

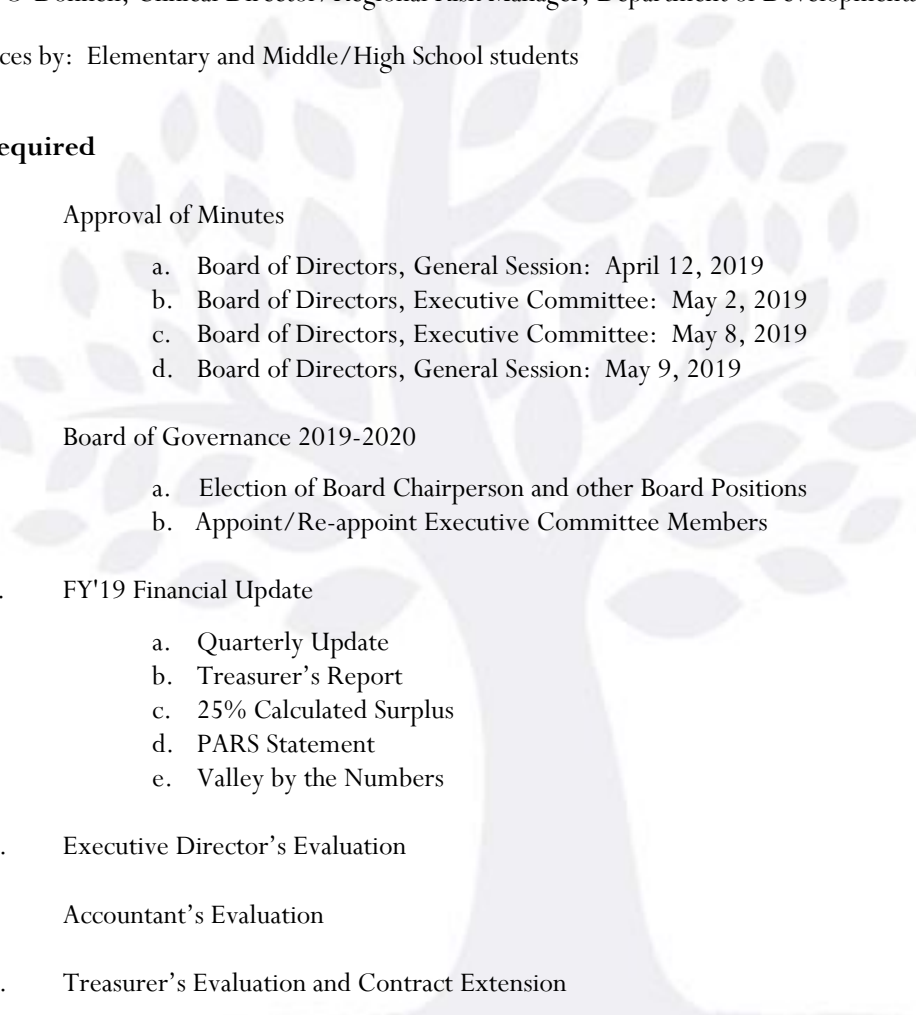
**Valley Collaborative
Board of Directors Meeting
25 Linnell Circle, Billerica, Massachusetts
Thursday, June 6, 2019 ▪ 10:00 a.m.**

Welcome Guests

Dr. Anthony Bent, Consultant for M.A.S.S. Association of School Superintendents
Dr. Lori Likis, Principal Consultant, Creative Coaching for School Improvement
Mr. Robert George, Director of Employer Services, Massachusetts Teachers' Retirement System
Ms. Kelly Lawless, Regional Director of Developmental Services, Department of Developmental Services (DDS)
Ms. Cindy O'Donnell, Clinical Director/Regional Risk Manager, Department of Developmental Services (DDS)

Performances by: Elementary and Middle/High School students

Action Required

- 
- I. Approval of Minutes
 - a. Board of Directors, General Session: April 12, 2019
 - b. Board of Directors, Executive Committee: May 2, 2019
 - c. Board of Directors, Executive Committee: May 8, 2019
 - d. Board of Directors, General Session: May 9, 2019
 - II. Board of Governance 2019-2020
 - a. Election of Board Chairperson and other Board Positions
 - b. Appoint/Re-appoint Executive Committee Members
 - III. FY'19 Financial Update
 - a. Quarterly Update
 - b. Treasurer's Report
 - c. 25% Calculated Surplus
 - d. PARS Statement
 - e. Valley by the Numbers
 - IV. Executive Director's Evaluation
 - V. Accountant's Evaluation
 - VI. Treasurer's Evaluation and Contract Extension
 - VII. Tyngsborough Lease Agreement
 - VIII. Approval of 2019-2020 Valley Collaborative Employee Handbook
 - IX. Approval of 2019-2020 Valley Collaborative Student & Family Handbook

No Action Required

- X. Making a Difference Awards
 - a. Community Leader – Mr. Robert George
 - b. Students, Adult and Staff of the Month
 - c. The Everett V. Olsen, Jr. Award Presentation
 - d. The Annual Dr. Anthony Bent Leadership Award
 - e. Valley's 2019 Retirees
- XI. Valley wins the Department of Developmental Services video contest for the best DDS promotional video in the Commonwealth
- XII. Valley Collaborative District Five Year Improvement Plan Update – Dr. Lori Likis, Principal Consultant
- XIII. Extra Curricular Fundraising 2019 Update
- XIV. Communications
 - State Agencies
 - a. Letter from Massachusetts Rehabilitation Commission (MRC) - Valley approved as a vendor for Competitive Integrated Employment Services (CIES)
 - Community Relations
 - b. Expanded Partnership with Valley Collaborative and Bristol-Myers Squibb (BMS)
 - c. Enterprise Bank Donation Letter
 - d. Valley Collaborative's June Newsletter
 - Valley Extra Curricular
 - e. High School/Adult Trip to the Grand Canyon
 - School Weekly Updates
 - f. Elementary School Updates
 - g. Alternative Programming Middle School and Transitional High School Updates
 - h. Transitional Programming Middle School and Transitional High School Updates
 - i. Adult Program Updates
 - Community/Staff Feedback
 - j. Email from Tom Marshall, Department of Developmental Services (DDS)



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 6, 2019
Re: Approval of Minutes

Attached, please find the following minutes:

- a. Board of Directors, General Session: April 12, 2019
- b. Executive Committee for Valley Collaborative Board of Directors, General Session: May 2, 2019
- c. Executive Committee for Valley Collaborative Board of Directors, General Session: May 8, 2019
- d. Board of Directors, General Session: May 9, 2019

Required Action:

Vote to approve the minutes:

- a. Board of Directors, General Session: April 12, 2019
- b. Executive Committee for Valley Collaborative Board of Directors, General Session: May 2, 2019
- c. Executive Committee for Valley Collaborative Board of Directors, General Session: May 8, 2019
- d. Board of Directors, General Session: May 9, 2019

Attachments:

Board of Directors, General Session: April 12, 201
Executive Committee for Valley Collaborative Board of Directors, General Session: May 2, 2019
Executive Committee for Valley Collaborative Board of Directors, General Session: May 8, 2019
Board of Directors, General Session: May 9, 2019

**Valley Collaborative Board of Directors
General Session Meeting Minutes
April 12, 2019
10:02 a.m. – 10:58 a.m.
25 Linnell Circle, Billerica, MA**

Board Members Present: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Steven Stone, Dr. Denise Pigeon, Mr. Christopher Malone

Board Members Absent: Mr. Brad Morgan, Mr. Everett Olsen, Dr. Laura Chesson

Collaborative Representatives Present: Dr. Chris Scott, Executive Director

Also Present: Thomas Lent, Marathas Barrow Weatherhead Lent LLP

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 10:02 a.m.

Mr. Piwowar and Dr. Chris Scott welcomed all in attendance.

Approval of Minutes

Mr. Timothy Piwowar requested the Board to review the meeting minutes made available for review and asked for a motion relating to the minutes.

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

VOTED: To approve the General Session Meeting Minutes for the Board of Directors dated January 17, 2019.

The vote was 5-0. Mr. Timothy Piwowar, Dr. Denise Pigeon, Mr. Christopher Malone, Dr. Jay Lang and Mr. Steven Stone voted yes. Dr. Michael Flanagan was absent for the vote.

Students, Adult and Staff of the Month

[Dr. Michael Flanagan returned to the meeting at 10:05 a.m.]

Dr. Chris Scott and the Board recognized Valley Collaborative's Students, Adult and Staff of the Month.

Academic Calendar with Board Meeting Dates for the 2019-2020 School Year

The Collaborative Agreement provides that the Board shall, prior to the commencement of any school year, post its regularly scheduled meetings for the following school year on the

Collaborative website. The Board reviewed the proposed dates and amended as per their respective calendars.

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

VOTED: That the Board of Directors calendar the Board meeting dates for the 2019-2020 School Year as presented and amended, and authorizes the Executive Director to post such dates on the Collaborative website.

The vote was 6-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Mr. Christopher Malone, Dr. Jay Lang and Mr. Steven Stone voted yes.

Fiscal Year 2019 Financial Update

Quarterly Report

Dr. Scott provided the Board with a quarterly financial report, including a review of the profit and loss statement by program as well as the expenses and budget status through February 2019. Dr. Scott reviewed circumstances that have impacted the Fiscal Year 2019 Budget since the Board adopted it eighteen (18) months ago, including the Tyngsborough Lease, ADP contracts, programming adjustments at Middle School and additional Department of Developmental Services programs. While the budget has not substantively changed, she sought a Board vote to make such amendments. Dr. Scott also explained the need to make capital improvements to technology infrastructure and van fleet. She also reviewed with the Board the proposed elimination of the 45 day assessment rate and the rationale for the proposed revisions. Dr. Scott directed the Board to her memorandum contained within the Board Binder materials for additional summary information. There was no further discussion.

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

VOTED: That the Board of Directors amends the FY2019 Operating Budget, as presented and recommended by the Executive Director.

The vote was 6-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Mr. Christopher Malone, Dr. Jay Lang and Mr. Steven Stone voted yes.

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

VOTED: That the Board of Directors authorizes the transfer of \$200,000 from the Collaborative's Capital Reserve Fund for the purposes of technology and van purchases; and authorizes the Executive Director,

Treasurer and the Chairman to execute all necessary documents to effectuate the transfer of such amounts from the Capital Reserve Fund.

The vote was 6-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Mr. Christopher Malone, Dr. Jay Lang and Mr. Steven Stone voted yes.

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

VOTED: That the Board of Directors approves the amendment to the tuition rates and fees-for-services for Fiscal Year 2020 with the elimination of the 45 day assessment rate as presented.

The vote was 6-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Denise Pigeon, Mr. Christopher Malone, Dr. Jay Lang and Mr. Steven Stone voted yes.

Treasurer's Report

Ms. Heidi Kriger, the Collaborative Treasurer, was absent from the Board meeting but had provided the Board with her written report, including available balances, transfers, withdrawals, interest income and ending balances. The report also contained a review of the OPEB Trust financial information and balances and PARS statements. A copy of the written summary report was contained within the Board materials. There was no further discussion.

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

VOTED: That the Board of Directors accepts the report of the Collaborative Treasurer, as presented at this meeting, and requests that a copy of the report be filed within the Treasurer's file maintained at the Collaborative

The vote was 6-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Steven Stone, Dr. Denise Pigeon and Mr. Christopher Malone voted yes.

Updated Finance Policy Manual

Dr. Scott reviewed with the Board the revisions and updates to the Collaborative's Finance Policy Manual. The Board discussed the substantive changes which clarified job responsibilities and business office practices.

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

VOTED: That the Board of Directors approves the revised and updated Finance Policy Manual in the substantive form presented at this meeting.

The vote was 6-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Steven Stone, Dr. Denise Pigeon and Mr. Christopher Malone voted yes.

Approvals from the Massachusetts Department of Elementary and Secondary Education

Dr. Scott reviewed with the Board the DESE's Mid-Cycle report, a copy of which was included within the Board materials. The Board acknowledged the Collaborative's effort to achieve a 100% rating.

DDS Adult Services Presentation and Acknowledgement of Community Partners

Dr. Scott introduced the Collaborative's Associate Director of Adult Services (DDS & MRC), Ms. Heather Valcanas, and Adult Services Manager (DDS), Joseph Venskus, who provided the Board with a substantive presentation of the Collaborative's Adult Services Programs. They reviewed the growth of the program within the community, the adult services revenue, and plans to attend the CARF Education and Training Seminar for Successful Accreditation in Employment and Community Services in May 2019. The group recognized three Community Partners: The Town of Billerica, Chelmsford Public Schools and Tyngsborough Public Schools. The Board discussed.

Valley Health Department Update

Dr. Scott reviewed for the Board the Valley Collaborative Health Department Update, which included an Elementary School Dental visit and summary of the LEND Fellowship. There was no further discussion.

Communications

Dr. Scott directed the Board to the communications contained within the Board materials, which included Valley Collaborative's April 2019 Newsletter, updates and the announcements. There was no further discussion.

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

VOTED: To adjourn the Board meeting.

The vote was 6-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Steven Stone, Dr. Denise Pigeon and Mr. Christopher Malone voted yes.

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 10:58 a.m.

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

- School Year 2018-2019 Electronic Board Binder for Board Meeting, April 12, 2019
- Chart entitled “Five Year Adult Services Comparison”

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____

**Executive Committee for the Valley Collaborative Board of Directors
General Session Meeting Minutes
May 2, 2019
9:08 a.m. – 10:10 a.m.
230 North Road, Chelmsford, MA**

Executive Committee Board Members Present: Mr. Timothy Piwovar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Everett Olsen

Collaborative Representatives Present: Dr. Chris Scott, Executive Director

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

Call to Order: Mr. Timothy Piwovar, Chairman, convened the Executive Committee Meeting at 9:08 p.m.

Tyngsborough Lease Agreement and Cost of Capital Improvements

Dr. Chris Scott reviewed for the Executive Committee the issues recently presented by the Tyngsborough Public Schools relating to the Lease Agreement for the Valley Elementary School within the Lakeview Elementary School and in particular the costs of the Capital Improvements under the Lease Agreement. Dr. Scott and Dr. Flanagan explained that under the terms of the Lease Agreement the Collaborative and Tyngsborough both committed to funding \$800,000 towards the Capital Improvements. Dr. Flanagan explained that responses to the bids were reviewed with the HVAC system proposal totaling more than \$700,000 than the initial estimate, which estimate was used to set the Capital Improvement funding contribution amounts within the Lease Agreement. Dr. Flanagan further explained that the architect reviewed the project and now estimates that the HVAC system upgrade and installation would be approximately \$1.3M. Tyngsborough will not be able to fund the difference between the Lease Agreement amounts and the actual bid amounts. Dr. Flanagan did review the amounts of the other Capital Improvements, including the window replacement project, electrical system, painting, and security, which bids were either at, near or under budget. The Executive Committee discussed.

The Executive Committee and Dr. Scott reviewed options available to the Collaborative including termination of the Lease Agreement with return of Capital Improvement funds contributed to date, revisions to the Lease Agreement and/or further contribution to the Capital Improvement costs. Dr. Flanagan remained within the meeting to respond to Executive Committee member questions but recused himself from proposals or consideration of options.

The Executive Committee requested that Tyngsborough seek a further review, i.e. third opinion, from a third party to determine whether the bid received for the HVAC system was meritorious. The Executive Committee agreed to meet within a week's time to continue its

consideration of the Collaborative's options with respect to the Lease Agreement and the Capital Improvement funding amounts.

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

VOTED: To adjourn the Executive Committee meeting.

The vote was 4-0. Mr. Timothy Piwowar, Dr. Jay Lang, Mr. Everett Olsen, Dr. Michael Flanagan voted yes.

Mr. Timothy Piwowar adjourned the Executive Committee Meeting at 10:10 a.m.

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____

**Executive Committee for the Valley Collaborative Board of Directors
General Session Meeting Minutes
May 8, 2019
9:07 a.m. – 9:41 a.m.
230 North Road, Chelmsford, MA**

Executive Committee Board Members Present: Mr. Timothy Piwovar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Everett Olsen

Collaborative Representatives Present: Dr. Chris Scott, Executive Director

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

Call to Order: Mr. Timothy Piwovar, Chairman, convened the Executive Committee Meeting at 9:07 a.m.

Dr. Michael Flanagan provided the Executive Committee and Dr. Scott with an update as to status of the quotes and bids for the Capital Improvements at the Lakeview Elementary School. Dr. Flanagan explained that the Tyngsborough Public Schools had consulted Leftfield Project Management regarding the bid for the HVAC system project. He advised that Leftfield still was processing its review of the building and responsive bid but that its preliminary review and feedback was that the bid was competitive. He indicated that the estimate used for the Capital Improvement costs within the Lease Agreement was flawed. He indicated that he would remain to answer questions but again recuse himself from the Executive Committee's consideration of options.

The Executive Committee and Dr. Scott continued their consideration of the Collaborative's options which were initially raised during the Executive Committee's meeting held on May 2, 2019.

The Executive Committee considered an amended lease agreement whereby the Collaborative would agree to contribute an additional \$600,000 to the Capital Improvement costs (HVAC replacement costs) in exchange for two additional years of tenancy at the reduced rental costs of \$125,000 per year. Dr. Flanagan indicated that such a proposal likely would be acceptable to Tyngsborough.

The Executive Committee and Dr. Scott next discussed the source of these funds and the acceptable timing of payment under any amended lease agreement. The Executive Committee and Dr. Scott agreed that payment of the increased amounts towards Capital Improvement costs in October 2019 would be an option to the Collaborative given its current budget and summer school schedules.

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

Voted: **That the Executive Committee agrees to recommend to the full Board of Directors to authorize Dr. Chris Scott to negotiate and prepare a amended lease agreement with the Town of Tyngsborough and the Tyngsborough Public Schools for the Lakeview School, consistent with the terms and conditions discussed during this meeting with any revised and amended lease agreement subject to review and consideration by the Board prior to approval.**

The vote was 3-0. Mr. Timothy Piwowar, Dr. Jay Lang, Mr. Everett Olsen voted yes. Dr. Michael Flanagan recused himself from the discussion and vote.

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

VOTED: **To adjourn the Executive Committee meeting.**

The vote was 4-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang and Mr. Everett Olsen voted yes.

Mr. Timothy Piwowar adjourned the Executive Committee Meeting at 9:41 a.m.

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

- Tyngsborough Public Schools General Bid Tabulation
- J&J Heating and Air Conditioning Proposal
- HVAC Upgrades Bid Package dated March 22, 2019
- Tyngsborough and Valley Collaborative Lease Agreement
- Bid documents for other Capital Improvements

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____

**Valley Collaborative Board of Directors
General Session Meeting Minutes
May 9, 2019
10:05 a.m. – 10:49 a.m.
25 Linnell Circle, Billerica, MA**

Board Members Present: Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Christopher Malone, Mr. Brad Morgan, Mr. Everett Olsen

Board Members Absent: Dr. Laura Chesson, Dr. Denise Pigeon, Mr. Steven Stone

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Mr. James George, Collaborative Accountant

Also Present: Thomas Lent, Marathas Barrow Weatherhead Lent LLP; Jim Rogers, Leftfield Project Management

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 10:05 a.m.

Mr. Timothy Piwowar indicated for the record that Mr. Everett Olsen would initially be joining the meeting remotely by telephone due to his geographical location. He further indicated that he understood that Mr. Olsen would eventually be physically present at the meeting.

Mr. Timothy Piwowar provided the Board an update with respect to the two recent meetings held by the Executive Committee to review and consider the issues presented by Tyngsborough with respect to the Lease Agreement for Valley Collaborative's Elementary School within the Lakeview Elementary School and the costs of the Capital Improvement costs.

Mr. Piwowar and Dr. Chris Scott explained that under the terms of the Lease Agreement the Collaborative and Tyngsborough both committed to funding \$800,000 towards the Capital Improvements. Dr. Scott explained that she had been recently advised by Dr. Michael Flanagan and Tyngsborough that the responses to the bids were reviewed with the HVAC system proposal totaling more than \$700,000 than the initial estimate, which estimate was used to set the Capital Improvement funding contribution amounts within the Lease Agreement. Dr. Scott further stated that she had been informed that Tyngsborough will not be able to fund the difference between the Lease Agreement amounts and the actual bid amounts. She provided the Board with her understanding of the other amounts of the other Capital Improvements, including the window replacement project, electrical system, painting, and security, which bids were either at, near or under budget. The Board discussed.

Mr. Timothy Piwowar requested that Dr. Michael Flanagan provide the Board with an update as to status of the quotes and bids for the Capital Improvements at the Lakeview Elementary School. Dr. Flanagan explained that the Tyngsborough Public Schools had

consulted Leftfield Project Management regarding the bid for the HVAC system project. He introduced Jim Rogers from Leftfield Project Management.

[Mr. Olsen arrived at the meeting at 10:30 a.m.]

Mr. Rogers presented Leftfield Project Management's opinion with respect to the HVAC system project and evaluation of the bid received from Tyngsborough. A copy of the memorandum was distributed to the Board. The Board reviewed and discussed with Mr. Rogers.

Mr. Flanagan indicated that he would remain to answer questions but recuse himself from the Board's consideration of options.

Mr. Timothy Piwovar explained that the Executive Committee had discussed and considered several options, but had determined that the best course of action for the Collaborative would be to negotiate an amended lease agreement whereby the Collaborative would agree to contribute an additional \$600,000 to the Capital Improvement costs (HVAC replacement costs) in exchange for two additional years of tenancy at the reduced rental costs of \$125,000 per year. Dr. Flanagan indicated that such a proposal likely would be acceptable to Tyngsborough. The Board discussed.

Mr. Timothy Piwovar also explained that the Executive Committee and Dr. Scott also discussed the source of these funds and the acceptable timing of payment under any amended lease agreement. He indicated that the Executive Committee and Dr. Scott both recommend that payment of the increased amounts towards Capital Improvement costs occur in October 2019 would be an option to the Collaborative given its current budget and summer school schedules. The Board discussed.

On a motion duly 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 authorizes Dr. Chris Scott to negotiate and prepare an amended lease agreement with the Town of Tyngsborough and the Tyngsborough Public Schools for the Lakeview School, consistent with the terms and conditions discussed during this meeting with any revised and amended lease agreement subject to review and consideration by the Board prior to approval.

The vote was 5-0. Mr. Timothy Piwovar, Dr. Jay Lang, Mr. Christopher Malone, Mr. Brad Morgan, and Mr. Everett Olsen voted yes. Dr. Michael Flanagan recused himself from the discussion and vote.

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

VOTED: To adjourn the Board meeting.

The vote was 6-0. Mr. Timothy Piwowar, Dr. Michael Flanagan, Dr. Jay Lang, Mr. Christopher Malone, Mr. Everett Olsen and Mr. Brad Morgan voted yes.

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 10:49 a.m.

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

- Memorandum from Dr. Chris Scott dated May 9, 2019 re: Capital Improvement Costs for the Lakeview Elementary School/Early Childhood Center (Valley Elementary School) and Tyngsborough Lease Agreement
- Tyngsborough Public Schools General Bid Tabulation
- J&J Heating and Air Conditioning Proposal
- HVAC Upgrades Bid Package dated March 22, 2019
- Tyngsborough and Valley Collaborative Lease Agreement
- Bid documents for other Capital Improvements
- Memorandum dated May 9, 2019 from Leftfield Project Management

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____



Central Administration Office

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Election of Chairperson and other Board Positions

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

Required Action:

Vote to elect a Chairperson

Attachments:

None

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



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 6, 2019
Re: Appoint/Re-appoint Board Members and Executive 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:

Vote to elect the Executive Committee Members

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, Ph.D. Executive Director
James George, CPA, CVA, JD, Accountant
Date: June 6, 2019
Re: Third Quarter FY'19 Financial Update and Year End Projection

As of April 30, 2019 (176 of 210 days – 84%) for FY'19 closed favorable with revenues on target at 85.20% and expenses at 83.97%. Enrollment is currently 320 students (this enrollment is up from last June – 317) in the DESE programs, 96 individuals (up 6 from last year) in the DDS programs, and 120 clients in the MRC programs. In addition, we have also received an additional DDS contract: Agency with Choice and Social Security's Federal Ticket-to-Work program is finally seeing its first participants. Overall, expenses and revenues continue to be on target. Consistent with the end of the third quarter of previous years, many of our programs are now showing "in-the-black". Historically the fourth quarter is the strongest and this year will be no different.

As usual, I ask the Board to re-vote the current budget in June because the original one was approved almost two years ago and numerous changes have occurred. For example, in this year's budget we have the addition of the Tyngsborough Lease, ADP Contracts, New Programming – a new Middle School (we now have two), and additional DDS Programs.

Key points for the change in the budget to be voted on June 6, 2019:

- The original FY'19 expense budget was \$18,432,167 the amended FY'19 budget is \$19,268,250. The original revenues budget for FY'19 was \$19,337,426 and the amended FY'19 budget is \$19,990,157. The daily revenue decline began in July and it crested at an all time high in February. This loss trend triggered 17 layoffs in February. Valley did not see a change in this loss trend until May at which time the daily revenue was up \$292.59 per day and in June \$1,022.65 per day, over last year. In other words, tuition revenue was originally down every month over last year except the last two months. The per day revenue loss was at its highest in February. At this point Valley's daily revenue was down \$2,847.23 per day.
- The increase in the non-operating expenses was due to the \$400,000 of unbudgeted costs relating to the Tyngsborough lease. However, please note, our actual planned non-operating expenses were lower than originally budgeted.

- At this point total tuition revenue is slightly up for the year in spite of lower enrollment. The decrease in revenue for most of the year was primarily due to Lowell and a few of our member districts sending less students to the Collaborative as they successfully started their own programs.
- State contract revenue is up due to additional funds being added to our contracts based on the improvements we made at the State's direction.
- Small business revenue has significantly increased in our Adult Program contracts.
- Operating expenses were up due to the cost of ADP implementation and payroll which was not in the original budget as well as other costs relating to the splitting of the middle schools. In addition, last year Valley's auditors changed the treatment of certain costs which had previously been capitalized. (i.e. furniture) This year Valley has charged these items as operating expenses rather than the non-operating expenses. The original budget was setup under the old methodology and this will bring our amended budget in line with their new methodology.
- The new Co-Principal model at the Middle/High Schools this year has improved the delivery of services and we will be adopting the same administrative structure at the Elementary School for the upcoming school year too. The Elementary School has the highest enrollment that we have ever had (99 students) and we have learned that this model for our operations is most effective.

Required Action:

Vote to reapprove FY'19 Budget

Attachments:

Updated Projection Report

Income Statement

Profit and Loss by Program

Balance Sheet

Treasurer's Report

Surplus Distribution

PARS Statements

Valley by the Numbers

FY'18/FY'19 Enrollment by District

Valley Collaborative
Budget Amendment Request
June 6, 2019

	<u>April 2018</u>	<u>April 2019</u>	<u>Updated Projection</u>	<u>Original Budget FY 2019</u>	<u>Budget Variance</u>
REVENUES					
Services	\$ 13,204,740	\$ 13,661,927	\$ 16,504,972	\$ 16,416,426	\$ 88,546
State Contracts	1,960,795	2,314,782	2,799,822	2,395,000	404,822
Other	416,149	448,774	626,331	506,000	120,331
Interest	32,253	50,368	59,032	20,000	39,032
Total Revenues	15,613,937	16,475,851	19,990,157	19,337,426	652,731
EXPENSES					
Salaries	9,714,109	10,593,242	13,403,360	12,851,042	552,318
Employee Benefits	1,841,761	1,948,602	2,383,142	2,290,000	93,142
Operating Expenses	1,726,310	1,964,598	2,294,598	2,103,975	190,623
Leases & Rentals	390,876	413,396	448,950	448,950	0
Depreciation	589,226	557,057	738,200	738,200	0
Total Expenses	14,262,282	15,476,895	19,268,250	18,432,167	836,083
Change in Net Assets - Operating	\$ 1,351,655	\$ 998,956	\$ 721,907	\$ 905,259	\$ (183,352)
Non Operating Activities					
Return to Member Districts				-	
Non-Operating Expenses (1)	(604,454)	(476,345)	(476,345)	(425,000)	(51,345)
Change in Net Assets	\$ 747,201	\$ 522,611	\$ 245,562	\$ 480,259	\$ (234,697)

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending April 30, 2019
176 of 210 (84%) School Days

UNAUDITED			
	<u>BUDGET</u>	<u>ACTUAL</u>	
REVENUES			
Services	\$ 16,416,426	\$ 13,661,927	
State Contracts	2,395,000	2,314,782	
Other	506,000	448,774	
Interest	20,000	50,368	
Total Revenues	19,337,426	16,475,851	85.20%
EXPENSES			
Salaries	12,851,042	10,593,242	
Employee Benefits	2,290,000	1,948,602	
Operating Expenses	2,103,975	1,964,598	
Leases & Rentals	448,950	413,396	
Depreciation	738,200	557,057	
Total Expenses	18,432,167	15,476,895	83.97%
Change in Net Assets - Operating	\$ 905,259	\$ 998,956	
Non Operating Activities			
Return to Member Districts	-		
Non-Operating Expenses (1)	(425,000)	(476,345)	
Change in Net Assets	\$ 480,259	\$ 522,611	

Substantially all disclosures and the Statement of Cash Flows required by GAAP are omitted. No assurance is provided on these financial statements.

Profit and Loss by Program

April 30, 2019
176 of 210 Days

	100	200	400	410	712	660	450	665	500	101	102	
	Central	HS Site 3	HS Site 2	HS Site 1	Middle	Elementary	Therapy	Home	Adult	MRC	MRC	Total
	Admin				School			Services	Services	Education	Supportive	
										& Training	Work	
REVENUES												
Services	-	4,534,743	1,349,886	1,399,126	2,064,898	4,304,301	8,974	-	-	-	-	13,661,928
State Contracts	-	-	-	-	-	-	-	-	1,957,492	258,568	98,722	2,314,782
Other	1,180	87,426	-	9,698	-	3,420	3,234	29,578	313,939	300	-	448,775
Interest	50,368	-	-	-	-	-	-	-	-	-	-	50,368
Total Revenues	51,548	4,622,169	1,349,886	1,408,824	2,064,898	4,307,721	12,208	29,578	2,271,431	258,868	98,722	16,475,853
EXPENSES												
Salaries	693,394	2,695,175	841,780	701,673	1,356,951	2,582,121	16,567	1,714	1,488,559	113,076	102,231	10,593,241
Employee Benefits	568,447	372,948	88,249	38,340	104,387	292,385	223,726	659	259,380	82	1	1,948,604
Operating Expenses	602,381	384,631	135,032	99,918	212,865	345,014	7,870	551	156,613	16,950	2,773	1,964,598
Leases & Rentals	24,143	-	1,453	12,072	-	255,950	-	-	96,461	18,653	4,663	413,395
Depreciation	72,030	188,051	52,642	64,891	45,114	50,012	4,780	467	74,923	3,929	218	557,057
Total Expenses	1,960,395	3,640,805	1,119,156	916,894	1,719,317	3,525,482	252,943	3,391	2,075,936	152,690	109,886	15,476,895
Net Income Before Admin Allocation	(1,908,847)	981,364	230,730	491,930	345,581	782,239	(240,735)	26,187	195,495	106,178	(11,164)	998,958
Admin Allocation	(1,908,847)	507,482	155,996	127,803	239,651	491,408	35,257	473	311,390	22,904	16,483	0
Operating Net Income	-	473,882	74,734	364,127	105,930	290,831	(275,992)	25,714	(115,896)	83,275	(27,647)	998,958

Valley Collaborative
Interim Statement of Net Assets
For the Period Ended April 30, 2019

UNAUDITED	
ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 3,707,406
Restricted Investments - OPEB	3,915,646
Accounts Receivable, Net	3,111,033
Prepaid Expenses and Other Assets	33,743
Cash Held for Member Districts	377,867
Total Current Assets	11,145,695
Non-Current Assets	
Land & Building	6,048,235
Furniture, Equipment, and Leasehold Improvements,	
Net of Depreciation	846,753
Construction in Progress	-
Total Non-Current Assets	6,894,988
TOTAL ASSETS	\$ 18,040,683
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts Payable and Accrued Liabilities	\$ 380,354
Other Liabilities	518,610
Member District Accounts (Settlement)	377,867
Total Current Liabilities	1,276,831
Total Liabilities	1,276,831
Net Assets	
Operating - Unrestricted	4,242,805
Restricted - Student Activities	23,066
Reserved - OPEB Trust	3,423,970
Reserved - Capital	1,529,701
Invested in Capital Assets, Net of Related Debt	7,544,310
Total Net Assets	16,763,852
TOTAL LIABILITIES AND NET ASSETS	\$ 18,040,683

Substantially all disclosures and the Statement of Cash Flows required by GAAP are omitted.
 No assurance is provided on these financial statements.

**VALLEY COLLABORATIVE
TREASURER'S REPORT
MARCH 31, 2019**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ENTERPRISE BANK ACCOUNTS								
Operating	a/c 493426	\$ 1,273,249.11	\$ 1,437,111.54		\$ (490,899.54)		\$ (884,000.00)	\$ 1,335,461.11
Payroll	a/c 795823	\$ 430,788.48		\$ (1,074,639.91)			\$ 900,000.00	\$ 256,148.57
Joe's Bistro	a/c 531401	\$ 14,755.15	\$ 10,452.00		\$ (586.87)		\$ (16,000.00)	\$ 8,620.28
ICS MMDA	a/c 856490	\$ 54,885.48				\$ 9.32		\$ 54,894.80
Independence Project	a/c 821315	\$ 4,614.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,614.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 1,778,292.58</u>	<u>\$ 1,447,563.54</u>	<u>\$ (1,074,639.91)</u>	<u>\$ (491,486.41)</u>	<u>\$ 9.32</u>	<u>\$ -</u>	<u>\$ 1,659,739.12</u>
 MMDT	a/c 0044263747	<u>\$ 2,451,360.71</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 5,528.09</u>	<u>\$ -</u>	<u>\$ 2,456,888.80</u>
 Total Unrestricted Cash		<u>\$ 4,229,653.29</u>	<u>\$ 1,447,563.54</u>	<u>\$ (1,074,639.91)</u>	<u>\$ (491,486.41)</u>	<u>\$ 5,537.41</u>	<u>\$ -</u>	<u>\$ 4,116,627.92</u>
 PARS OPEB Trust		<u>\$ 3,852,707.10</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (802.65)</u>	<u>\$ 63,741.93</u>	<u>\$ -</u>	<u>\$ 3,915,646.38</u>
 TOTAL CASH		<u>\$ 8,082,360.39</u>	<u>\$ 1,447,563.54</u>	<u>\$ (1,074,639.91)</u>	<u>\$ (492,289.06)</u>	<u>\$ 69,279.34</u>	<u>\$ -</u>	<u>\$ 8,032,274.30</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
APRIL 30, 2019**

		<u>Beginning Balance</u>	<u>Receipts</u>	<u>Payroll</u>	<u>Accounts Payable</u>	<u>Earnings</u>	<u>Transfers</u>	<u>Ending Balance</u>
ENTERPRISE BANK ACCOUNTS								
Operating	a/c 493426	\$ 1,335,461.11	\$ 1,606,550.93		\$ (112,475.06)		\$ (1,818,000.00)	\$ 1,011,536.98
Payroll	a/c 795823	\$ 256,148.57		\$ (1,551,585.63)			\$ 1,830,000.00	\$ 534,562.94
Joe's Bistro	a/c 531401	\$ 8,620.28	\$ 6,638.00		\$ (477.30)		\$ (12,000.00)	\$ 2,780.98
ICS MMDA	a/c 856490	\$ 54,894.80				\$ 9.02		\$ 54,903.82
Independence Project	a/c 821315	\$ 4,614.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,614.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 1,659,739.12</u>	<u>\$ 1,613,188.93</u>	<u>\$ (1,551,585.63)</u>	<u>\$ (112,952.36)</u>	<u>\$ 9.02</u>	<u>\$ -</u>	<u>\$ 1,608,399.08</u>
 MMDT	a/c 0044263747	<u>\$ 2,456,888.80</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 5,298.15</u>	<u>\$ -</u>	<u>\$ 2,462,186.95</u>
 Total Unrestricted Cash		<u>\$ 4,116,627.92</u>	<u>\$ 1,613,188.93</u>	<u>\$ (1,551,585.63)</u>	<u>\$ (112,952.36)</u>	<u>\$ 5,307.17</u>	<u>\$ -</u>	<u>\$ 4,070,586.03</u>
 PARS OPEB Trust		<u>\$ 3,915,646.38</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (815.76)</u>	<u>\$ 78,393.06</u>	<u>\$ -</u>	<u>\$ 3,993,223.68</u>
 TOTAL CASH		<u>\$ 8,032,274.30</u>	<u>\$ 1,613,188.93</u>	<u>\$ (1,551,585.63)</u>	<u>\$ (113,768.12)</u>	<u>\$ 83,700.23</u>	<u>\$ -</u>	<u>\$ 8,063,809.71</u>

Valley Collaborative
Cumulative Surplus Calculation - FY 19
As of April 30, 2019

(A)	Voted Cumulative Surplus as of June 30, 2018	4,042,161
(B)	Amount of (A) used to support the FY 19 Budget	-
	Amount of (A) returned to member districts	(500,000)
(c)	Unexpended FY 19 General Funds	983,762
(D)	Cumulative Surplus as of 6/30/19	4,525,923
(E)	FY 18 Total General Fund Expenditures	19,006,395
(F)	Cumulative Surplus Percentage	24%
	Estimated Amount of Excess Cumulative Surplus as of June 30, 2019	<u><u>(225,676)</u></u>



VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
3/1/2019 to 3/31/2019

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

Account Summary

Source	Beginning Balance as of 3/1/2019	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 3/31/2019
OPEB	\$3,852,707.10	\$0.00	\$63,741.93	\$802.65	\$0.00	\$0.00	\$3,915,646.38
Totals	\$3,852,707.10	\$0.00	\$63,741.93	\$802.65	\$0.00	\$0.00	\$3,915,646.38

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			Plan's Inception Date
			3-Years	5-Years	10-Years	
1.65%	9.30%	5.57%	7.71%	-	-	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



VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
4/1/2019 to 4/30/2019

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

Account Summary

Source	Beginning Balance as of 4/1/2019	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 4/30/2019
OPEB	\$3,915,646.38	\$0.00	\$78,393.06	\$815.76	\$0.00	\$0.00	\$3,993,223.68
Totals	\$3,915,646.38	\$0.00	\$78,393.06	\$815.76	\$0.00	\$0.00	\$3,993,223.68

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			Plan's Inception Date
			3-Years	5-Years	10-Years	
2.00%	5.40%	7.52%	8.23%	-	-	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

Valley Collaborative by the Numbers

Analytical Review 2018-2019



Fun Facts

- 540 Thanksgiving dinners were served (cost =\$2.40 ea.)
- 23 Special Citizens from Valley traveled to the Grand Canyon in May as part of the annual High School trip.
- 2018-2019 Play —Willy Wonka Jr. was attended by more than 100 guests
- 4 eggs per day are laid by the elementary school's chickens



Fun Facts

- \$134 in pocket change was raised by students in the annual “Penny Wars” for Valley student council
- 323 students and adults; (81%), completed the Sense of Belonging survey this year which allows Individuals to provide feedback on Valley’s strengths and weaknesses.
- 92 Parent/Family surveys were completed.
- 5 High School students attended the Student Leadership Institute at Disney World. Thank you to Enterprise Bank for their generous support of this initiative.
- Almost 50% of student referrals for the 2018-2019 SY enrolled at Valley, followed in our Google tracker.

Valley Closing the Achievement Gap

- Valley Elementary School (2018-2019)
 - 18% of students are developing decoders (Fountas & Pinnell), a 10% increase from the beginning of the school year
 - 11 students will rejoin their sending school districts in school year 2019-2020
 - Over 1,000 books purchased Collaborative-wide for literacy initiative
- Valley Middle School (2018-2019)
 - 13% of students are now advanced readers (Fountas & Pinnell)
 - Became readers — 63% Middle School Students scored below basic in September and only 38% scored below basic in May

Valley Closing the Achievement Gap

- Utilizing iXL as a digital learning tool to individualize math instruction, Valley Elementary, Valley Middle, and Valley Transitional High School students...
 - Answered over 190,000 questions
 - Practiced over 5,660 skills
 - Demonstrated proficiency in 3,552 skills
 - Mastered 3,000 skills
- Valley Transitional High School (2018-2019)
 - 9 students passed the Math MCAS
 - 5 students passed the ELA MCAS
 - 8 students passed the Biology MCAS

Valley Closing the Achievement Gap

- Valley Transitional High School (2018-2019)
 - 6% of students have moved into the proficient reader range since the beginning of the school year
- 4 Valley Transitional High School students were enrolled in 6 dual enrollment courses at Middlesex Community College.
- 10 students took the Accuplacer college placement test.
- 14 Valley Transitional High School students are college bound.

Valley Closing the Achievement Gap

Student Outcomes Post Graduation (n = 44)

College	14
Trade School	6
Post Graduate Program	1
Work	1
Military (Navy)	1
Students transitioning to adult services (DDS/MRC)	21

Sense of Belonging

Survey Question	2016-2017	Action Items	2018-2019
<u>Valley Elementary School</u>			
Q I feel safe in my school	50%	Increased break space and sensory space	57.4%
Q: I go to school because I like to be successful with my classes, my job/community service, and my behavior	42%	Implement consistent school wide behavior plans.	54.4%

Sense of Belonging

Survey Question	2016-2017	Action Items	2018-2019
<u>Valley Middle School</u>			
Q: I feel respected by my peers	15.6%	Develop, and Implemented targeting/bullying procedure	33.3%
Q: My opinions are respected at this school	25%	Installed Suggestion box- in order to assess students' needs and foster a feeling of being heard from staff	47.1%

Sense of Belonging

Survey Question	2016-2017	Action Items	2018-2019
<u>Valley Transitional High School (Alternative Programming)</u>			
Q: I feel that students are treated fairly	50.6%	Create a suggestion box for students to be able to share their opinions about questions, comments, concerns and ideas for the site to improve on	72.2%
Q: I make an effort to follow the rules at school	42.7%	Create staff profile to help students get to know their teachers better in hopes of building a relationship that will help motivate them to follow expectations	75%

Sense of Belonging

Survey Question	2016-2017	Action Items	2018-2019
<u>Valley Transitional High School (Transitional Programming)</u>			
Q: I feel respected by my peers	53.4%	Created a student council, a spirit committee, and a suggestion box for students and expanded our after-school recreation opportunities	60.8%
Q: My opinions are respected at this school	51.7%		58.1%
Q: I would feel proud to wear a Valley Collaborative shirt	50%	Added Valley clothing and merchandise to the school store and increased opportunities for students to earn Valley gear	60.3%

Sense of Belonging

Survey Question	2016-2017	Action Items	2018-2019
<u>Adult Program (DDS)</u>			
Q: I have built positive relationships with peers	65.2%	Coordinated an after work recreational program to increase opportunities for socialization	79.5%
Q: I have at least one friend at the program I can talk to.	72%	Created a designated safe place for individuals to talk	79.2%

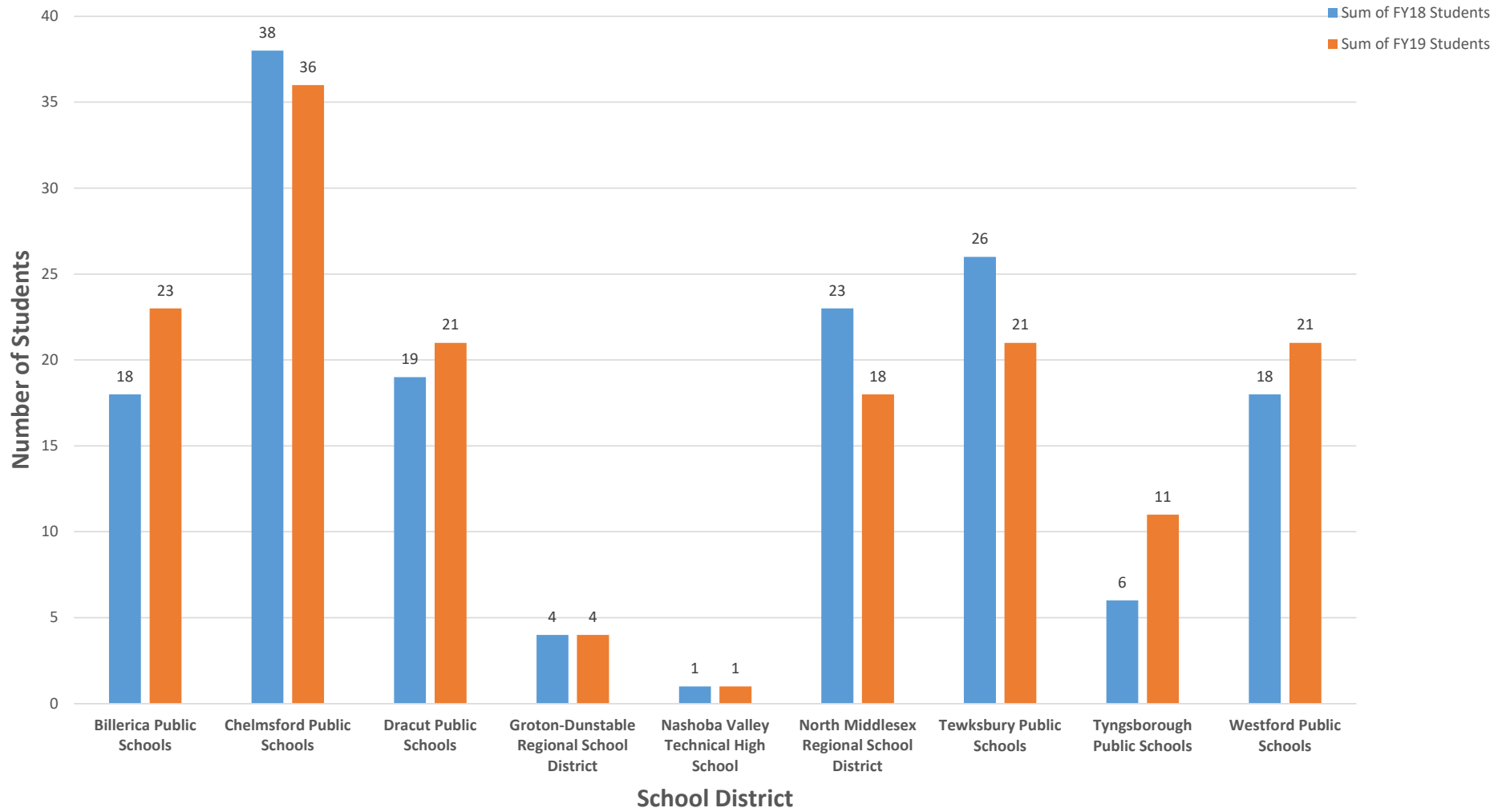
DAY RATE MONTHLY BILLING: K-12

Q1 FY'19			Q3 FY'19		
Day Differential			Day Differential		
			January 2018 (18 Days)	\$ 1,475,048.87	
				\$ 81,947.16	
			January 2019 (21 Days)	\$ 1,674,460.82	
				\$ 79,736.23	\$ (2,210.93)
Summer 2017 (30 Days)	\$ 2,181,884.90		February 2018 (15 Days)	\$ 1,233,775.00	
	\$ 72,729.50			\$ 82,251.67	
Summer 2018 (30 Days)	\$ 2,163,223.97		February 2019 (15 Days)	\$ 1,191,066.56	
	\$ 72,107.47	\$ (622.03)		\$ 79,404.44	\$ (2,847.23)
September 2017 (19 Days)	\$ 1,462,011.95		March 2018 (17 Days)	\$ 1,388,332.17	
	\$ 76,948.00			\$ 81,666.60	
September 2018 (18 Days)	\$ 1,375,464.29		March 2019 (20 Days)	\$ 1,606,914.55	
	\$ 76,414.68	\$ (533.31)		\$ 80,345.73	\$ (1,320.87)
Q2 FY'19			Q4 FY'19		
Day Differential			Day Differential		
October 2017 (19 Days)	\$ 1,498,565.15		April 2018 (16 Days)	\$ 1,316,390.01	
	\$ 78,871.85			\$ 82,274.38	
October 2018 (22 Days)	\$ 1,705,059.33		April 2019 (17 Days)	\$ 1,377,420.56	
	\$ 77,502.70	\$ (1,369.15)		\$ 81,024.74	\$ (1,249.64)
November 2017 (18 Days)	\$ 1,427,053.46		May 2018 (22 Days)	\$ 1,834,314.72	
	\$ 79,280.75			\$ 83,377.94	
November 2018 (18 Days)	\$ 1,412,226.14		May 2019 (22 Days)	\$ 1,840,751.60	
	\$ 78,457.01	\$ (823.74)		\$ 83,670.53	\$ 292.59
December 2017 (15 Days)	\$ 1,219,792.62		June 2018 (21 Days)	\$ 1,738,458.57	
	\$ 81,319.51			\$ 82,783.74	
December 2018 (15 Days)	\$ 1,192,484.07		June 2019 (12 Days)	\$ 1,005,676.68	
	\$ 79,498.94	\$ (1,820.57)		\$ 83,806.39	\$ 1,022.65

FY18 & FY19 ENROLLMENT COMPARISON: K-12					
Q1 FY'19			Q3 FY'19		
			JANUARY 2018	JANUARY 2019	
			314	308	-6
SUMMER 2017	SUMMER 2018	DIFFERENCE	FEBRUARY 2018	FEBRUARY 2019	
269	274	5	316	306	-10
SEPTEMBER 2017	SEPTEMBER 2018		MARCH 2018	MARCH 2019	
292	298	6	317	310	-7
Q2 FY'19			Q4 FY'19		
OCTOBER 2017	OCTOBER 2018	DIFFERENCE	APRIL 2018	APRIL 2019	
306	303	-3	320	316	-4
NOVEMBER 2017	NOVEMBER 2018		MAY 2018	MAY 2019	
317	310	-7	324	323	-1
DECEMBER 2017	DECEMBER 2018		JUNE 2018	JUNE 2019	
313	310	-3	317	320	3

As of 5.23.19

FY18 & FY19 ENROLLMENT



FY18 & FY19 Enrollment by District: K-12				
FY18			FY19	
MEMBER	# of Students		MEMBER	DIFFERENCE
Billerica Public Schools	18		Billerica Public Schools	5
Chelmsford Public Schools	38		Chelmsford Public Schools	-2
Dracut Public Schools	19		Dracut Public Schools	2
Groton-Dunstable Regional School District	4		Groton-Dunstable Regional School District	0
Nashoba Valley Technical High School	1		Nashoba Valley Technical High School	0
North Middlesex Regional School District	23		North Middlesex Regional School District	-5
Tewksbury Public Schools	26		Tewksbury Public Schools	-5
Tyngsborough Public Schools	6		Tyngsborough Public Schools	5
Westford Public Schools	18		Westford Public Schools	3
TOTAL	153		TOTAL	3

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



"I want a detailed analysis, your best educated guess,
and then round it out with some wild speculation."

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

Valley Collaborative Five Year Adult Program Enrollment Summary				
Program	Total Enrollments '14	Total Enrollments '19	Difference	Percentage
MRC	147	132	-15	-10%
DDS	70	96	26	27%

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

Valley Collaborative Five Year Adult Program Revenue Summary				
Program	Total Of Contracts FY'14	Total of Contracts FY'19	Difference	Percentage
101 - MRC	\$ 238,742	\$ 330,426	\$ 91,684	38%
102 - MRC	\$ 87,172	\$ 103,655	\$ 16,483	19%
500 - DDS	\$ 1,214,681	\$ 2,365,941	\$ 1,151,260	95%
Overall Totals	\$ 1,540,595	\$ 2,800,022	\$ 1,259,427	82%

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

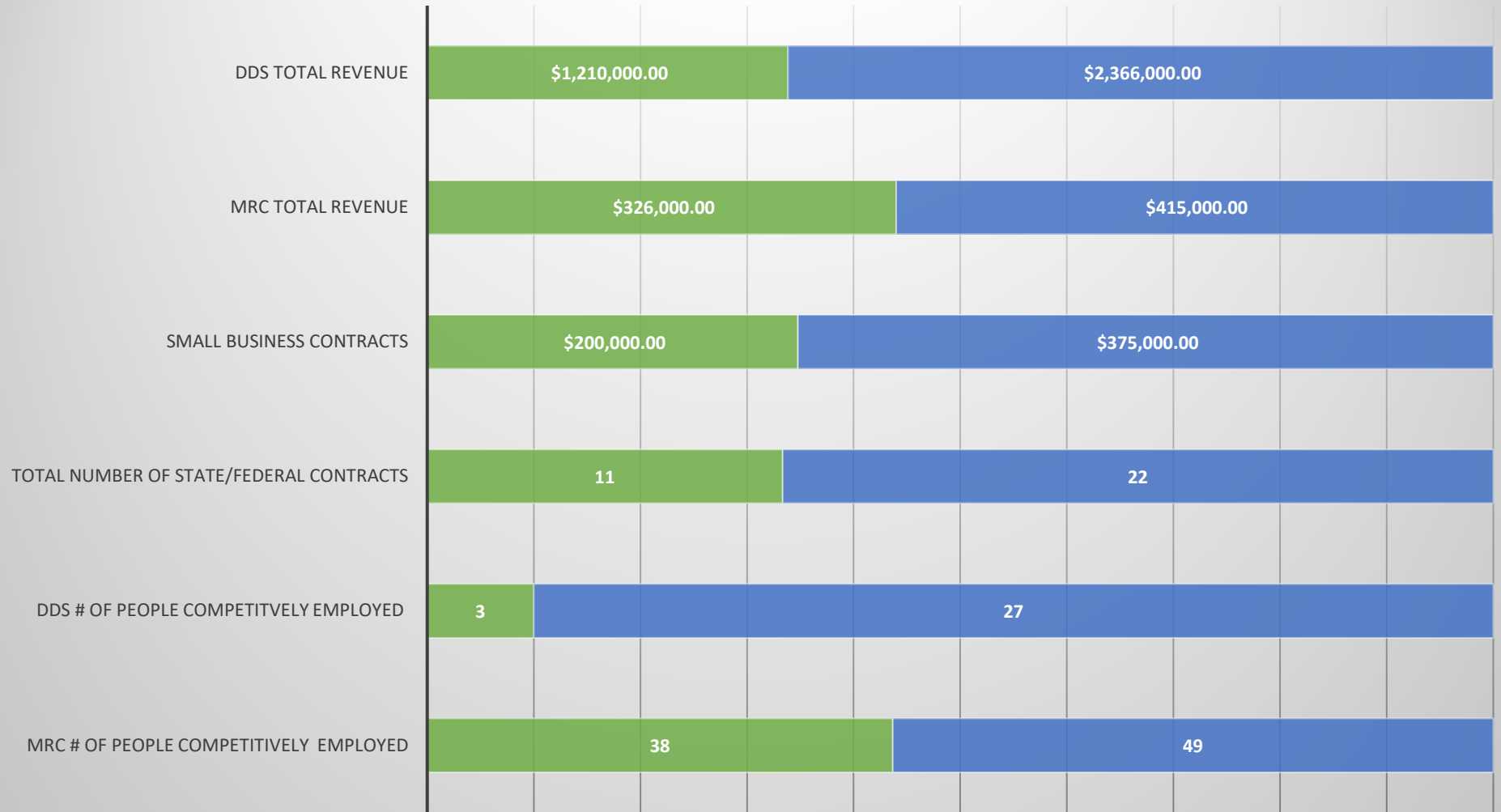
Small Business Revenue (Worksites that contract with Valley for vocational services, Valley's solution to the minimum wage mandate.)	
FY'14 Total	\$ 235,000
FY'15 Total	\$ 210,000
FY'16 Total	\$ 215,694
FY'17 Total	\$ 297,831
FY'18 Total	\$ 339,309
FY'19 Projected	\$ 383,000
FY'20 Projected	\$ 400,000

FY'18 state findings according to the Institute for Community Inclusion UMASS Boston:

- 100% Individuals who are working through Valley's Group Supported Employment programs are paid minimum wage as compared to the state average of 71%
- 95% of Individuals at Valley Collaborative are receiving enhanced employment services as compared to the Northeast average of 76% and the state average of 67%.
- Individuals at Valley Collaborative are participating in job search activities 30% more than The Northeast Region average and 44% more than the state average.



Five Year Adult Services Comparision



	MRC # of People Competitively Employed	DDS # of People Competitively Employed	Total Number of State/Federal Contracts	Small Business Contracts	MRC Total Revenue	DDS Total Revenue
2014	38	3	11	\$200,000.00	\$326,000.00	\$1,210,000.00
2019	49	27	22	\$375,000.00	\$415,000.00	\$2,366,000.00

2014 2019

Questions & Answers



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
Kristen Vazquez, Assistant Business Manager
Date: June 6, 2019
Re: FY'18/FY'19 Enrollment by District

Please see the attached Enrollment by District.

Required Action:

None

Attachments:

FY'18/FY'19 Enrollment by District

FY18 & FY19 Enrollment by District: K-12

FY18		FY19		
MEMBER	# of Students	MEMBER	# of Students	DIFFERENCE
Billerica Public Schools	18	Billerica Public Schools	23	5
Chelmsford Public Schools	38	Chelmsford Public Schools	36	-2
Dracut Public Schools	19	Dracut Public Schools	21	2
Groton-Dunstable Regional School District	4	Groton-Dunstable Regional School District	4	0
Nashoba Valley Technical High School	1	Nashoba Valley Technical High School	1	0
North Middlesex Regional School District	23	North Middlesex Regional School District	18	-5
Tewksbury Public Schools	26	Tewksbury Public Schools	21	-5
Tyngsborough Public Schools	6	Tyngsborough Public Schools	11	5
Westford Public Schools	18	Westford Public Schools	21	3
TOTAL	153	TOTAL	156	3

FY18		FY19		
NON MEMBER	Number of Students	NON MEMBER	Number of Students	DIFFERENCE
Acton-Boxboro Regional School District	7	Acton-Boxboro Regional School District	8	1
Andover Public Schools	4	Andover Public Schools	4	0
Arlington Public Schools	2	Arlington Public Schools	2	0
Attleboro Public Schools	1	Attleboro Public Schools	0	-1
Ayer-Shirley Regional School District	3	Ayer-Shirley Regional School District	2	-1
Barnstable Public Schools	1	Barnstable Public Schools	0	-1
Bedford Public Schools	3	Bedford Public Schools	2	-1
Beverly Public Schools	2	Beverly Public Schools	1	-1
Boston Public Schools	2	Boston Public Schools	3	1
Brockton Public Schools	1	Brockton Public Schools	1	0
Derry Cooperative School District	2	Derry Cooperative School District	1	-1
Dover School District	1	Dover School District	1	0
Everett Public Schools	1	Everett Public Schools	0	-1
Fitchburg Public Schools	1	Fitchburg Public Schools	2	1
Georgetown Public Schools	2	Georgetown Public Schools	0	-2
Gloucester Public Schools	1	Gloucester Public Schools	1	0
Haverhill Public Schools	1	Haverhill Public Schools	0	-1
Hollis-Brookline SAU 41	1	Hollis-Brookline SAU 41	0	-1
Hudson Public Schools	0	Hudson Public Schools	1	1
Innovation Academy Charter School	0	Innovation Academy Charter School	1	1
Ipswich Public Schools	2	Ipswich Public Schools	2	0
Lawrence Public Schools	8	Lawrence Public Schools	10	2
Leominster Public Schools	6	Leominster Public Schools	4	-2
Lexington Public Schools	3	Lexington Public Schools	3	0
Lincoln Public Schools	0	Lincoln Public Schools	1	1
Littleton Public Schools	3	Littleton Public Schools	2	-1
Londonderry School District	3	Londonderry School District	4	1
Lowell Community Charter Public School	1	Lowell Community Charter Public School	0	-1
Lowell Public Schools	25	Lowell Public Schools	21	-4
Lynnfield Public Schools	1	Lynn Public Schools	2	1
Lynnfield Public Schools	0	Lynnfield Public Schools	1	1
Malden Public Schools	4	Malden Public Schools	7	3
Marblehead Public Schools	1	Marblehead Public Schools	1	0
Marlborough Public Schools	1	Marlborough Public Schools	1	0
Marlborough School District	1	Marlborough School District	0	-1
Maynard Public Schools	1	Maynard Public Schools	1	0
Melrose Public Schools	2	Melrose Public Schools	2	0
Merrimack School District	7	Merrimack School District	6	-1
Methuen Public Schools	15	Methuen Public Schools	19	4
Narragansett Public Schools	1	Narragansett Regional School District	1	0
Nashoba Regional School District	0	Nashoba Regional School District	1	1
Nashua School District	6	Nashua School District	6	0
Newton Public Schools	0	Newton Public Schools	1	1
North Andover Public Schools	6	North Andover Public Schools	3	-3
North Reading Public Schools	1	North Reading Public Schools	1	0
Norwood Public Schools	1	Norwood Public Schools	0	-1
Palmer Public Schools	0	Palmer Public Schools	1	1
Peabody Public Schools	0	Peabody Public Schools	1	1
Pelham School District	7	Pelham School District	8	1
Pentucket Regional School District	1	Pentucket Regional School District	0	-1
Reading Public Schools	2	Reading Public Schools	1	-1
Salem School District	2	Salem School District	1	-1
Saugus Public Schools	0	Saugus Public Schools	1	1
Shawsheen Technical High School	1	Shawsheen Technical High School	0	-1
Somerville Public Schools	1	Somerville Public Schools	0	-1
Stratham SAU 16	1	Stratham SAU 16	3	2
Timberlane Regional School District SAU 55	0	Timberlane Regional School District SAU 55	2	2
Wareham Public Schools	1	Wareham Public Schools	0	-1
Weymouth Public Schools	0	Weymouth Public Schools	1	1
Weston Public Schools	2	Weston Public Schools	0	-2
Whittier Regional Vocational Technical HS	1	Whittier Regional Vocational Technical HS	0	-1
Wilmington Public Schools	6	Wilmington Public Schools	7	1
Winchester Public Schools	0	Winchester Public Schools	1	1
Woburn Public Schools	4	Woburn Public Schools	5	1
Worcester Public Schools	0	Worcester Public Schools	1	1
TOTAL	164	TOTAL	163	-1



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 6, 2019
Re: Executive Director's Evaluation

Attached please find the Executive Director's Evaluation.

Required Action:

None

Attachments:

Evaluation

End-of-Cycle Summative Evaluation Report: Superintendent



End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Chris A. Scott

June 2019

Evaluator: Tim Piwowar

June 2019

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

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

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

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

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



End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Low	Moderate	High
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Step 5: Add Evaluator Comments

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

Comments

Dr. Scott continues to lead Valley Collaborative as an organization that puts the best interests of students first, and does so with an operation that is programmatically and fiscally responsive to its member districts. Valley is a community of learners, for both students and staff, and Valley continues to be a model for other collaboratives. It is especially significant to note Dr. Scott's role on the Executive Committee of MOEC, where she has been voted as Treasurer. Dr. Scott also actively engages new superintendents of member districts who serve as board members, immediately orienting them to the Collaborative, its programming, and upcoming initiatives.

In her role as leader, Dr. Scott continues to look for opportunities to strengthen Valley, as evidenced on the educational side with the opening of another middle school program and the expanded work opportunities in the adult program - and on the operational side with the implementation of the new ADP payroll system. This has led to educational and financial stability in the collaborative, despite the inherent volatility of revenues that can fluctuate based upon the program development of member and non-member districts. The recommendation to raise tuition rates in FY20 - for the first time in nine years - helps further ensure the stability of Valley going forward.

Dr. Scott performs in an exemplary manner as Executive Director of the Collaborative, and the Board is incredibly pleased that she continues to serve in that role!

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	<p>Implemented year four of Valley Collaborative's Five Year District Improvement Plan. Please see the following artifacts which can be found in 2018-2019 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators):</p> <ul style="list-style-type: none"> Hosted DESE Compliance workshop for the Northeast Region 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 Voted to MOEC's Executive Board as Treasurer Asked to be a presenter for MOEC at MASS/MASC (November 2019) on How to Offer Special Educational Programming in the Most Cost-Effective Manner Professional Development partnerships with NPEN In the 2018-2019 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. 					X

	<ul style="list-style-type: none"> Collaborative Executive Directors Sanchita Banerjee (CASE) and Dr. Arlene Grubert (BICO) reached out to Valley in order to study its operations and management systems. 					
Student Learning						
2	<p>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 2018-2019 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators):</p> <ul style="list-style-type: none"> Valley successfully opened a second Middle School program. Valley now offers middle school programming for two distinct populations of students: emotional/behavioral and students on the Autism spectrum Valley also developed its second STEM Lab located at Valley Elementary School, equipped with Virtual/Augmentative Reality Zspace machines and 3D printers as well as purchased Virtual Reality goggles. Valley Transitional High School developed a robust internship pathway The DDS Adult program continued to offer and expanded its social opportunities for adults through a robust recreation program Valley continued to renegotiate small business contracts so that businesses pay between 75% and 100% of adult workers' minimum wages-Valley Collaborative is one of the few 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 second time; expanding our ability to offer transitional opportunities for middle and high school students. Valley expanded it's literacy initiative into the middle and high school - established reading libraries, implemented a structured schedule of reading support provided by a literacy coach, administered assessment tools: Fountas and Pinnell, Read 180, System 44 				X	

District Improvement						
3	<p>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 2018-2019 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators):</p> <ul style="list-style-type: none"> • FY'18 Audit - finding free • FY'18 Annual Report - DESE Approved • FY'19 DESE Mid Cycle Review of Coordinated Program Review 100% • Successfully implemented fourth year of the District Improvement Plan • Continued community engagement through Parent Advisory Council participants at Valley Elementary School, Valley Middle School, and Valley Transitional High School through information nights. • 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, and FY'18. FY'19 redistribution funds were significantly reduced to capital improvements at the Valley Elementary School (Tyngsboro), as well as the purchase of ADP's Comprehensive package for staff and a basic ADP package for our Adults/Students (which had not been accounted for in the original FY'19 budget). • Valley tuition and fees among, if not, the lowest in the Commonwealth are unparalleled given our staff to student ratios. • Valley has continued to work toward a successful transition from Microsoft Exchange to Google e-mail. • Valley redesigned its Educator Evaluation system in Google, after listening to staff feedback, from Google Classroom to Google Drive. • Valley continued to upgrade its technology infrastructure and has currently completed "Phase 2" of a 3 phase technology upgrade. 					X

	<p>Completion of phase 3 will provide a state-of-the-art technology platform.</p> <ul style="list-style-type: none">• Capital Projects – new flooring in multiple locations, new DDS kitchen to expand transitional/life skills programming, new window to maximize the “useable” footprint at 40 Linnell Circle, created a music therapy space at 40 Linnell Circle, created additional middle school space and the accompanying sensory room, time-out room, and instructional space					
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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)		<p>The Valley Team completed the fourth 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 2018-2019 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators):</p> <ul style="list-style-type: none"> Valley implemented a second STEM lab at the Elementary School, equipped with Virtual/Augmentative Reality Zspace machines and 3D printers as well as purchased Virtual Reality goggles. Valley Transitional High School developed a robust internship pathway The DDS Adult program continued to offer and expanded its social opportunities for adults through a robust recreation program MRC Pre-ETS contract successful procured and implemented for the second time; expanding our ability to offer transitional opportunities for middle and high school students. In the 2018-2019 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,

		<p>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 has successfully expanded 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 took 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 implemented reading curriculum such as "Read 180," "System 44," and "Language! Live" in order to support this initiative.</p> <ul style="list-style-type: none"> • Valley continued to renegotiate small business contracts so that businesses pay between 75% and 100% of adult workers' minimum wages-Valley Collaborative is one of the few DDS agencies that does not require sub-minimum wage certificates from the Department of Labor • Valley acquired two additional DDS contracts, including Ticket to Work, and Agency with Choice, which resulted in expanded programming options • Hosted DESE Compliance workshop for the Northeast Region
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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 | ☐ Report on educator practice and student learning goals | ☐ Protocol for school visits |
| ☐ Analysis of classroom walk-through data | ☐ Student achievement data | ☐ Other: _____ |
| ☐ Analysis of district assessment data | ☐ Analysis of student feedback | |
| ☐ Sample of district and school improvement plans and progress reports | ☐ Analysis of staff feedback | |
| ☐ Analysis of staff evaluation data | ☐ Relevant school committee meeting agendas/materials | |
| | ☐ Analysis of leadership team(s) agendas and/or feedback | |

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)		<p>This year was a very labor intensive year implementing new payroll and Human Resource systems. To support this effort, the Business Office, payroll, and Human Resource Departments were restructured. The Assistant Executive Director of Curriculum and Technology now oversees payroll and the Director of Student Services and Human Resources was created. The accountant continues to work for Valley one day a week.</p> <p>Artifacts to support this standard can be found in 2018-2019 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'19 while expanding student programming, e.g. a second middle school, and adult services.</p> <ol style="list-style-type: none"> 1. FY'18 Audit - finding free 2. After a failed attempt, successfully implemented ADP Comprehensive package for staff and ADP basic package for student internships and DDS clients 3. Valley finally reached compliance in a timely manner with regards to state reporting requirements to the Massachusetts State Retirement Board (MSRB) and Massachusetts Teachers Retirement System (MTRS)

		<p>- a special thanks to Kari Morrin, this years recipient of the Anthony Bent Leadership Award</p> <ol style="list-style-type: none"> 4. Valley Collaborative Adult Program Revenue has increased by 82% to 2.8 million dollars over the last five years. 5. Small business revenue had increased by 63% over the last five years due to our strong business partnerships. 6. Restructured Adult and Transitional Services Department and created a new position - Director of Adult and Transitional Services 7. FY'18 Annual Report - DESE Approved 8. Valley continued to upgrade its technology infrastructure and has currently completed "Phase 2" of a 3 phase technology upgrade. Completion of Phase 3 will provide Valley with a state-of-the-art technology platform. 9. Capital Projects – new flooring in multiple locations, new DDS kitchen to expand transitional/life skills programming, new window to maximize the "useable" footprint at 40 Linnell Circle, created a music therapy space at 40 Linnell Circle, created additional middle school space and the accompanying sensory room, time-out room, and instructional space 10. 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. 11. Professional Development partnerships with NPEN 12. Modeled fiscal system management as evidenced by being voted to MOEC's Executive Board as Treasurer 13. FY'19 Tuition Rates and Fees continue to remain flat (rates circa 2009) 14. 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, and FY'18. FY'19 redistribution funds were significantly reduced to capital improvements at the Valley Elementary School (Tyngsboro), as well as the purchase of ADP's Comprehensive package for staff and a basic ADP package for our Adults/Students (which had not been accounted for in the original FY'19 budget). 15. Valley tuition and fees among, if not, the lowest in the Commonwealth are unparalleled given our staff to student ratios
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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 | ☐ Analysis of student feedback | ☐ Relevant school committee meeting |
| ☐ Budget analyses and monitoring reports | ☐ Analysis of staff feedback | agendas/minutes/materials |
| ☐ Budget presentations and related materials | ☐ Analysis of safety and crisis plan elements | ☐ Analysis and/or samples of leadership team(s) |
| ☐ External reviews and audits | and/or incidence reports | schedule/agendas/materials |
| ☐ Staff attendance, hiring, retention, and other HR data | | ☐ Other: _____ |

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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): 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)		<p>Numerous contacts have been made this year with families to enhance the Collaborative programs. Please see artifacts found in 2018-2019 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.</p> <ul style="list-style-type: none"> Co-facilitated with Tewksbury Director of Student Services, Rick Pelletier, and Valley's Special Education Regional meetings. 92 parent and family surveys were completed and 81% of students/adults completed Valley's sense of belonging survey

		<ul style="list-style-type: none"> Valley acquired two additional DDS contracts, including Ticket to Work, and Agency with Choice, which resulted in expanded programming options for individuals and families 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)		<p>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 2018-2019 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.</p> <ul style="list-style-type: none"> Co-facilitated with Tewksbury Director of Student Services, Rick Pelletier, and Valley's Special Education Regional meetings. Valley acquired two additional DDS contracts, including Ticket to Work, and Agency with Choice, which resulted in expanded programming options for individuals and families with expanded community opportunities. Small business revenue had increased by 63% over the last five years due to our strong business partnerships. 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 | ☐ Sample district and school newsletters and/or other communications | ☐ Analysis of survey results from parent and/or community stakeholders |
| ☐ Participation rates and other data about school and district family engagement activities | ☐ Analysis of school improvement goals/reports | ☐ Relevant school committee presentations and minutes |
| ☐ Evidence of community support and/or engagement | ☐ Community organization membership/participation/contributions | ☐ Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

Overall Rating for Standard IV 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.
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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)		<p>Communication occurs on a regular basis through diverse media with various stakeholder groups. Artifacts include, but are not limited to artifacts found in 2018-2019 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators).</p> <p>Additional communication avenues include but are not limited to:</p> <ul style="list-style-type: none"> • 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 | ☐ Staff attendance and other data | ☐ School visit protocol and sample follow-up reports |
| ☐ District and school improvement plans and reports | ☐ Memos/newsletters to staff and other stakeholders | ☐ 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 6, 2019
Re: Accountant's Evaluation

Attached please find the Accountant's Evaluation.

Required Action:

None

Attachments:

Evaluation



Professional Development

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

Summative Evaluation

Educator Name: (first and last): James George

Educator email address: jgeorge@valleycollaborative.org

Educator Title: Accountant

Primary Evaluator - Name/Title: Mr. Timothy Piowar, Billerica Public Schools Superintendent

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

School(DESE)/Programs(DDS/MRC): All

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

Student Learning Goal(s): Ensure budget aligns to expanded high quality programming to meet the needs of the students and the districts we serve. Please see associated artifacts which can be found in 2018-2019 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators)

Progress Toward Student Learning Goal(s): Exceed

Progress Toward Student Learning Goal(s) Rationale, evidence and feedback for improvement: Valley finished the year exceeding financial expectations -in the black - in spite of significant enrollment decline/tuition revenue loss for most of the year and substantial unbudgeted costs such as the Tyngsboro capital improvements and switching to ADP.

Professional Practice Goal: Implemented year four of Valley Collaborative's Five Year District Improvement Plan. Please see the associated artifacts which can be found in 2018-2019 Educator Evaluation Artifacts Google Folder (organized according to DESE's Standards, Indicators, and Elements and DDS/MRC Indicators).

Progress Toward Professional Practice Goal(s): Exceed

Progress Toward Professional Practice Goal(s) Rationale, evidence and feedback for improvement: Valley finished the year exceeding financial expectations -in the black - in spite of significant enrollment decline/tuition revenue loss for most of the year and substantial

unbudgeted costs such as the Tyngsboro capital improvements and switching to ADP.

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

Please list the rationale, evidence, and feedback for improvement for Standard I: Supports administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.

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

Please list the rationale, evidence, and feedback for improvement for Standard II: Identifies ineffective accounting and payroll practices and procedures and works to improve their effectiveness or implement new practices and procedures. Ensures staff is knowledgeable and competent in the accounting and payroll functions they perform, and continually works to increase their knowledge and competence through training. Identifies and implements ways in which policies and procedures can be more clearly articulated and documented. Is able to model this element.

Please rate the educator on Standard III: Family Engagement: N/A

Please list the rationale, evidence, and feedback for improvement for Standard III: N/A

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

Please list the rationale, evidence, and feedback for improvement for Standard IV: Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

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

Please list the rationale, evidence, and feedback for improvement for Overall Performance: Jim, you are completing your third year at Valley. It has been great having you join the team as an employee this year. We appreciate your expertise as an accountant and auditor.

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 6, 2019
Re: Treasurer's Evaluation and Contract Extension

Attached please find the Treasurer's Evaluation.

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: 06/03/19
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: _____



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 6, 2019
Re: Tyngsborough Lease Agreement

Attorney Tom Lent and I will be presenting the Lease Amendment as negotiated with the Tyngsborough Public Schools.

Required Action:

None

Attachments:

Draft Amendment Third Lease Agreement
Valley Elementary Capital Project Summary

LEASE AMENDMENT

This Amendment to the Third Lease Agreement (the “Amendment”), effective July 1, 2019, is hereby entered into by and between the Town of Tyngsborough and the Tyngsborough Public Schools, (hereinafter, together, "Tyngsborough"), and the Valley Collaborative, (hereinafter, the "Collaborative").

WHEREAS, Tyngsborough and the Collaborative entered into the Third Lease Agreement (the “Lease Agreement”), effective July 1, 2018, for the Leased Premises located at 135 Coburn Road in the Town of Tyngsborough; the said property having been and being known commonly as The Lakeview Elementary School/Early Childhood Center;

WHEREAS, Tyngsborough and the Collaborative mutually agree and desire to amend the Lease Agreement on the terms and conditions set forth in this Amendment;

WHEREAS, this Amendment is the first amendment to the Lease Agreement;

NOW THEREFORE, in consideration of the exchange of the promises and covenants set forth in this Amendment and other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, Tyngsborough and the Collaborative mutually agree that effective as of the date hereof, the Lease Agreement shall be amended and modified as follows:

1. Lease Term. Pursuant to the Lease Agreement, the Term is scheduled to end June 30, 2028. Tyngsborough and the Collaborative mutually agree to extend the Term for a period of two (2) years, through June 30, 2030, on the terms and conditions set forth in this Amendment. The period of time beginning on July 1, 2028 and ending June 30, 2030 shall be referred to herein as the “Extended Term.”

2. Rent. Prior to July 1, 2028, the Collaborative shall continue to make rent payments for the Leased Premises in accordance with the terms and schedule set forth within the Lease Agreement. During the Extended Term, the Collaborative shall pay rent to the Tyngsborough School Committee for the Lease Premises based on the following terms and schedules:

A. The Building Premises. The total rental sum per annum for the Extended Term for the Building Premises will equal One Hundred Twenty-Five Thousand Dollars

(\$125,000). Commencing on July 1, 2028, and for the remainder of the Extended Term, rent payments for the Building Premises will be paid quarterly on or before the first day of each quarter in the amount of \$31,250.00.

B. The Classroom. The total rental sum per annum for the Extended Term for the Classroom will equal One Dollar (\$1.00). Rent payments for the Classroom will be paid annually on or before the first day of each year.

3. Alterations and Improvements:

A. Capital Improvements. As used herein, the term “Capital Improvements” shall have the same respective meaning as is given such term in the Lease Agreement. Notwithstanding, for clarification, attached as Exhibit 1 are certain of the Capital Improvements, and the respective funding contributions, contemplated within the Lease Agreement and this Amendment.

B. The Collaborative’s Funding Contributions towards Capital Improvements. Subject to the terms and conditions stated with the Lease Agreement and this Amendment, and in consideration for Tyngsborough undertaking and completing the Capital Improvements, the Collaborative agrees to make payments towards the Capital Improvements on the following revised schedule: (i) payment in the amount of \$200,000.00 on or before July 31, 2019; and (ii) payment in the amount of \$800,000.00 on or before October 31, 2019. Tyngsborough acknowledges that the Collaborative made an initial payment in the amount of \$400,000.00 under the Lease Agreement.

4. No Further Modification. Except as specifically set forth in this Amendment, all of the terms, conditions, sections, schedules, commitments, and provisions of the Lease Agreement shall remain unmodified, unchanged and in full force and effect.

5. Governing Law: This Amendment shall be governed, construed and interpreted by, through and under the Laws of the Commonwealth of Massachusetts.

IN WITNESS WHEREOF, Tyngsborough has caused these presents to be executed in its name and behalf by its Selectmen and School Committee in duplicate originals and the Collaborative has cause the same to be executed as duly authorized by its Board of Directors.

Town of Tyngsborough
By Selectmen:

Tyngsborough Public Schools
By:

Chairman, School Committee

Dated:

Valley Collaborative
By:

Chairman, Valley Collaborative
Board of Directors

Dated:

Lakeview Elementary School Capital Improvement Project

HVAC ATC System Replacement, Boiler Replacement, Electrical System Replacement

HVAC	Amanti		\$1,574,000
Electrical	Brite Lite	\$196,148	
Plumbing	Amanti	\$60,000	
Window and Window Frame Replacement			
Windows Phase 1	L&L Contracting		\$381,700
Painting	M. Mateucci	\$15,500	
Windows Phase 2	Projected		\$300,000
Parking Lot Paving	Family Paving		\$95,370
Security System	RC Alarms		\$25,250
Vestibule	NE School Services		\$16,735
Playground	Projected		\$50,000
Design/PM	Lavallee Brensinger	Projected	\$100,000
		Total	\$2,543,055

Funding Source

<i>Third Lease Agreement</i>	Valley	\$800,000	
	Tyngsborough	\$800,000	
		\$1,600,000	
<i>Lease Amendment</i>	Valley	\$1,400,000	
	Tyngsborough	\$1,137,355	(Paving, Alarms, Vestibule)
		\$2,537,355	

Under Lease Amendment:

- Tyngsborough responsible for any and all overages in cost of the Lakeview Elementary School Capital Improvement Project
- Valley shall have final two (2) lease years at \$125,000 / year (July 1, 2028-June 30, 2030)
(Current annual lease rate is \$255,950 per year, through 2028)
(Lease Amendment extends lease term through 2030)

<i>Tyngsborough Funding Contribution</i>	\$1,137,355
Lease Amendment Reduced Rent	\$261,900
	\$1,399,255



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 Scott, Executive Director
Valley Collaborative Human Resources Department
Date: June 6, 2019
Re: Approval of 2019-2020 Valley Collaborative Employee Handbook

We have reviewed the 2019-2020 Valley Collaborative Employee Handbook.

We are writing to inform you of a change in the language for our 2019-2020 Valley Collaborative Employee Handbook. The following information under “E. Assessing needs and resources:” will be eliminated, located in

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.

APPENDIX B; IV ACCESS TO RESOURCES AND SERVICES:

In lieu of the aforementioned information, this section has been updated to read:

E. Assessing needs and resources:

Assessing students’ needs and identifying resources will be completed as outlined in the District Improvement Plan and in accordance with the DESE regulations.

Required Action:

Vote to approve 2019-2020 Valley Collaborative Employee Handbook

Attachments:

2019-2020 Valley Collaborative Employee Handbook

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

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 6, 2019

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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 an internal resolution of the matter in addition to the above, if an employee believes that they have been subjected to unlawful discrimination or retaliation, 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.

NOSMOKING.VAPING.ORTOBACCO

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 media 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. Where 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 position. 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) 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.

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 AND RETALIATION

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 cyberbullying.

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 cyberbullying; 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:

Assessing students' needs and identifying resources will be completed as outlined in the District Improvement Plan and in accordance with the DESE regulations.

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.

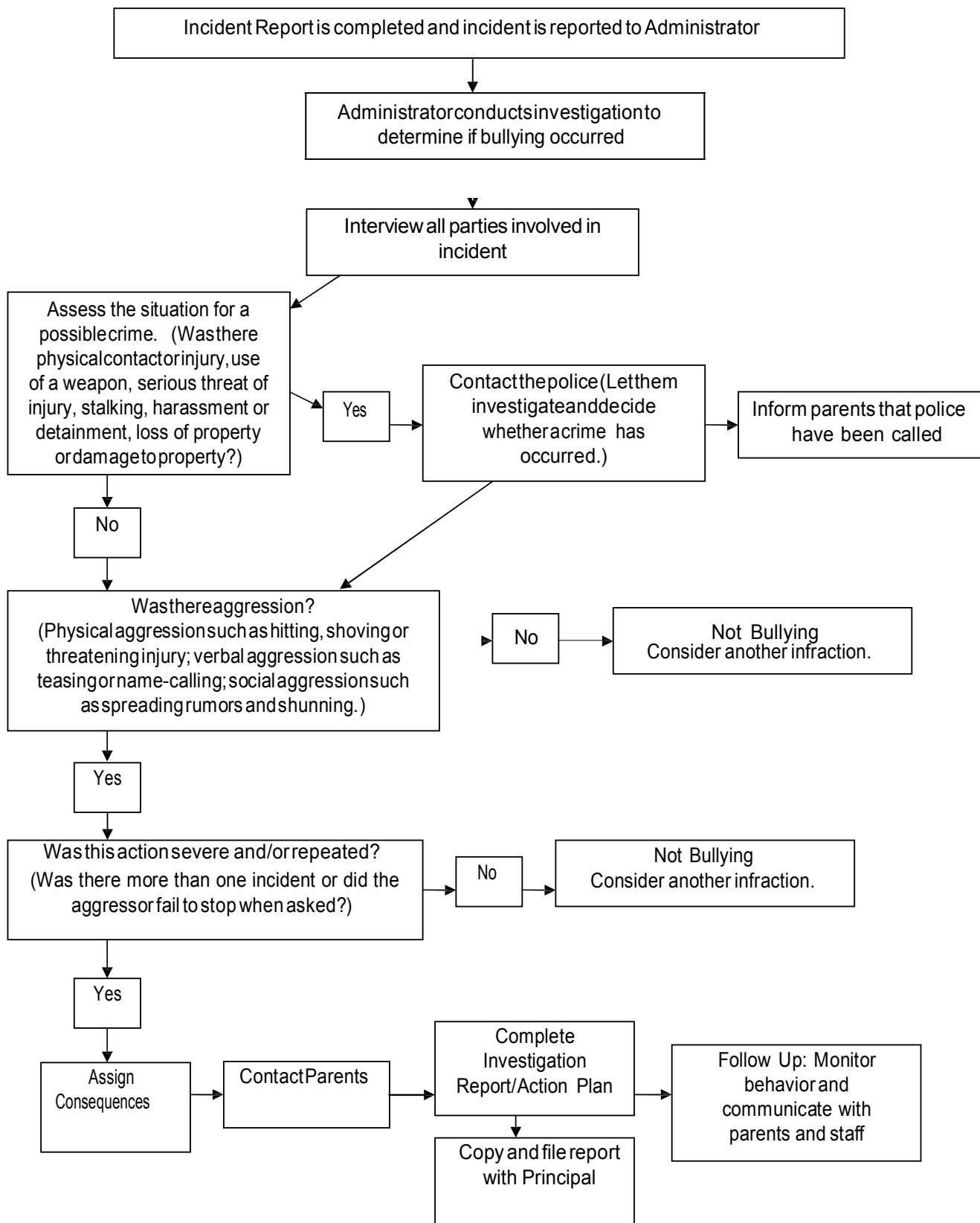
Programs will collaborate with the PAC and/or parent volunteers to create parent resource and information networks. Programs will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social 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



For Administrative Use Only

C. Investigation:

Interviewed:

Aggressor 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; Heather 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: _____



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 Scott, Executive Director
Valley Collaborative Human Resources Department
Date: June 6, 2019
Re: 2019-2020 Valley Collaborative Student & Family Handbook

We have reviewed the 2019-2020 Valley Collaborative Student & Family Handbook.

The 2019-2020 Valley Collaborative Student & Family Handbook has been updated with new dates, but the content has remained the same.

Required Action:

Vote to approve the 2019-2020 Valley Collaborative Student & Family Handbook

Attachments:

2019-2020 Valley Collaborative Student & Family Handbook

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

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 6, 2019

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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 parents¹ 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.

¹For 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.

2019-2020 SCHOOL YEAR**List of Holidays or School Closings**

September 2, 2019	Labor Day
September 3, 2019	No School - Professional Development
October 14, 2019	Columbus Day
November 5, 2019	No School - Professional Development
November 11, 2019	Veterans Day
November 27 - 29, 2019	Thanksgiving Recess *27 half-day - Early Release
Dec. 23, 2019 - Jan. 1, 2020	Holiday Week/Valley Closed *20th half-day - Early Release
January 20, 2020	Martin Luther King Day
February 17 - 21, 2020	February Recess
April 10, 2020	Good Friday
April 20 - 24, 2020	April Recess
May 25, 2020	Memorial Day
June 24, 2020	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 51-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 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 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 Collaboration with Families

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:

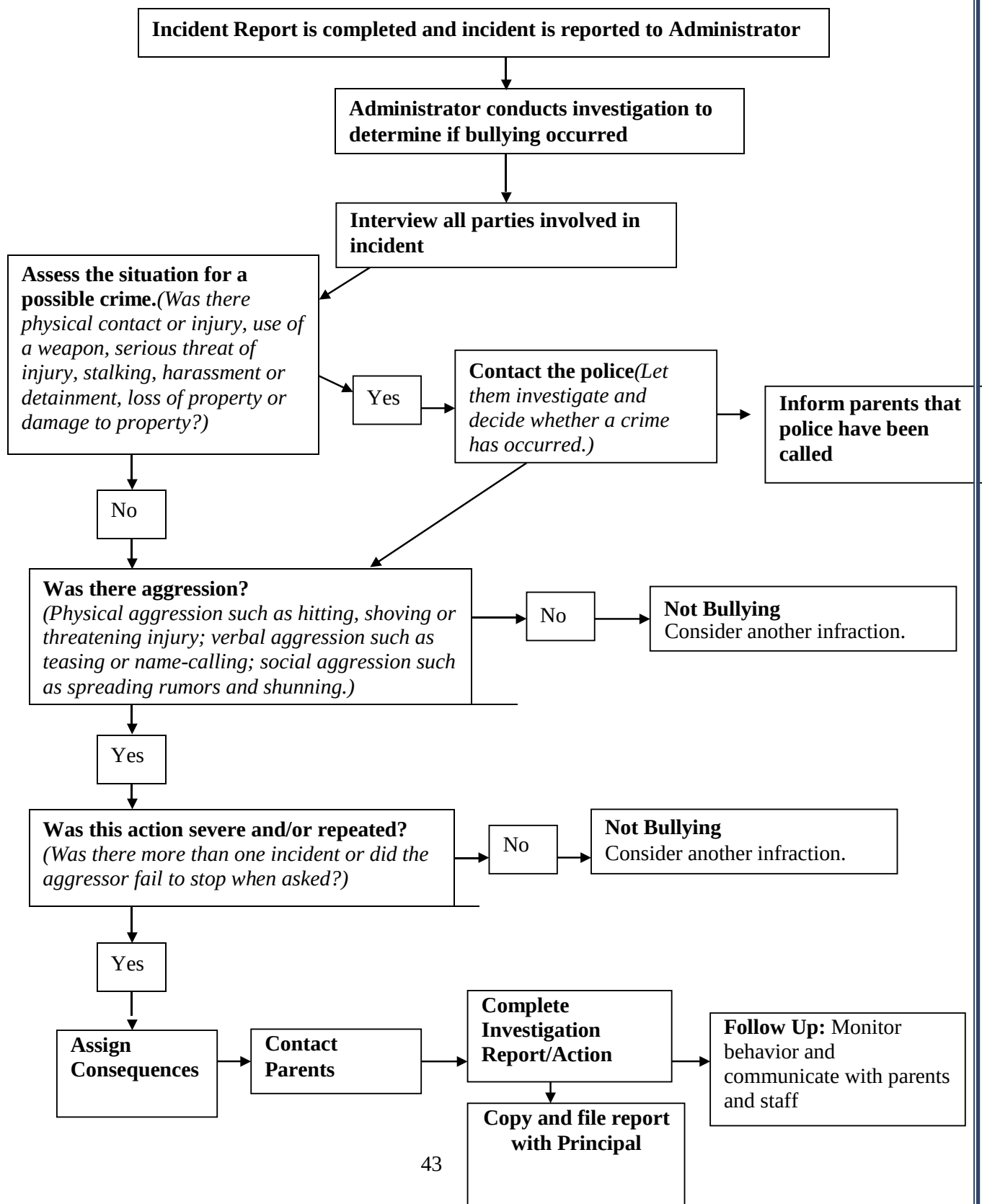
- 1) How parents can reinforce the curricula at home and support the school or district plan;
- 2) The dynamics of bullying, online safety and cyber bullying.
- 3) Parents will also be notified in writing each year about the student-related sections of the Collaborative Bullying Prevention and Intervention 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 will 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, Rotavirus) 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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 - 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.

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 local 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 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:

[illegible]

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 & Website Agreement 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: 2019-2020 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 anëtar i familjes, miku ose komshiu që t'ju përkthejë. Nëse nuk njihni asnjë njeri që t'ju 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 أي شخص الذي يستطيع ترجمت هو. ترجم هو ل أنترجاء سألت أسرة عضوة. صديقه، أو جأ أن ي. ال يربط معلومة مهمة
سيدعو أحد ما الذي يتكلم لغتك أنت أن تراجع المعلومة مع أنت على الهاتف. ورجعت هو إلى المسؤولة من طفلاتك مدرسة مع ال يربط إشعار
ي نهار هاتف. أنا أنكلم رجاء دعائتي 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.

Veillez m'appeler au sujet de cette notification. Je parle le _____. Mon téléphone de journée le nombre est _____. Mon nom est _____.

Armenian

Կզվող տեղեկությունը կարելու է: Խնդրեք մի հարազատից, ընկերից կամ հարևանից որ թարգմանի ձեզ համար: Եթե չեք ճանաչում որեւէ մեկին որ կարող է թարգմանել, խնդրում ենք լրացնել ներքեի տեղեկանքը եւ ձեր երեխայի դպրոցի տնօրենին վերադարձնել կզված ազդիւն հետ: Չոր լեզուն խոսող մեկը կզանգահարի ձեզ՝ հեռախոսով ընմանալու տեղեկությունը:

Հիմնդրում եմ իձն՝ զանգեղբ այս տեղեկության մասին: Խոստում 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，请填写下面的表格。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 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 خواهشمندم قلم زیر را پر کرده و به‌همراه مدرک اصلی (اطلاعه یا اعلامیه) برای مدیر مدرسه فرستد تا ارسال فرماید. شخصی که بزیان شما آشنایی کامل دارد برای توضیح و مرور اطلاعات مربوطه از طریق تلفن یا شما تماس خواهد گرفت.

لطفاً در مورد این مدرک (اطلاعیه یا اعلامیه) با من تماس بگیرید. من بزیان 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 puhelimesta 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 _____.

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 προϊστάμενο 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 τηλεφώνό 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 કોઈ 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 કોઈક 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 pape-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 हूँ। 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

ໃບຮ້ອງຂໍການແປພາສາໄທພໍ່ແມ່ຫຼືຜູ້ປົກຄອງ

ຂໍ້ມູນຄັດຕິດນີ້ສໍາຄັນ. ກະລຸນາໃຫ້ທ່ານຂໍສະນາຊີກຄອບຄົວ ພໍ່ເພື່ອນ ຫຼືເພື່ອນບ້ານແປຂໍ້ມູນນີ້ໃຫ້ທ່ານ. ຖ້າຫາກວ່າທ່ານບໍ່ຮູ້ຈັກຄົນໃດທີ່ສາມາດແປໃຫ້ທ່ານໄດ້ ຂໍໃຫ້ຂຽນຕື່ມໃສ່ຂໍ້ມູນທາງລຸ່ມນີ້ ແລ້ວສົ່ງຄືນພ້ອມດ້ວຍໃບແຈ້ງຄວາມທີ່ຄັດຕິດໄວ້ໄປຫາອາຈານໃຫຍ່ຢູ່ທີ່ໂຮງຮຽນຂອງລູກຂອງທ່ານ. ຄົນນຶ່ງທີ່ເວົ້າພາສາຂອງທ່ານຈະໄປຫາທ່ານເພື່ອພິຈາລະນາຂໍ້ມູນນີ້ນໍາທ່ານໂດຍທາງໂທລະສັບ.

ຂໍໃຫ້ໂທມາຫາຂ້າພະເຈົ້າກ່ຽວກັບໃບແຈ້ງຄວາມທີ່ຄັດຕິດ. ຂ້າພະເຈົ້າເວົ້າພາສາ _____. ເລກໂທເມື່ອກາງເວັນຂອງຂ້າພະເຈົ້າແມ່ນ _____. ຂ້າພະເຈົ້າຊື່ _____.

Nepali

समावेश गरिएको जानकारी महत्वपूर्ण 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 स्कूलको 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/څارونکي د ترجمي درخواست فورمه
نښلول شوی معلومات مهم دي. مهرباني وکړي او د کورني د يو غړي، ملگري، يا ګاونډي، نه غوښتنه وکړي چه دا ټاکل شوی معلومات تاسي ته ترجمه وکړي. که تاسي څوک نه پيژني چه دا معلومات تاسي ته ترجمه وکړي، مهرباني وکړي دا لاندي معلومات ډک کړي او د خپل د ماشوم ښوونځي مشر ته د دا ټاکل شوی خبرتيا سره يو ځای بيرته راواستوي. څوک چه د ستا په ژبه باندی پوهيږي تاسي سره تماس به ونيسي او دا معلومات د تاسي سره يو ځای په تيلفون باندی کتنه وکړي.

لطفاً زما سره د دی خبرتيا په برخه کی تيلفون وکړي. زه په _____ ژبه باندی خبری کوم. زما د ورځی له خوا تيلفون نمبر دا _____ دی. زما نوم _____ دی.

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 возратить 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 fästa 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 nedanför informationen, och återgå till skolan 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 ถ้าท่านไม่รู้จักรใครที่จะสามารถแปลเอกสารเหล่านี้ให้ท่านได้ กรุณากรอกข้อมูลในแบบฟอร์มข้างล่าง อาจารย์ใหญ่ของโรงเรียนที่บุตรหลานของท่านกำลังศึกษาอยู่ พร้อมเอกสารที่ต้องการให้แปล จะมีบุคคลที่พูดภาษาของท่านจะโทรกลับเพื่อช่วยในการแปลและสื่อสารกับท่านผ่านทางโทรศัพท์

กรุณาโทรหาข้าพเจ้า เกี่ยวกับเอกสารนี้

ข้าพเจ้าพูดภาษา _____

หมายเลขโทรศัพท์ที่สามารถติดต่อได้ระหว่างวันคือ _____

ข้าพเจ้าชื่อ _____.

Urdu

منسلک 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 کر سکتا ہو تو، براہ کرم ذیل کی معلومات بھر کر منسلک نوٹس کے ساتھ اپنے بچے کے اسکول کے پرنسپل کو واپس کر دیں۔

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. Sẽ 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 6, 2019
Re: Making a Difference Awards

The following Making a Difference Awards will be presented:

- a. Community Leader – Mr. Robert George
- b. Students, Adult and Staff of the Month
- c. The Everett V. Olsen, Jr. Award
- d. The Annual Dr. Anthony Bent Leadership Award
- e. Valley's 2019 Retirees

Required Action:

None

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Making a Difference – Community Leader

Valley Collaborative has chosen Mr. Robert George to receive the “Making a Difference” Award for 2019. 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 that positively impact the operations of Valley so it can effectively work for the most vulnerable in our society.

The work that you and your team have done to help us address all of our MTRS reporting procedures so that Valley is finally “error free” is greatly appreciated – you definitely went above and beyond the call of duty. Please know that your responsiveness to us during our ADP implementation - which manifested in multiple calls, for hours a week, over many months, was never taken for granted and prized. Having these outstanding issues finally resolved enables the Valley team to better focus on its core mission without dysfunctional distraction.

Required Action:

None

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Making a Difference – Students, Adult and Staff of the Month Awards

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: **Isaac Machado**

Staff of the Month: **Ryan Newman**

Valley Alternative Programming Middle and High School

Student of the Month: **Aidan MacDonald**

Staff of the Month: **Matthew Conant**

Valley Transitional Programming Middle and High School

Student of the Month: **Deven Beltran**

Staff of the Month: **Kara Giampa**

Valley Adult Services

Adult of the Month: **Corey Charland**

Staff of the Month: **Beth Tanguay**

Valley Staff of the Month

Jennifer Bergeron

Required Action:

None

Attachments:

None

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



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Making a Difference – Everett V. Olsen, Jr. Award Presentation

Chelmsford Public Schools' student Logan Cardillo, a Senior at Valley, will be this year's recipient of the Everett V. Olsen, Jr. Award for Highest Academic Honors.

Logan is a very hard working, bright young man who has a promising future. Logan has participated in several dual enrollment classes at Middlesex Community College and has been accepted to UMASS Boston for the Fall 2019 semester.

This prestigious award is presented 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



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Making a Difference - 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 Kari Morrin, Director of Student Services and Human Resources. Kari 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 6, 2019
Re: Making a Difference - Valley's 2019 Retirees

Ron Stapleton has worked in the Valley Collaborative Woodshop for 5 years. Ron has been a dedicated, committed employee. We thank him for his many years of service and wish him all the best in his retirement.

Charlie Spidle has worked for Valley Collaborative for over 10 years. Charlie has been a dedicated, committed employee. We thank him for his many years of service and wish him all the best in his retirement.

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 6, 2019
Re: Valley wins the Department of Developmental Services video contest for the best DDS promotional video in the Commonwealth

Our DDS Program has won the Department of Developmental Services 1st Annual Video Contest. We are proud that Valley's video will be used to promote the mission of DDS throughout the Commonwealth.

It's definitely inspirational.

Required Action:

None

Attachments:

Photograph



From: [Lawless, Kelly D \(DDS\)](#)
To: [Chris Scott](#)
Cc: [O'Donnell, Cynthia m \(DDS\)](#)
Subject: RE: Valley Board of Directors Meeting - Thursday, June 6, 2019
Date: Friday, April 26, 2019 4:35:46 PM

Hi Chris,

Congratulations on winning. The video was fantastic and it is clear there was a lot of work and talent that went into making it. I would be honored to join you at your Board meeting and present the plaque to the individuals. I would like to have Cindy O'Donnell join me. She was the creative force behind the contest.

Also, I wanted to let you know we are having our biannual Provider Summit on May 1st and we are going to be showing the Valley video and the runner up. I believe Heather attends these meetings but if you are able to join us that would be great.

Thanks for your participation and congratulations again.

Kelly

From: Chris Scott <cscott@valleycollaborative.org>
Sent: Friday, April 26, 2019 11:35 AM
To: Lawless, Kelly (DDS) <Kelly.D.Lawless@MassMail.State.MA.US>
Subject: Valley Board of Directors Meeting - Thursday, June 6, 2019

Good Morning Kelly,

Valley is honored to have won the Department of Developmental Services 1st Annual Video Contest.

The video premiere will be held at our next Board of Directors Meeting.

We are wondering if you can join us at the Valley Board of Directors Meeting on Thursday, June 6th at 10:00 a.m. to be held at our 25 Linnell Circle, Billerica location. We were hoping you could present the plaque to the individuals in our Adult Services Program.

Sincerely,

-Chris

Chris A. Scott, Ph.D.
Executive Director



Central Administration Office

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

MEMORANDUM

To: Dr. Chris A. Scott, Executive Director
Valley Collaborative Board of Directors
From: Dr. Lori Likis, Principal Consultant, Creative Coaching for School Improvement
Date: June 6, 2019
Re: Valley Collaborative District Five Year Improvement Plan Update

Valley Collaborative Board Update June 2019

Over the past four years, the Valley Collaborative team has continued to make impressive progress in implementing the Valley Collaborative District Improvement Plan 2015-20. This year's presentation by Valley's Leadership Team, "Valley Collaborative by the Numbers," speaks for itself in terms of the impact of Valley's work over these years. For an organization that had little data to work with five years ago when we created the district plan, this presentation is both evidence of and a reflection of Valley's growth and progress.

The SY19-20 school year will be the final year of the current district plan. We will assess overall progress of the 2015-20 plan and Valley's success in relation to the plan's outcome measures. As we launch development of the next five-year district plan in SY19-20, we will consider which of Valley's current initiatives will be ongoing as well as identifying the initiatives that will be new. The Valley Collaborative community, under the leadership of Dr. Scott, will once again define the future strategy that will support Valley Collaborative in achieving its 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.

Required Action:

None

Attachments:

District Improvement Plan

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



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	
<p>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.</p>	
<i>Mission</i>	
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.	
<i>Vision</i>	
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.	
<i>Theory of Action</i>	
<p><i>If we...</i></p> <ul style="list-style-type: none"> ● Identify students' immediate and long-term individualized goals, strengths, and needs and provide support to meet them, and... ● Build the capacity of, and invest in, our staff, and... ● Invest in community building across the Collaborative, with all stakeholder groups, <p><i>Then we will...</i></p> <ul style="list-style-type: none"> ● Increase student independence and prepare students for successful post-secondary placement and adult living ● Increase staff professional capacity and the retention of certified staff ● Improve the engagement of all stakeholders in the Collaborative community 	
<p>Status Key</p> <p>Completed: Benchmark action taken, no further action is required.</p> <p>Met: Demonstrated proficiency of criteria or standard.</p> <p>Ongoing: Benchmark action taken and will be monitored periodically as indicated.</p> <p>In Progress: Benchmark is in the process of being worked on.</p>	



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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop curricula Teams	Karen Rowe, Transition Specialist	Winter 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	Winter 2016	Completed
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
Inventory assessments products	Karen Rowe, Transition Specialist	Spring 2016	Completed
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



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	Winter 2016	Completed
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



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, Transition Specialist Principals	June 2017	Completed
Develop Work-Based Learning Plan for every student who has a vocational goal	Karen Rowe, Transition Specialist Principals	June 2017	Completed
Develop Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe, Transition Specialist Principals	Sept 2015	Completed
Implement Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe, Transition Specialist Principals	June 2017	Completed
Collaborate with member district to customize programming for their students regarding Transition Service.	Karen Rowe, Transition Specialist	Fall 2018	Ongoing
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	Julie Fielding, Principal	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, Transition Specialist Principals	June 2016	Completed
50% of high school and middle school students have an individual account	Karen Rowe, Transition Specialist Principals	June 2017	Completed
Each student has a Work-Based Learning Plan	Karen Rowe, Transition Specialist Principals	Fall 2018	Completed
Meet with teachers to ensure that 70% of the PCPTTs are complete	Karen Rowe, Transition Specialist Principals	Fall 2018	Completed



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, Transition Specialist Matt Gentile, Guidance Counselor	Fall 2017	Completed
Identify gaps in curriculum	Karen Rowe, Transition Specialist Matt Gentile, Guidance Counselor	Winter/Spring 2017	Completed
Explore and research space for ILS curriculum	Chris Scott, Executive Director Principals Heather Valcanas, Assoc. Director of Adult Services	2019-2020 School Year	In Progress
Create and implement a Google doc to capture current vocational opportunities. Status update May '19: List of opportunities is created, need to merge into one Google doc.	Karen Rowe, Transition Specialist Heather Valcanas, Assoc. Director of Adult Services Transition Services Dept.	2019-2020 School Year	Ongoing
Identify community-based experiences by functional domains.	Karen Rowe, Transition Specialist Lia Metrakas, Asst. Principal Nicole Noska, Principal Heather Valcanas, Assoc. Director of Adult Services	2019-2020 School Year	In Progress
Create a Google doc to capture community-based experiences by functional domains.	Karen Rowe, Transition Specialist Lia Metrakas, Asst. Principal Nicole Noska, Principal Heather Valcanas, Associate Director of Adult Services	2019-2020 School Year	In Progress
Identify an annual transition assessment to administer to all high school students and adults.	Karen Rowe, Transition Specialist Lia Metrakas, Asst. Principal Nicole Noska, Principal Heather Valcanas, Assoc. Director of Adult Services	2018-2019 School Year	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
Utilizing a transition assessment tool to collect yearly data.	Karen Rowe, Transition Specialist	2019-2020 School Year	Completed
Teachers and Job Coaches will utilize the functional domain Google doc to plan community-based experiences.	Karen Rowe, Transition Specialist Principals Heather Valcanas, Assoc. Director of Adult Services	2019-2020 School Year	In Progress



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. Update: Site 3 administering self-determination assessments to all students as part of transition assessment.	Karen Rowe, Transition Specialist Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	October 2019	In Progress
Create a Google doc that captures current programming and activities relevant to skills that help students and adults lead to self-actualization.	Karen Rowe, Transition Specialist Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal Joe Venskus, Adult Services Mgr.	October 2019	In Progress
Identify gaps in programming based on specific needs	Karen Rowe, Transition Specialist Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal Joe Venskus, Adult Services Mgr.	Spring 2020	Ongoing
Reconvene as a DIP Team to discuss next steps	Karen Rowe, Transition Specialist Brian Mihalek, Asst. Principal Leadership Team	Spring 2020	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	Person Responsible	Date	Status
75% of Students' who have a Valley IEP will meet their IEP goals Update: 62% of students and adults have met their goals	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal IEP Teams	June 2020	- In Progress



Incorporate thoughtful self-actualization questions into the Sense of Belonging Survey for students, parents, and staff. Status update: Student survey questions #18, 21, 22, 25, 26, 27, and 28 have been identified as self-actualization questions.	Sense of Belonging Committee	Spring 2017 Spring 2019	Completed
Analyze the data from the Sense of Belonging student survey to establish baseline data in the area of self-actualization.	Sense of Belonging Committee	April 2019	Completed



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. Status update: Staff from the adult services program held 3 meetings with a consultant in order to strengthen current practices for writing goals and objectives as well as to revise current goals and objectives.	Heather Valcanas, Assoc. Director of Adult Services Joe Venskus, Adult Services Mgr.	2017- 2020 School Years	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 1f	Person Responsible	Date	Status
100% of adult services staff have been trained in using ISP Goal Form	Joe Venskus, Adult Services Mgr.	March 2017	Met
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.	Joe Venskus, Adult Services Mgr.	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.	Heather Valcanas, Assoc. Director of Adult Services Joe Venskus, Adult Services Mgr.	August 2019	Ongoing



Action Plan

Strategic Objective:

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

Initiative:

- 1g.) Administer an Independence Survey

Monitoring Progress:

Process Benchmark for Initiative 1g	Person Responsible	Date	Status
Surveys have been developed, implemented, and completed by students/adults and families during the Spring of 2016 to collect baseline data on "Sense of Belonging": independence, peer relationships, school culture, and impressions of staff. These surveys, including staff surveys, will be re-administered to work towards continuous improvement.	Brian Mihalek, Asst. Principal	Spring 2016 and ongoing yearly	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 1g	Person Responsible	Date	Status
By the end of the 2018/2019 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 a minimum of 80% of a combined 'yes' and 'sometimes' (approval) rating for each independence question by the end of the 2019/2020 school year. Status update: Independence question comparison analysis has been completed between the 2015-2016 and 2018-2019 school years.	Brian Mihalek, Asst. Principal & The Sense of Belonging Committee	Fall 2019	Ongoing



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 1h	Person Responsible	Date	Status
<p>A database was implemented by Valley Transitional High School's guidance counselor to track this information by student name, district, and post-secondary plan: college, trade school, work, military, other, as well as adult service agencies involved. With such a diverse student population, our graduating seniors are transitioning out into a number of different opportunities.</p> <p>2015- 2016 On site one, we have 11 students going straight into the workforce, three students continuing their education in a trade school, and four students who plan on attending college in the fall. More than half of the graduating class from site one will be working with some form of state agency, from DMH to MRC, after graduation. On site two, nine of our graduating students have enrolled in college for the fall with the other two students choosing to go directly into the work force. On site three, all but one of the graduating students will be receiving state services such as DDS with 11 of them attending an adult services program, three students enrolling in college, two students going straight to work, and one student enrolling in a trade school.</p> <p>2016-2017 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.</p> <p>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</p>	<p>Matt Gentile, Guidance Counselor</p> <p>Matt Gentile, Guidance Counselor</p> <p>Matt Gentile, Guidance Counselor</p>	<p>2016</p> <p>2017</p> <p>2018</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



<p>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.</p> <p>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.</p> <p>Site 3 – One student will be attending the Transitions Program at Middlesex Community College. One student will be attending JobCorps.</p>			
<p>2018-2019</p> <p>Site 1-There are 10 students from Site 1 graduating this year. Three students plan to attend Middlesex Community College in the fall. Five students plan on attending trade school (UTI, Massachusetts School-Barbering, North Bennet Street School, and University of Northwestern Ohio). One student is attending Manchester Community College and the remaining student has accepted a full time position as a landscaper.</p> <p>Site 2 has 13 students graduating this year. Six students plan on attending Community College (5 attending Middlesex Community College and 1 attending Manchester Community College). Four students have been accepted at four-year colleges. One student plans on entering the Navy. One student plans on attending beauty school. One student will be deferring their diploma in order to attend a high school post-graduate program.</p> <p>Site 3- 21 students are leaving school services. One will be going to job corps and the others are transitioning to adult programs. They are accessing services through DDS and/or MRC. Two students are transitioning to the Valley Collaborative adult program. Other students will be accessing programs in their home communities.</p>	Todd Fletcher, Guidance Counselor	2019	Ongoing



Action Plan

Strategic Objective:

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

Initiative:

- 2a.) Develop content specific PD in Technology

Monitoring Progress:

Process Benchmark for Initiative 2a	Person Responsible	Date	Status
Identify PD Focus Group members: <ul style="list-style-type: none"> Joia 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 7 th early release PD Day		Fall 2016	Completed
Provide Beginner and Advanced mandatory Smart Board training for all licensed staff during staff meeting times at the Elementary and Middle/High		Spring 2016	Completed

Measuring Impact

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

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



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 2b	Person Responsible	Date	Status
Create formal Leadership Mentorship Program.	Kari Morrin, Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology Chris Scott, Executive Director	Spring 2018	Completed
Develop Educator Mentorship Program.	Kari Morrin, Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	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, Executive Director Karen Blackburn, Admin. Assistant	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, Executive Director 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, Executive Director and Regional Leaders	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	Chris Scott, Executive Director Karen Blackburn, Admin. Assistant	Fall 2016	Completed



Action Plan

Strategic Objective:

Schedule of Leadership meetings with Dr. Tony Bent	Chris Scott, Executive Director Karen Blackburn, Admin. Assistant	Fall 2016	Completed
Schedule of FY17 Mentor and Induction Meetings	Kari Morrin, Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Fall 2016	Completed



Action Plan

Strategic Objective:

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

Initiative:

- 2c.) Provide PD Choice: Half Days

Monitoring Progress:

Process Benchmark for Initiative 2c	Person Responsible	Date	Status
Identify PD Focus Group Members: <ul style="list-style-type: none"> ● Joia 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 Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Winter 2017	Completed



Action Plan

Strategic Objective:

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

Provide schedule from October 7th half day offerings	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Winter 2017	Completed
Provide schedule from NPEN day of Valley providers and in-district para trainings	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Winter 2017	Completed



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 2d	Person Responsible	Date	Status
Valley evaluates all professional development offerings. The evaluation scale has simply been agree or disagree in ten targeted areas and multiple open response questions. On average the evaluations have been favorable. In order to improve the Evaluation tool Valley's PD department has asked Billerica Public Schools to see a copy of their Professional Development Feedback Form to use as a model in the redevelopment of this form.	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	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.	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Spring 2017	Completed



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 2e	Person Responsible	Date	Status
Appoint Department Leads in STEM, English and Humanities, and Literacy	Joia Mercurio, Asst.Executive Director of Curriculum and Technology	Winter 2016	Completed
Each Department Lead to establish a PLC in their discipline	Heather McKay- Science Lead Glen Costello Math Lead Nick LeClair- Literacy Lead Meghan Waters- Literacy Lead Matt Manfredi- ELA Lead	Fall 2018	Ongoing
Each PLC to develop a schedule of meetings and goals and objectives for 2018- 2019 school year	Heather McKay- Science Lead Glen Costello Math Lead Nick LeClair- Literacy Lead Meghan Waters- Literacy Lead Matt Manfredi- ELA Lead	Fall 2018	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 2e	Person Responsible	Date	Status
Department Leads will communicate to Collaborative staff via emails, events, newsletters, etc.	Joia Mercurio, Asst.Executive Director of Curriculum and Technology	Fall 2016	Completed
Implementation of STMath in all appropriate programs	Glen Costello- Math Lead	Spring 2017	Completed



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 Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Fall 2016	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 FY to FY	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Fall 2016 Fall 2017 Fall 2018 Fall 2019	Ongoing
Scheduled list of NPEN Steering committee meetings	Kari Morrin Dir.of Adult Services & Human Resources Joia Mercurio, Asst. Executive Director of Curriculum and Technology	Fall 2016 Fall 2017 Fall 2018 Fall 2019	Ongoing



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, Asst. Principal	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



Action Plan

Strategic Objective:

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
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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 16 th 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 protocol.	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	Task Committee	Spring 2017	Completed
14. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none"> • Data entry for all surveys • Cycle 1 data analysis • Work with site specific teams to identify relative strengths and areas of need derived from data • Generate recommendations 	Task Committee	October 2016	Completed
15. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none"> • Review all relative strengths and areas of need • Make modifications to cycle 2 student, parent and adult surveys • Create site specific and Collaborative wide recommendations • Discuss cycle 2 timeline 	Task Committee	November 2016	Completed



16. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none">Finalize student, parent, adult surveysFinalize site specific recommendation action plan with timelineStart to generate staff survey questions	Task Committee	December 2016	Completed
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17. Sense of Belonging Committee meeting to discuss:	Task Committee	January 2017	Completed
<ul style="list-style-type: none"> Finalize Valley Collaborative recommendation action plan with timeline Create sub-committees to address collaborative wide recommendations Finalize cycle 2 timeline 			
18. Sense of Belonging Committee meeting to discuss:	Task Committee	March 2017	Completed
<ul style="list-style-type: none"> Review final site specific and collaborative wide recommendation action plan Finalize staff survey 			
19. Sense of Belonging Committee meeting to discuss:	Task Committee	Dec 17, 2018	Completed
<ul style="list-style-type: none"> Identify Needs Strengths and areas of need/ action plan expectations Finalize Student survey Identify open ended questions (by site team) Principal email sent for open ended question feedback Create general directions for teachers/therapists Directions at the beginning of the survey 			
20. Sense of Belonging Committee meeting to discuss:	Task Committee	Jan 16, 2019	Completed
<ul style="list-style-type: none"> Timeline for student survey Create site specific results page 			
21. Sense of Belonging Committee meeting to discuss:	Task Committee	Feb 27, 2019	Completed
<ul style="list-style-type: none"> Plan moving forward <ul style="list-style-type: none"> Collaborative email sent Feb. 26th Directions to teachers/therapists being sent March 4th Student surveys due March 22nd Send out family surveys March 4th 			
22. Sense of Belonging Committee meeting to discuss:	Task Committee	April 3, 2019	Completed
<ul style="list-style-type: none"> Student and family surveys due March 29th Communicate results of last year's data and plans in the month of May Create data sheets for this year's survey data Work on staff survey results/action plan/email with directions Put together data package and memo for all stakeholders (to be distributed after all surveys are taken) 			
23. Sense of Belonging Committee meeting to discuss:	Task Committee	April 11, 2019	Completed
<ul style="list-style-type: none"> Enter raw data from student surveys into data sheet located in Identify strengths and areas of need Create action plan Communicate results of last year's data and plans (results memo page) in the month of May Work on staff survey results 			
24. Implement Sense of Belonging Student Survey	Task Committee	September 2017	A. Complete B. Complete C. Complete D. Complete
a. April 2016 (baseline) b. April 2017 c. Fall 2018 d. Spring 2019			



25. Implementation of Adult Survey a. April 2016 (baseline) b. April 2017 c. April 2018 d. Fall 2019	Task Committee	September 2017	A. Complete B. Complete C. Complete D. In Progress
26. Implementation of Parent Survey a. April 2016 (baseline) b. April 2017 c. Fall 2018 d. Spring 2019	Task Committee	September 2017	A. Complete B. Complete C. Complete D. Complete
27. Implementation of Staff Survey a. April 2016 (baseline) b. April 2017 c. Fall 2018 d. Fall 2019	Task Committee	September 2017	A. Complete B. Complete C. Complete D In progress
28. 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 d. Analyze 2018-2019 Data and make Recommendations	Chris Scott, Executive Director Brian Mihalek, Asst. Principal	June 2016/2017	A. Complete B. Complete C. Complete D In progress



29. 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 d. Report 2018-2019 Data to stake holders and Executive Board	Chris Scott, Executive Director Brian Mihalek, Asst. Principal	June 2016 June 2017 June 2018 June 2019	A. Completed B. Completed C. Completed D. In progress
Report baseline data to stake holders and Executive Board	Chris Scott, Executive Director Brian Mihalek, Asst. Principal	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 Middle School/High School presented on 05.01.19	Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Pam Walker, Asst. Principal Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Jennifer Bergeron, Asst. Principal Brian Mihalek, Asst. Principal Lia Metrakas, Asst. Principal Jennifer Bergeron, Asst. Principal	Fall 2016 Spring 2017 Spring 2018 Spring 2019	Completed '16 Completed '17 Completed '18 Completed '19
The Valley Collaborative Human Rights Group will plan one engagement initiative regarding "Accessing Resources in the	Pat Evans, Adult Program	Spring 2017	Ongoing
Develop Employee of the Month recognition initiative	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	On going	Ongoing
Continue to include all member districts sped directors as well as other stakeholder representatives to the District Improvement Planning process	Chris Scott, Executive Director	Fall 2016	Ongoing



Process Benchmark for Initiative 3b	Person Responsible	Date	Status
<p>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</p> <ol style="list-style-type: none"> 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. PAC Facilitators at Valley Transitional Middle/High School held staff luncheons in addition to meetings and a Family Workshop Event 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. (May 1st, 2019) Status update: May 1, 2019 Middle School/High School Parent Advisory Council held their annual Family Workshop. The series of presentations covered topics in the areas of guardianship, navigating the cyber world, and transition. 	Brian Mihalek, Asst. Principal	2015-2020 School Years	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. Status update: 2018-2019 school year survey results had a completion rate of 81%.	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	April '16 April '17 Fall '18	Met
2. Sense of Belonging survey will increase the completion rate for Families. Status update: 17% of families completed the 2018-2019 survey.	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	April '16 April '17 Fall '18 Spring '20	In Progress
3. Sense of Belonging survey will have a 50% completion rate \ for Adults.	Julie Fielding, Principal Nicole Noska, Principal Annie Willis, Principal	April '16 April '17 Fall '18	Met
4. Report Sense of Belonging baseline data to the Board of Directors	Chris Scott, Executive Director	June '16 June '19	Completed
5. A 10% increase in participation at PAC facilitated events Status update: The PAC council had 18 participants in this years 2018/2019 school year family workshop event. This was an increase of 5 participants from last years attendance.	PAC facilitators	Fall '17 May '19	Met



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, and 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)	Chris Scott, Executive Director	November 2015	Completed
1b. Establish Co-Chair for SPED Advisory Board, and one			
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).	Joia Mercurio, Asst.Executive Director of Curriculum and Technology	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	Chris Scott, Executive Director and Valley Team	Winter 2017	Ongoing



10	Invite member district Special Education Administrators to be a part of Valley's "Leadership Coffee Hour"	Chris Scott, Executive Director and Valley Team	Winter 2017	Completed
11	Host DESE's Regional Special Education Meeting	Chris Scott, Executive Director and Valley Team	May 2017 & April 2018	Ongoing
12	Valley Team to analyze data from Google "Student Referral Survey" Form	Chris Scott, Executive Director and Valley Team	May 2016	Ongoing
13	Valley Team makes recommendation for programming changes or enhancements to Board of Directors, if required.	Chris Scott, Executive Director	June 2016 Board Meeting	Ongoing

Monitoring Progress:

Process Benchmark for Initiative 3c	Person Responsible	Date	Status
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
Develop a Referral Google Form that feeds into a Google Sheet	Referral Database Committee	Spring 2017	Completed
Implement Referral Google Form	Referral Database Committee	Spring 2017	Completed
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



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	Chis Scott, Executive Director & Co-Chair	April 2016	Completed
Report out data, and add District Improvement Plan to website	Chris Scott, Executive Director & Co-Chair	June 2016	Completed



Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Research technology based apps (i.e. Class Dojo) for parent communication from school to home Status: Researched above apps. The Elementary School is currently using Class Dojo. MS/HS has looked into Parent Link with Aspen	Annie Willis, Principal Nicole Noska, Principal Julie Fielding, Principal	Fall 2018	Met
Identify appropriateness of technology based apps per site/school for parent communication from school to home (Aspen, Class Dojo.)	Annie Willis, Principal Nicole Noska, Principal Julie Fielding, Principal	2018-2019 School Year	Met
Consult with Valley Technology Committee to research school/district website models and best practices for website maintenance Status: Will be moving forward with Aspen.	Annie Willis, Principal Nicole Noska, Principal Julie Fielding, Principal	August 2018	Ongoing
Utilize Google for student email communications	Joia Mercurio, Asst. Executive Director	2018-2019 School Year	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	Person Responsible	Date	Status
Establish timeline for full implementation of Aspen Update: Aspen has been fully implemented. Valley is utilizing Aspen for attendance, billing with districts, state reporting, report cards, assignment grades, and suspension notices.	Joia Mercurio, Asst. Executive Director of Curriculum and Technology Heather Valcanas, Assoc. Director of Adult Services	2019-2020 School Year	In Progress



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, Accounting Manager
Date: June 6, 2019
Re: Extra Curricular Fundraising 2019 Update

Each year Valley Collaborative offers businesses in the area the opportunity to donate toward the extracurricular recreation activities Valley provides 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, Gold Contributor for \$5,000 or more, Silver Contributor for \$1,000 or more, or a Bronze Contributor for \$50 or more. This year, we had 16 businesses donate over \$7,500; in addition, we have received over \$750 'in kind' donations.

We sincerely appreciate the on-going support for the work we do with the most vulnerable people in our society.

Required Action:

None

Attachments:

List of Contributors

Our **2019** fundraiser has produced the following contributions:

Amount	Name	Level
\$ 5,000.00	Enterprise Bank & Trust Co.	Gold
\$ 1,000.00	Marathas Barrow Weatherhead Lent LLP	Silver
\$ 500.00	Stoneham Motor Co., Inc.	Bronze
\$ 250.00	Fritz Deguglielmo, LLC	Bronze
\$ 200.00	Industrial Floor Covering, Inc.	Bronze
\$ 200.00	Lyons & Rogers LLC	Bronze
\$ 100.00	Anthony J. Bent	Bronze
\$ 100.00	Abdinoor's Carpet Craft	Bronze
\$ 100.00	Mancini Sheet Metal, Inc.	Bronze
\$ 100.00	PARS OPEB Trust Program	Bronze
\$ 100.00	QPL Inc The Image Group	Bronze
\$ 50.00	Cristia Leshar Associates LLC	Bronze
\$ 50.00	Arnold M Kerzner Counseling LLC	Bronze
\$ 50.00	O'Connor Portraiture Inc	Bronze
\$ 50.00	Security Design Inc	Bronze
\$ 100.00	O'Connor Hardware	Bronze
7,950.00		
\$ 35.00	Butterfly Place	In Kind
\$ 20.00	Dave & Buster's	In Kind
\$ 40.00	Fun America/Roll On America	In Kind
\$ 146.00	Merrimack Repertory Theatre	In Kind
\$ 41.95	Old Town Trolley Tours	In Kind
\$ 70.00	Plimoth Plantation	In Kind
\$ 84.00	Skywalk Observatory	In Kind
\$ 100.00	Smolak Farms	In Kind
\$ 89.98	Water Country	In Kind
\$ 105.00	Sky Zone Everett	In Kind
\$ 62.00	New England Aquarium	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.



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Communications

The following topics will be covered in our Communications Tab:

- State Agencies
- Community Relations
- Valley Extra Curricular
- School Weekly Updates
- Community/Staff Feedback

Required Action:

None

Attachments:

Letter from Massachusetts Rehabilitation Commission (MRC)
Expanded Partnership with Valley Collaborative and Bristol-Myers Squibb (BMS)
Enterprise Bank Donation Letter
Valley Collaborative's June Newsletter
High School/Adult Trip to Grand Canyon
School Weekly Updates
Email from Tom Marshall, Department of Developmental Services (DDS)

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



Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Communications – State Agencies

Valley received a letter from Massachusetts Rehabilitation Commission (MRC). Valley has been approved as a vendor for Competitive Integrated Employment Services (CIES).

Required Action:

None

Attachments:

Letter from Massachusetts Rehabilitation Commission (MRC)

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



CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

MARYLOU SUDDERS
SECRETARY

TONI WOLF
COMMISSIONER

The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Massachusetts Rehabilitation Commission
600 Washington Street
Boston, MA 02111-1704

(617) 204-3600
1 (800) 245-6543
Voice/TDD (617) 204-3868
FAX (617) 727-1354

May 21, 2019

Chris Scott
Valley Collaborative
25 Linnell Circle
Billerica, MA 01821

Dear Chris:

MRC has reviewed your proposal in response to the Competitive Integrated Employment Services (CIES) for MRC Job Seekers RFR. We are pleased to inform you that a contract will be awarded to your organization to provide these CIES and/or ACCS services. An MRC District Director will be contacting you soon to discuss budget negotiations and develop a Statement of Work document.

Congratulations!

If you have any questions, please email Adetokunbo.Owolewa@MassMail.State.MA.US

Sincerely,

Toni A. Wolf

Toni A. Wolf
Commissioner
Massachusetts Rehabilitation Commission
600 Washington Street
Boston, MA 02111
617-204-3600
Toni.Wolf@massmail.state.ma.us



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 6, 2019
Re: Communications – Community Relations

The following Community Relations items are attached for your review:

- Expanded Partnership with Valley Collaborative and Bristol-Myers Squibb (BMS)
- Enterprise Bank Donation Letter
- Valley Collaborative's June Newsletter

Required Action:

None

Attachments:

Expanded Partnership with Valley Collaborative and Bristol-Myers Squibb (BMS)
Enterprise Bank Donation Letter
Valley Collaborative's June Newsletter

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



Grayson Sack – December 7 at 3:06 PM

Expanded Partnership with Valley Collaborative and BMS at Devens

Devens Differently-Abled Workplace Network (DAWN) PBRG is taking Inclusion Leads to Innovation serious with our recent enhancement with our onsite team know as Valley Collaborative. Valley Collaborative partnered with BMS Devens to provide innovative programming that empowers their students to ascertain their individual strengths, interests and abilities. Valley Collaborative is integral to the Devens campus and they are currently supporting our mailroom services for the 89 acres site. With the company's ongoing mission for Innovation, DAWN wishes to review and expand the scope of work with Bristol-Myers Squibb Devens and Valley Collaborative to further enhance our commitment to our communities.

"DAWN is looking forward to the new work expansion with Valley Collaborative at BMS, said Kimberlee Sing, Co-Lead of Devens DAWN, "We will continue to brainstorm ways we can further build new skillsets for the students and grow an inclusive work environment for people with disabilities."

Devens has now introduced important changes to our relationship with Valley Collaborative. The changes include onboarding of two new students and Valley Collaborative coach. With this addition, we are excited to announce our expanded partnership to include: Café Table Logistics, Pantry Consumable Management, Laboratory Coat Management and Vending Machine – Inventory management.

The partnership between DAWN and Valley Collaborative has grown stronger with the addition of the students and coach. "The partnership with Valley Collaborative, JLL and BMS shows the value and contribution that all individuals, with all abilities, bring to BMS," said Gale Cohen, sponsor of Devens DAWN PBRG and lead of Human Resources of Devens and MST. "Our vision for the future is that we can expand on this partnership, and continue our commitment and belief in a powerfully diverse and broadly inclusive workplace."

cc: Raul Santiago, Gale Cohen, and Kimberlee Sing



Valley Collaborative Team and Coaches with Devens DAWN Sponsor (Gale Cohen) & Technical Services: Raul Santiago, Grayson Sack & Jodel Leneus



April 18, 2019

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

Dear Chris:

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

Enterprise Bank is pleased to enclose this contribution that will provide scholarships to deserving students enabling them to participate in educational trips and recreational activities.

Sincerely,

A handwritten signature in cursive script that reads 'Alison'.

Alison Burns
Senior Vice President
Community Relations

/eb

enclosure



VALLEY COLLABORATIVE

Volume 7, Issue 4 News for the extended Valley Collaborative community June 2019



We are: Transforming

■ Page 3: In a new feature, we get to know Valley's Board members, starting with Chair Tim Piwowar.



We are: Inspired

■ Page 5: Emily Gilstrap background in archaeology informs her teaching at Valley Elementary School.



We are: Creating

■ Page 8: Woodworking instructor Ron Stapleton is retiring. Meet a student he inspired.

An Inspirational Place

Dear friends and families:

As the school year ends let us reflect upon some of the highlights that demonstrate why Valley Collaborative continues to be an inspirational place to go to school and to work.

Valley Received 100% from the Department of Elementary and Secondary Education (DESE) on its Mid-Cycle Coordinated Program Review which ensures that school districts are in full compliance with state and federal laws and regulations.

Utilizing IXL as a digital learning tool to individualize math instruction, Valley Elementary, Valley Middle, and Valley Transitional High School students:

- Answered over 190,000 questions
- Practiced over 5,660 skills;
- Demonstrated proficiency in 3,552 skills
- Mastered 3,000 skills

Valley Elementary, Valley Middle, and Valley Transitional High School students:

- Became readers – 63% of Middle School students scored below basic in September and only 38% scored below basic in May
- 10% of beginner decoders became developing decoders at the Elementary School
- Over 1,000 books purchased



VALLEY COLLABORATIVE EXECUTIVE
DIRECTOR DR. CHRIS A. SCOTT

Valley Elementary School (2018-2019):

- After making significant progress 11 students will successfully return to their public school district in 2019-2020

Valley Transitional High School (2018-2019):

- 9 students passed the Math MCAS
- 5 students passed the ELA MCAS
- 8 students passed the Biology MCAS
- 4 Valley Transitional High School students were enrolled in 6 dual enrollment courses at Middlesex Community College
- 10 students took the Accuplacer college placement test
- 14 Valley Transitional High School students are college bound

»continued on page 2

VALLEY COLLABORATIVE

An Inspirational Place to Work and Learn

»continued from cover

- Valley extended its partnerships with the Department of Developmental Services and The Massachusetts Rehabilitation Commission by entering into ten year contract agreements valid through June, 30, 2029.
- Two new federally-funded adult programs were added this year: Agency with Choice and Ticket to Work. These programs offer more flexible and individualized services than traditional program models and will allow Valley the opportunity to provide services to an even more diverse population.
- Valley proudly won the Department of Developmental Services video contest for the best DDS promotional video in the Commonwealth.

- Forty six Massachusetts Rehabilitation clients and six Department of Developmental Services clients found new jobs this year through Valley's employment programs. In other words, employers are now contributing more than \$72,000.00 in new monthly wages to the local economy.
- Valley initiated a peer mentorship model at competitive worksites to increase job stability and retention for individuals receiving employment services.
- Valley has experienced unprecedented success and growth in the programming it provides



PATRICK BLADES AND LUIS COLON ARE PART OF VALLEY'S NEW PEER MENTORSHIP PROGRAM, AIMED AT FACILITATING JOB STABILITY AND RETENTION AMONG INDIVIDUALS RECEIVING EMPLOYMENT SERVICES.

for adults (over 22) with special needs. Valley Collaborative Adult Program Revenue has increased by 82% to 2.8 million dollars over the last five years.

- Small business revenue has increased by 63% over the last five years due to our strong business partnerships. Valley added two new small business partners who provide DDS worksites - The Town of Billerica and Especially Sweet Needs in Chelmsford, MA.

I would like to take this opportunity to thank our families and all stakeholders who faithfully support the Valley mission – Building a community that empowers children and adults to find their own way.

It is a privilege to serve. ■

My best to you always,

Chris

Chris A. Scott, Ph.D.
Executive Director

Thank You to Our Generous Donors

Each year Valley Collaborative offers businesses in the area the opportunity to donate toward the extracurricular recreation activities Valley provides our students and adults. We plan educational trips and recreational activities to enrich the lives of those we educate. Because today's economy can make it difficult for families to afford these experiences, we ask for financial assistance so that we can offer scholarships to deserving students and adults.

This year, we had 16 businesses donate over \$7,500; in addition, we have received over \$750 'in kind' donations.

We sincerely appreciate the ongoing support for the work we do with the most vulnerable people in our society.

2

Gold

Enterprise Bank & Trust. Co. \$5000

Silver

Marathas Barrow Weatherhead Lent, LLP, \$1000

Bronze

Stoneham Motor Co., Inc., \$500
Fritz Deguglielmo LLC, \$250
Industrial Floor Covering, Inc. \$200
Lyons & Rogers LLC, \$200
Anthony J. Bent, \$100
Abinoor's Carpet Craft, \$100
Mancini Sheet Metal, Inc., \$100
O'Connor Hardware, \$100
PARS OPEB Trust Program, \$100
QPL Inc. & The Image Group, \$100
Cristia Leshner Associates LLC, \$50
Arnold M. Kerzner Counseling LLC, \$50
O'Connor Portraiture Inc., \$50
Security Design Inc., \$50

VALLEY COLLABORATIVE

Getting to Know You: Tim Piwowar

As a member, and current chair, of Valley Collaborative's Board of Directors, Billerica Superintendent Tim Piwowar has spent years overseeing Valley's transformation. "I've gotten to see all of these incredible changes at the board level," says Tim, who joined Valley's board in 2012, soon after taking the helm of the Billerica Public Schools. Tim recently sat down with Site 2 student Luis Algarin and media instructor Jennifer Berkshire to talk about his role as Board chair, and what he thinks schools in districts like Billerica can learn from Valley's successes. *Note: We'll be getting to know the other members of Valley's Board in future editions of the newsletter.*

Jennifer Berkshire: What makes Valley different from a school district like Billerica?

Tim Piwowar: From my time, first as a member of Valley's Board and then as chair, I've come to see that Valley has a unique ability to challenge constraints, something that can be more difficult in a district the size of Billerica. I like to think, though, that even if we may not be able to replicate what Valley is doing, we can still be inspired by it.

Luis Algarin: One thing that I really like about Valley is how small it is. Students can really form relationships with teachers. Do you think that's possible at a big public school?

Tim: That's why Valley exists, for kids who need much higher levels of support. The size of public schools definitely makes it harder to have the low staff-to-student ratio you see at Valley. The challenge is money. We have a program at the Parker School where students get more individualized attention. Also, our brand new

high school was designed after extensive "visioning" with students about what they wanted school to look like. So we intentionally made the design really flexible, and we thought a lot about what students coming into high school need in order to be successful. For example, eighth grade is being incorporated into the new high school, setting students up for a more successful transition to ninth grade.

Luis: I really like that idea. Going into high school that first year, you're definitely not ready.

Tim: We ended up reconfiguring our other schools in order to move eighth grade to the high school. The middle schools will now be grades five through seven, and our elementary schools will be kindergarten through fourth grade. One elementary school, the Vining is closing. Our hope is that by giving eighth graders a year to sort of get used to the high school experience—they'll be up on the top floor, in their own area—that students will be better prepared to make that switch. All of the research shows that if they're not successful in ninth grade, they're more likely to drop out.

Jennifer: What's a typical day like for the Superintendent of the Billerica Public Schools?

Tim: There is no typical day. My favorite day is when I get to be in schools, which is as often as I can. I need to make sure that teachers, principals and other adults have



BILLERICA SUPERINTENDENT AND CHAIR OF VALLEY COLLABORATIVE'S BOARD OF DIRECTORS TIM PIWOWAR OVERSEES CONSTRUCTION AT THE NEW BILLERICA HIGH SCHOOL.

what they need to be successful, whether it's materials or space or just eliminating distractions. Lots of people have ideas about what should be done in classrooms but teachers know best.

Jennifer: Did you always know that you wanted to be a superintendent?

Tim: No way. I went to college to be a computer programmer. I studied theoretical math at MIT, but I fell in love with teaching while doing SAT prep and I never looked back. After my student teaching at Cambridge Rindge and Latin, I came to Billerica in 1997 as a math teacher. It's a community that I love. Billerica has so much untapped potential. The work we do with kids is key to unlocking the potential in this community. It reminds me a lot of Buffalo, where I grew up. It's an historically blue collar community of good, hard-working people who care about the things that really matter. ■

Luis Algarin is a Site 2 sophomore. Jennifer Berkshire teaches journalism and coordinates the newsletter at Valley.

VALLEY COLLABORATIVE

At Valley Elementary, Music Works

There is an alien in the music room at Valley Elementary School—but have no fear, it's imaginary, and the friendly kind. Students in Bryan Thomas' music group are singing what's known as a stack song in which each student adds a line to the song, building on a theme: "There's an alien in the classroom." As Bryan strums the melody on his guitar, four 10 and 11 year olds chime in, and the song starts to take shape. The aliens are here to help us. We're all headed to Jupiter. Then back to earth. But we forgot to take off our space suits!

Welcome to music therapy, Valley style. Behind the zany space-themed lyrics is a serious purpose. As Bryan explains, the stack song provides students with an opportunity to practice flexible thinking, including listening to other people's perspectives and responding appropriately. For the song to work, students have to go with the flow. When a student suggests a trip to the zoo for the next line, Bryan gently points out that the space travelers are still on Jupiter, roughly 365 million miles away from the nearest zoo. "He had an idea but he had to change it. That's flexible thinking," explains Bryan.

Bryan has always had a passion for music. He drummed all through high school and knew that he wanted to pursue some kind of career that would let him continue to drum, sing and strum. Research led him to music therapy, a field that he'd never heard of before. He ended up getting his degree in music therapy and did an internship at Perkins School for the Blind before joining Valley in 2008. Explains Bryan: "In music therapy, music is the tool to reach a non-musical goal. That's different than music education where the goal

is to teach kids to be better musicians."

While the music room may be the only place that students get to pound out their feelings using bongo drums, the four students in today's groups, one of 22 groups Bryan sees, are all working on similar communications and behavioral goals elsewhere at Valley. "Our approach is really interdisciplinary," says Bryan. "I stay in touch with the other teachers, speech therapists and behavioral aides and we keep track of the progress the students are making."

Music can also be a way of reaching students who aren't engaged in school, says Bryan. He recalls a student new to Valley who was having a difficult time transitioning and had largely shut down, until Bryan began writing songs with her. "It really became a way to begin to build a positive relationship with the school community."

Their song successfully 'stacked,' it's time for these students to say goodbye—in a suitably musical way. As Bryan sends them off with a chorus of "music time is finished, see you next time," the students accompany him using boomwhackers, plastic tubes tuned to a particular music pitch. One student gets a shout out for matching his volume and pitch to the others in the group. "That was something he was struggling with earlier and now he's making progress," says Bryan. Just what we like to hear! ■



VALLEY ELEMENTARY MUSIC THERAPIST BRYAN THOMAS DRUMS WITH STUDENTS IN A MUSIC GROUP.



JACOB DUMAÏS, PLAYS THE PART OF CHARLIE, IN THE FIZZY LIFTING ROOM OF WILLIE WONKA'S CHOCOLATE FACTORY. DUMAÏS AND VALLEY STUDENTS JOSEPH DISTEFANO, TONY BERRY, ANDREW BLAIS, MARCUS MENGISTAB, MARY ALICE JACKSON, NATE BERRY, ARUN MAUDGAL AND NATE STEIGERWALD BROUGHT DOWN THE HOUSE WITH THEIR PERFORMANCE OF WILLIE WONKA, JR.

VALLEY COLLABORATIVE

A STEM Teacher who ‘Digs’ Art, Science

When Emily Gilstrap gave up her career as a traveling archaeologist for the more stable life of a teacher, she worried that life in the classroom might not compare to the thrill of a dig. “I thought I was going to be stepping away from the excitement but that hasn’t been the case at all,” says Emily, a science teacher at Valley Elementary.

Emily fell in love with archaeology early. A lesson on Native Americans when she was in kindergarten triggered what would become a life-long passion: to help tell the stories of people in the past, especially those who have been underrepresented in official accounts. “We underestimate people of the past. And when there isn’t a record of them, we just assume that they were less advanced,” says Emily.

She ended up parlaying a childhood fascination into a career, working in cultural resource management in her native California. When construction projects touched on areas that housed native remains Emily would be brought in to ensure that the remains were treated in accordance with the wishes of local tribes. Then there was the time that an artichoke farmer encountered a tusk in his field and Emily was summoned to dig up what would turn out to be a mammoth.

After attending graduate school in England, Emily realized another dream: working in Africa. She traveled to Kenya to work with a prominent archaeologist and locals on environmental reconstruction. “I could hear the hyenas howling at night,” recalls Emily.

Then, as she puts it, life got real. Now married with a child, Emily knew she needed a more stable existence than archaeology afforded. Her transition from the dig site to

the school site was aided by yet another passion: ballet. A dancer since childhood, Emily had been teaching dance for more than a decade. Now she began to think about combining her love of science and art in the classroom, two things she believes go hand in hand. She spent a year working as a long-term sub in an autism classroom in the Boston Public Schools. “I really plunged right into the deep end,” recalls Emily.

When she came across a job description last summer for a science



VALLEY ELEMENTARY STEM TEACHER EMILY GILSTRAP POSES NEXT TO A MAMMOTH TUSK THAT WAS DISCOVERED ON AN ARTICHOKE FARM IN CASTROVILLE, CALIFORNIA.



EMILY AT WORK DIGGING UP A STONE TOOL FROM A PALEOLITHIC SITE IN THE NAIVASHA BASIN, KENYA.

teacher at Valley Elementary who would use the school’s greenhouse as a living classroom, Emily felt that the position had been written just for her. “It was an eclectic job description and I’m an eclectic person.”

So what’s a typical day for Emily? While each day is different, she starts out by checking on the school’s resident chickens. Her passion for science is reflected in the lab-style experiments that her students conduct. They are currently learning about chemical reactions, osmosis, and cell development via a series of what she calls “egg-speriments,”

making use of the school’s abundant supply of eggs. “And we have fun with the eggs at the end,” says Emily.

Emily divides her time between the Valley Elementary STEM Lab and its “living classrooms,” which now include a chicken coop, a greenhouse, complete with a pond, and gardens. In caring for the chickens students get an up-close look at the life cycle in progress, but they’re also

learning empathy and kindness, says Emily. She’s currently working with students to set up a compost site to teach her students about decomposition, conservation and renewable resources. “This is an opportunity for them to learn all about decomposition in a really hands-on way.”

While archaeology may have been Emily’s first love, she says that she has no regrets whatsoever for trading careers. “When that light bulb goes off because students have figured something out for themselves, that’s the most rewarding thing in the world,” says Emily. “I love teaching more than anything I’ve ever done.” ■

VALLEY COLLABORATIVE

Something's Cooking in Site 3

Does anyone else have difficulty price comparison shopping, staying within a budget and creating a tasty nutritional meal? If so, then maybe the students in the Transitional High School can help.

"It's referred to as a 'Cooking Day' but it's so much more than that," says Transitional High School Principal Nicole Noska. "It provides students the unique opportunity to hone their skills in math, literacy, and social pragmatics all under the supervision of classroom teachers and therapists looking to work on targeted IEP goals," explains Nicole.

Here's a look at a typical Cooking Day in the Transitional High School. Students first work collectively to decide on what nutritional dishes they will create. They're presented with a budget. Then it's time to create a shopping list. After ensuring that all ingredients are on the list and the total purchase price is within the budget, it's off to Market Basket to acquire the ingredients. "They know

their way around Market Basket. No matter what ingredient it is, they'll find it," says classroom teacher John Shea. "A bustling grocery store can often be an intimidating and difficult place to successfully navigate and they now do it with relative ease."

Some students enter the Transitional High School without ever having shopped for groceries, followed a multi-step recipe or run a dishwasher. But by winter break students are creating nutritionally balanced meals, and leaving school kitchens immaculate, with only minimal staff assistance. This independence builds greater self-confidence which often carries over to other aspects of student life.

"Some of these students ultimately choose a career in the culinary industry and are able to hit the ground running," says Vocational Coordinator Scott Morin. "The feedback from work sites has been extremely



RILEY LADUKE CHOPS UP SOME WATERMELON ON COOKING DAY.

positive."

Don't let the tasty spaghetti and meatballs or the variety of veggies in the garden salad fool you. Cooking Day is clearly not just about the food. Bon appetit! ■

Training Day: Creating Better Student Transitions

On May 7th and 8th three members of the Valley Collaborative Leadership Team attended the Department of Elementary and Secondary Education training: Linking IEP Development and the Secondary Transition Process. This two-day intensive training focused on writing transition-rich IEPs and planning for the delivery of high-quality transition services for students with IEPs, aged 14-22.

Karen Rowe, Valley's Transition Specialist, noted that "the training was thorough and the facilitators were highly engaging and knowledgeable about the subject. Our team was excited to find that we already employ many of

the transition planning innovations suggested, such as Person Centered Planning and Work Based Learning Plans. We even had the opportunity to share our Person Centered Planning Tool with the facilitators who, in turn, shared it with the other participants." Taking this information and using it to inform and align the IEP with the Transition Planning Form was the pinnacle of the training for the Valley team.

"We came away with strategies for writing more effective IEP goals based on more descriptive present levels of performance," said Lia Metrakas, Assistant Principal of the Valley Transitional High School. Rowe agreed, adding, "informal as-

sessments are just as important as formal testing. Be sure that the IEP documents all of the transition rich work that you do." ■



VALLEY COLLABORATIVE

Site 3: Gaining Ground and Perspective

When Site 3 Transitional Middle and High School students arrive at Gaining Ground, a non-profit organic farm in Concord, they have no idea what specific tasks they'll be assigned. And that's part of what makes the group's regular trips to the farm so much fun, says Alannah Cavallaro. "It all depends on what needs to be done and what the weather is like."

Valley's partnership with Gaining Ground dates back nearly two decades. Students from Valley are among the several thousand community volunteers that help the farm grow organic produce and give it away to area meal programs and food pantries. "The philanthropy is important but it's also a way of connecting them to food and the environment in a positive way," says teacher John Shea. "Now when we go to Market Basket to get ready for cooking day they understand where the food comes from."

On a recent trip to Gaining Ground, one of several Valley students have made this year, the group was assigned a whole range of tasks

SITE 3 MIDDLE SCHOOL STUDENT ADAM CONANT WEEDS A VEGETABLE BED AT GAINING GROUND FARM IN CONCORD. VALLEY HAS HAD A PARTNERSHIP WITH THE STARVATION RELIEF FARM GOING BACK TWO DECADES.



to get the farm ready for the busy growing season ahead. Freshman Adam Harris was part of a crew that secured tarps with sandbags, part of Gaining Ground's use of non-chemical methods to keep weeds at bay. Alannah and Josh Soly-Poirer were part of the anti-weed patrol, plucking unwanted guests from farm fields that will soon be full of

potatoes, carrots, peas, cucumbers, radishes and lettuce. "It's easy work but it gets hard," says Josh.

On previous trips, the students have gotten to see for themselves where Gaining Ground's produce ends up. Riley LaDuke recalls seeing a pickup truck loaded with crates coming to collect vegetables. "It felt great to see that it was actually going someplace," says Riley. He and the other Valley volunteers say that they love the idea that their digging, weeding, picking and washing helps get food to people who otherwise might not have enough. "I really like going because it helps people and it's kind of fun. You help the crops and it's actually really satisfying and entertaining, and you're doing it for a great cause," says Alannah.

Another trip to Gaining Ground is scheduled for the fall, the height of harvest season. Riley says that he's already looking forward to getting back to work. "I'd do it again and again and again and again." ■



SITE 3 MIDDLE SCHOOL STUDENTS EVAN OLSON, ADAM CONANT AND NOLAN MCCARTHY, JOINED BY A GAINING GROUND FARMER, TAKE A BREAK FROM WEEDING.

VALLEY COLLABORATIVE

Site 1: Getting Creative in Woodshop

By Faith Ruiz

I was really shy and quiet when I first started going to the woodshop but I feel like it opened a new doorway for me. I realized that woodworking is another form of art and that I can do it. On the days that I'm in the woodshop, I can let my creativity loose. I can carve things, I can get creative with paint. Basically you get to customize your own stuff.

I've made a bench, a shelf, sleds and a staff. Typically I'll get an idea and sketch it out on paper and then I'll show it to Ron and he'll figure out the easiest way to make it happen. He's very interested in the work I do and is often surprised by what I come up with. One time I had an idea for a bed canopy frame. Another time I wanted to make a rocking horse for a Valley staff member who was pregnant. Actually I wanted to make a rocking unicorn, but Ron pointed out that the horn might be unsafe for a baby.

I started coming to the woodshop when I was 14 and in that time Ron has become like a father to me. I talk to him about everything, especially in moments of stress. Ron is always in a good mood—he's very bubbly and he loves to joke around. He's also very helpful. For example, I realized that Northside teacher Richard Clegg didn't have anything to keep his pencils and pens in and that they were all over his desk. So I decided to make him a cup that said "Richard of the Northside." I shared my idea with Ron and asked him how we could do it and that's how I learned how to create a round shape out of wood.

»continued on page 9

If Valley woodworking instructor Ron Stapleton has one regret it's that he didn't start working at Valley earlier.

Ron took over the Valley woodshop five years ago after spending decades working in construction, including building and remodeling houses. After an accident cut his carpentry career short, Ron was in search of a way to put his skills to use when he heard that Valley was in need of someone to oversee its vocational woodworking program. "I applied and I thank Dr. Scott for giving me the opportunity to work here."

In his time at Valley Ron says that he's noticed a distinct shift in the nature of the students who want to learn woodworking. In his early years, students from the vocational high school program came to the woodshop because they were eager to learn a trade. "They wanted to learn the skills necessary so that they could work in construction," says Ron. More recently his star students are girls who see woodworking as a creative pursuit. Stop by the woodshop these days and you're likely to find Faith Ruiz and Nicole Kearns hard at work on a wood creation. "They like to bring sketches to me of things they're inspired to make," says Ron. "A picture frame, a bookcase, a rocking horse—you name it. I help them figure out how to turn their concepts into a reality."

Ron, who is hanging up his tools at the end of the school year, predicts that he'll have plenty to keep him busy in retirement. "My wife has a long list - you know what they say about the carpenter's house needing work!" But saying goodbye to his students won't be easy. In his time at Valley, Ron has bonded with plenty of aspiring woodworkers, as well as with students who are more interested in talking to him than in joinery or furniture finishing. "Some students stop by the workshop just to say hello," says Ron. "They're like my own kids. That's the only way I can say it." ■

Thanks for everything, Ron. We'll miss you!



RON STAPLETON WITH SITE 1 STUDENT AND ASPIRING WOODWORKER FAITH RUIZ.

VALLEY COLLABORATIVE

Site 2: Bringing History to Life, Bloxel by Bloxel

When history teacher Rachael Wedge assigned her students the task of bringing a previous decade to life, she urged them to use a high-tech tool to explore the past. Students in Rachael's class have been using Bloxels, a program for coding video games. Student Logan Cardillo recently asked Rachael about why she thinks history and technology make for a great match in the classroom.

Logan: How did you get the idea to start using Bloxels in your classroom?

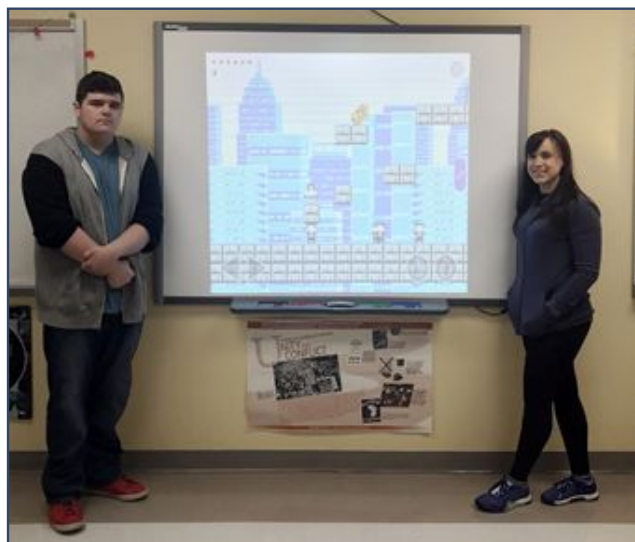
Rachael: Glen [Assistant Principal Glen Costello] told us about a new coding program and I volunteered to experiment with it. I wanted to try using it in a hands-on project so I piloted it during our weekly STEAM elective. The game aspect of Bloxels interested me too. The students all like games—we all like games. We're all children at heart. We're all big on the next big thing.

Logan: How have you incorporated Bloxels into student projects?

Rachael: I made Bloxels an option for the history projects we've been working on. The game allows you to integrate text blocks so students could highlight key details or events of an era. We did a project on roaring '20's, and another one on the 1980's. For example, Logan explored Philadelphia in the 1980's and he made his main character Rocky.

Logan: I also added in Ivan Drago, yuppies, and Philly cheese steak.

Rachael: Yes you did. Students design characters—like Rocky or Madonna—backgrounds and storylines to create a whole video game world.



SITE 2 SENIOR LOGAN CARDILLO AND RACHAEL WEDGE, VALLEY HISTORY TEACHER AND STEM SUPERSTAR, SHOW OFF A VIDEO GAME LOGAN CREATED USING BLOXELS. LOGAN DESIGNED THE GAME TO BRING 1980'S-ERA PHILADELPHIA TO LIFE.

They can make a cityscape, or create countryside, add new characters, take others away. There are so many possibilities and it's all done using color-coded blocks.

Logan: Besides Bloxels, what are some of the other ways you incorporate tech into history class?

Rachael: I started with a program called Tinkercad that allows students to create in three dimensions. I've also used Adobe Sparks and had students build websites. Some kids do their own coding using C++. I'm always thinking about how to use technology to complement what we're learning about history. It's a great way to give students more choice in how they want to learn and build their projects around that.

Logan: Which student would you say had the best Bloxels game? (Hint, hint...)

Rachael: No comment. ■

Logan Cardillo is a Site 2 senior. Rachael Wedge has taught history at Valley for five years and was recently named 'STEM superstar' by her colleagues.

Woodshop

»continued from page 8

I've always had a thing for art but woodworking has widened my understanding of what art can be. It goes very wide for me now: painting, drawing, sculpting, digital, even makeup. Spending time in the woodshop has made me see that you can literally create anything you want. My favorite project this year was a staff that I made to go with a halloween costume. Picture a sort of swirly stick thing with moon cutouts on top. Unfortunately it was a little too fragile and it broke before I could decide how I wanted to paint it. I'm still glad I made it though. You never know what you like until you try it. And if you can't do it on your own, Ron will help you. ■

Faith Ruiz is a Site 1 senior. After graduation, she plans to attend college and start an art business.

VALLEY COLLABORATIVE

Colleen Bird: Drawing for a Cause



COLLEEN BIRD, PART OF VALLEY'S TODAY AND TOMORROW PROGRAM, HAS BEEN DRAWING HER WHOLE LIFE.

When Colleen Bird expressed her frustration over having to conform to what she considered an arbitrary dress code requirement for a job interview, Transition Specialist Karen Rowe had a suggestion: why not express her feelings in a comic strip? Colleen put pen to paper—or rather, finger to iPad—and got to work. “I was told to steer clear of clothing that might be perceived as too distracting,” says Colleen. “Which got me thinking ‘what about the things that distract me?’” The result, displayed here, captures what the world looks like through Colleen’s eyes.

“As you zoom in, you get to feel what it’s like to be as distracted by the buttons on a polo shirt as I am,” Colleen explains.

Karen, who has worked with Colleen since she enrolled in the School and Vocational Training program after graduating from Chelmsford High School, says she was thrilled to see what Colleen had come up with. “It’s amazing how she was

able to capture that feeling. You’re fixated on that

button,” says Karen. She also recognized that with her drawing, Colleen was tapping into something important. “This is something a lot of our students can relate to. They don’t always see themselves represented,” says Karen.

Colleen has been drawing for as long as she can remember. A version of the Mona Lisa that she drew in first grade still hangs on her bedroom wall. “I didn’t know how to draw fingers yet so the hands look really strange,” says Colleen. Her interest in transforming her obsessive-compulsive disorder into art dates back to childhood when a therapist suggested that she draw a ‘worry monster.’ These days she draws inspiration from the video games she’s been playing since she was four, and from the world around her. Says Colleen: “I like to take a situation and make something out of it.”

While drawing has long been a passionate hobby, Colleen has recently gotten more serious about trying to pursue cartooning as a source of livelihood. Now, in addition to joining Individuals on daily trips to designated Valley work sites, Colleen is also able to spend a few hours each week working on her cartoons and learning about self-employment. “It’s been great for her,” says Job Developer Lisa Phillion. “It’s been really helpful for her in terms of finishing things, but also showing Colleen that ‘yeah, I can do this.’”

The Today and Tomorrow program, and the Individuals with whom she now spends her days, have also given her new inspiration for her drawing. Colleen acknowledges that she was initially a little nervous about transitioning to the Today and Tomorrow program from Site 3.

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VALLEY COLLABORATIVE

Today and Tomorrow: Building Skills, Friendships

Van #22 is headed to Lowell this morning, job coach Steve Heasley at the wheel. Our destination: the Merrimack Valley Food Bank to pick up food for low-income residents of Lowell. Heasley's four assistants, Andrew Young, Jenna Masotta, Colleen Bird and Eric Horan, are all part of Valley's Today and Tomorrow program. The trip to the Food Bank, a designated job site, followed by delivery of canned goods and fresh produce to several city apartment buildings, enables the Individuals to develop skills as well as get out into the community.

"They're providing a much needed service and everyone looks forward to seeing them," says Steve. "And I'm there to keep an eye on things."

Steve started working at Valley five and a half years ago after illness forced him to give up his career as a construction worker. He worked part time as a driver, and his rapport with the Individuals was immediate and obvious. "Somebody said 'you know, you'd be a great job coach.' I gave it a try and I loved it."

Twice a week Steve leads a group like this one to a job site. But it's not all work, he notes. There are also regular adventures out in the community, including nearby spots like the Tewksbury Library, as well as farther-flung destinations. Steve recently led a group to Wolf Hollow in Ipswich to view grey wolves in their natural environment. Once summer arrives, they'll take in free music shows in Lowell. "The goal is to get them out into the community and having fun," says Steve.

On this day, one Individual seems to be having an especially good time. Eric has snagged the van's front seat next to Steve and is all smiles. As Steve recalls, Eric was on the very



JOB COACH STEVE HEASLEY
WITH ERIC HORAN.

first route that he had as a Valley driver. Eric took to Steve and vice versa. Once a month they do something fun together: a movie, mini-golf, bowling, or grabbing a bite to eat. "We became buddies," recalls Steve.

Of course, there's still work to do on today's trip to Lowell. When Steve and his crew arrive at the housing complex, a resident is waiting in the lobby to greet them. "They're always so courteous and kind," says Kitty. "Every time they come here is a treat."

Work done for the day, it's time to head back to Valley for lunch. Later, Steve will be captaining another trip to Lowell, to the YMCA. "We get some exercise and have a good time." While the group of Individuals changes from trip to trip, one name is almost certain to be among them: Eric. "He loves to ride the exercise bike," says Steve. ■

Colleen Bird

»continued from page 10

But meeting and working with Individuals, many of whom have disabilities that are far more serious than hers, has also presented an opportunity says Colleen. "The more time I spent with them the more curious I got. Some of the people are nonverbal and as I got to know them I started trying to figure out other ways to communicate with them."

Colleen is now at work on a series of comics that feature a character much like her. By capturing her perspective and experience on the page, Colleen hopes that she can give the rest of the world some insight into what life looks like through her eyes. Her new work, says Colleen, may include a special education school, even an adult program. "Not this one, but one like it," says Colleen. "I wouldn't depict people I know in real life. I don't want the characters to be identifiable," says Colleen.

Karen, Lisa and the other Valley adult services staff are cheering her on. "Colleen is amazingly talented and she's speaking to an audience that is so often overlooked," says Karen. "She's sharing her own experiences but she's also representing a whole community of people that never gets depicted." ■

Look for more of Colleen Bird's comic art to appear in future editions of the Valley newsletter.

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Valley Collaborative Board

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Mr. Steven Stone
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Public Schools

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Mr. Brad Morgan
Superintendent of the North
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Dr. Michael Flanagan
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Tyngsborough Public Schools

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Superintendent of the Westford
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Central Administration Office

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Communications – Valley Extra Curricular

The following Valley Extra Curricular item is attached for your review:

- High School/Adult Trip to the Grand Canyon

Required Action:

None

Attachments:

High School/Adult Trip to the Grand Canyon memo
Grand Canyon Trip Photos



Valley Collaborative Grand Canyon Trip

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Chrystalia Metrakas & Joseph Venskus
Date: May 23, 2019
Re: Grand Canyon Trip Update

On May 13, 2019, the Valley travelers started their adventure. This annual trip consisted of a total of twenty-three travelers exploring new territory in Utah, Arizona and Nevada. Representatives from all three Valley high school programs and the adult program were there to enjoy the experience.

We had a lot of road to cover; however, all the students and individuals were amazed by the quiet and mountainous terrain that we drove through. We hiked through Zion National Park, rolled down the Coral Sand Dunes, strolled along the top of the Grand Canyon, and toured the Hoover Dam.

Photos were constantly taken in an attempt to get the perfect shot to capture the colors and magnitude of the alluring landscape. We even had time to take pictures at the iconic “Welcome to Las Vegas” sign too!

Along our travels, we were happy to see mules, lizards, mountain goats, and condors. Staff, students and individuals were all astonished by the sights seen on our outdoor adventure trip.

The trip was truly a relaxing way to see our beautiful country. One of the best parts of the trip was to see the relationships that were strengthened and the new friendships that were created. By the end of the trip, the Valley travelers were already asking with enthusiasm, “Where are we going next year?”





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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Communications – School Weekly Updates

The following Weekly Updates are attached for your review:

- Elementary School Updates
- Alternative Programming Middle School and Transitional High School Updates
- Transitional Programming Middle School and Transitional High School Updates
- Adult Program Updates

Required Action:

None

Attachments:

Elementary School Updates
Alternative Programming Middle School and Transitional High School Updates
Transitional Programming Middle School and Transitional High School Updates
Adult Program Updates

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Weekly Updates from
Jennifer Bergeron, Assistant Principal Elementary School

The month of April was a busy time for the elementary school. We had a number of IEP meetings, tours and referrals. We started 4 new students (member and non-member districts) and we are on track to add additional students this month.

We completed our MCAS testing for the 2018-2019 school year along with NH state testing. With the nicer weather upon us, teachers have started taking students on outdoor field trips. These field trips have included Minute Man National Historical Park and Great Brooks Farm.

Before spring break, the school celebrated Autism awareness week with a number of activities that included a presentation and walk around the school with family and friends. After spring break, we held our 11th annual book fair. The school raised \$1,353.00 with 50% going back to teachers to supplement their classroom libraries.

We are looking forward to spring and have begun preparations to plant for our greenhouse and organize outdoor activities that include mountain biking and hiking.

May was a very busy time in the elementary school as we concluded our state wide testing for grades 3-6 in Math, ELA and Science. We also completed all New Hampshire State testing for our out of state students. All state testing was computer based and was implemented with success due to the hard work of our technology department and teachers.

We had many IEP and Transition meetings this month to prepare our students for the end of the year. Our 6th graders are preparing for June with enthusiasm and excitement as they begin their new journey. Teachers have confirmed times with our Middle School in June to visit with our transitioning students.

May began with 91 students enrolled in the elementary school and the month will be ending with 98 students. We have had the opportunity to tour families from various districts that have included Exeter NH, Wilmington MA, Lincoln MA and Ipswich MA. We are still receiving referrals for our program and are continuing to tour families for acceptance this year and for the start of fall.

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As our enrollment grows our focus begins to turn to our summer program and the transition to the Tyngsboro Middle School for our Extended Year Program. We are grateful for the support from Tyngsboro in making this transition as smooth as possible for our staff and students.

We look forward to June 12th and our yearly talent show and graduation. Our students have begun practicing their many talents to put on a fantastic show for our staff and families. Our annual field day is scheduled for June 13th. Teachers are planning end of the year field trips for our graduates as well as planning school wide events for the summer. We have already confirmed a BMX show that includes a motivational speaker for students and the Animal Adventures Show for our summer program.

We look forward to the final weeks of school and the beginning of our Extended School Year.

Required Action:

None

Attachments:

None

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Weekly Updates from
Julie Fielding, Principal Alternative Programming
Valley Middle School and Valley Transitional High School

Things are going well with the Alternative Programs. Tour season has us very busy - it's challenging keeping up with them all!

We have 23 seniors graduating this year! Senior trips are all planned and we have fingers crossed that they won't be rained out but the weather reports aren't looking so hot right now. We are working on back up plans just in case. Almost all is set for graduation, we still have some RSVP's trickling in so we don't have a final count yet.

We are just finishing up Math Computer Based MCAS testing-we made it through our first year of CBT!! In a few weeks we have paper-based Science MCAS.

Our team has spent the last few months coming up with plans to tweak programming for next year to better meet student needs. We are creating some new and exciting vocational shops and making some changes to the scheduling.

Last month students went on fun trips to hike various trails, geocaching, APEX, Frisbee golf, Castle Island, Patriot Place, Boston Pizza and You're Fired. Academic trips were also taken to the Boston Tea Party Museum, the USS Constitution, Microsoft, and Seacoast Science Center. Transition activities/trips were taken to the RMV, Bunker Hill Community College, Southern NH University, MBA Law Day, cooking, a job tour to a salon, a job tour to Wayfair, the Coast Guard, and a plumbing company.

In the upcoming month we have trips planned to laser tag, hiking, canoeing, the beach, miniature golfing, Frisbee golf, Harvard Art Museum, Planetarium, Freedom Trail, Boda Borg, kayaking, deep sea fishing, and bowling. We have some overnight camping trips planned too but those may unfortunately be rained out too.

Required Action:

None

Attachments:

None

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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Weekly Updates from
Nicole Noska, Principal Transitional Programming
Valley Middle School and Valley Transitional High School

The end of the school year is keeping us busy. Referrals continue to come in and our teams are trying to tie up all loose ends with finalizing IEP and re-evaluation meetings.

We have 22 students graduating from Valley this year. Six of those students are receiving their diplomas from their sending school districts and 17 will be receiving certificates of completion. The majority of all 22 students are transitioning to an adult program with supports from DDS or will look to enter the work force with support from MRC. Julie and I are finalizing the graduation details for the big event on June 7th.

Students are enjoying the Spring weather through participation in outdoor education and community trips to: Harold Parker State Park to fish and canoe, hikes at Halibut State Park, volunteering at Gaining Ground (a non-profit farm in Concord) cultivating the soil and getting the fields ready for planting, and the Stone Zoo. Additionally, the high school after school recreation program is fitting in the final trips of the school year. Students have been enjoying hiking, learning baseball skills, playing Magic the Gathering, mini golf at Max's, Altitude Trampoline Park, the zoo, cooking, and walking trails at Ox Bow National Park. The high school semi-formal dance is scheduled for June 13th at the Billerica Elks.

Additional highlights from the past month include:

- The middle/high school Parent Advisory Council held a Family Workshop night (May 1). Eighteen parents attended three workshops involving transition, guardianship and cyber-bullying, while students participated in a Rec activity involving Curious Creatures, arts & crafts and pizza. The feedback from the families was very positive and they felt the information they received from the event was relevant. They left with a plethora of resources from Massachusetts Partnerships for Youth, DDS, and the Lurie Center for Autism.

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- Valley School Trip (May 13th-17). Individuals from the adult program along with 15 students went on the annual school trip to the Grand Canyon. Adults and students traveled to Nevada, Utah and Arizona to see Zion National Park, Coral Sand Dunes, Grand Canyon, and Hoover Dam. Joe Venskus and transition program assistant principal, Lia Metrakas, did an amazing job coordinating this trip.
- Special Olympics (May 22) approximately 70 middle and high school students participated. In addition to Valley, there were about 10 other schools/programs that attended the event held at the Veteran's Memorial Auditorium in Lawrence. The favorite activity among the students were the running/sprint stations. Attached are some photos. It was a great day!

Required Action:

None

Attachments:

Photos from Special Olympics







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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Weekly Updates from
Joe Venskus – Adult Services Coordinator

Hello to All!

I hope you all are doing well and finishing up the planning for the end of the year activities. The Today & Tomorrow program has been busy and enjoying the sunny weather after a rainy month of April. We have added two more individuals to the program and will be adding another two more by July 1st. One of them is Catherine Alterisio who is graduating this year from Nicole's program. We think she will be a nice addition to the program and we are looking forward to working with her. Kenny Bonnell and Matt Stache have recently interviewed at the Middlesex's Sheriff's Office to work there for the summer. We have our fingers crossed and hope they get hired.

In Career Planning we dove into our new Attainment curriculum. We continued working on a "Social Skills in the Workplace" lesson about Responsibility from the previous month. Some individuals particularly liked roleplaying scenes depicted in the curriculum. After we finished up this topic, we moved on to a couple chapters from the Pre-ETS curriculum which introduced individuals to the 6 Career Interest Clusters (Realistic, Investigative, Artistic, Social, Enterprising, Conventional), of which we will be highlighting each month, throughout the year in our job explorations. Within each of the interest areas, we researched and discussed both traditional and nontraditional jobs. Individuals were also introduced to O*Net as a resource in searching for jobs, and learned how this resource can help to find jobs of our interest and skill level.

During the month, the Career Planning group explored jobs at Shaw Farm in Dracut and Wolf Hollow in Ipswich. They learned how to weave yarn at Tewksbury Library. In celebration of Small Business Week, some individuals attended an informational workshop at Tewksbury Library which explained how to start a small business, and what resources are available for people in the community who have a desire to do so. Individuals were given a wonderful tour of the Greater Boston Stage Company in Stoneham, where they met 3 employees who talked about what goes into producing a show and all the jobs that are involved in the process. They have invited us back to see a production for free. We also attended a DDS sponsored viewing of a film, "Intelligent Lives", by Dan Habib, which aims to empower individuals to follow their interests and dreams, and opens their minds to opportunities and possibilities once thought impossible for people with disabilities.

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

In CBDS they too have been using the new Attainment Curriculum and the individuals have enjoyed the activities that have been discussed. This month they have focused on Healthy Advocacy lessons. They continue to work with the Merrimack Valley Food bank, Healthy Bodies and Recycling. The individuals have continued with themes of the day that they would like to discuss such as, Oatmeal Cookie Day, Mother Goose Day, Mother's Day crafts, and Chocolate Chip day. We had individuals go to the Middlesex Sheriff's office for a refresher course on safety. They met the K-9 officers and two K-9 dogs. They went to the Tewksbury library and learned about plants that can be toxic to pets. Our individuals are dog lovers and many of them have dogs as pets at home. We also continue to be active participants with BATV and recently joined a live studio audience on a discussion about UFO's. Individuals also participated in a watercolor class with Lisa Heretel at Cogitation art studio in Lowell, Ma. We went to Wolf Hallow in Ipswich, MA and were able to see three one-year-old sibling wolves. The individuals were able to sit just feet away from the double cage to watch them play with one another and see how they live in their habitat. Finally, they went and saw a play on Julius Caesar at the Greater Boston Stage Company in Stoneham, MA. Many of the individuals said they were excited to attend. Prior to leaving they watched a short video about Julius Caesar so they had an understanding of what it would be about.

Also, the Today & Tomorrow program raised over \$1, 085 dollars from the National Grid fundraiser. These funds will be deposited into the adult rec fund and used for future trips and activities.

I saved the best for last! Nine individuals recently returned from the Grand Canyon trip (see photos) with smiles on their faces and memories that I hope will last a lifetime. We went to Zion National Park, hiked the South Rim of the Grand Canyon and saw the Hoover Dam. Words cannot do justice to what we experienced out west. This trip was unique in that we didn't have the hustle and bustle of having to be somewhere at a certain time. We went at our own pace and took time to take in the beautiful scenery around us. One of the individuals stated to me through tears, "I just don't want to go home - can we stay here". I was very happy to see how self-sufficient our students and individuals were. We gave them a timeline each day and asked that they be ready to leave by 7:45 a.m. each day. They were not only ready, but waiting on staff!! This truly reflects all the hard work and lessons we do are truly paying off to enrich and empower the individuals we serve!!!

LET'S GO BRUINS!!!

Required Action:

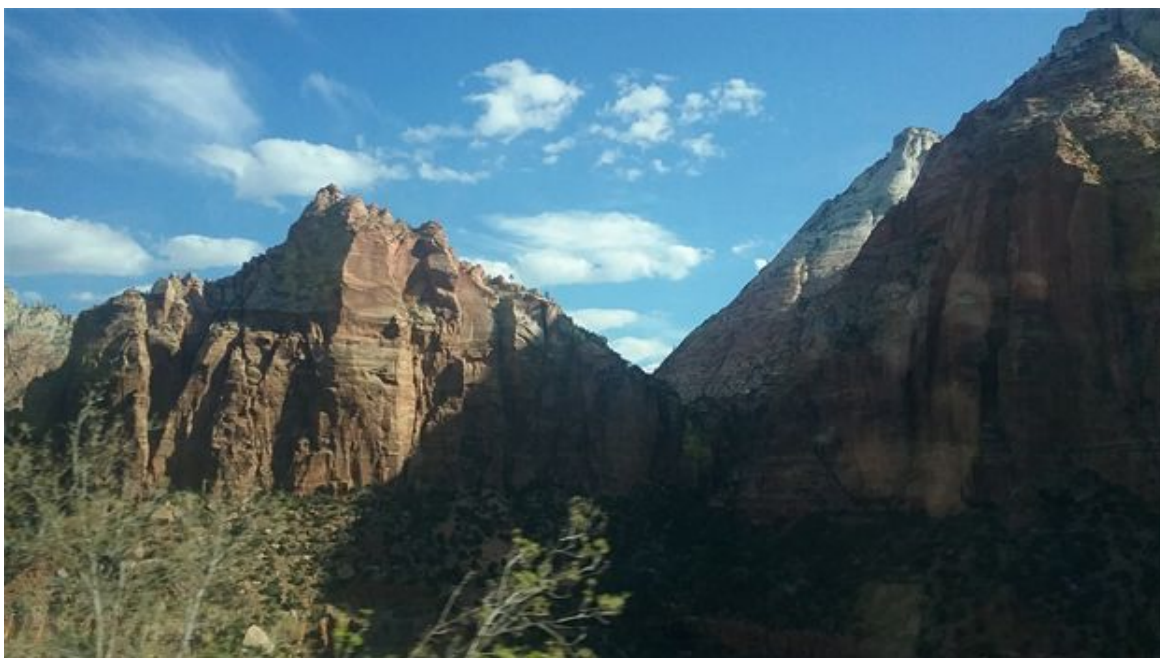
None

Attachments:

Grand Canyon Photos





















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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris A. Scott, Executive Director
Date: June 6, 2019
Re: Communications – Community/Staff Feedback

The following Community/Staff Feedback is attached for your review:

- Email from Tom Marshall, Department of Developmental Services (DDS)

Required Action:

None

Attachments:

Email from Tom Marshall, Department of Developmental Services (DDS)

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

From: [Marshall, Tom \(DDS\)](#)
To: [Chris Scott](#)
Subject: Newsletter
Date: Friday, April 26, 2019 12:14:43 PM

Hi Chris

Your newsletter was just what I needed today. Creative , innovative approaches ,nice work
Tom

Thomas L. Marshall
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