Band Members Accompanying on "3 is a magic Number" .....
Joseph Distefano, Justin Gigliotti, John Kordish

A Special Thank You to
Valley's Board of Directors:

Mr. Timothy Piwowar
Chair, Superintendent
Billerica Public Schools

Dr. Jay Lang
Superintendent
Chelmsford Public Schools

Mr. Steven Stone
Superintendent
Dracut Public Schools

Dr. Laura Chesson
Superintendent
Groton-Dunstable RSD

Dr. Denise Pigeon
Superintendent
Nashoba Valley Tech School District

Ms. Joan Landers
Superintendent
North Middlesex RSD

Mr. Christopher Malone
Superintendent
Tewksbury Public Schools

Dr. Michael Flanagan
Superintendent
Tyngsboro Public Schools

Mr. Everett Olsen
Superintendent
Westford Public Schools

Valley's Team

Dr. Chris A. Scott, Executive Director Kristine Bonsack, Principal
Lia Metrakas, Milieu Coordinator

and to all the parents and teachers
who have made this production possible!

Schoolhouse Rock Live! Junior a part of The Broadway Junior Collection is presented through special arrangement with and all authorized performance materials are supplied by
Music Theatre International,
421 West 54th Street, New York, NY 10019

The Videotaping or other video or audio recording of this production is strictly prohibited

Valley Collaborative Transitional High School

PRESENTS



-A Part of THE BROADWAY JUNIOR COLLECTION-
Originally Adapted and Produced for the Stage by
Theatre BAM
From the Series Created By
George Newall and Tom Yohe

Based on an Idea by David McCall

Originally Conceived and Directed by Scott Ferguson

Book by:
Scott Ferguson, Kyle Hall and George Keating
Music and Lyrics by:
Lynn Ahrens, Bob Dorough, Dave Frishberg, Kathy Mandry,
George Newall and Tom Yohe

April 5, 2018
6:00pm
Locke Middle School

MUSICAL NUMBERS

"A NOUN IS A PERSON, PLACE OR THING"
.....Dori, Company
"THREE IS A MAGIC NUMBER"
..... George, Company
'UNPACK YOUR ADJECTIVES"
.....Shulie, Dina, Company
"JUST A BILL"
.....George
"DO THE CIRCULATION"
.....Joe, Company
"CONJUNCTION JUNCTION"
.....Joe, Company
"GREAT AMERICAN MELTING POT"
.....Dori, Company
"INTERPLANET JANET"
..... Shulie, Lucas, Company
"INTERJECTIONS"
.....Dina

CAST
(In order of appearance)

Tom .....Marcus Mengistab
George.....Justin Goyette
Dori ..... Monica Bruni
Shulie ..... Julia Lesnik
Joe ..... Joseph Distefano
Dina..... Arun Maudgal
Ensemble:..... Nate Steigerwald, Alex Najarian, MaryAlice Jackson
Lucas Costain, Andrew Blais, Jack Saba



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Communications – Valley Extra Curricular Activities – Valley High School Trip to San Francisco

---

This year the Valley travelers took off to the West Coast to visit San Francisco! Twenty five of Valley's staff, students, and adults arrived at Logan Airport at 5:00 a.m. with tired eyes but a sense of excitement. Once in San Francisco, Valley Travelers rode on the famous Cable Car Train down Van Ness Street. This ride was a big hit among our group and it gave riders a sense of the steepness of the hills.

Throughout the week, Valley travelers visited a variety of places including the Golden Gate Bridge, the aquarium, Pier 39 (home of the sea lions), and Muir Woods just to name a few. Our group also attended an Oakland Athletics' baseball game, where our group shouted "Let's Go Sox!" while the home team chanted "Let's Go A's." The A's eventually lost in extra innings but a great time was had by all.
One of the biggest highlights of the trip was touring Alcatraz, as many of the students and individuals stated, "this is so cool."

While in San Francisco, our group also had a chance to enjoy the food and culture that oozes out of the city. Rounding out the adventures, our travelers took a dinner cruise on San Francisco bay, enjoyed dining in Chinatown, and delighted in ice cream Sundaes in Ghirardelli Square. Fisherman's Wharf was also a happy memory for the group, as much of the group's time was spent having lunch and shopping.
Lastly, our group toured the famous Full House home. This was a huge hit for all and even brought some of the adult staff back to their youth.

By week's end, many of our travelers commented on what an amazing trip they experienced and found San Francisco to be a city many wish to tour again!

A Special thanks to Enterprise Bank for sponsoring this school trip for the students and adults who would not otherwise be able to attend this educational/life opportunity.



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Communications – Valley Giving Back

Please see attached the following artifacts:

- M.A.S.S. Assistant Superintendent Leadership Seminars (ASLS)
- Update of SPED Director Visits with Co-Chair Rick Pelletier
- Thank you E-mail from CASE Collaborative
- Staff Leadership E-mail

Required Action:

None

Attachments:

Artifacts

From: ANTHONY BENT
To: Christine Francis (cmfrancis82@gmail.com); Sean Glavin
Cc: Chris Scott; Kari Morrin; Joia Mercurio
Subject: RE: Thank you
Date: Wednesday, March 07, 2018 1:46:13 PM

Thanks Chris and Sean. Needless to say, Christine and I always comment on how much we love our interactions with you. We are all lucky that "if you love what you do, you will never work a day in your life." I so believe that..

T

> On March 7, 2018 at 1:11 PM Sean Glavin <sglavin@valleycollaborative.org> wrote:
>
> Hi Tony and Christine:
>
> Just sharing the same thoughts as Dr. Scott. It's been an honor and privilege to be a part of such a close and professional group. I'm beyond grateful for the great conversations and meaningful relationships the program has fostered.
>
> Thank You for a great morning. Stay safe in the snow.
>
> Sean
>
> **Sean Glavin**
>
> Director of Finance and Operations
>
> Valley Collaborative
>
> 40 Linnell Circle
>
> Billerica, Massachusetts 01821
>
> [E-Mail] SGlavin@ValleyCollaborative.Org
>
> [Phone] (978) 528-7883

From: Chris Scott
Sent: Wednesday, March 07, 2018 12:26 PM
To: 'a.bent@comcast.net'; Christine Francis (cmfrancis82@gmail.com)
Cc: Joia Mercurio; Kari Morrin; Sean Glavin
Subject: Thank you

Dear Tony and Christine,

I don't know how to thank you for all of the support you have given the Valley Team. The work is difficult and each of us is better able to "balance" the tough times with joy in our hearts because of folks like you. The magical synergy in the room today was the result of a lot of time and effort on both your parts. Thank you for being who you are – we love hanging out with kindred spirits.

Forever grateful,

-Chris

p.s. BTW Joia, Kari and Sean – you didn't tell me what you were going to present. I found it quite moving. You did Valley proud! Perhaps you could present this session at one of Tony's Valley Leadership Meetings.

Chris A. Scott, Ph.D.

Executive Director



25 Linnell Circle

Billerica, MA 01821

978-528-7826

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

Special Education Director Visit Schedule

Rick and I would like to drop by your office for a brief 30-minute visit to have our "annual check-up". Please let us know which date below works for you:

January 2018
Monday, January 22 (between 9 and 12 noon)
Monday, January 29 (anytime) Courtney Moran/Westford 9:00 a.m.
Sarah Lewenczuk/Tyngsborough 10:00 a.m.

February 2018
Monday, February 5 (anytime)

March 2018
Monday, March 12 (anytime)
Tuesday, March 13 (anytime) Snow Storm – Cancelled visits
Wednesday, March 14 (anytime)

April 2018
Monday, April 2 (anytime) Michelle Valhouli/Nashoba 11:30 a.m. (1)
Monday, April 2 (anytime) Jill Greene/Groton-Dunstable 1:00 p.m. (2)
Tuesday, April 3 (anytime)
Wednesday, April 4 (anytime)
Tuesday, April 24 (after 10:30) Richard Whitehead/Dracut

May 2018
Wednesday, May 2, 2018 Brad Brooks/NMRSD 2:30 p.m.

June 2018
Tuesday, June 5 (anytime)
Wednesday, June 6 (anytime)

Or

Wednesday, September 19 (anytime)
Wednesday, September 26 (anytime)

Addresses

(1) Michelle Valhouli – Nashoba
100 Littleton Road, Westford

(2) Jill Greene – Groton-Dunstable
145 Main Street, Groton

From: Sanchita Banerjee
To: Chris Scott
Subject: THANK YOU!
Date: Monday, May 14, 2018 5:00:48 PM

Dear Chris,
How can I even express the gratitude I feel for the time, commitment, and support you provided me today. You have an unbelievable organization and team. And to think what you had to go through to accomplish it, makes it a miracle. You are so talented and sharing some of that with me today makes me feel really privileged. I cannot describe how beneficial this was for me and how lucky I feel for today's time.

Sanchita

--
Sanchita Banerjee, Ed.M., C.A.G.S.
Executive Director
CASE Collaborative
120 Meriam Road
Concord, MA 01742
(978) 318-1534
Fax (978) 318-6992
sbanerjee@casecollaborative.org

From:	ANTHONY BENT
To:	Donna Suarez; James Collins; Eric Brown; Susan Flammia; Joanna Abate; Nikki Gounaris; Robert Perkins; Devon Sheehan; Craig Turner; Tammy Richard; Amarylis Carrasquillo; April Fiorentino; Pamela McNulty; Chris Scott; Angel Cartagena; Lorelei Meuse; Matthew Diaz; Micaelagh Campbell; Chelsea Mills; Richard Christenson; Karen Emanouil
Subject:	RE: Leadership Meeting Today
Date:	Thursday, April 26, 2018 9:34:55 AM

Chris, Donna, and the Staff Leadership Team:

It is a great joy to see the depth of understanding of the importance of Leadership at all levels at Valley. It is not common that districts provide parallel professional development opportunities to those who work closely with the administrators. There is great vision, achievement, spirit, and positivity at Valley and all of you are making Valley a SHOWCASE. The "What is best for kids" philosophy alone inspires everyone (including me!) in our work and should motivate us all to continue to share the Valley story.

Leadership from everyone at Valley is about seeing how each person works to do the best job possible and support others in serving the needs, interests, and dreams of the young people and adults who come to Valley everyday. That is what Donna does all the time.

Warmly,

Tony

> On April 26, 2018 at 7:53 AM Chris Scott <cscott@valleycollaborative.org> wrote:
>
> Dear Donna,
>
> Thank you for your leadership. You are the classic example of what we mean when we say "it's important to have leadership at every level of the organization". I, too, would like to express my appreciation to all the presenters for doing a great job yesterday. I sincerely appreciate the opportunity to answer questions and to clarify the "reality of any situation".
>
> Tony, thank you for suggesting that we develop leadership sessions for all those on this e-

mail - It's one of the highlights and promising moments of the year. In part, because of these sessions, three people in this group all have moved into formal leadership positions in the last year – Donna, April and Nikki – congratulations! What a great job the three of you are doing in your leadership roles. Tony, I sincerely do see these leadership classes as a venue for me to get to know the many talented people and build leadership capacity so that when positions become open we can make sure that the right people get the jobs.

Tony, we are all hoping that you will run this leadership series again next year.

I will see you all on Tuesday, May 15th - it's hard to believe it is our last session of the year.

Have a good day,

-Chris

From: Donna Suarez
Sent: Wednesday, April 25, 2018 9:21 PM
To: Amarylis Carrasquillo; Angel Cartagena; April Fiorentino; Chelsea Mills; Craig Turner; Devon Sheehan; Donna Suarez; Eric Brown; James Collins; Joanna Abate; Karen Emanouil; Lorelei Meuse; Matthew Diaz; Micaelagh Campbell; Nikki Gounaris; Pamela McNulty; Richard Christenson; Robert Perkins; Susan Flammia; Tammy Richard
Cc: Chris Scott; 'a.bent@comcast.net'
Subject: Leadership Meeting Today

Hi Everyone,

What a way to finish off the '7 Habits'!! Lorelei and Micaelagh you did a great job today. It was definitely a thought-provoking presentation.

Thank you also to Dr. Scott for always being willing to answer questions as well as expand on them. It is one thing to see new practices unfold in black and white but sometimes it helps to hear how it will logistically work.

And, as always, it was nice to hear from another team at Valley who work together to provide a wonderful experience for the individuals in our Adult Program. Thank you Eric, April and Nikki.

As noted, the next Leadership Meeting with Tony Bent will take place on Tuesday, May 15, 2018 in the 25LC Conference Room at 2:30 p.m. An agenda will follow. A special thank you to Dr. Bent for facilitating these meetings. His guidance and enthusiasm creates a welcoming environment for interesting and engaging discussions.

I hope you all have a wonderful few weeks – I'm sure I will see you around.

Thank you for all that you do for the students, adults, staff and families of Valley.

Respectfully,

Donna

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

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Communications – School Weekly Updates

Please see attached the following artifacts:

- Valley Elementary School Updates
- Valley Middle School Updates
- Valley Transitional High School – Site 1 School Updates
- Valley Transitional High School – Site 2 School Updates
- Valley Transitional High School – Site 3 School Updates
- Valley Adult Services Updates

Required Action:

None

Attachments:

Memos – Program Updates

Central Administration Office

*25 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 7, 2018
Re: Weekly Program Updates from
Annie Willis, Valley Elementary School Principal

Each week the principals provide the team with an update on their schools. The information is most interesting and I thought the Board would enjoy reading these weekly e-mailed updates. I have included the weekly newsletters below:

Elementary School Week 23 Update

This week we completed our ALICE drill. Received a lot of great feedback and questions from the staff and parent community. Also we completed 100 acts of kindness in our school! The front bulletin board was converted to our kindness board. The kids all had a great time filling in the hearts. Tours from Ipswich and Chelmsford came through and we did a small student movement to make room for the Spring referral season.

Next week we are looking forward to the Read Across America celebration. Spirit week and guest readers are coming.

Elementary School Week 24 Update

Finally a full week happened and it felt busy but good to be back - Lots of makeup IEP meetings from the cancellations. The kids actually (knock on wood) have been behaviorally OK! New student started from Chelmsford and we have a new student from Methuen starting next week. Next week we also have the Museum of Science coming for presentations to align to our science curriculum map and even more IEP meetings than this week held. Really getting excited about all the STEM materials we are getting. The STEM coach here has been busy training and getting the kids/teachers involved across content areas.

Can't believe April is coming so soon.

Elementary School Week 25 Update

We had another good week behaviorally for the kids. The Museum of Science event was a hit. The staff spent a good portion of this week preparing for our first computer based administration of MCAS starting next week. There was a ton of work that went into that! We have 5 referrals all K. 3 from member districts and 2 from non-member districts. Next week is light for meetings due to MCAS administration.

Something else coming up is our new elective season. I linked our slideshow we presented to the kids for them to vote! You will notice there is a Learning Lowell elective. This is inspired by the book *Lowell Wonders* (authored by our executive director Chris Scott) as the kids will be visiting sites highlighted in that book!

Elementary School Week 27 Update

This week was a good one but busy. Last night was our movie night. We invite student and staff families to come to the school and watch a movie several times a year. We run a snack concession and get the kids some social time. It was a successful and fun event. The week before on Friday we did our own mini Walk for Autism. Many families came to support our students. Kids enjoyed the time even in the cold! We started two new students this week, one extended eval from Billerica and one full time from Methuen. We have twins full time from Dracut starting the Monday after break and then we have another extended evaluation from NMS who will start shortly afterwards. Additionally a Chelmsford extended eval toured but the family is having a hard time with their child leaving the public school setting. Those are the little kiddos we discussed at the principal meeting.

Computer based testing went well and we are looking forward to a long week off.

Required Action:
None

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 7, 2018
Re: Weekly Program Updates from
Nicole Noska, Valley Middle School Principal

Each week the principals provide the team with an update on their schools. The information is most interesting and I thought the Board would enjoy reading these weekly e-mailed updates. I have included the weekly newsletters below:

Middle School Week 23 Update

This week's nice weather led to several outdoor trips for students. They enjoyed birdwatching at the Ipswich River Wildlife Refuge and hikes at Breakheart Reservation. The nasty weather today did not stop incentive lunches for several students. We were also fortunate to have a visit today from our student MJ who was discharged from the hospital in late January. He just got his 'robo' feet (as he calls them) and is scheduled to go back to Spalding at the end of this month for gait training. As soon as he entered the classroom all of his friends ran over to him and gave him a giant group hug. We watched a video of his first steps with his prosthetics and needless to say it was a very emotional visit with lots of happy tears.

I received several extended evaluation referrals from member districts this week and those tours are scheduled for next week. It's a tricky time of year with students aging out in only a few short months, and yet feeling as though right now we are packed to the gills.

Middle School Week 25 Update

Students are back in full swing during their first full week of school in March! They enjoyed trips out snow shoeing this past Tuesday, and tomorrow will have the opportunity to go sledding and on their regularly scheduled community outing to the grocery store for afternoon cooking class. Next week I have one class starting swimming at the Atkinson pool in Sudbury. We are hoping to add this to programming for one or two classes monthly. On Tuesday, Bryan Thomas organized a presentation for staff and students with public speaker Dan Ellsey. He has Cerebral Palsy and shared his story of how music and technology/assistive technology changed his life. Staff and students were very engaged and enjoyed his presentation.

Many of my teachers have spent the past month putting together their students' work for submission of their student MCAS-Alt portfolios. They are all looking forward to the pickup date at the end of the week! The teachers put a tremendous amount of work into these portfolios so a huge 'thank you' goes out to them.

I had one student start last Monday for an extended evaluation (EE) from Billerica and another student from Westford starting this upcoming Monday for an EE. We just met with the Chelmsford team on a student here on an EE who will be staying with us for the remainder of the school year. Parents are touring Site 2 for programming next year - Tour tomorrow for a Groton student looking for an EE, and another from North Middlesex that I'm trying to schedule. We are looking for more restrictive programming for three students currently enrolled at Valley, but the referral process is still ongoing.

Middle School Week 26 Update

This week ends with MCAS-Alt portfolios packaged up and ready for pick up on Monday! A big thank you to Annie and her teacher, Jen, for passing along some resources for navigating through the last steps of MCAS administration of the computer based testing which will begin next week.

Students enjoyed trips to the Museum of Science on Wednesday and Thursday and the swimming trip was a huge success. Next week we will be accessing the community for our regularly scheduled programmatic trips (grocery store, park) but will mostly be in the building for MCAS testing.

Our coat/hat/sock drive ended this week and over 70 items were picked up by the organization Ben Speaks. Students were proud of their work and really do love giving back to the community. The MS/HS PAC has raised over $2,200 from its *Marathon of Prizes* raffle. The PAC is looking forward to using this money to purchase some innovative, hands on tools for the students to integrate into music and art therapy.

I hope everyone has a great weekend and enjoys the Spring weather!

Middle School Week 27 Update

I would say overall that staff and students are all looking forward to a week off. The roll out of CBT for MCAS this week was an overall success. No glitches with the system and students were confident about testing due to the prep work we had done throughout the school year with the chromebooks. It was a busy week with 3 year re-evals and annual reviews. Tomorrow is the last day for two of my students. One is going to a more restrictive placement (non-member) and another is finishing up an extended evaluation and is going back to district (member). I anticipate two students starting shortly after we start back after break and continue to get in referrals from both member and non-member districts.

Required Action:
None

Attachments:
None

Central Administration Office

*25 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 7, 2018
Re: Weekly Program Updates from
Chris Cowan, Valley Transitional High School Principal

Each week the principals provide the team with an update on their schools. The information is most interesting and I thought the Board would enjoy reading these weekly e-mailed updates. I have included the weekly newsletters below:

Site 1 Week 23 Update

This was a fairly simple week for Site 1:

- Students participated in two outdoor field trips this week. Some went on a local hike to the state forest in Andover, and others went on an EPE field trip to a wildlife reservation.
- Behaviors were minimal and those that did occur were minor.
- Many students are working diligently on MCAS and have responded well to unique scheduling accommodating the testing.
- Vocationally, one of our seniors began an independent community internship at Emerald Green Property Management.

NEXT WEEK:

- We currently have 5 IEP meetings scheduled throughout the week.
- As of now, there is one academic field trip scheduled to Bunker Hill Monument in Boston, which links to Matt's lesson in his American Experience history class.
- Personally, I will be taking several days off due to the impending delivery of a baby girl. ☺

Site 1 Week 25 Update

Being our first full week of school in quite some time, the majority of our days were spent in traditional academic and vocational settings. Yesterday, several students went on an EPE field trip to Crawford Notch. Today, our junior class may go to the movies due to an excellent week of academics as a whole.

Unfortunately, the latter half of the week consisted of two more major incidents involving student safety. With that said, I'm proud of the response from our staff in making sure our students' safety and well-being were addressed.

NEXT WEEK:

Our sophomore class will be heading to Bunker Hill Monument on an academic field trip to support their learnings in American Experience.

Five of our most deserving students will be going on the overnight trip to hike and camp at Crawford Notch. These students have been working for a long time to earn this incentive trip.

Site 1 Week 26 Update

This week has had a little bit of everything from a behavioral standpoint, but responses and consequences have been effective. There have been some concerns from some of our newer students who are still learning the ropes. Staff has responded nicely by communicating effectively with each other to account for all students and making sure that structure and safe behaviors are maintained. We had 2 new students start this week-both from Tewksbury once again. They have acclimated nicely so far.

We have worked hard to continue to set up a logistically realistic plan for our Tyngsboro student who is currently housed in Boston. Today, it finally came together and the student was tutored at Somerville Public Library. The long term success of this current version of the plan remains to be seen, but we are optimistic.

Tomorrow, ten deserving students will be going to the Museum of Fine Arts in Boston to round out the week and head into vacation.

If I don't see any of you by the end of the day tomorrow, enjoy the break. ☺

Required Action:
None

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 7, 2018
Re: Weekly Program Updates from
Julie Fielding, Valley Transitional High School Principal

Each week the principals provide the team with an update on their schools. The information is most interesting and I thought the Board would enjoy reading these weekly e-mailed updates. I have included the weekly newsletters below:

Site 2 Week 23 Update

I hope everyone's week back from break went well!

This week we had Community Service, trips to Wamesit, the Zoo, and we were supposed to go skiing today but the weather wasn't on board with that so they went rock climbing at Metro rock instead. We had 2 students participate in ELA MCAS retake this week. We had two tours and Midterms close today for 3rd quarter.

Next week:

We have trips to Haystack, Sculpture Park, the River Walk, a hike and Quarrybrook. Math MCAS retakes are scheduled as well as 3 IEP meetings, 4 tours and 2 shadow days.

Site 2 Week 25 Update

We had a really busy week - With trips to MOS, Monadnock, Lowell Historical Mills, the RMV and community service. We had a new student from Westford start for an extended eval and 7 referrals pending. A student of ours from Dracut had surgery and is homebound for 6(ish) weeks and will be using some cool technology to video into to his core classes so he can join his classmates in their regular instruction and classwork.

Next week we have ELA MCAS, STEAM activities, a transitional activity at the mall, community service and a trip to Boda Borg.

I have a few interviews between this week and next week for a few different positions.

Site 2 Week 26 Update

We had trips to Wamesit, hiking, community service, went to Salem MA to see art, we had to switch white water rafting because the water isn't high enough so they went to metrorock instead.

When we return we have trips to Minuteman Park, STEAM activities, community service, and hiking. One of the companies we go to for STEAM activities has chosen to provide a BBQ cooked by them for the kids so they are coming 4/24 with the BBQ and to do STEAM activities here with the kids.

Enjoy April break!

Required Action:
None

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 7, 2018
Re: Weekly Program Updates from
Kristine Bonsack, Valley Transitional High School Principal

Each week the principals provide the team with an update on their schools. The information is most interesting and I thought the Board would enjoy reading these weekly e-mailed updates. I have included the weekly newsletters below:

Site 3 Week 23 Update

Hope everyone survived the week. We had a rough Monday and a rough Friday behaviorally but the Middle of the week went well. We had 2 classes go hiking with Trevor and Josh this week and I had several IEP meetings and English MCAS re-takes. Next week we have no additional field trips planned, just regular programming. We have Math MCAS re-takes as well.

I received several referrals this week so next week I will be setting up some tours. I also have several IEP's scheduled.

Have a great weekend everyone and try to stay dry!

Site 3 Week 25 Update

It's crazy that this is our first full week in March. This week has been extremely busy trying to get in meetings that were re-scheduled from past snow days. This week was really spent trying to get the students back on track with their regular routines. We had one student start a new internship at Five Guys in Burlington, which went really well and he was very excited. I had one tour for a Chelmsford student that will potentially be starting in the summer. We postponed our talent show until April 13th in order to give our students more time to practice.
We are 2 weeks and counting until the school play in April. The students have been working very hard and it should be another successful show.
We also had a music and advocacy presentation that Brian set up that went very well. The students also seemed to get a lot out of it.

Next week we have ELA MCAS and several IEP meetings.

Site 3 Week 25 Update

We have also been in the throes of MCAS and MCAS-Alt. That has pretty much consumed our week with us using everyone available to help proctor. Behaviorally we had a pretty smooth week with no real issues. I had IEP's most of the week, still trying to catch up from all the snow days. Regular programming also continued with no big field trips.

Next week is the play! We have our dress rehearsal during the day on Thursday for anyone that would like to bring their students. The night performance is at 6pm at the Locke Middle School.

Site 3 Week 26 Update

We are almost to the finish line of break. This week has definitely been up and down in terms of behaviors but overall I think we will make it!

The play last week was a success and I have added the link to the Lowell Sun, they turned out great.

http://photos.lowellsun.com/2018/04/06/valley-collaborative-presents-school-house-rock/

Vlad and Libby took STW and Rob's class to the Peabody Essex museum on Tuesday and Wednesday. We also have our Annual talent show tomorrow over at 25. I had several IEP and re-evals.

Required Action:
None

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 7, 2018
Re: Weekly Program Updates from
Joe Venskus, Valley Adult Services Update

Each week the Adult Services Coordinator provides the team with an update on the program. The information is most interesting and I thought the Board would enjoy reading these weekly e-mailed updates. I have included the weekly newsletters below:

Adult Services Update – Week 23

This week we finished our second week of the new schedule. We have been incredibly impressed with the individuals as they adjust to this new model in the Today & Tomorrow Program. They have been engaged and excited about the CBDS and Career Planning Activities. One individual was overheard saying, "This is the best day ever…I helped my friends look for a job." another was overheard saying, "I have CBDS today!" April F. and Nikki G. have done a tremendous job under Pam and Melina's leadership with developing and implementing the new curriculum we are using -- as well as coming up with materials for the individuals to review.

We have also received the latest version of Boardmaker to use with the individuals. We look forward to working with Laura Badger on helping us understand how we can use these materials to help support our lower functioning adults. Individuals participated in two Adult Rec activities. The first was "Baking with Kayla" that was done during the school vacation week. Individuals learned how to cook mini pizzas and made a pudding dessert. Thank You to Site 3 and KB for letting us use your space. On Wednesday, individuals also participated in the Winter Dance held here at 25 LC with Joe Cronin.

Next Week:

We have Chris McNulty returning to Valley and starting in the Today & Tomorrow Program. We have also planned a painting activity for the individuals that will be held on March 15th.

Adult Services Update – Week 25

I echo Annie's words it was nice to get a full week in. We had a new individual start the program this week and he has settled in nicely. I have a tour today and we hope to start another individual next week. Last week we held a painting activity here with the individuals. This was a nice activity and we had 25 individuals participate. In April we have a movie planned at Chunky's. Laura Badger came over and held a Boardmaker Training with our staff. This was very helpful as we look to build upon the new CBDS & Career Planning classes. Spring is here and we look forward to next week!

Adult Services Update – Week 26

It's been a good week in the Today & Tomorrow Program. We had two tours this week for potential new individuals. We also plan on starting a new client next week. We had several meetings to discuss the status of the work that has been down to improve the CBDS, Career Planning and Group Supported initiatives. We have a meeting scheduled next week with representatives of DDS & QUEST to review this work and provide us feedback on what we have accomplished thus far.

Next week: We have a new client starting and the next Rec activity has been planned. A movie night to Chunky's in Pelham, NH. It's Opening Day, it's getting warmer & Happy Easter!

Adult Services Update – Week 27

It was a productive week in the Today & Tomorrow program. I had one tour for an individual that will be leaving LABB to attend our program in July. I also received one referral and have a tour scheduled next week with another. This week was filled with several meetings. The first was with the House Managers of the group homes that we work with. There have been some communication issues and some discrepancies with pick up and drop off of the individuals to our program. My intention for the meeting was to get everyone around the table and agree upon a plan moving forward.

The second meeting was reporting what we have done this past quarter to the Service Coordinators of DDS. The meeting went well and they seemed very impressed with the work that has been done so far. I was able to showcase the work that we presented to QUEST and the feedback we received was positive. This week in our CBDS program we took a tour of Bank of America in Chelmsford, MA including getting to see where the money is kept (the vault). The adults had an opportunity to ask questions and learn about what the bank has to offer. We also participated in the Healthy Bodies exercise program at the YMCA. This is done on Monday's & Wednesday's.

In Career Planning we had some individuals mention an interest in working with animals. Some of these groups discussed careers with animals and took a trip to the Methuen MSPCA at Nevins Farm. There, they were able to speak with employees and ask them about the duties in their positions. Other Individuals mentioned an interest in retail jobs. A few groups visited area retailers like Bobs Stores, and Kmart. There, they observed people working at their jobs and observed what specific duties they were doing. They interviewed workers at all levels and asked about the specifics of the job. They spoke to Sales Associates, Managers, Customer Service Reps, and Cashiers.

Finally, the individuals attended a movie night at Chunky's in Pelham, NH. It was another successful event that saw 30 individuals attend. I hope you all enjoy your week off and that the weather cooperates for you. From the sounds of things y'all need the break!

Required Action:
None

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 7, 2018
Re: Communications – Community/Staff Feedback

Please see attached the following artifacts:

- Letter from Parent of Transitional High School (Site 3) Student Graduate
- Letter from Parent of Elementary School Student
- Today & Tomorrow Staff Meeting Feedback
- Thank you E-mail from Joe Reilly

Required Action:

None

Attachments:

Letters/E-mails

Ms. Kristine Bonsack, M.Ed., Principal
Valley Collaborative Transitional High School
40 Linnell Circle
Billerica, MA 01821

Dear Kristine:

Michael has transitioned well to Rosewood II at Bridgewell, and I wanted to take this time to thank you and your team for all that you have done to make these years so productive, enriching and fun . Michael's progress at Valley, while under the leadership of Shannon Burke and Angela Fisette, was a joy for us to watch. He came home with a smile on his face, willing to talk about all that he had done during the day. He especially enjoyed working, and I thank Scott Morrin for taking the time to get to know Michael so that he could place him in positions where he would be successful. He was always a champion for Michael while he was working and it is greatly appreciated.

The time and attention that Shannon and Angela gave to Michael helped him to improve his communication skills, increase his independence, improve his confidence and self-esteem, and allowed him to do this in a rich learning environment. They are kind and patient, always doing what was best for Michael. Both Shannon and Angela are true role models of what a parent of a child with special needs ultimately wants in a teacher/paraprofessional. They communicated with me as if Michael was the only child in the class, and I always knew that while he was at Valley during the day, he was safe and being treated respectfully.

It is sad for us to leave Valley but because of our experience in this wonderful environment Michael is ready to move on to his next step with the skills that he needs to be as successful and as independent as he can be. Thank you from the bottom of my heart for all that

you and your team have done to make this happen. We look forward to seeing you all at graduation in May!

Sincerely,

Lisa Staff
56 Sugarcane Lane, North Andover MA 01845
Borganized@comcast.net

Cc: Mr. Timothy Piwowar, Billerica Superintendent of Schools and Chairman of the Board, Valley Collaborative
Ms. Shannon Burke
Ms. Angela Fisette
Mr. Scott Morrin

Thank you for everything!
Lisa

Chris Scott

From: snoopycoleen33@aol.com
Sent: Wednesday, February 28, 2018 11:18 PM
To: Annie Willis; Jen Glow; Pamela Walker; Kerri Speck; Chanelle Quirbach; bbrooks@nmrsd.org; Chris Scott; Amy Ross; Katie Nutile; Marla Fisher; Bryanna Reddy; Laura Leonard; Dawn Johnson
Subject: Re: Therapy

Hi everyone,

There are not enough words to express my gratitude for all that you have done for Julianna and I over the years. Valley has been the most consistent place in her life where she has been well taken care of, gained new skills, loved, accepted, and made the most progress. I think you are all very dedicated to your students and go above and beyond to help them achieve success and be as independent as they can be given their needs. You have been a huge support to me by helping me to advocate for her and advising me in ways to approach and deal with Julianna at home. You have been patient with all of the services and providers involved in her care. You helped me to make it work out so that we could attend the attachment therapy sessions and she missed school and always taking her back when she has been hospitalized or in programs. You have all been more than a listening ear when I've needed it.

I just want you to know that I've noticed all the little things and have not taken anything for granted and in reality all those little things add up to be the most important things. Julianna and I have been apart of Valley collaborative for quite some time. I know that she will miss all of you as will I too. I think I am having my own anxiety about ending this chapter and moving on to a new one with new people because we have developed a strong relationship with all of you. Although I do have faith that her new school team will be able to provide her with the support and encouragement that you've all been able to. Like you said Pam they will grow to love Jules as much as you guys do.

I think you guys do know this but I think it's worth mentioning that though I come across as strong and sometimes maybe a little too strong I do know and have always known that what you've done for Julie has always been in her best interest and that you are on my side. I tried to include everybody in the team currently and some of the past team members but I'm sure that just about everybody if not everybody knows Juliana at the school. So Annie can you forward this to other staff that you feel would like to receive this because I don't want anyone to not know how much I appreciate the work that they've done with Julie. Chanelle can you share this with the other teachers in your class please. You have all definitely left an impression in both of our hearts that will remain forever.
Sent from AOL Mobile Mail

-----Original Message-----
From: Annie Willis <awillis@valleycollaborative.org>
To: snoopycoleen33 <snoopycoleen33@aol.com>; Jen Glow <jglow@valleycollaborative.org>; Pamela Walker <pwalker@valleycollaborative.org>
Sent: Wed, Feb 28, 2018 09:36 PM
Subject: Re: Therapy

Thank you, I'll make sure the school team here knows the plan so that we can do something special with her here. She will be missed and so will you! We do wish you two the best of luck and hope that you keep us updated about her progress. We have known her for a long time.
thank you,

Valley Collaborative
Today & Tomorrow

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

Culture Activity

Directions: We've made a lot of changes to the Today & Tomorrow program in terms of culture and programming. Please take a few minutes to think of one word that would describe how you currently feel about our culture after nine months. My plan is to then take these thoughts and discuss how we could improve upon our culture next year.

Feedback from staff: Love, Caring, Team, Fantastic, Supportive, Positive, Passionate, Crazy, Positive-Changes, Family, Work in Progress, Communication, Divided, Excited, Emerging, Challenging & Driven.

From: Joseph Reilly
To: Chris Scott
Subject: thanks
Date: Friday, March 02, 2018 6:24:44 AM

Hi Chris,

Just wanted to thank you for the kind words yesterday when I was getting my award, also happy anniversary to you on your 6th year here. I just had my 23rd anniversary and I guess it's true what they say when you don't mind going to work everyday time really does go by quickly. I would also like you to know how great Donna communicates with Mark and I in setting up this and all meetings, her attention to detail is awesome and makes our jobs a lot easier not having to ask questions . Have a great weekend.

Thanks again, Joe

Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 7, 2018
Re: Executive Session

To consider the purchase and/or value of real property: 0 Suburban Park, Billerica, MA.

Required Action:

None

Attachments:

None