

**Valley Collaborative
Annual Stakeholders' Meeting
25 Linnell Circle, Billerica, Massachusetts
Thursday, January 17, 2019 ■ 10:00 a.m.**

- I. Welcome: Mr. Timothy Piwowar
Chairman Valley Collaborative Board of Directors

Action Required

- II. Approval of Minutes
 - a. Board of Directors, General Session: December 13, 2018
- III. Vote to Approve FY'20 Budget

No Action Required

- IV. Making a Difference
 - b. Students, Adult and Staff of the Month
 - c. Community Partner – Mr. George Nangle, Middlesex County Retirement System
- V. FY'18 Audit Results
- VI. FY'18 Annual Report
- VII. FY'19 Financial Update
 - d. Quarterly Update
 - e. Treasurer's Report
 - f. PARS Statement
- VIII. Presentations
 - g. Nick LeClair/Meghan Waters, Valley Literacy Coaches
 - h. Annie Willis, Principal, Valley Elementary School
 - i. Nicole Noska, Principal, Valley Transitional Programming, Middle School & High School
 - j. Julie Fielding, Principal, Valley Alternative Programming, Middle School & High School
 - k. Joe Venskus, Valley Adult Services Coordinator
- IX. Communication
 - l. Weekly Updates
 - m. Commissioner of Elementary and Secondary Education, Jeffrey C. Riley
Keynote Speaker – Valley Staff Orientation Day 2019-2020 School Year
 - n. Valley's Winter 2019 Newsletter



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
Date: January 17, 2019
Re: Welcome: Mr. Timothy Piwowar

Valley Collaborative's Chair, Tim Piwowar, will welcome stakeholders to the Annual Stakeholders' Meeting.

Required Action:

None

Attachments:

None



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 17, 2019
Re: Approval of Minutes

Attached, please find the following minutes:

- a. Board of Directors, General Session Minutes: December 13, 2018

Required Action:

Vote to approve the minutes:

- a. Board of Directors, General Session Minutes: December 13, 2018

Attachments:

Board of Directors, General Session Minutes: December 13, 2018

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

**Valley Collaborative Board of Directors
General Session Meeting Minutes
December 13, 2018
10:31 a.m. – 11:03 a.m.
25 Linnell Circle, Billerica, MA**

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

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

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Heidi Kriger, Treasurer; Members of the Collaborative Senior Leadership Team

Also Present: Thomas Lent, Marathas Barrow Weatherhead Lent LLP

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 10:31 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 motions relating to the minutes.

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

VOTED: To approve the General Session Meeting Minutes for the Board of Directors dated November 15, 2018.

The vote was 5-0. Mr. Timothy Piwowar, Mr. Everett Olsen, Dr. Michael Flanagan, Mr. Steven Stone and Mr. Brad Morgan voted yes. Dr. Jay Lang was absent for the vote.

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

VOTED: To approve the General Session Meeting Minutes for the Executive Committee of the Board dated December 7, 2018.

The vote was 5-0. Mr. Timothy Piwowar, Mr. Everett Olsen, Dr. Michael Flanagan, Mr. Steven Stone and Mr. Brad Morgan voted yes. Dr. Jay Lang was absent for the vote.

Students, Adult and Staff of the Month

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

Financial Update

Treasurer's Report

Ms. Heidi Kriger, the Collaborative Treasurer, provided the Board with her report which covered the months through October 31, 2018. Ms. Kriger provided a verbal summary of her report, including available balances, transfers, withdrawals, interest income and ending balances. She also reviewed the OPEB Trust financial information and balances. A 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. Brad Morgan, 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 5-0. Mr. Timothy Piwowar, Mr. Everett Olsen, Dr. Michael Flanagan, Mr. Steven Stone and Mr. Brad Morgan voted yes. Dr. Jay Lang was absent for the vote.

PARS Statements

Ms. Kriger and Dr. Scott reviewed the PARS Statements with the Board. There was no further discussion.

Budget and Tuition Rates for Fiscal Year 2019

Dr. Chris Scott presented the proposed budget for fiscal year 2020, and explanatory written materials relating to the proposed budget were included within the Board Binders. Dr. Scott summarized that the proposed budget included an overall salary increase of approximately 3.6%. Dr. Scott also identified other relevant and substantive changes to operating expenses including a 10% increase in health care costs. Dr. Scott explained that the difference in operating expenses from fiscal year 2019 (voted in December 2017) and fiscal year 2020 is \$788,812. However, operating expenses in fiscal year 2020 are based on operating expenses actuals in fiscal year 2018 and thus the difference is stated as \$359,749. Dr. Scott indicated that the proposed budget estimates a 6.0% increase in revenue which is the smallest amount budgeted revenue increase in the past 3 years. She also indicated that the budget estimates a DDS revenue increase by over \$100k based on actual and historical data and trends.

Dr. Scott made a substantial presentation to the Board regarding the proposed tuition rates and fees-for-services for fiscal year 2020. Tuition rates and fees for fiscal year 2020 initially were discussed at the November 15, 2018 Board meeting. Dr. Scott summarized the efforts made to review the costs of the programs, the historical background of tuition rates, therapy costs and other fees-for-services, and other contributing factors and methodology to establish the proposed rates and fees. The Board Binders included her Memorandum on Tuition Rates, (with charts demonstrating proposed increases to certain program rates). Dr. Scott indicated that the proposed tuition rates would not undo the Board vote of including therapy costs, which remain included within the proposed tuition rates. The proposed tuition rates provide an overall average increase of 5% to the 15 identified programs for both member and non-member districts. The Board discussed that there had not been a tuition increase since 2009.

[Dr. Jay Lang arrived at 10:53 a.m.]

The Board discussed the vote during the 2012-2013 school year to include the more than \$1million costs of therapy services in the tuition rates. This vote remains in effect with the proposed tuition rates for fiscal year 2020. Dr. Scott indicated that the cost savings for member districts for inclusion of these services in fiscal year 2018 was \$1,143,163 for member districts and \$1,407,550 for non-member districts. She recommends the proposed rate changes for 5 of the 15 programs, which represent the programs that effect the least amount of enrolled students.

[Mr. Brad Morgan left the meeting for phone call at 10:53 a.m.]

Mr. Timothy Piwowar provided a brief summary of the Executive Committee's meeting held on December 7, 2018 to discuss the proposed tuition rates and fees for services. He indicated that the Executive Committee recommends the proposed rates and fees as presented and recommended by Dr. Scott.

The Board discussed the proposed tuition rate materials for fiscal year 2020.

Mr. Timothy Piwowar requested the Board for a motion relating to the tuition rates and fees-for-services presented as part of the budget and recommended by Dr. Scott.

On a motion made by Mr. Everett Olsen and seconded by Mr. Steven Stone, a quorum being present, it was voted:

VOTED: That the Board of Directors accepts and approves the tuition rates and fees-for-services for member districts for Fiscal Year 2020 as presented; and requests that the Treasurer certify and transmit the tuition rates and fees-for-services for Fiscal Year 2020 to each member district by no later than February 1, 2019.

The vote was 5-0. Mr. Timothy Piwowar, Mr. Everett Olsen, Dr. Michael Flanagan, Mr. Steven Stone and Dr. Jay Lang voted yes. Mr. Brad Morgan was absent for the vote.

On a motion made by Mr. Steven Stone and seconded by Mr. Everett Olsen, a quorum being present, it was voted:

VOTED: That the Board of Directors accepts and approves the assessment of surcharges on tuition rates and fees-for-services on non-member districts based on each student enrolled from a non-member district for Fiscal Year 2020 as presented and recommended by the Executive Director; and authorizes the Executive Director to publish the non-member district tuition rates and fees-for services for Fiscal Year 2020.

The vote was 5-0. Mr. Timothy Piwowar, Mr. Everett Olsen, Dr. Michael Flanagan, Mr. Steven Stone and Dr. Jay Lang voted yes. Mr. Brad Morgan was absent for the vote.

The Board and Dr. Scott indicated that the proposed budget for fiscal year 2020 will be on the agenda of the next Board meeting scheduled for January 17, 2019 for consideration and approval.

Fiscal Year 2018 Annual Report

Dr. Chris Scott reviewed with the Board the Annual Report. Dr. Scott indicated that the Annual Report contained the statutory and regulatory required materials, as well as additional materials relating to staff, therapist and other employee ratios. Dr. Scott also indicated that the Annual Report contains additional information relating to the Collaborative programs and studies. Timothy Piwowar asked for a motion relating to the Collaborative's Annual Report for Fiscal Year ending June 30, 2018.

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

VOTED: That the Board of Directors approves and accepts the Annual Report for Fiscal Year ending 2018 as presented; and authorizes Timothy Piwowar, Chairman, and Dr. Chris Scott, Executive Director, to execute necessary signatures and file the Annual Report and related documentation with the Massachusetts Department of Elementary and Secondary Education and to take any other necessary action with respect to the Annual Report on behalf of the Collaborative.

The vote was 5-0. Mr. Timothy Piwowar, Mr. Everett Olsen, Dr. Michael Flanagan, Mr. Steven Stone and Dr. Jay Lang voted yes. Mr. Brad Morgan was absent for the vote.

Communications

Dr. Scott directed the Board to the communications contained within the Board materials, which included summaries and stories from an Orlando Student Conference. There was no further discussion.

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

VOTED: To adjourn the Board meeting.

The vote was 5-0. Mr. Timothy Piwowar, Mr. Everett Olsen, Dr. Michael Flanagan, Mr. Steven Stone and Dr. Jay Lang voted yes. Mr. Brad Morgan was absent for the vote.

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 11:03 a.m.

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

- School Year 2018-2019 Electronic Board Binder for December 13, 2018 Meeting
- Board of Directors, Executive Committee Meeting Minutes, December 7, 2018

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____



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MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 17, 2019
Re: Vote to Approve FY'20 Budget

- Total FY'20 Budget: \$19,707,859
- Member and non-member districts are seeing a 5% correction/tuition increase in five of fifteen programs. (The first since before 2009.) The expenses in FY'20 are projected to increase by 6.8% - further justifying the 5% tuition increases.
- Salaries increase from \$12,871,419 to \$13,337,922, equating to a 3.6% increase. This increase is due in part to steady FTE's, only a 4% step increase for employees on salary schedules and a 2.5% COLA adjustment for everyone else.
- Operating expenses increased due to the following:
 - Health care costs increasing 10% - \$150k
 - The addition of \$400,000 in rent for the Tyngsborough Elementary School not budgeted in the FY 2019 budget.
 - ADP Comprehensive for Employees - \$132k
 - ADP for Students and DDS Program - \$15k
 - The majority of other costs were based on FY'18 actual numbers based on the student population as of 2018. Some of these expenses are higher as the FY'19 budget was prepared early in FY'18.
 - The difference in expenses from actual FY'18 to FY'20 is only \$359,749.00 (6%)
 - The difference between operating expenses in FY'19 (voted Dec. 2017) and FY'20 is \$788,812. However, operating expenses in FY'20 are based on operating expense actuals in FY'18 and this difference is only \$359,749.
- Capital items increased by \$100k, primarily due to an increase in the technology budget.
- DDS revenue increased by over \$100k which is based on our actuals and trend in FY'19.
- The 6.0% revenue increase is the smallest amount budgeted as an increase over the past three years. From FY'17 to FY'18, we budgeted for a 6.7% increase, and from FY'18 to FY'19 we budgeted for a 7.4% increase. In both FY'17 and FY'18 we exceeded our budgeted revenue by over 1 million.
- In FY'20 there is a proposed tuition realignment/correction after a decade of no change. Basically, this correction will generate just under a million dollars of revenue. This correction "undoes" the cost associated with the Board's 2012 vote to include the therapists in the tuition rates.

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

Required Action:

Motion: Vote to approve FY'20 Budget

That the Board of Directors approves the Fiscal Year 2020 Budget, including an Operating Budget for the Collaborative in the amount of \$19,707,859 as presented and recommended by the Executive Director; and requests that the Treasurer certify and transmit the budget for Fiscal Year 2020 to each member district by no later than February 1, 2019.



VALLEY COLLABORATIVE

FY2020 BUDGET SUMMARY Preliminary

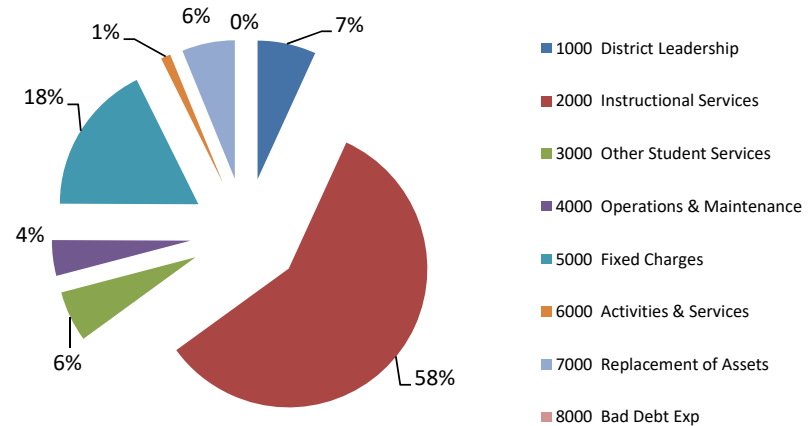
	FY2017		FY2018		FY2019	FY 2020		
	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Request</u>	<u>vs. 2019</u>	<u>% change</u>
REVENUES								
Services	14,520,880	16,039,657	15,260,680	16,804,372	16,416,426	17,384,445	\$ 968,019	
State contracts	1,935,000	2,192,283	2,290,000	2,425,604	2,395,000	2,500,000	105,000	
Other	432,000	622,242	447,000	591,821	506,000	600,000	94,000	
Interest	4,500	10,945	4,500	40,917	20,000	20,000	-	
Total Revenues	\$ 16,892,380	\$ 18,865,127	\$ 18,002,180	\$ 19,862,714	\$ 19,337,426	\$ 20,504,445	\$ 1,167,019	6.04%
EXPENSES								
Salaries	10,774,247	11,171,961	11,722,646	12,220,980	12,871,419	13,337,922	466,503	
Operating Expenses	5,419,132	5,443,822	5,457,929	6,010,188	5,581,125	6,369,937	788,812	
Total Expenses	\$ 16,193,379	\$ 16,615,783	\$ 17,180,575	\$ 18,231,168	\$ 18,452,544	\$ 19,707,859	\$ 1,255,315	6.80%
Revenues over/(under) Expenses	699,001	2,249,344	821,605	1,631,546	884,882	796,586	(88,297)	
NON-OPERATING								
Capital	600,000	0	425,000	0	425,000	525,000	100,000	0
Board Capital Reserve			-		-	-	-	
BUDGETED SURPLUS/(SHORTFALL)	\$ 99,001	\$ 2,249,344	\$ 396,605	\$ 1,631,546	\$ 459,882	\$ 271,586	\$ (188,297)	

VALLEY COLLABORATIVE

Preliminary FY2020 Budget

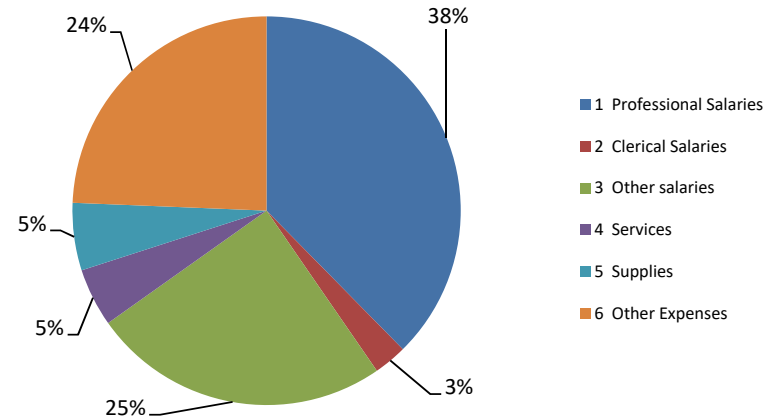
DESE FUNCTION:

1000 District Leadership	1,383,107
2000 Instructional Services	11,765,893
3000 Other Student Services	1,199,166
4000 Operations & Maintenance	836,643
5000 Fixed Charges	3,564,548
6000 Activities & Services	231,787
7000 Replacement of Assets	1,251,713
8000 Bad Debt Exp	0
	<hr/> 20,232,859



DESE OBJECT:

1 Professional Salaries	7,612,483
2 Clerical Salaries	562,025
3 Other salaries	5,015,005
4 Services	982,833
5 Supplies	1,135,902
6 Other Expenses	4,924,611
	<hr/> 20,232,859



VALLEY COLLABORATIVE

Fiscal Year 2020 Operating Budget, by Program

PRELIMINARY BUDGET (11/15/18)							
PROGRAM		FTEs	SALARIES	EXPENSES	OTHER	REVENUE	Net Fav/(Unfav)
ADMINISTRATION:							
100	CENTRAL ACTIVITIES	19.13	1,379,757	1,244,898	(2,419,655)	205,000	-
POST-SECONDARY:							
101	MRC - EVALUATION & TRAINING	3.30	176,713	81,726	36,625	300,000	4,936
102	MRC - SUPPORTED WORK	1.45	100,055	29,922	18,420	100,000	(48,396)
500	DDS - OVER 22	30.75	1,596,711	567,211	306,664	2,515,000	44,415
HIGH SCHOOL:							
200	SCHOOL AND VOCATIONAL TRAINING	66.98	3,217,055	1,290,965	638,861	6,216,942	1,070,061
400	HIGH SCHOOL ALTERNATIVE	14.75	882,686	422,305	184,939	1,808,952	319,022
410	HIGH SCHOOL ALTERNATIVE VOCATIONAL	14.73	1,018,127	474,889	211,585	2,069,588	364,986
MIDDLE SCHOOL:							
712	MIDDLE SCHOOL EBS	24.93	1,424,893	281,517	241,827	1,779,380	(168,858)
711	MIDDLE SCHOOL ASD	5.70	265,264	296,010	79,542	585,275	(55,540)
ELEMENTARY SCHOOL:							
660	EBS & BEHAVIORAL	62.45	3,276,662	1,636,140	696,226	4,924,307	(684,720)
OTHER SERVICES:							
450	CTR FOR ASSESSMENTS & SERVICES	0.00	(0)	35,046	4,967	0	(40,013)
650	HOME SERVICES REVENUE	0.00	0	9,307		0	(9,307)
	CAPITAL PLAN				525,000		(525,000)
TOTALS		244.17	13,337,922	6,369,937	525,000	20,504,445	271,586



VALLEY COLLABORATIVE
Recommended Capital Plan
FY2020-2024

	FY2016 Actual	FY2017 Actual	FY2018 Actual	FY2019 Budget	Five-Year Plan					5-year TOTALS
					FY2020	FY2021	FY2022	FY2023	FY2024	
FACILITIES ACQUISITION										-
FACILITIES IMPROVEMENTS	82,452	321,037	281,248	125,000	125,000	125,000	125,000	125,000	125,000	625,000
SITE IMPROVEMENTS	-	-	-							-
LEASEHOLD IMPROVEMENTS	-	-	-							-
VEHICLES	-	182,062	168,390	200,000	200,000	250,000	250,000	250,000	250,000	1,200,000
TECHNOLOGY PLAN	15,448	66,307	169,679	150,000	150,000	150,000	150,000	150,000	150,000	750,000
FURNISHINGS & EQUIPMENT	88,865	58,502	63,892	50,000	50,000	50,000	50,000	50,000	50,000	250,000
TOTALS	\$ 186,765	\$ 627,908	\$ 683,209	\$ 525,000	\$ 525,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 575,000	\$ 2,825,000

FY'20 Budget Presentation



Total FY'20 Budget: \$19,707,859

Salaries

- Salaries increase from \$12,871,419 to \$13,337,922, equating to a 3.6% increase. This increase is due in part to steady FTE's, only a 4% step increase for employees on salary schedules and a 2.5% COLA adjustment for everyone else.

Capital

- Capital items increased by \$100k, primarily due to an increase in the technology budget.

Operating Expenses

- Operating expenses increased due to an increase in:
 - Health care costs increasing 10% - \$150k
 - The addition of \$400,000 in rent for the grade school not budgeted in the FY 2019 budget.
 - ADP Comprehensive for Employees - \$132k
 - ADP for Students and DDS Program - \$15k
 - The majority of other costs were based on FY'18 actual numbers based on the student population as of 2018. Some of these expenses are higher as the FY'19 budget was prepared early in FY'18.
 - The difference in expenses from actual FY'18 to FY'20 is only \$359,749.00 (6%)
 - The difference between operating expenses in FY'19 (voted Dec. 2017) and FY'20 is \$788,812. However, operating expenses in FY'20 are based on operating expense actuals in FY'18 and this difference is only \$359,749.

Revenue

- The 6.0% revenue increase is the smallest amount budgeted as an increase over the past three years. From FY'17 to FY'18, we budgeted for a 6.7% increase, and from FY'18 to FY'19 we budgeted for a 7.4% increase. In both FY'17 and FY'18 we exceeded our budgeted revenue by over 1 million.
- DDS revenue increased by over \$100k which is based on our actuals and trend in FY'19.

Proposed FY'20 Tuitions

- In FY'20 there is a proposed tuition realignment/correction after a decade of no change. Basically, this correction will generate just under a million dollars of revenue. This correction “undoes” the cost associated with the Board’s 2012 vote to include the therapists in the tuition rates.

Proposed FY'20 Tuitions

Goal/Objective:

- By FY'22 ensure that all programs are individually cost effective and financially viable and reduce the number of tuition rates from fifteen to seven.
- Current tuition rates have not seen an increase since before September of 2009.
- To achieve the above goal/objective, this proposal suggests an overall increase to five of the fifteen tuition rates for both Member and Non-Member Districts. The overall average increase for the fifteen programs is 5% in FY'20 for both Member and Non-Member Districts.

Proposed FY'20 Tuitions(cont'd)

- Given that we do not know the projected enrollments, for the purpose of the FY'20 budget we used an average of the actual tuition and enrollment for both FY'2017 and FY'18 as a baseline before the increase noted below.
- This we believe is a conservative budget as FY'18 enrollment was the highest ever at Valley and at this point, it is unknown whether that trend will continue. By using average of FY'17 and FY'18 and adding in the 5% increase, our total tuition revenue in the FY'20 budget would be \$17,384,445.

Proposed FY'20 Tuitions(cont'd)

- Given the complexity of projecting future enrollments, which drive the amount of revenue; it is challenging to project exactly what the overall revenue and expenses will be for FY'20. This proposal will result in an FY'20 proposed budget that will show a surplus of \$271,586.
- In 2012-2013 school year the Board voted to include over 1 million dollars of therapy services into the 2009 tuition rates. This vote remains in effect with this proposal. Cost savings for member districts in FY'18 was \$1,143,163 and non-member was \$1,407,550 – total for both member and non-member districts - \$2,550,714.
- In addition, fees-for-services are not increasing in FY'20.

Proposed FY'20 Tuitions(cont'd)

- Member districts are seeing a correction/tuition increase in five of fifteen programs.
- Non-Member districts are seeing a correction/tuition increase in five of fifteen programs. With the tuition increases Non-Member districts continue to be approximately 26% higher than Member districts.

Proposed FY'20 Tuitions(cont'd)

Student Enrollment by Member District in Programs with Tuition Rate Corrections

Program Name	Billerica	Chelmsford	Dracut	Groton Dunstable	Nashoba Tech	North Middlesex	Tewksbury	Tyngsboro	Westford	
Elementary - EBP	1	3	3	0	0	0	1	1	1	
Middle - EBP	0	1	2	1	0	2	2	0	1	
High - SVT	1	7	2	0	0	1	0	1	5	
High - Alt	5	6	1	1	0	7	1	1	2	
High - Alt/Voc	3	1	0	0	2	0	7	0	0	
Totals	10	18	8	2	2	10	11	3	9	73

Proposed FY'20 Tuitions(cont'd)

Student Enrollment by Member District in Programs without Tuition Rate Corrections

Program Name	Billerica	Chelmsford	Dracut	Groton Dunstable	Nashoba Tech	North Middlesex	Tewksbury	Tyngsboro	Westford
Elementary - ASD	2	7	3	1	0	2	1	0	2
ISN - Elem	3	2	0	0	0	1	3	0	0
Middle - ASD	1	1	2	0	0	0	2	1	3
Middle - SLS/ISN	0	2	0	0	0	0	0	0	0
ISN - Middle	0	0	0	0	0	1	1	0	0
High - SLST	1	2	3	1	0	1	2	0	3
High -STW	4	7	1	0	0	1	0	7	3
High - SLS/ISN	0	1	1	0	0	0	1	0	0
ISN - HS	0	1	0	0	0	0	0	0	0
Transition Path	0	1	0	0	0	0	0	0	0
Totals	11	24	10	2	0	6	10	8	11

Proposed FY'20 Tuitions(cont'd)

- Only a 5% correction is being made in FY'20. To achieve this target, only one of the five programs in Site 3 saw an increase. In FY'21 there could be two additional tuition rate corrections in Site 3.
- The gross totals for individual Member Districts and the total for Non-Member Districts are found in the following table :

Proposed FY'20 Tuitions(cont'd)

Gross Cost Increase*	Daily	180 Day	210 Day
Billerica	\$310.00	\$55,800.00	\$65,100.00
Chelmsford	\$492.00	\$88,560.00	\$103,320.00
Dracut	\$200.00	\$36,000.00	\$42,000.00
Groton - Dunstable	\$58.00	\$10,440.00	\$12,180.00
Nashoba	\$62.00	\$11,160.00	\$13,020.00
North Middlesex	\$309.00	\$55,620.00	\$64,890.00
Tewksbury	\$323.00	\$58,140.00	\$67,830.00
Tyngsboro	\$81.00	\$14,580.00	\$17,010.00
Westford	\$231.00	\$41,580.00	\$48,510.00
Total Member District Increase	\$2,066.00	\$371,880.00	\$433,860.00
Total Non-Member District Increase	\$2,517.00	\$453,060.00	\$528,570.00
Totals	\$4,583.00	\$824,940.00	\$962,430.00

Proposed FY'20 Tuitions(cont'd)

Member Tuition Increase (Shaded in Blue)

Program Name	Cost Center	Member Tuition FY'19	Member Tuition FY'20	Total Member Enrollments 11.1.18	Member Increase
Elementary - EBP	660	\$216.00	\$240.00	10	11%
Elementary - ASD	662	\$240.00	\$240.00	18	0%
ISN - Elem	660/662	\$294.00	\$294.00	9	0%
Middle - EBP	711	\$216.00	\$240.00	9	11%
Middle - ASD	712	\$240.00	\$240.00	10	0%
Middle - SLS/ISN	715	\$240.00	\$240.00	2	0%
ISN - Middle	714	\$294.00	\$294.00	2	0%
High – Alt./Voc.	410	\$179.00	\$210.00	13	17%
High – Alt.	400	\$166.00	\$200.00	24	20%
High - SLST	200	\$179.00	\$179.00	13	0%
High - SVT	210	\$156.00	\$179.00	17	15%
High -STW	215	\$179.00	\$179.00	23	0%
High - SLS/ISN	211	\$240.00	\$240.00	3	0%
ISN - HS	300	\$294.00	\$294.00	1	0%
Transition Pathways	280	\$144.00	\$144.00	1	0%
				155	5%

Proposed FY'20 Tuitions(cont'd)

Non-Member Tuition Increase (Shaded in Blue)

Program Name	Cost Center	Non-Member Tuition FY'19	Non-Member Tuition FY'20	Total Non-Member Enrollments 11.1.18	Non-Member Increase
Elementary - EBP	660	\$271.50	\$300.00	6	10%
Elementary - ASD	662	\$301.50	\$301.50	19	0%
ISN - Elem	660/662	\$366.50	\$366.50	13	0%
Middle - EBP	711	\$271.50	\$300.00	6	10%
Middle - ASD	712	\$301.50	\$301.50	6	0%
Middle - SLS/ISN	715	\$301.50	\$301.50	2	0%
ISN - Middle	714	\$366.50	\$366.50	1	0%
High – Alt./Voc.	410	\$226.50	\$262.50	26	16%
High – Alt.	400	\$210.50	\$250.00	19	19%
High - SLST	200	\$232.50	\$232.50	7	0%
High - SVT	210	\$197.50	\$223.75	18	13%
High -STW	215	\$226.50	\$226.50	13	0%
High - SLS/ISN	211	\$301.50	\$301.50	7	0%
ISN - HS	300	\$366.50	\$366.50	2	0%
Transition Pathways	280	N/A	N/A	N/A	N/A
				145	5%

Proposed FY'20 Tuitions(cont'd)

Member Vs. Non-Member Tuition (Shaded in Blue)

Program Name	Cost Center	Non-Member Rate Premium FY'19	Non-Member Rate Premium FY'20
Elementary - EBP	660	26%	25%
Elementary - ASD	662	26%	26%
ISN - Elem	660/662	25%	25%
Middle - EBP	711	26%	25%
Middle - ASD	712	26%	26%
Middle - SLS/ISN	715	26%	26%
ISN - Middle	714	25%	25%
High – Alt./Voc.	410	27%	25%
High – Alt.	400	27%	25%
High - SLST	200	30%	30%
High - SVT	210	27%	25%
High -STW	215	27%	27%
High - SLS/ISN	211	26%	26%
ISN - HS	300	25%	25%
Transition Pathways	280	N/A	N/A
		26%	26%



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
Date: January 17, 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: **Colin Taylor**
Staff of the Month: **Ryan Fowler**

Valley Alternative Programming Middle and High School

Student of the Month: **Nicholas Cogliano**
Staff of the Month: **Nick LeClair**

Valley Transitional Programming Middle and High School

Student of the Month: **Marcus Mengistab**
Staff of the Month: **Jamie Ricciardi**

Valley Adult Services

Adult of the Month: **Jennifer Glidden**
Staff of the Month: **Bob Perkins**

Required Action:

None

Attachments:

None

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 Scott, Executive Director
Date: January 17, 2019
Re: Community Partner – Mr. George Nangle
Building Manager – Middlesex County Retirement System

Valley Collaborative has four locations – Valley Elementary School in Tyngsborough, Valley Middle and High Schools at 40 Linnell Circle in Billerica and the Adult Services Programs. The DDS and MRC Programs are located in the space we lease at Bridge Street, Billerica and at the Middlesex County Retirement System at 25 Linnell Circle.

Mr. George Nangle, who is the Building Manager for the Middlesex County Retirement System, always looks out for our facility needs. He is very responsive and supportive of the Valley Mission.

We would like to thank Mr. Nangle for always going the extra mile and for being so welcoming to Valley.

In recognition of our gratitude Valley Collaborative is acknowledging Mr. George Nangle with Valley's Community Partner Award for 'Making a Difference'.

Required Action:

None

Attachments:

None



Central Administration Office

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

MEMORANDUM

To: Valley Collaborative Board of Directors
From: Dr. Chris Scott, Executive Director
Date: January 17, 2019
Re: FY'18 Audit Results

For your review below is the email that was attached to the FY'18 Audit from Auditor Dan Schaffner summarizing Valley's financial operations. Again this year the FY'18 Audit was finding free and the email below describes the complexity of the work.

Chris, attached are drafts of the financials, UFR, charts and board closing letter updating for what should be all remaining open items. If you have any questions, comments, etc., please let me know.

While the 35 page financial statement document and 29 page UFR tell their own story in their entirety, the charts provide the financial story at a higher level. Some of the additional highlights that I will discuss on Thursday with the board that we think are important to be aware of in relation to the Collaborative and its operations:

- The Collaborative is a unique organization in that it is a hybrid of a social service agency with its state (DDS and MRC) contracts, a vocational school with its small business/vocational operations, and a school district.
- Because of the uniqueness of the Collaborative's activities and programs, it needs to be operated similar to a business as opposed to a school district, and the financial statements and UFR are designed to present the financial information in a businesslike manner.
- There is a significant financial component to the overall management of the Collaborative's operations which requires constant monitoring.
- One student could change the budget significantly. Because budgets are generally prepared and approved long before a student census is known, the budget needs constant evaluation and periodic adjustment based on management's calculations and estimates.
- Fiscal 2018 operating revenues for the Collaborative (ie tuition and service revenue be OPEB and on-behalf payments) were just under \$20,000,000 at \$19.9mm and operating expenses were approximately \$18,200,000.
- Administrative costs were approx. 10.6% of total operating expenses.

Across our non-profit and collaborative audits, this is one of the most efficient administrative rates we see. Depending on the type of operations and size of the organization, we generally see in the 15% range and sometimes as high as 20%.

- Through the efficiency of operations over the last several years, the Collaborative has been able to return over \$6.5 million to member districts since FY2013.

--

Daniel E. Schaffner, CPA
Fritz DeGuglielmo LLC
8 Essex Street
Newburyport, MA 01950
Phone: 978-462-2161
Fax: 978-462-8005

Required Action:

None

Attachments:

Valley Collaborative BOD Letter
Valley Collaborative Financial Statements



FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

October 25, 2018

To the Board of Directors of
Valley Collaborative
40 Linnell Circle
Billerica, Massachusetts 01821

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Valley Collaborative for the year ended June 30, 2018. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated July 12, 2018. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Valley Collaborative are described in Note A to the financial statements. The Collaborative fully implemented the requirements of GASB 74 & 75 during fiscal 2018. We noted no transactions entered into by the Collaborative during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

Management's estimate of depreciation expense is based on guidelines established by the Commonwealth of Massachusetts for contracting purposes. Management's estimate of the post-employment health benefit obligation is based on an actuarial valuation, which included actuarial assumptions of returns on investments, inflation, and annual compensation increase rates. Management's estimate of pension on-behalf payments is based on audited plan financial statements issued by the retirement systems. We evaluated the key factors and assumptions used to develop the estimates in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 25, 2018.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to Valley Collaborative's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Valley Collaborative's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 25, 2018 on our consideration of Valley Collaborative's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants.

Other Matters

We applied certain limited procedures to management's discussion and analysis, budgetary comparison information, Schedule of Funding Progress – Other Post-Employment Healthcare Benefits and pension schedules, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

Other Information in Documents Containing Audited Financial Statements

The Collaborative is required to file a Uniform Financial Report (UFR) annually with the Commonwealth of Massachusetts. The UFR includes the audited financial statements. We were requested to assist in completing and reconciling the supplementary schedules to the underlying accounting records used to prepare the financial statements. We also reviewed the supplementary schedules after completion, which was part of our original engagement with the Collaborative.

Restriction on Use

This information is intended solely for the use of the Board of Directors and management of Valley Collaborative and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,


Fritz DeGuglielmo LLC

Valley Collaborative

Financial Statements

For the Year Ended June 30, 2018

Valley Collaborative

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For the Year Ended June 30, 2018

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FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Valley Collaborative
Billerica, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Valley Collaborative, a collaborative organized under the Laws of the Commonwealth of Massachusetts, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Valley Collaborative's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Valley Collaborative, as of June 30, 2018, and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, Schedule of Funding Progress – Other Postemployment Healthcare Benefits and pension schedules on pages 3-6 and 29-32 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2018, on our consideration of Valley Collaborative's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Valley Collaborative's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Valley Collaborative's internal control over financial reporting and compliance.



Certified Public Accountants

Newburyport, Massachusetts

October 25, 2018

Valley Collaborative
 Management's Discussion and Analysis
 (unaudited)
 June 30, 2018

Our discussion and analysis of Valley Collaborative's ("The Collaborative") financial performance provides an overview of the Collaborative's financial activities for the fiscal year ended June 30, 2018 with comparative information from the fiscal years ended June 30, 2017 and 2016. Please read it in conjunction with the financial statements that begin on page 7.

Overview of Financial Statements

This discussion and analysis is intended to serve as an introduction to the Collaborative's financial statements. The Collaborative's financial statements comprise three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide Statements:

The government-wide financial statements report information about the Collaborative as a whole using accounting methods similar to those used by private sector companies.

- The **Statement of Net Position** presents information on all of the Collaborative's assets and liabilities with the difference between the two reported as net position. It is one way of measuring the Collaborative's financial health or position.
- The **Statement of Activities** presents information showing how the Collaborative's net position changed during the most recent fiscal year. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

Over time, increases or decreases in the Collaborative's net position is an indicator of whether its financial position is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions when evaluating the overall financial health of the Collaborative.

Fund Financial Statements:

Funds are accounting devices used to keep track of specific sources of funding and spending in particular categories: governmental funds, proprietary funds, and fiduciary funds. Presently, the Collaborative has only governmental and fiduciary funds.

- **Governmental funds** – The Collaborative's basic services are included in governmental funds, which generally focus on: 1) how cash and other financial assets that can readily be converted to cash flow in and out, and 2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the Collaborative's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, additional information (reconciliation schedules) is provided following the governmental funds statements that explains the relationship (or differences) between these two types of financial statement presentations.
- **Fiduciary fund** – Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the Collaborative's own programs.

Notes to the Financial Statements:

The Notes to the Financial Statements provide additional information that is essential to a full understanding of the information provided in the Collaborative's financial statements.

Valley Collaborative
Management's Discussion and Analysis
(unaudited)
June 30, 2018

Required Supplementary Information:

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America.

Government-Wide Financial Highlights**Collaborative's Net Position:**

	ASSETS		
	<u>2018</u>	<u>2017</u>	<u>2016</u>
Current Assets	\$ 8,697,091	\$ 9,108,104	\$ 6,849,842
Property & Equipment, net	<u>7,452,044</u>	<u>7,662,561</u>	<u>7,728,024</u>
	<u>\$16,149,135</u>	<u>\$16,770,665</u>	<u>\$14,577,866</u>
	LIABILITIES AND NET POSITION		
Liabilities			
Current Liabilities	\$ 3,134,663	\$ 3,200,904	\$ 1,257,449
Long Term Liabilities	<u>491,676</u>	<u>-</u>	<u>-</u>
Total Liabilities	<u>\$ 3,626,339</u>	<u>\$ 3,200,904</u>	<u>\$ 1,257,449</u>
Net Position			
Unrestricted	\$ 3,550,485	\$ 4,378,081	\$ 4,270,524
Restricted – grants and contributions	20,267	29,119	21,869
Restricted – renovation project/capital reserve	1,500,000	1,500,000	1,300,000
Invested in capital assets, net of related debt	<u>7,452,044</u>	<u>7,662,561</u>	<u>7,728,024</u>
	<u>\$12,522,796</u>	<u>\$13,569,761</u>	<u>\$13,320,417</u>

During the fiscal year ended June 30, 2018, the Collaborative's overall net position decreased by approximately \$1,047,000. The Collaborative realized an increase in net position from operations, including depreciation on capital assets and other postemployment benefits expense, of approximately \$1,155,000, net of credits to member districts of \$2,201,859.

During the fiscal year ended June 30, 2017, the Collaborative's overall net position increased by approximately \$250,000, primarily due to increases in program revenue in excess of increases in operating expenditures. The increase in net position from operations, before credits to member districts, was approximately \$2,250,000. The increase in unrestricted net position of approximately \$107,000 was primarily due to increases in program participants causing significant increases in program revenue, net of \$2,000,000 of member credits and a \$500,000 transfer to the Collaborative's capital reserve fund.

Valley Collaborative
Management's Discussion and Analysis
(unaudited)
June 30, 2018

SUMMARY OF ACTIVITIES

	<u>2018</u>	<u>2017</u>	<u>2016</u>
Revenues/Gains*	\$19,892,921	\$18,865,126	\$17,226,154
Program Expenses/Losses*	16,303,259	14,590,439	13,571,760
Administrative Expenses/Losses*	<u>1,943,092</u>	<u>2,025,343</u>	<u>1,954,416</u>
Total Expense*	<u>18,246,351</u>	<u>16,615,782</u>	<u>15,526,176</u>
Change in net position, before increase in net retirement health benefit obligation	1,646,570	2,249,344	1,699,978
Increase in net retirement health benefit obligation	<u>(491,676)</u>	<u>-</u>	<u>-</u>
Change in net position	<u>\$ 1,154,894</u>	<u>\$ 2,249,344</u>	<u>\$ 1,699,978</u>

* Excludes Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, credits to members, and other postemployment benefits funding and expense.

Revenues

In the fiscal year ended June 30, 2018, revenues, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, increased by approximately \$1,028,000 (5%). In the fiscal year ended June 30, 2017, revenues, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, increased by approximately \$1,639,000 (10%). The changes within fiscal years are due primarily to consolidation of the Collaborative's programs and changes in student enrollment in the respective years. The Collaborative has not increased tuition rates since the fiscal year ended June 30, 2011, as other collaboratives have been required to do to fund increasing costs.

Operating Expenses

In the fiscal year ended June 30, 2018, operating expenses, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, increased by approximately \$1,631,000, or 10%, compared to the fiscal year ended June 30, 2017. Student enrollment in the fiscal year ended June 30, 2018 increased by approximately 5% and the increase in operating expenses was due primarily to increases in personnel and other program costs to cover the increased enrollment. Personnel costs increased by approximately \$1,376,000 in the fiscal year ended June 30, 2018 as a result of increased staffing and cost of living adjustments. Materials, supplies and equipment costs increased by approximately \$280,000 due to increases of approximately \$98,000 in classroom supplies and approximately \$186,000 in computer technology supplies.

In the fiscal year ended June 30, 2017, operating expenses, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments, increased by approximately \$1,090,000, or 7%, compared to the fiscal year ended June 30, 2016. Student enrollment in the fiscal year ended June 30, 2017 increased by approximately 17% and the increase in operating expenses was due primarily to increases in personnel and other program costs to cover the increased enrollment. Personnel costs increased by approximately \$935,000 in the fiscal year ended June 30, 2017 as a result of increased staffing and cost of living adjustments. Materials, supplies and equipment costs increased by approximately \$130,000 due to increases of approximately \$20,000 in therapists' supplies, approximately \$15,000 in classroom supplies and approximately \$93,000 in computer technology supplies.

Governmental Funds Financial Highlights

The Collaborative reported a total general fund balance of \$4,042,161, all of which is unassigned. The fund balance decreased \$335,920 over the prior fiscal year, primarily due to member credits issued in excess of net operating surplus. Accounts receivable decreased by \$920,287, primarily due to the timing of invoicing and payments from districts. Cash increased \$518,893.

Valley Collaborative
Management's Discussion and Analysis
 (unaudited)
 June 30, 2018

Due to strong management, since the year ended June 30, 2013, the Collaborative has returned \$6,575,355 from its general fund in the form of cash and tuition credits to its member districts, including \$2,201,859 returned during the year ended June 30, 2018.

CAPITAL ASSETS AND OTHER OBLIGATIONS

During the fiscal year ended June 30, 2018, the Collaborative purchased and capitalized \$229,701 of renovation costs to the building it purchased in the fiscal year ended June 30, 2014. The Collaborative also purchased and capitalized several vehicles, leasehold improvements and other equipment for use in its program with a total cost of \$378,429.

During the fiscal year ended June 30, 2017, the Collaborative purchased and capitalized \$281,984 of renovation costs to the building it purchased in the fiscal year ended June 30, 2014. The Collaborative also purchased and capitalized several vehicles, leasehold improvements and other equipment for use in its program with a total cost of \$338,253.

During the fiscal year ended June 30, 2016, the Collaborative's Board of Directors approved a transfer of \$1,050,000 to its capital reserve fund in accordance with state regulations. During the fiscal year ended June 30, 2017, the Collaborative's Board of Directors approved fully funding the capital reserve fund. As of June 30, 2018, the balance in the capital reserve fund was \$1,500,000, which is the maximum balance as voted on by the Collaborative's member districts. This fund is considered restricted until utilized for its intended purpose.

During the fiscal year ended June 30, 2015, the Collaborative established a postemployment benefit plan, taking effect in fiscal 2016, and set aside initial funding for the plan of \$1,750,000 into an irrevocable trust. During the year ended June 30, 2016, the Collaborative set aside additional funding of \$1,400,000 into the trust. As of June 30, 2018, the balance in the trust was \$3,779,108 and the plan is considered 88% funded.

BUDGETARY HIGHLIGHTS

The Collaborative's annual budget for the fiscal year ended June 30, 2018 was approved by its Board of Directors and then amended on March 1, 2018. For the fiscal year ended June 30, 2018, the Collaborative received operating revenues, excluding on-behalf payments by the Massachusetts Teachers' and State Employees' Retirement Systems, of approximately \$19,790,000 compared to final budgeted revenues of approximately \$19,337,000. The difference between actual revenues received and budgeted revenues is primarily due to higher than expected revenues from services the organization provides due to higher than expected enrollments.

The Collaborative's annual budget for the fiscal year ended June 30, 2017 was approved by its Board of Directors. For the fiscal year ended June 30, 2017, the Collaborative received operating revenues, excluding on-behalf payments by the Massachusetts Teachers' and State Employees' Retirement Systems, of approximately \$18,812,000 compared to final budgeted revenues of approximately \$16,892,000. The difference between actual revenues received and budgeted revenues is primarily due to higher than expected revenues from services the organization provides due to higher than expected enrollments.

CONTACTING THE COLLABORATIVE

This financial report is designed to provide readers of the financial statement an overview of the Collaborative's financial activities. If you have questions in regard to this report, contact Chris A. Scott, Ph.D., 40 Linnell Circle, Billerica, MA 01821, or at 978-528-7800.

Valley Collaborative
Statement of Net Position
June 30, 2018

Assets

Current Assets	
Cash and cash equivalents	\$ 4,843,191
Accounts receivable, net	1,833,007
Prepaid expenses and other assets	21,319
Cash held for municipalities	1,999,574
Total Current Assets	<u>8,697,091</u>
Non-current Assets	
Furniture, equipment, vehicles and leasehold improvements, net	<u>7,452,044</u>
Total Non-current Assets	<u>7,452,044</u>
Total Assets	<u><u>\$ 16,149,135</u></u>

Liabilities and Net Position

Current Liabilities	
Accounts payable and accrued liabilities	\$ 1,135,089
Credits due to member districts	1,999,574
Total Current Liabilities	<u>3,134,663</u>
Non-current Liabilities	
Net OPEB liability	<u>491,676</u>
Total Non-current Liabilities	<u>491,676</u>
Total Liabilities	<u>3,626,339</u>
Net Position	
Unrestricted	3,550,485
Restricted - contributions and other	20,267
Restricted - capital reserve fund	1,500,000
Invested in capital assets, net of related debt	7,452,044
Total Net Position	<u>12,522,796</u>
Total Liabilities and Net Position	<u><u>\$ 16,149,135</u></u>

See accompanying notes to financial statements and independent auditor's report.

Valley Collaborative
Statement of Activities
For the year ended June 30, 2018

Functions/ Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 1,943,092	\$ -	\$ -	\$ (1,943,092)
Education	15,575,161	17,314,864	2,455,893	4,195,596
Intergovernmental revenue and expense	3,366,087	-	3,366,087	-
Other postemployment benefits	491,676	-	-	(491,676)
Depreciation and amortization	728,098	-	-	(728,098)
Total Governmental Activities	\$ 22,104,114	\$ 17,314,864	\$ 5,821,980	\$ 1,032,730
General Revenue and Other:				
Interest				40,916
Other				49,340
Credits to member districts				(2,201,859)
Gain on disposal of assets				31,908
Total General Revenue and Other				(2,079,695)
Change in Net Position				(1,046,965)
Net Position, Beginning of Year				13,569,761
Net Position, End of Year				\$ 12,522,796

See accompanying notes to financial statements and independent auditor's report.

Valley Collaborative

Balance Sheet

Governmental Funds

June 30, 2018

	General Fund	Capital Reserve Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 3,322,924	\$ 1,500,000	\$ 20,267	\$ 4,843,191
Accounts receivable, net	1,833,007	-	-	1,833,007
Prepaid expenses and other assets	21,319	-	-	21,319
Cash held for municipalities	1,999,574	-	-	1,999,574
Total Assets	\$ 7,176,824	\$ 1,500,000	\$ 20,267	\$ 8,697,091
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable and accrued liabilities	\$ 1,135,089	\$ -	\$ -	\$ 1,135,089
Credits due to member districts	1,999,574	-	-	1,999,574
Total Liabilities	3,134,663	-	-	3,134,663
Fund Balances:				
Nonspendable	-	-	-	-
Restricted	-	1,500,000	20,267	1,520,267
Committed	-	-	-	-
Assigned	-	-	-	-
Unassigned	4,042,161	-	-	4,042,161
Total Fund Balances	4,042,161	1,500,000	20,267	5,562,428
Total Liabilities and Fund Balances	\$ 7,176,824	\$ 1,500,000	\$ 20,267	\$ 8,697,091

The accompanying notes are an integral part of these financial statements.

Valley Collaborative

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2018

Total fund balances, governmental funds	\$ 5,562,428
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Amounts reported for governmental activities in the Statement of Net Position are different because:

Other postemployment benefit (OPEB) liability is not a current obligation and therefore is not reported in this fund financial statement, but is reported in the governmental activities of the Statement of Net Position.	(491,676)
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Capital assets, net of related debt, used in governmental activities are not current financial resources and therefore are not reported in this fund financial statement, but are reported in the governmental activities of the Statement of Net Position	<u>7,452,044</u>
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Net position of governmental activities	<u><u>\$ 12,522,796</u></u>
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The accompanying notes are an integral part of these financial statements.

Valley Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2018

	General Fund	Capital Reserve Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues:				
Tuition and service revenues	\$ 17,314,864	\$ -	\$ -	\$ 17,314,864
Grants and contributions	2,425,604	-	30,289	2,455,893
Intergovernmental revenue	3,366,087	-	-	3,366,087
Interest	40,916	-	-	40,916
Other	49,340	-	-	49,340
Insurance proceeds on disposal of asset	30,657	-	-	30,657
Credits to member districts	(2,201,859)	-	-	(2,201,859)
Total Revenues	21,025,609	-	30,289	21,055,898
Expenditures:				
Administration	1,903,951	-	39,141	1,943,092
Program payroll	11,432,674	-	-	11,432,674
Program fringe benefits and payroll taxes	2,081,408	-	-	2,081,408
Professional and consulting fees	11,747	-	-	11,747
Transportation and travel	129,740	-	-	129,740
Rent	393,841	-	-	393,841
Maintenance	248,889	-	-	248,889
Telephone, communications and utilities	136,646	-	-	136,646
Materials, supplies and equipment	762,083	-	-	762,083
Small business expenses	207,470	-	-	207,470
Field trips	88,590	-	-	88,590
Training programs	30,997	-	-	30,997
Other	50,965	-	-	50,965
Bad debt expense	111	-	-	111
Intergovernmental expense	3,366,087	-	-	3,366,087
Capital outlay, net of debt incurred	516,330	-	-	516,330
Total Expenditures	21,361,529	-	39,141	21,400,670
Excess of Revenues over Expenditures	(335,920)	-	(8,852)	(344,772)
Other Financing Sources:				
OPEB obligation funding	-	-	-	-
Net Change in Fund Balances	(335,920)	-	(8,852)	(344,772)
Fund Balances, Beginning of Year	4,378,081	1,500,000	29,119	5,907,200
Fund Balances, End of Year	\$ 4,042,161	\$ 1,500,000	\$ 20,267	\$ 5,562,428

The accompanying notes are an integral part of these financial statements.

Valley Collaborative

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances of
Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2018

Net change in fund balances of total governmental funds **\$ (344,772)**

Amounts reported for governmental activities in the Statement of Activities are different because:

Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only a portion of the outlay as expense. The outlay is allocated over the assets' estimated useful lives as depreciation expense for the period.

Capital outlay purchases, net of debt incurred	516,330
Depreciation	(728,098)
Gain on disposal of assets	31,908
Insurance proceeds on disposal of asset	(30,657)

The change in accrual for other postemployment benefits reported in the Statement of Activities does not require the use of current financial resources and, therefore, is not reported as expenditures in the governmental funds.

Net change in other postemployment benefits (OPEB) accrual	(491,676)
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Change in net position of governmental activities	\$ (1,046,965)
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The accompanying notes are an integral part of these financial statements.

Valley Collaborative
Statement of Fiduciary Net Position
Retirees' Health Insurance Trust Fund
June 30, 2018

Assets

Assets	
Investments	<u>\$ 3,779,108</u>
Total Assets	<u><u>\$ 3,779,108</u></u>

Net Position

Net Position	
Net position held in trust for retirees' health insurance	<u>\$ 3,779,108</u>
Total Net Position	<u><u>\$ 3,779,108</u></u>

See accompanying notes to financial statements and independent auditor's report.

Valley Collaborative
 Statement of Changes in Fiduciary Net Position
 Retirees' Health Insurance Trust Fund
 For the year ended June 30, 2018

Additions:	
Contributions	\$ -
Investment gain	236,892
Total Additions	<u>236,892</u>
Change in Net Position	<u>236,892</u>
Net Position – Beginning of Year	<u>3,542,216</u>
Net Position – End of Year	<u><u>\$ 3,779,108</u></u>

See accompanying notes to financial statements and independent auditor's report.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Collaborative

Valley Collaborative (The “Collaborative”) is an educational collaborative of the school districts of Billerica, Chelmsford, Dracut, Groton-Dunstable Regional, Nashoba Valley Technical, North Middlesex Regional, Tewksbury, Tyngsborough, and Westford. The Collaborative is a public entity under the jurisdiction of its member school committees, whose appointees comprise its board of directors. The Collaborative provides high quality academic, therapeutic and vocational services to individuals referred by local school districts and social service agencies.

Basis of Presentation

The Collaborative's financial statements are prepared in accordance with accounting principles generally accepted in the United States of America (“GAAP”). The Governmental Accounting Standards Board (“GASB”) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). The more significant accounting policies established in GAAP and used by the Collaborative are discussed below.

The Collaborative's basic financial statements include both government-wide (reporting the Collaborative as a whole) and fund financial statements (reporting the Collaborative's major funds). Both the government-wide and fund financial statements categorize primary activities as either governmental or business type. Governmental activities are generally financed through intergovernmental assessments or other non-exchange transactions. The Collaborative does not have any activities classified as business type activities.

Cumulative effect of change in accounting principle

The Collaborative has fully implemented GASB Statements No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans* and No. 75, *Accounting and Financial Reporting for Postemployment Benefits other than Pensions*. Statement No. 74 provides guidance to improve financial reporting of Other Postemployment Benefit (OPEB) Plans. Statement No. 75 provides guidance on employer reporting for employer governmental entities whose employees are provided with OPEB. Under Statement No. 75, the Collaborative is required to report the effects of OPEB-related transactions and events on its financial statements and to provide information about the Collaborative's OPEB obligations and the assets available to satisfy the obligations. Previously, the Collaborative recognized its Net OPEB obligation over a 30-year period in accordance with GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. Under Statements No. 74 and 75, the Collaborative is required to recognize its Net OPEB liability immediately. The beginning net position on the government-wide financial statements as a result of the cumulative effect of this change in accounting principle was unchanged from the amount previously reported in the financial statements for the year ended June 30, 2017. There was also no change in the opening balance in the governmental fund balance as a result of the cumulative effect of this change in accounting principle.

Government-wide Statements

In the government-wide Statement of Net Position, governmental columns are presented on a consolidated basis and are reported on a full accrual, economic resource basis, which recognizes all long-term assets, receivables and deferred outflows of resources, as well as long-term liabilities, deferred inflows of resources and other liabilities reported on a full accrual basis. The Collaborative's net position is reported in three parts—net investment in capital assets; restricted; and unrestricted. The Collaborative first utilizes restricted resources to finance qualifying activities.

The government-wide Statement of Activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. The Collaborative does allocate indirect expenses to functions in the Statement of Activities if there is a reasonable basis for doing so. Depreciation is reported as one amount, in total, on the Statement of Activities, and is not allocated among the respective functions.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – *continued*

The government-wide focus is more on the sustainability of the Collaborative as an entity and the change in the Collaborative's net position resulting from the current year's activities.

Fund Financial Statements

The financial transactions of the Collaborative are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprises its assets, liabilities, reserves, fund equity, revenues and expenditures/expenses. The various funds are reported by generic classification within the financial statements.

The emphasis in fund financial statements is on the major funds in either the governmental or business-type activities categories. GASB pronouncements set forth minimum criteria (percentage of the assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of either fund category or the governmental and enterprise combined) for the determination of major funds. The Collaborative may electively add funds, as major funds, which have specific community focus. The nonmajor funds are combined in a column in the fund financial statements.

The following governmental fund types are used by the Collaborative - the Collaborative does not use proprietary funds:

Governmental Funds:

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. The following is a description of the governmental funds of the Collaborative:

General fund - is the general operating fund of the Collaborative. It is used to account for all financial resources not accounted for and reported in another fund.

Capital reserve fund - used to account for and report financial resources that are restricted, committed, or assigned to be used for the acquisition, construction, or renovation of major capital facilities or equipment.

Non-major governmental funds - consist of other special revenue and permanent funds that are aggregated and presented in the non-major governmental funds column on the government funds financial statements.

Fiduciary Funds:

Fiduciary Funds are used to report assets held in a trustee or agency capacity for others and therefore are not available to support Collaborative programs. The reporting focus is on net position and changes in net position presented in fiduciary fund financial statements. Since by definition these assets are being held for the benefit of a third party (retirees) and cannot be used to address activities or obligations of the government, these funds are not incorporated into the government-wide statements.

Measurement Focus and Basis of Accounting

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on general long-term debt which is recognized when due, and certain compensated absences, claims and judgments which are recognized when the obligations are expected to be liquidated with current expendable available resources.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – *continued*

Cash and Cash Equivalents

The Collaborative considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. The Collaborative maintains its uncollateralized cash balances in two financial institutions, including an insured cash sweep account. The balance in the insured cash sweep account is fully insured by the Federal Deposit Insurance Company (FDIC). All other balances in the two financial institutions are insured by the Federal Deposit Insurance Company up to \$250,000. From time to time, the Collaborative maintains bank account balances in excess of the federally insured limits. The Collaborative also maintains cash and cash equivalents at the Massachusetts Municipal Depository Trust which is collateralized by its underlying assets. At June 30, 2018, the Collaborative's uninsured cash balances totaled \$6,006,632. The Collaborative monitors its exposure associated with cash and cash equivalents and has not experienced any losses in such accounts.

Fair Value Measurements and Investments

The Collaborative has contributed \$3,150,000 to a public employee retirement trust account with U.S Bank National Association as trustee, on behalf of its retirees' health insurance trust fund. The trustee invests the funds in Vanguard mutual funds. As of June 30, 2018, the balance in these investments consisted of the following:

	<u>Cost</u>	<u>Fair Value</u>	<u>Unrealized Gain</u>
Mutual Funds	\$3,150,000	\$3,779,108	\$629,108

All investments of the Collaborative are measured at fair value, generally based on quoted market prices in accordance with level 1 of the Fair Value Hierarchy established under GASB Statement No. 72, *Fair Value Measurement and Application*.

Net increase in the fair value on investments for the year ended June 30, 2018 was \$246,139. There were no realized gains or losses during the year ended June 30, 2018. Investment fees for the year ended June 30, 2018 were \$9,247.

The Collaborative manages its investments in accordance with state public finance laws that require that all moneys held in the name of the Collaborative, which are not required to be kept liquid for purposes of distribution, shall be invested in such a manner as to require the payment of interest on the money at the highest possible rate reasonably available, taking account of safety, liquidity and yield. The Collaborative has directed a local investment management service to manage the funds as conservatively as possible. However, the investments are still subject to market risk of loss. For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the Collaborative will not be able to recover the value of its investments or collateral securities that are in possession of an outside party. The Collaborative's investments are uninsured, not registered in the name of the Collaborative, and held by the counterparty's trust department or agent but not in the Collaborative's name.

Operating Revenues and Expenses

Operating revenues consist primarily of billings to member municipalities or other cities and towns for providing programs and services. The Collaborative also receives approximately 12% of its revenues under social service contracts issued by agencies of the Commonwealth of Massachusetts, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments. Operating expenses include educational costs, administrative expenses and depreciation on capital assets.

Accounts Receivable

Accounts receivable consist of all revenues earned at year end and not yet collected. Major receivable balances include tuitions and certain related charges. The Collaborative records its bad debts using the allowance method. As of June 30, 2018, there was an allowance for doubtful accounts of \$13,524.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – *continued*

Credits Due to Member Districts

“Credits due to member districts” represent member district credits issued during the fiscal year but not utilized by the district during the fiscal year. The funds are to be applied against future Collaborative invoices or disbursed to the member district and are not considered an agency fund of the Collaborative. “Cash held for municipalities” represents amounts to be credited or distributed to the member municipalities.

Property and Equipment

Property and equipment are capitalized at historical cost. Depreciation is computed on the straight-line method using estimated useful lives of two to five years for websites, computer equipment, furniture, fixtures, vehicles and program equipment and five to ten years for leasehold improvements. The Collaborative has purchased and renovated a building. The building and renovations are depreciated using estimated useful lives of 40 and 20 years, respectively.

Equity Classifications

Government-wide Statements

Equity is classified as net position and displayed in three components:

Invested in capital assets, net of related debt - this component of net position consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of bonds, notes or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt are also included in this component of net position.

Restricted - this component of net position consists of restricted net assets reduced by liabilities and deferred inflows or resources related to those assets. These assets may be restricted by constraints placed on the use either by (1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments; or (2) law through constitutional provisions or enabling legislation.

Unrestricted - this component of net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted component of net position.

Fund Financial Statements

Governmental fund equity is classified as fund balance. Fund balance is further classified based on the extent to which the government is bound to honor constraints on specific purposes for which amounts in the funds can be spent. Fund balances can be classified in the following components:

Nonspendable fund balance – consists of amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Restricted fund balance – consists of amounts upon which constraints have been placed on their use whether (a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; (b) imposed by law through constitutional provisions or enabling legislation.

Committed fund balance – consists of amounts which can only be used for specific purposes pursuant to constraints imposed by the Collaborative’s highest level of decision making, the Board of Directors. Any modification or rescission must also be made by a vote of the Board of Directors.

Assigned fund balance – consists of amounts that are constrained by the Collaborative’s intent to be used for specific purposes. Intent is expressed by (a) the governing body itself, or (b) a Board of Directors, or official to which the governing body has delegated the authority to assign amounts to be used for specific purposes.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – *continued*

Unassigned fund balance – consists of the residual classification for the remaining fund balance. It represents amounts that have not been assigned to other funds and has not been restricted, committed, or assigned to specific purposes.

Use of Estimates

Management uses estimates and assumptions in preparing financial statements in accordance with generally accepted accounting principles. Those estimates and assumptions affect the reported amounts of assets and liabilities, and reported revenues and expenses. Actual results could vary from the estimates used.

Subsequent Events

Subsequent events have been evaluated through October 25, 2018, which is the date the financial statements were available to be issued.

NOTE B – CAPITAL ASSETS

A summary of depreciable capital assets follows:

	<u>Buildings & Improvements</u>	<u>Furniture, Equipment & Software</u>	<u>Vehicles</u>	<u>Total</u>
<u>COST</u>				
Balance, July 1, 2017	\$6,941,325	\$ 884,627	\$1,293,883	\$ 9,119,835
Additions	274,247	7,674	326,209	608,130
Disposals	—	—	(280,190)	(280,190)
	<u>7,215,572</u>	<u>892,301</u>	<u>1,339,902</u>	<u>9,447,775</u>
<u>ACCUMULATED DEPRECIATION</u>				
Balance, July 1, 2017	(972,359)	(443,443)	(718,972)	(2,134,774)
Additions	(309,956)	(154,536)	(263,606)	(728,098)
Disposals	—	—	189,641	189,641
	<u>(1,282,315)</u>	<u>(597,979)</u>	<u>(792,937)</u>	<u>(2,673,231)</u>
Net, June 30, 2018	<u>\$ 5,933,257</u>	<u>\$ 294,322</u>	<u>\$ 546,965</u>	<u>\$ 6,774,544</u>

Land in the amount of \$677,500 is not being depreciated. In fiscal 2018, the Collaborative capitalized \$274,247 for building improvements, \$326,209 for vehicles, and \$7,674 for office furniture and equipment. In fiscal 2018, the Collaborative disposed of vehicles and software. The gain on disposal of these assets was not allocated to governmental activities. It appears unallocated on the Statement of Activities. Depreciation expense of \$728,098 was not allocated to governmental functions. It appears unallocated on the Statement of Activities.

NOTE C –LEASE OBLIGATIONS

The Collaborative leases various classroom and office spaces and office equipment under operating leases that expire at various times through June 2022. Classroom and office lease expense was \$415,380 and equipment lease expense was \$33,757 for the year ended June 30, 2018.

The future minimum lease obligations under these lease agreements are as follows:

2019	\$ 422,809
2020	170,073
2021	136,044
2022	140,146
	<u>\$ 869,072</u>

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE D – ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following as of June 30, 2018:

Tuition and services to districts	\$1,551,316
Insurance claim	30,657
State contracts	<u>264,558</u>
	1,846,531
Allowance for doubtful accounts	<u>(13,524)</u>
	<u><u>\$1,833,007</u></u>

The Collaborative has established an allowance for doubtful accounts in the amount of \$13,524. The allowance is based on specific identification of probable losses and an estimate of additional losses based on historical experience. Account balances are charged off against the allowance when it is probable the receivable will not be recovered. For the year ended June 30, 2018, bad debt expense in the amount of \$111 was recorded for uncollectible accounts.

NOTE E – MASSACHUSETTS TEACHERS' AND STATE EMPLOYEES' RETIREE SYSTEMSPlan Descriptions:

The Collaborative's employees participate in the Massachusetts Teachers' (MTRS) or State Employee' Retirement System (MSERS), statewide cost-sharing multi-employer defined benefit plans public employee retirement systems (PERS) covering all employees of local school districts within the Commonwealth of Massachusetts. The retirement systems issue publicly available annual reports that includes financial statements and required supplementary information, which may be obtained by writing to Public Employee Retirement Administration Commission (PERAC), 5 Middlesex Avenue, Suite 304, Somerville, Massachusetts, 02145.

Benefits Provided:

MSERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

The MSERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MSERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

**NOTE E – MASSACHUSETTS TEACHERS’ AND STATE EMPLOYEES’ RETIREE SYSTEMS –
*continued***

MTRS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member’s highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member’s age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

The MTRS’ funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MTRS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Contributions:

Member contributions for MSERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 - 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

Educational collaboratives contribute amounts equal to the normal cost of employees’ benefits participating in MSERS at a rate established by the Public Employees’ Retirement Administration Commission (PERAC), currently 5.6% of covered payroll. Legally, the collaboratives are only responsible for contributing the annual normal cost of their employees’ benefits (i.e., the present value of the benefits earned by those employees in any given year) and are not legally responsible for the past service cost attributable to those employees or previously retired employees of the collaboratives. During fiscal year 2018, the Collaborative’s contributions on behalf of employees totaled \$303,173.

Member contributions for MTRS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 - 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
7/1/2001 to present.....	11% of regular compensation (for teachers hired after 7/1/01 and those accepting provisions of Chapter 114 of the Acts of 2000)
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

Valley Collaborative
Notes to Financial Statements
June 30, 2018

**NOTE E – MASSACHUSETTS TEACHERS’ AND STATE EMPLOYEES’ RETIREE SYSTEMS –
*continued***

The Commonwealth is a nonemployer contributor in MTRS and is required by statute to make all actuarially determined employer contributions on behalf of the member employers participating in MTRS. Therefore, the Collaborative is considered to be in a 100% special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributing entity in under both MSERS and MTRS. Since the employers do not contribute directly to each system beyond the MSERS annual normal cost, there is no net pension liability to recognize. However, the notes to the financial statements must disclose the portion of the nonemployer contributing entities’ share of the collective net pension liability that is associated with the employer. In addition, the Collaborative must recognize its portion of the collective pension expense as both a revenue and pension expense.

The nonemployer contributing entities’ share of the collective net pension liability that is associated with the Collaborative was measured as of June 30, 2017 and was \$10,410,850 and \$19,344,064 under MSERS and MTRS, respectively. In fiscal 2018, the Collaborative recognized revenue and related expense of \$1,347,091 (under GASB Statement No. 68) for its portion of the collective pension expense under MSERS. In fiscal 2018, the Collaborative recognized revenue and related expense of \$2,018,996 (under GASB Statement No. 68), for its portion of the collective pension expense under MTRS. These amounts are recorded as Intergovernmental revenue and expense in the financial statements.

NOTE F – COMPENSATED ABSENCES

The Collaborative allows eligible employees to carryover unused vacation time up to 10 days per year and to accrue a maximum of 20 days total. At the end of the fiscal year, any unused vacation time in excess of the above amounts is forfeited. The Collaborative’s vacation accrual for the year ended June 30, 2018 was \$76,054.

NOTE G – RISK MANAGEMENT

The Collaborative is exposed to various risks of loss relating to torts, theft or damage of, and destruction of assets; error and omissions; injuries to employees; and natural disasters. The Collaborative has obtained a variety of commercial liability insurance policies that pass the risk of loss listed above to independent third parties. Management believes such coverage is sufficient to preclude any significant uninsured losses to the Collaborative. Settled claims have not exceeded the insurance coverage in any of the past three fiscal years.

The Collaborative offers eligible participants access to various health and life insurance. Payment, in the form of premiums, is generally made monthly. The payments are funded in part from the Collaborative and payroll withholdings from active employee participants or direct payments from certain other eligible participants. In general, the Collaborative pays 80% of the cost of health insurance and 100% of the cost of life insurance for those participants that qualify.

NOTE H – COMMITMENTS AND CONTINGENCIES

The Collaborative participates in state and federal contracts, which are governed by various rules and regulations of the agencies. Costs charged to the respective programs are subject to audit and adjustment by agencies; therefore, to the extent that the Collaborative has not complied with the rules and regulations governing the refunds of any money received may be required and the collectability of any related receivable at June 30, 2018 may be impaired. In the opinion of the Collaborative, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective contracts; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

During the fiscal year 2015, the Collaborative’s board members voted to enter into a line of credit agreement with a local bank. The maximum borrowing limit under the agreement is \$1,500,000 and interest is charged at a fluctuating rate equal to the bank’s base rate. As of June 30, 2018, the balance of the line of credit was \$0.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE I – POSTEMPLOYMENT HEALTHCARE PLAN

The Collaborative follows the provisions of GASB Statement No. 75, “Accounting and Financial Reporting for Postemployment Benefits other than Pensions.” The Collaborative has also established a trust that follows the provisions of GASB Statement No. 74 that is intended to set funds aside for future retiree health insurance. The trust does not issue a separate financial report and its financial activities are reported in the fiduciary financial statements

Description

At the board meeting on June 18, 2015, the Collaborative’s board members implemented a postemployment health care plan and voted to create a trust fund for related retiree health benefits to take effect July 1, 2015. The trust fund is held for the benefit of a third party (retiree health insurance participants) and cannot be used to address activities or obligations of the Collaborative, therefore these funds are not incorporated into the government-wide financial statements. All funds of the trust are held at Public Agency Retirement Services and are held in mutual funds. The trust is irrevocable and is exempt from federal and state income taxes under Internal Revenue Code Section 115. The sole purpose of the trust is to provide funds to pay postemployment healthcare benefits to qualified retirees. The plan has the retirees pay for 20% of the premiums for the medical insurance. The plan currently has 258 participants, made up of 254 active employees and 4 retirees.

As a result of establishing the trust, the Collaborative’s board members voted to transfer \$3,150,000 to fund the trust.

Funding Policy

The Collaborative is the only party that is responsible for the funding of the OPEB Trust. Currently the trust has been adequately funded and there were no required contributions that needed to be made for the year ending June 30, 2018.

Annual OPEB Cost and Net OPEB Obligation

The following table shows the components of the Collaborative’s annual OPEB costs for the fiscal year, the amount deemed to have been actually contributed to the plan, the percentage of annual OPEB cost contributed to the plan and changes in the Collaborative’s net OPEB obligation to the plan as of the last actuarial valuation:

	Fiscal Year Ended June 30, 2018	
	Collaborative Employees and Retirees	Total
I. Total OPEB Liability	\$ 4,270,784	\$ 4,270,784
II. Fiduciary Net Position as of June 30, 2018		
	<u>3,779,108</u>	<u>3,779,108</u>
III. Net OPEB Liability (Asset) [I.-II.]	491,676	491,676
IV. Service Cost	608,129	608,129
V. Interest	299,048	299,048
VI. Difference in Experience - Amortization	-	-
VII. Change in Assumptions - Amortization	-	-
VIII. Changes in Plan Provisions	-	-
IX. Employee Contributions	-	-
X. Projected Earnings on Investments	(249,627)	(249,627)
XI. Administration Expense	8,754	8,754
XII. Other Changes in Fiduciary Net Position	-	-
XIII. Asset (Gain)/Loss Amortization	<u>(39,533)</u>	<u>(39,533)</u>
XIV. Net OPEB Expense [IV.+V.+VI.+VII.+VIII.+IX.+X.+XIII.]	\$ 626,771	\$ 626,771

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE I – POSTEMPLOYMENT HEALTHCARE PLAN - *continued*Funded Status and Funding Progress

As of June 30, 2018, the most recent valuation date, the actual accrued liability for benefits was \$4,270,784, and the actuarial value of plan assets was \$3,779,108, resulting in an unfunded actuarial liability of \$491,676.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the actuarially determined contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding process, presented in the required supplementary information following the financial statements, presents multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the Total OPEB Liabilities for benefits.

Effect of 1% Change in Discount Rates

If the discount rate were 1% higher than what was used in this valuation, the Total OPEB Liability would decrease to \$3,624,172 or by 15.1%. If the discount rate were 1% lower than was used in this valuation, the Total OPEB Liability would increase to \$5,078,754 or by 18.9%.

Effect of 1% Change in Healthcare Trend

In the event that healthcare trend rates were 1% higher than forecast and employee contributions were to increase at the forecast rates, the Total OPEB Liability would increase to \$5,364,361 or by 25.6. If such healthcare trend rates were 1% less than forecast and employee contributions were to increase at the forecast rate, the Total OPEB Liability would decrease to \$3,444,842 or by 19.3%.

Actuarial Methods and Assumptions

Interest:	Full prefunding: 7.5% per year, net of investment expenses	
Actuarial cost method:	Entry Age Normal	
Medical care inflation:	<u>Year</u>	<u>Inflation Rate</u>
	2018	5.0%
	2019 & after	4.5%
Participation:	95% of future retiree teachers and are assumed to participate in the retiree medical plan, 95% of future non-teacher retirees are expected to participate in the retiree medical plan and 100% of future retirees are expected to elect life insurance.	
Marital status:	80% of male employees and 60% of female employees are assumed to have a covered spouse at retirement. Wives are assumed to be three years younger than their husbands.	
Current employees:	Current active employees who are assumed to retire prior to age 65 are valued with a weighted-average current cost. This weighted-average current cost is based on the medical plan coverage of current retirees under age 65.	
	At age 65, active participants are assumed to participate in the same manner as current retirees over age 65 in Medicare Supplemental plans.	
Pre-age 65 retirees:	Current retirees who are under age 65 are assumed to remain in their current medical plan until age 65. Current active employees who are assumed to retire prior to age 65 are valued with a weighted-average premium. This weighted-average premium is based on the medical plan coverage of current retirees under age 65.	

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE I – POSTEMPLOYMENT HEALTHCARE PLAN – *continued*

Post-age 65 retirees:	Current retirees over age 65 remain in their current medical plan until death for purposes of measuring their contributions. It is assumed that future retirees are Medicare eligible. It is furthermore assumed that all current retirees under 65 will participate in the Medex plan in the same proportion as current retirees over 65. Per capita costs were developed from the Collaborative developed monthly costs. Amounts to be received in the future for the Medicare Part D Retiree Drug Subsidy are not reflected in the valuation.																		
Termination benefit:	95% of current active teachers and 95% of current active non-teachers over age 50 with at least 10 years of service are expected to elect medical coverage starting at age 65.																		
Medical plan costs:	<p>The estimated gross per capita incurred claim costs for all retirees and beneficiaries for 2018 at ages prior to 65 and after 65 are \$15,634 and \$4,389, respectively. Medicare eligible retirees' per capita claims costs at age 65 is \$2,633.</p> <p>It is assumed that future retirees participate in the same manner as current retirees. Employee cost sharing is based on current rates. Future cost sharing is based on the weighted average of the current cost sharing of retirees and beneficiaries.</p>																		
Age-based morbidity:	<p>Medical costs are adjusted to reflect expected cost increase related to age. The increase in the net costs assumed to be:</p> <table> <tr> <th><u>Age</u></th><th><u>Annual increase retiree</u></th></tr> <tr> <td>49 and below</td><td>2.6%</td></tr> <tr> <td>50-54</td><td>3.2%</td></tr> <tr> <td>55-59</td><td>3.4%</td></tr> <tr> <td>60-64</td><td>3.7%</td></tr> <tr> <td>65-69</td><td>3.2%</td></tr> <tr> <td>70-74</td><td>2.4%</td></tr> <tr> <td>75-79</td><td>1.8%</td></tr> <tr> <td>80 and over</td><td>0.0%</td></tr> </table>	<u>Age</u>	<u>Annual increase retiree</u>	49 and below	2.6%	50-54	3.2%	55-59	3.4%	60-64	3.7%	65-69	3.2%	70-74	2.4%	75-79	1.8%	80 and over	0.0%
<u>Age</u>	<u>Annual increase retiree</u>																		
49 and below	2.6%																		
50-54	3.2%																		
55-59	3.4%																		
60-64	3.7%																		
65-69	3.2%																		
70-74	2.4%																		
75-79	1.8%																		
80 and over	0.0%																		
Mortality rates:	It is assumed that both pre-retirement mortality and beneficiary mortality is represented by the RP-2014 Blue Collar Mortality with Scale MP-2017, fully generational. Mortality for retired members for Group 1 and 2 is represented by the RP-2014 Blue Collar Mortality Table set forward five years for males and three years for females, fully generational. Mortality for disabled members for Group 1 and 2 is represented by the RP-2000 Mortality table set forward two years. Generational adjusting is based on Scale MP-2017.																		
Retirement medical Insurance:	Retirees contribute towards their coverage in the amount of 20% of stated premiums.																		
Spousal coverage:	Current and future retirees may elect to include their spouses as part of their post-retirement benefits. There is lifetime spousal coverage for medical insurance.																		
Section 18 coverage:	The Collaborative has elected to adopt Section 18 under Chapter 32B of the General Laws of Massachusetts, which requires that an employee or retiree must participate in the Medicare program as the primary payer once one reaches age 65 and is Medicare eligible.																		

Valley Collaborative
Notes to Financial Statements
June 30, 2018

NOTE I – POSTEMPLOYMENT HEALTHCARE PLAN – *continued*

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

Ordinary disability eligibility: 10 years of service and under age 55.

Termination eligibility: 10 years of service.

NOTE J – TAX POSITION

The primary tax positions made by the Collaborative are the existence of Unrelated Business Income Tax and the Collaborative's status as an exempt organization under the Internal Revenue Code. The Collaborative currently evaluates all tax positions, and makes determinations regarding the likelihood of those positions being upheld under review. For the years presented, and as a result of adoption, the Collaborative has not recognized any tax benefits or loss contingencies for uncertain tax positions based on its evaluations. The Collaborative is not currently under examination by any taxing jurisdiction. As a Chapter 40 governmental entity, the Collaborative is exempt from filing certain non-profit filings and, accordingly, there are no returns currently open for examination.

NOTE K – COMMONWEALTH OF MASSACHUSETTS SURPLUS REVENUE RETENTION (OSD)

The excess (deficiency) of revenue received from departments of the Commonwealth of Massachusetts is the amount in accordance with the Commonwealth of Massachusetts Not-For-Profit Provider Surplus Revenue Retention Policy, pursuant to 808CMR 1.19(3) of the Pricing, Reporting, and Auditing for Social Programs, which allows a provider to retain, for future use, a portion of annual net surplus. Net surplus from the revenues and expenses with services provided to purchasing agencies, which are subject to 808CMR 1.00, may not exceed 20% of the provider's revenues derived from contracts with state departments annually. For fiscal 2016 and beyond, there is no limit on the cumulative amount of the provider's net surplus. For the year ended June 30, 2018, the Collaborative had no surplus revenue from contracts with state departments.

NOTE L – DISCLOSURES REQUIRED UNDER MASSACHUSETTS GENERAL LAW C.40 § 4ENames, duties and total compensation of the five most highly compensated employees

The five highest compensated employees of the Collaborative during fiscal year 2018 were as follows:

<u>Name</u>	<u>Title</u>	<u>Total Compensation</u>
Chris A. Scott, PhD	Executive Director	\$196,093
Sean Glavin	Director of Finance and Operations	\$112,970
Chris Cowan	Principal	\$99,240
Nicole Noska	Principal	\$92,150
Susan Donato	Occupational Therapist	\$91,156

Executive Director:

Responsible for the proper fiscal management of Collaborative Programs. Administer and coordinate all programs and services offered by the Collaborative. Develop and propose an annual budget to the Board of Directors. Ensure Collaborative is operating within and in compliance with federal and state laws.

Director of Finance and Operations:

Responsible for managing Payroll, Human Resources, Accounts Payable and Accounts Receivable departments on a daily basis. Responsibilities include financial reporting, preparing annual financial audit, and cash management. Other responsibilities include supervising Operations Department; maintenance, custodial, safety, and Capital Projects.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

**NOTE L – DISCLOSURES REQUIRED UNDER MASSACHUSETTS GENERAL LAW C.40 § 4E –
*continued***

Principal:

Responsible to ensure program curriculum is aligned with Massachusetts Curriculum Frameworks. Other responsibilities include, ensure safety and structure of program, coordination and review all IEPs, schedule and participate in IEP meetings, communicate with parents, LEAs and outside agencies, and interview student referrals.

Occupational Therapist:

Works with the students to help develop certain skills such as handwriting, fine motor skills, performance of activities of daily living, visual motor and perceptual skills and various other areas to assist with skills and functions.

Amounts expended on services for individuals aged 22 years and older

Total direct costs incurred by the Collaborative in its over 21 programs, funded in part by contracts with agencies of the Commonwealth of Massachusetts, totaled \$2,453,517 for the year ended June 30, 2018, excluding Massachusetts Teachers' and State Employees' Retirement Systems "on-behalf" payments.

Amounts expended on administration and overhead

Administrative expenses of \$1,943,092 for the year ended June 30, 2018, include all costs that cannot be directly or reasonably applied to a program of the Collaborative. Administrative expenses include salaries, related benefits and payroll taxes, associated with the Collaborative's administrative office (i.e., Executive Director, finance staff, human resources, etc.), as well as other costs associated with maintaining that office (i.e. occupancy, supplies, etc.). The Collaborative directly applies salaries, where appropriate, to its programs and allocates related employee benefits and taxes to those programs. Occupancy, supplies, maintenance and any other cost that can be directly applied, or reasonably allocated, are reported under program expense.

Accounts held by the Collaborative that may be spent at the discretion of another person or entity

The Collaborative does not hold any accounts that may be spent at the discretion of another person or entity.

Transactions between the Collaborative and any related for-profit or non-profit organization

Other than the leases described below, the Collaborative had no transactions between the Collaborative and any related for-profit or non-profit organization.

Transactions or contracts related to purchase, sale, rental or lease of real property

Transactions or contracts related to the purchase, sale, rental, or lease of real property are described in Notes B and C to the financial statements. The Collaborative leases classroom and other program space within Tyngsborough, a member district. For the year ended June 30, 2018, rent expense under this lease was \$255,950.

Valley Collaborative
Notes to Financial Statements
June 30, 2018

**NOTE L – DISCLOSURES REQUIRED UNDER MASSACHUSETTS GENERAL LAW C.40 § 4E -
*continued***

Annual determination and disclosure of cumulative surplus

Cumulative Surplus Calculation - FY18					Page(s) in financial statements
(A)	Voted Cumulative Surplus as of 6/30/17		\$ 4,378,081	(A)	p. 11
(B)	1 Amount of (A) used to support the FY18 Budget	(B)1	\$ -		
	2 Amount of (A) returned to member districts	(B)2	\$ 2,201,859		
	(B)1 + (B)2 = (B)		\$ 2,201,859	(B)	p. 8
(C)	Unexpended FY18 General Funds		\$ 1,865,939	(C)	p. 11
(D)	Cumulative Surplus as of 6/30/18 (A) - (B) + (C) = (D)		\$ 4,042,161	(D)	
(E)	FY18 Total General Fund Expenditures*		\$ 17,995,442	(E)	p. 11
(F)	Cumulative Surplus Percentage	(D) ÷ (E)	23%	(F)	
	Estimated Amount of Excess Cumulative Surplus as of 6/30/18		-		

*Excludes intergovernmental expense, includes transfers to postemployment benefits trust and Capital Reserve Fund.

Valley Collaborative
Statement of Revenues, Expenditures and Changes in Fund Balance
of the General Fund - Budget to Actual
For the year ended June 30, 2018

	Original Budget	Final Budget	Actual Amounts	Variance with Final Budget Favorable (Unfavorable)
Revenues:				
Services	\$ 15,260,680	\$ 16,600,000	\$ 17,061,469	\$ 461,469
State contracts	2,290,000	2,290,000	2,425,604	135,604
Other	447,000	447,000	302,735	(144,265)
Interest	4,500	25,000	40,916	15,916
Insurance proceeds on disposal of asset	-	-	30,657	30,657
Intergovernmental revenue	-	-	3,366,087	3,366,087
Total revenue and other support	18,002,180	19,362,000	23,227,468	3,865,468
Expenses:				
Salaries	11,722,646	12,050,000	12,456,706	(406,706)
Employee benefits	2,210,000	2,267,070	2,276,301	(9,231)
Operating expenses	2,065,700	2,400,700	2,330,725	69,975
Leases and rentals	444,030	444,030	415,380	28,650
On-behalf retirement payment expense	-	-	3,366,087	(3,366,087)
Total expenses	16,442,376	17,161,800	20,845,199	(3,683,399)
Excess of revenues over expenses	\$ 1,559,804	\$ 2,200,200	\$ 2,382,269	\$ 182,069
Other Budget Items:				
Credits to member districts	\$ -	\$ -	\$ 2,201,859	\$ (2,201,859)
OPEB obligation funding	-	-	-	-
Capital Budget Items	425,000	780,000	516,330	263,670
	\$ 425,000	\$ 780,000	\$ 2,718,189	\$ (1,938,189)

Note: The schedule above is presented on the same basis used by the Collaborative to present its internal budget to actual comparison and account groupings are not necessarily consistent with the Statement of Revenue, Expenditures and Changes in Fund Balances presented on page 11. Also, capital budget items presented above include actual capital outlays and transfers made to the Capital Reserve Fund.

See independent auditor's report.

Valley Collaborative
Schedule of Funding Progress of Other Postemployment Healthcare Benefits
June 30, 2018

Actual Valuation Date	Value of Assets (a)	Accrued Liability (b)	Unfunded AAL (UAAL) (b-a)	Funded Ratio (a/b)	Covered Payroll	UAAL as Percentage of Covered Payroll
6/30/2018	\$ 3,779,108	\$ 4,270,784	\$ 491,676	88.49%	\$ 11,775,259	4.18%

See independent auditor's report.

Valley Collaborative
Schedule of the Collaborative's Proportionate Share of Net Pension Liability
For the Year Ended June 30, 2018

		<u>MTRS</u>	<u>MSERS</u>
Collaborative's proportion of net pension liability	FY2014	0.10521%	0.02526%
	FY2015	0.07985%	0.02466%
	FY2016	0.08405%	0.07637%
	FY2017	0.08453%	0.08118%
Collaborative's proportionate share of net pension liability	FY2014	\$ 16,724,835	\$ 1,871,525
	FY2015	\$ 16,360,313	\$ 2,806,546
	FY2016	\$ 18,790,793	\$ 10,530,873
	FY2017	\$ 19,344,064	\$ 10,410,850
Collaborative's covered-employee payroll	FY2014	\$ 6,277,563	\$ 4,565,446
	FY2015	\$ 5,347,143	\$ 4,285,929
	FY2016	\$ 5,527,894	\$ 4,254,279
	FY2017	\$ 5,762,613	\$ 4,635,195
Collaborative's proportionate share of net pension liability as a percentage of its covered-employee payroll	FY2014	266.42%	40.99%
	FY2015	305.96%	65.48%
	FY2016	339.93%	247.54%
	FY2017	335.68%	224.60%
Plan fiduciary net position as a percentage of total pension liability	FY2014	61.64%	76.32%
	FY2015	55.38%	67.87%
	FY2016	52.73%	63.48%
	FY2017	54.25%	67.21%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Also, see Note E to financial statements

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2017.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is presented for those years for which information is available.

See independent auditor's report.

Valley Collaborative
Schedule of Pension Contributions
For the Year Ended June 30, 2018

	<u>MTRS</u>	<u>MSERS</u>
<u>Fiscal 2014</u>		
Contractually required contribution	\$ -	\$ 255,665
Contributions in relation to the contractually required contribution	\$ -	\$ 255,665
Contribution deficiency (excess)	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 6,277,563	\$ 4,565,446
Contributions as a percentage of covered-employee payroll	0.00%	5.60%
<u>Fiscal 2015</u>		
Contractually required contribution	\$ -	\$ 240,012
Contributions in relation to the contractually required contribution	\$ -	\$ 240,012
Contribution deficiency (excess)	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 5,347,143	\$ 4,285,929
Contributions as a percentage of covered-employee payroll	0.00%	5.60%
<u>Fiscal 2016</u>		
Contractually required contribution	\$ -	\$ 238,217
Contributions in relation to the contractually required contribution	\$ -	\$ 238,217
Contribution deficiency (excess)	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 5,527,894	\$ 4,254,279
Contributions as a percentage of covered-employee payroll	0.00%	5.60%
<u>Fiscal 2017</u>		
Contractually required contribution	\$ -	\$ 259,571
Contributions in relation to the contractually required contribution	\$ -	\$ 259,571
Contribution deficiency (excess)	\$ -	\$ -
Collaborative's covered-employee payroll	\$ 5,762,613	\$ 4,635,195
Contributions as a percentage of covered-employee payroll	0.00%	5.60%

Notes to Required Supplementary Information

MTRS is the Massachusetts Teachers' Retirement System

MSERS is the Massachusetts State Employees' Retirement System

Also, see Note E to financial statements

Measurement Date

The amounts presented in this schedule were determined as of June 30, 2017.

Schedule Presentation

This schedule is intended to present information for 10 years. Until a 10-year trend is compiled, information is

Contributions

The Collaborative is required to pay an annual appropriation as established by the Public Employees' Retirement

See independent auditor's report.



FRITZ DEGUGLIELMO LLC
CERTIFIED PUBLIC ACCOUNTANTS
& BUSINESS ADVISORS

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of
Valley Collaborative
Billerica, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Valley Collaborative (a collaborative organized under the Laws of the Commonwealth of Massachusetts), as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Valley Collaborative's basic financial statements, and have issued our report thereon dated October 25, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Valley Collaborative's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Valley Collaborative's internal control. Accordingly, we do not express an opinion on the effectiveness of Valley Collaborative's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Valley Collaborative's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink, reading "Fritz DeGuglielmo" followed by a stylized flourish.

Certified Public Accountants

Newburyport, Massachusetts

October 25, 2018



Central Administration

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

ACCEPTANCE OF THE BOARD OF DIRECTORS

We, the Board of Directors of the Valley Collaborative, have voted to accept the representations of management and the expression of the opinions made by Fritz DeGuglielmo LLC as embodied in the financial statements, supplemental schedules and independent auditor's reports for the year ended June 30, 2018.

We also certify that the representations made by management and the disclosures in the financial statements are accurate and have been correctly and completely disclosed as required by accounting principles generally accepted in the United States of America and under Commonwealth of Massachusetts laws for the year ended June 30, 2018.

Board Chair

10/25/2018

Date

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 Scott, Executive Director
Date: January 17, 2019
Re: FY'18 Annual Report

The FY'18 Annual Report is attached for your review.

Required Action:

None

Attachments:

Annual Report

Valley Collaborative 2018 Annual Report



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General Information

Name of the collaborative: Valley Collaborative

Contact Information

Address:

40 Linnell Circle
Billerica, MA 01821

Phone:

978-528-7800

Website: <https://www.valleycollaborative.org>

Academic and fiscal year: 2017-2018 – FY'18

Valley Collaborative's Mission Statement:

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 communities.

Valley Collaborative's 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.

Summary of Successes and Challenges

Message from Executive Director:

It's that time of year when we reflect upon our strengths and weaknesses so that we can improve upon programming and embrace best practices. Valley is now in the fourth year of a five-year improvement plan. In keeping with the spirit of continuous improvement, we will be sending out surveys in the coming weeks to students, staff and families for their feedback. We are hoping our response rate will be close to 80 percent. Your feedback is important as it will help us to better serve the most vulnerable in our community in the best manner possible.

Valley's student-centered budget ensures that the students and adults we serve and educate receive the most effective curriculum as well as state-of-the-art resources to meet their special needs. On average our staff to student ratio remains between 1:1 and 1:5. Valley is also in excellent financial health. This year, for the fourth consecutive year, we returned surplus funds to our member districts, as required by the "25% rule." Thank to sound fiscal management, Valley returned an additional \$2 million to our member districts and once again fully funded our \$1.5 million Capital Fund.

Valley's revenues for FY'18 were up 10% over FY'18's original budget; while expenses are expected to increase by just 5% in FY'18. Enrollment remains robust from both our member and non-member districts. This year Valley has served more than 70 school districts across the Commonwealth and New Hampshire. Historically, student enrollment has been higher in June than it is in September. However, this year Valley's enrollment was almost the same in September as it was in June. Furthermore, the total number of days Valley billed districts for tuition was significantly higher in FY '18 (63,802 days) than in FY'17 (62,316 days). As the year progressed Valley continued to receive many referrals because our

programs are of the highest quality and our tuition rates are most competitive. This success can be attributed to a supportive, knowledgeable Board of Directors and the most caring and dedicated professional staff in the Commonwealth. Following are some of the financial highlights included in the Annual Report:

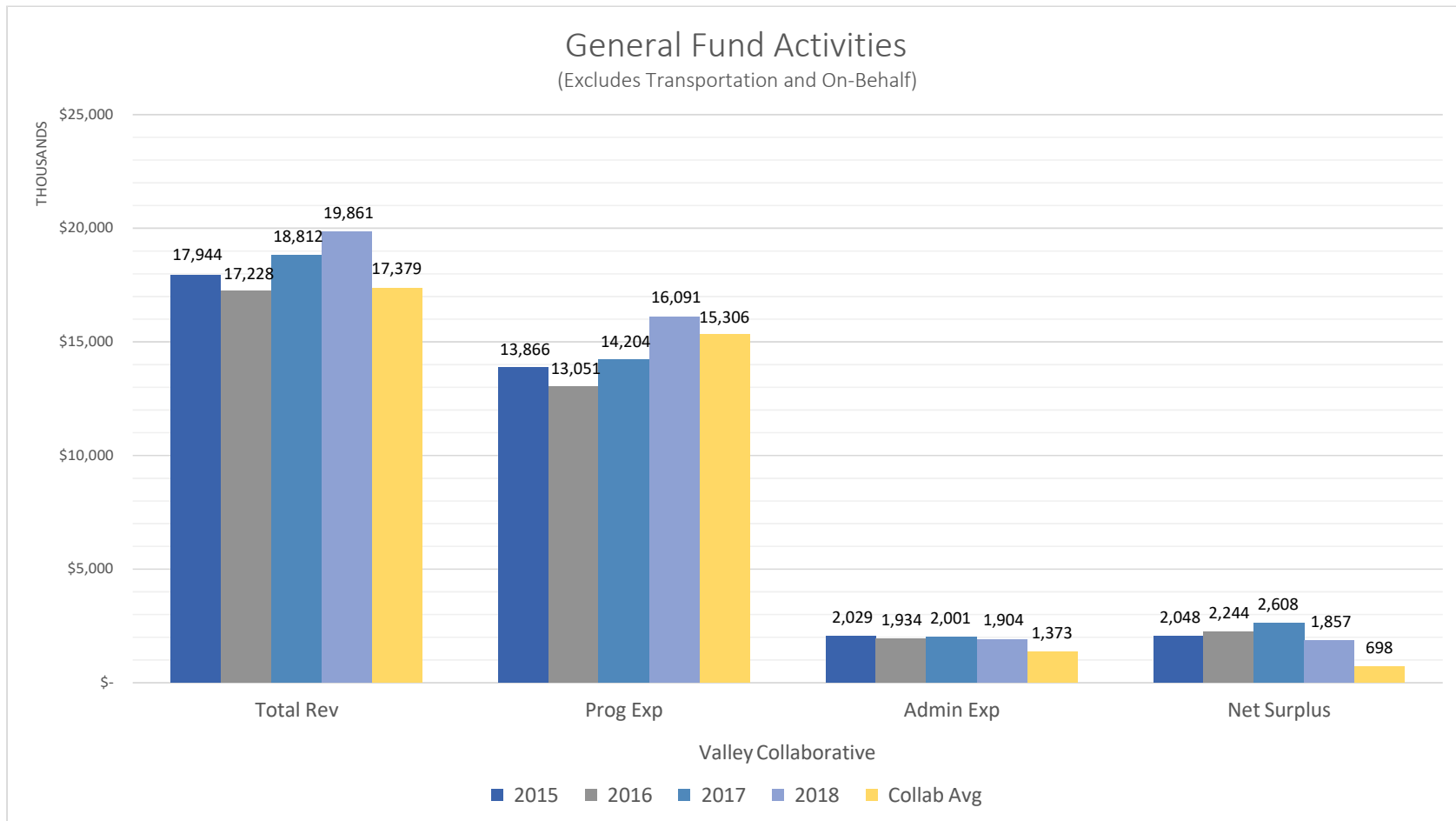
- The financial position of the Collaborative remains very strong. The total liabilities and net assets position at June 30, 2018 was \$19,406,406 (unaudited). This includes \$3,779,108 (unaudited) held in the OPEB Trust at June 30, 2018.
- Change in net assets from operations in FY'18 was approximately \$1.8 million as a result of strong management of Collaborative expenses and personnel costs while continuing to meet the needs of the students and adult clients the Collaborative serves.
- As you are aware one of the significant challenges of operating Valley's "Special Education School District" is that we have to bill \$20 million to do it. Collections, once upon a time, were hundreds of thousands of dollars in arrears. Today collection of Accounts Receivable remains strong due to the integrity of the billing system. The Collaborative's cash position remains solid with over \$8.6 million (\$4.8 million unrestricted and \$3.8 million OPEB restricted) in cash and cash equivalents. This is the result of strong Board oversight, solid financial management, proper billing and collections of receivables.
- The establishment of an OPEB Trust and Capital Fund has strengthened the Collaborative's balance sheet for the future.
- In the spirit of continuous improvement, the Collaborative made capital purchases of \$683,208 in FY'18 for Vehicles, Furniture, Technology and Improvements and at the same time has been able to fully fund its capital fund (\$1.5M).

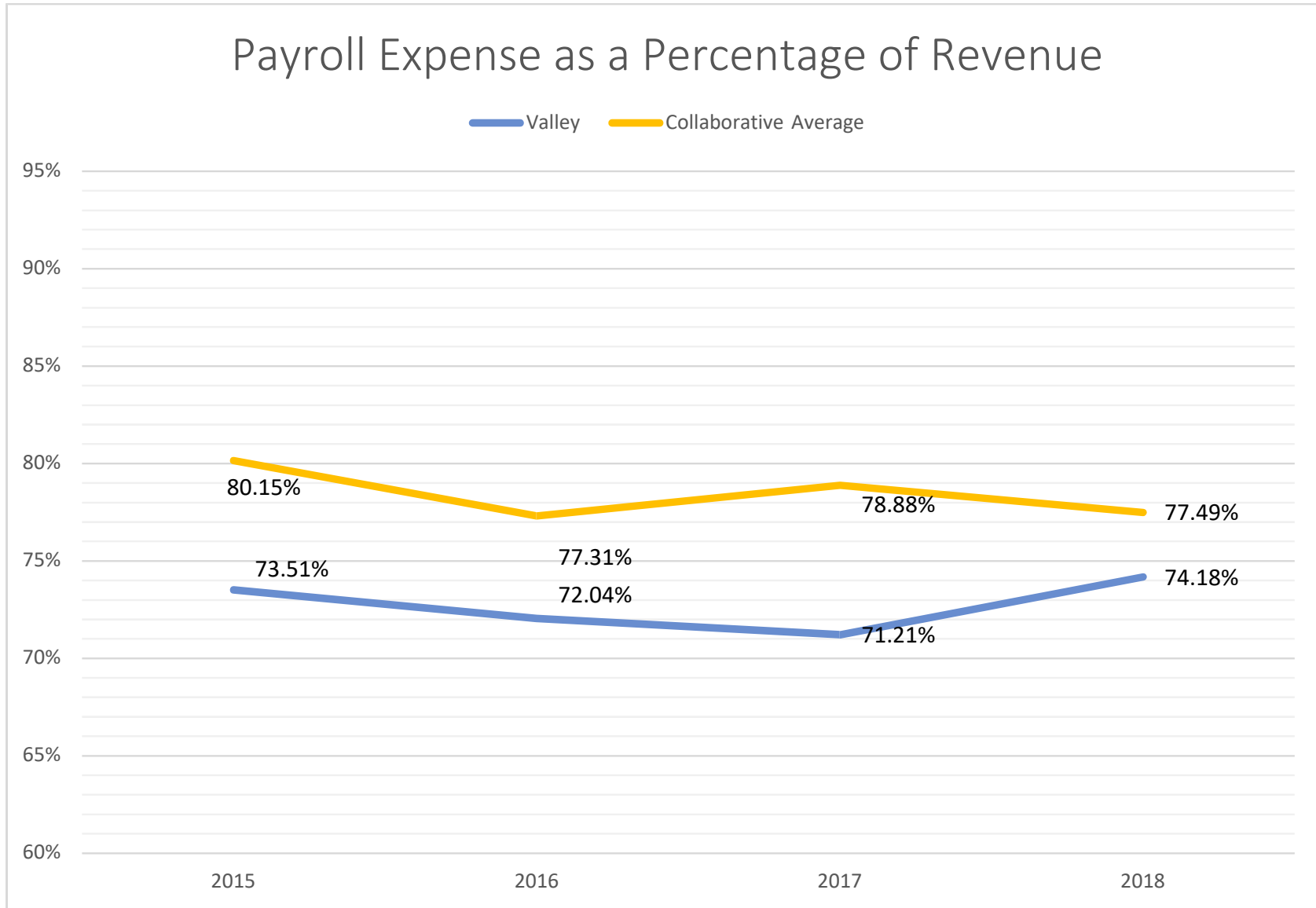
A large portion of the \$1.8 million outstanding at June 30, 2018 was from May and June billing and has since been collected. It has been a very successful year in the Finance and Operations Department as we continue to customize various commercial systems, including payroll, InfiniteVisions, Aspen, and Time Clock Plus in order to meet our specific needs. It will take another year of tweaking InfiniteVisions so that it is operationally ideal.

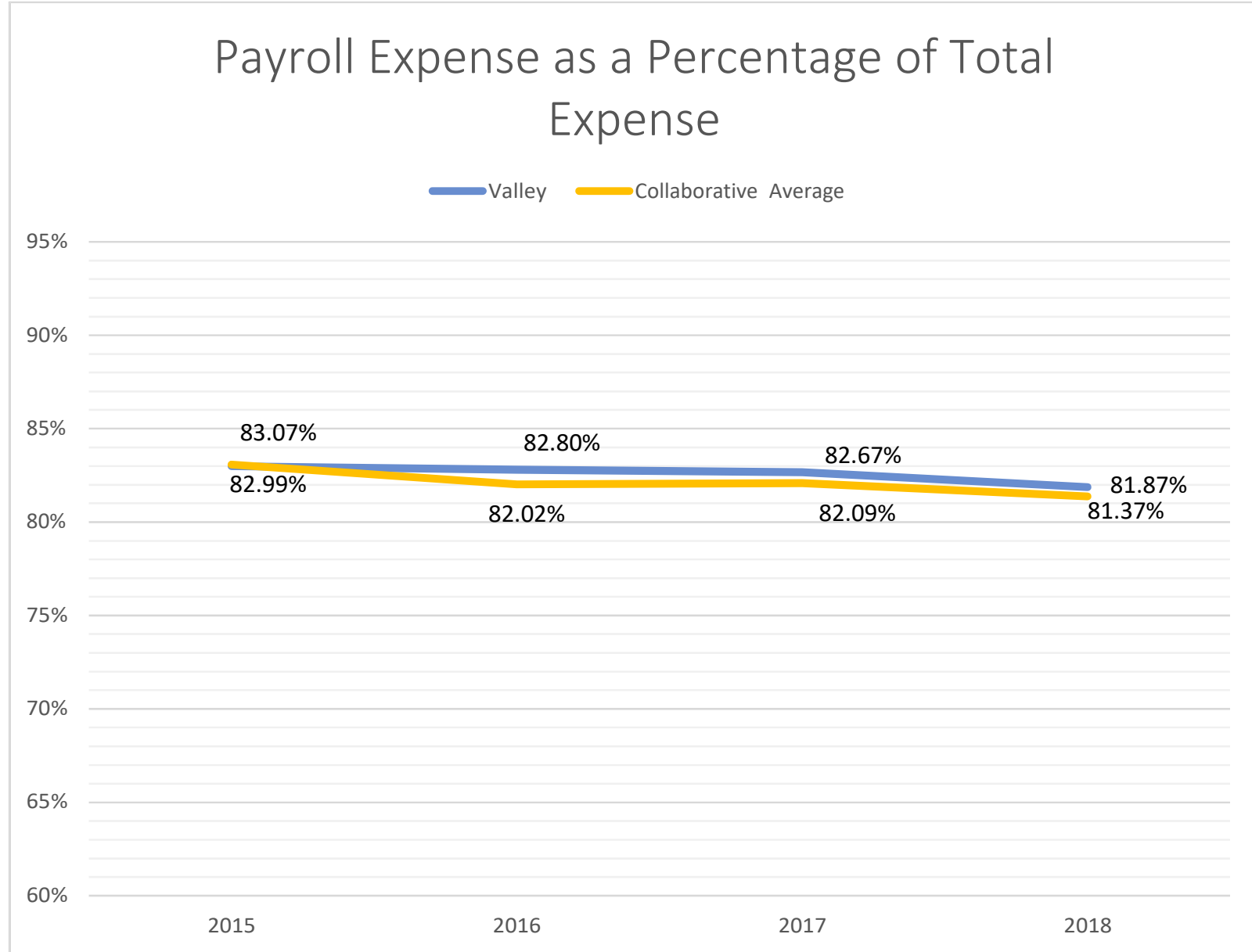
Thank you for taking the time to read our Annual Report and for your support of Valley Collaborative. If you ever have a suggestion or need assistance, my door is always open.

My best to you always,

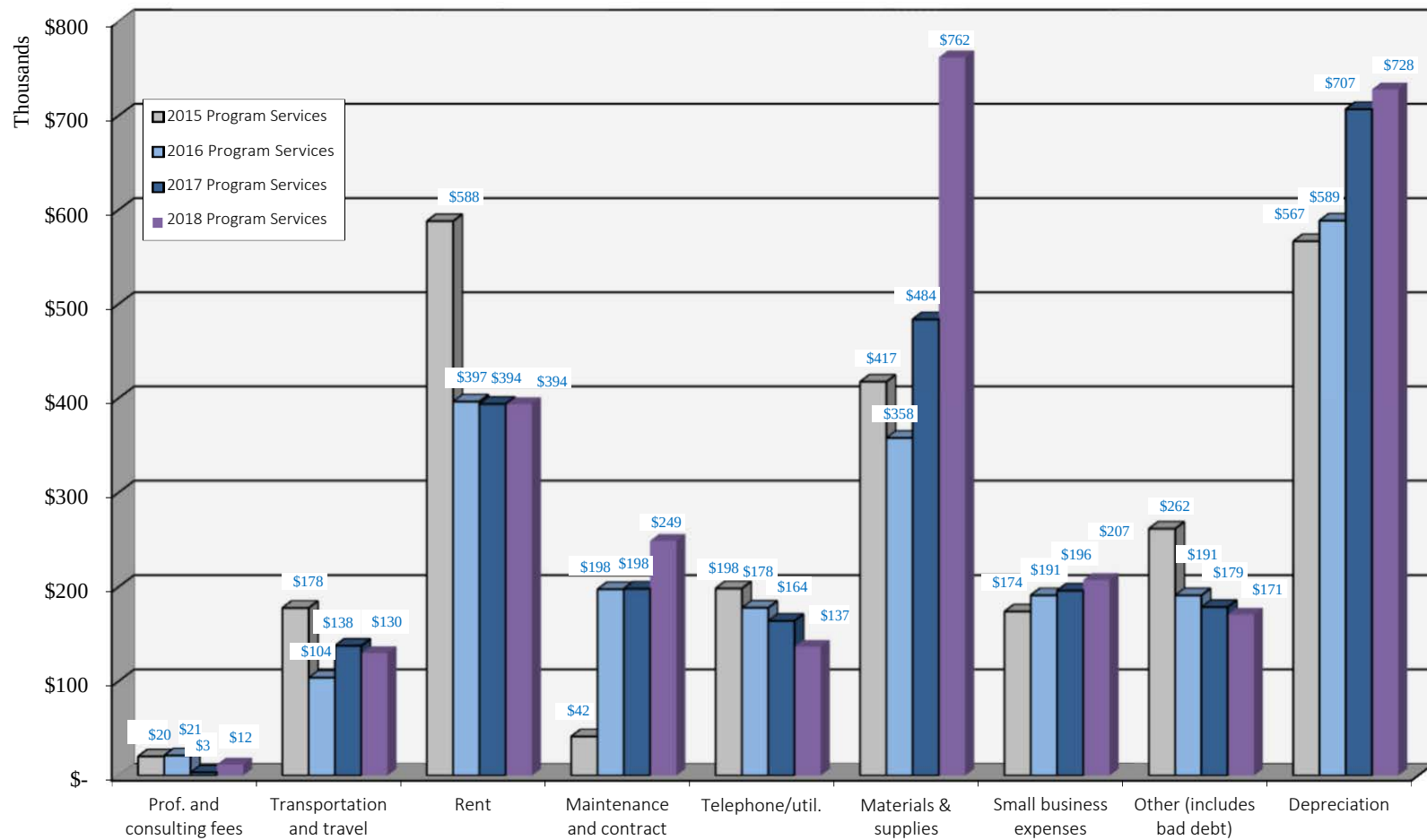
Chris



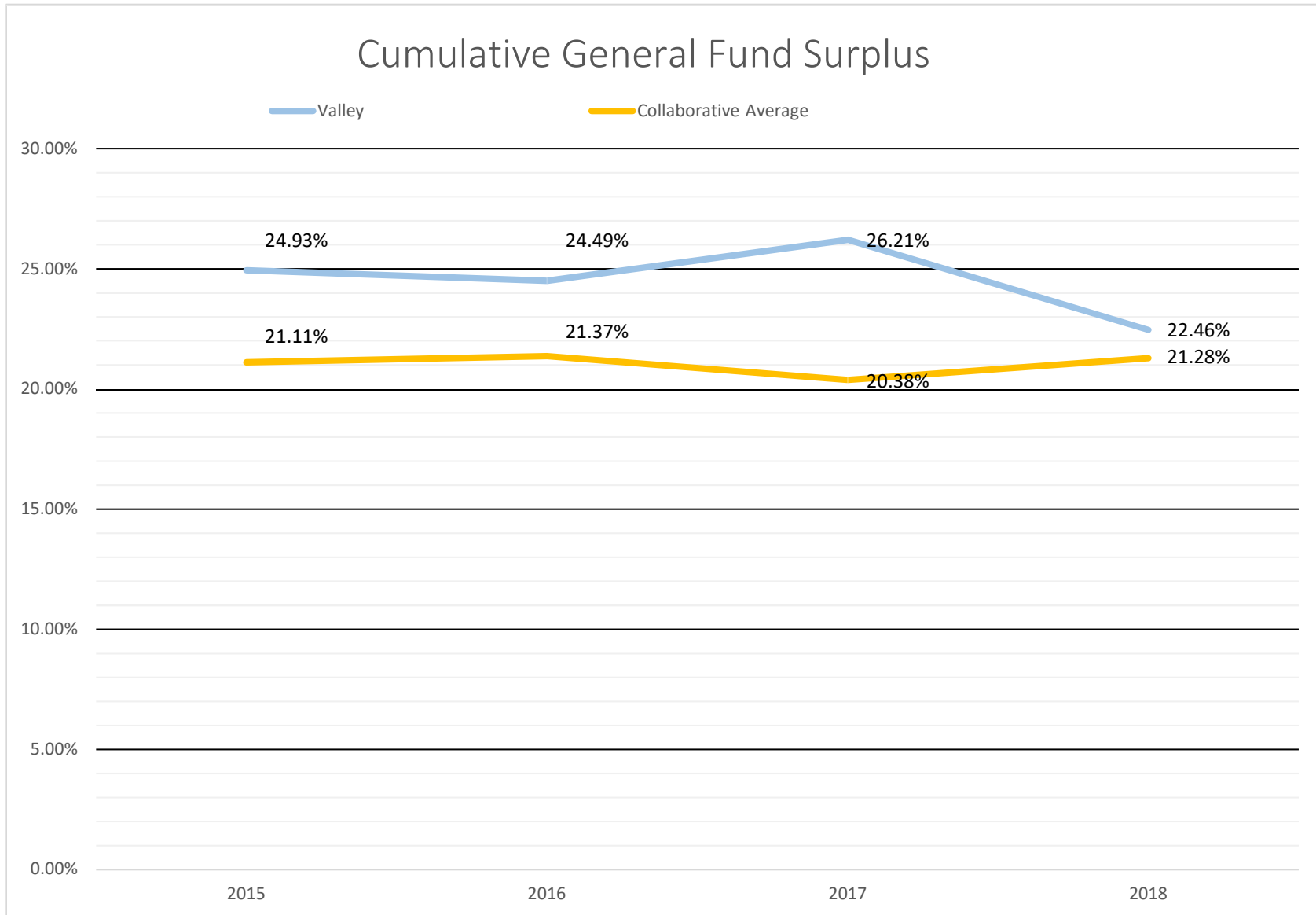




Program Expense Comparison (Excludes Payroll)



Derived from audited financial statements for discussion purposes only.



Programming Excellence

Our educational offerings continue to be celebrated throughout the region for being of the highest quality and the most reasonably priced. Our enriched programmatic offerings include:

- Enhanced sensory regulation equipment at the middle school
- Our greenhouse located at the elementary school will serve as an outdoor classroom engaging our students in STEM activities aligned with the science standards
- A robust experiential physical education program
- Community based learning opportunities
- Dual enrollment program with Middlesex Community College
- An afterschool recreational program
- State-of-the-art STEM technology to engage students in the curriculum
- Numerous vocational partnerships with local businesses, corporations and the New England Laborers Training Academy (NELTA)

The Collaborative's annual play this year was "Schoolhouse Rock." If you have never seen one of the Collaborative's plays, it is an inspiring event and a very moving experience. The work that we do at Valley is extremely rewarding and it is a privilege and an honor to serve this community.

Dr. Chris A. Scott
Executive Director
Valley Collaborative

Change(s) in Membership, Services, or Programs

None

Number of Years the Collaborative has been in Existence

Valley Collaborative was founded in 1976. It has been in existence for 42 years.

Revenue and Expenditure Information for the Subject Year

Please see full financial audit posted on the website for details.

Valley Collaborative
Statement of Net Position
June 30, 2018

Assets

Current Assets	
Cash and cash equivalents	\$ 4,843,191
Accounts receivable, net	1,833,007
Prepaid expenses and other assets	21,319
Cash held for municipalities	1,999,574
Total Current Assets	<u>8,697,091</u>
Non-current Assets	
Furniture, equipment, vehicles and leasehold improvements, net	<u>7,452,044</u>
Total Non-current Assets	<u>7,452,044</u>
Total Assets	<u><u>\$ 16,149,135</u></u>

Liabilities and Net Position

Current Liabilities	
Accounts payable and accrued liabilities	\$ 1,135,089
Credits due to member districts	<u>1,999,574</u>
Total Current Liabilities	<u>3,134,663</u>
Non-current Liabilities	
Net OPEB liability	<u>491,676</u>
Total Non-current Liabilities	<u>491,676</u>
Total Liabilities	<u>3,626,339</u>
Net Position	
Unrestricted	3,550,485
Restricted - contributions and other	20,267
Restricted - capital reserve fund	1,500,000
Invested in capital assets, net of related debt	<u>7,452,044</u>
Total Net Position	<u>12,522,796</u>
Total Liabilities and Net Position	<u><u>\$ 16,149,135</u></u>

Valley Collaborative
Statement of Activities
For the year ended June 30, 2018

Functions/ Programs	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 1,943,092	\$ -	\$ -	\$ (1,943,092)
Education	15,575,161	17,314,864	2,455,893	4,195,596
Intergovernmental revenue and expense	3,366,087	-	3,366,087	-
Other postemployment benefits	491,676	-	-	(491,676)
Depreciation and amortization	728,098	-	-	(728,098)
Total Governmental Activities	\$ 22,104,114	\$ 17,314,864	\$ 5,821,980	\$ 1,032,730
General Revenue and Other:				
Interest				40,916
Other				49,340
Credits to member districts				(2,201,859)
Gain on disposal of assets				31,908
Total General Revenue and Other				(2,079,695)
Change in Net Position				(1,046,965)
Net Position, Beginning of Year				13,569,761
Net Position, End of Year				\$ 12,522,796

Governance and Leadership

Board of Directors and Member Districts

The Valley Collaborative is governed by a Board of Directors comprising representatives from its nine member districts. The members of the Board of Directors in FY '18 were:

Chairperson Mr. Timothy Piwowar, Superintendent of the Billerica Public Schools
Dr. Michael Flanagan, Superintendent of the Tyngsborough Public Schools
Dr. Jay Lang, Superintendent of the Chelmsford Public Schools
Mr. Steven Stone, Superintendent of the Dracut Public Schools
Dr. Laura Chesson, Superintendent of the Groton-Dunstable Regional School District
Dr. Denise Pigeon, Superintendent of Nashoba Valley Technical School District
Ms. Joan Landers, Superintendent of the North Middlesex Regional School District
Mr. Christopher Malone, Superintendent of the Tewksbury Public Schools
Mr. Everett (Bill) Olsen, Superintendent of the Westford Public Schools

Advisory Committee

Valley Collaborative's Board of Directors and District Planning Team currently act in an advisory committee role.

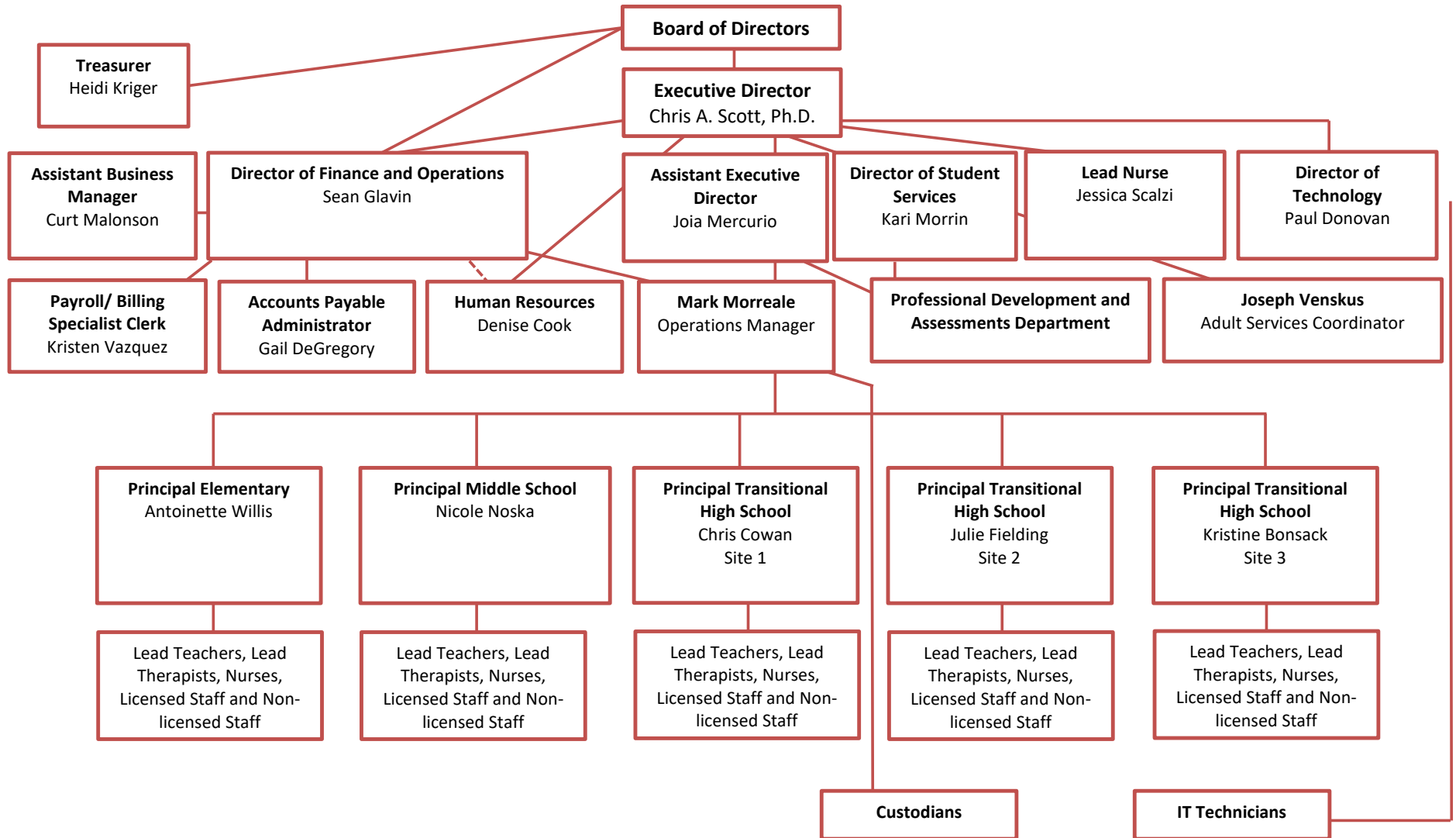
Staffing Information

Valley Collaborative employs Department of Elementary and Secondary Education licensed teachers. The Collaborative's other professional staff includes licensed speech and language pathologists, occupational therapists, physical therapists, social workers, guidance counselors, board certified behavior analysts, music therapists, psychologists and nurses. In addition, the Collaborative contracts the services of a physician and a psychiatrist.

Key Management and Program Staff

The Collaborative is led by Dr. Chris A. Scott. During 2017-2018, Mr. Sean Glavin was the Collaborative's Director of Finance and Operations, Ms. Joia Mercurio was the Assistant Executive Director, and Ms. Kari Morrin was the Director of Student Services. Valley Collaborative's Principals were as follows:

Ms. Antoinette Willis – Valley Elementary School
Ms. Nicole Noska – Valley Middle School
Mr. Christopher Cowan – Valley Transitional High School: Site 1 Vocational
Ms. Julie Fielding – Valley Transitional High School: Site 2 Alternative
Ms. Kristine Bonsack – Valley Transitional High School: Site 3 School to Work, School and Vocational Training, School and Life Skills Training, School and Life Skills ISN, and ISN
Ms. Joe Venskus – Adult Services Coordinator, Today and Tomorrow Program



Programs and Services Provided

The Collaborative offers the following types of programs and services, which complement and augment the educational programs and services of the member districts in a cost-effective manner.

- Day school placements and other programs and services, including educational, therapeutic, transitional, and occupational programs and services for students and individuals with disabilities.
- Professional Development programs for general and special educators.
- Other appropriate services and programs as may be established and approved by the Board of Directors of the Collaborative.

The programs we are offering our students continue to support their academic, transitional, emotional, and behavioral progress. Our K-12 (up to 22 years of age) programs run September through June and offer additional summer programming. Valley's adult programs operate year round. In addition, the Collaborative feels it is important for our students to have state-of-the-art adaptive technology that enables them to fully engage in the curriculum. To support the mission, the Collaborative has recently upgraded its technology in all schools. The Collaborative is committed to offering high quality programs in a fiscally responsible manner. A student-focused budget with a mission to improve student outcomes is always more cost-effective than a budget disconnected from the mission.

2017-2018 Average Number of Students

Valley Collaborative Student (K-12) Enrollment as of June 26, 2018 was 317 pupils.

Program Offerings Overview

K-12 Programs:

Valley Elementary School
Valley Middle School
Valley Transitional High School

Adult Programs:

Valley's Today-and-Tomorrow Program
Valley's Massachusetts Rehabilitation Commission Funded Programs
Job Development

Valley Elementary School

135 Coburn Road, Tyngsborough, MA

Our Goal

Valley Elementary School's goal is to provide a school experience for every child.

Valley Elementary School provides a school experience for every child, in a supportive, therapeutic environment. We cater to students with a range of cognitive, language and learning disabilities, as well as those with executive functioning problems, Autism, mental health issues and behavior challenges. Students have access to literacy, math, language and writing as well as science and social studies at their individual level. Our school utilizes experiential education to help students develop social skills, confidence and

comfort with positive risk challenges. We also encourage families to participate in the school experience. Family events, volunteer opportunities and our Parent Advisory Group all provide a much-needed connection.

Autism Pragmatic Sensory classrooms are ABA designed to meet the needs of students diagnosed with Autism, as well as students with pragmatic, sensory or behavioral needs. We use a team approach to provide each student with individualized behavior and academic supports.

Emotional Behavior classrooms provide a therapeutic environment for students who have emotional, mental health, behavioral or social adjustment difficulties that may limit their ability to make progress in a traditional school setting. The classrooms use positive behavior support and collaborative problem solving to help students focus on school, develop relationships and build self-esteem. Our tailored approach and expert team ensure that every student has an individualized behavior and academic plan.

Valley Collaborative Elementary School is staffed by therapists and educators who've received extensive training in the most current research-based intervention strategies. Our integrated therapy approach utilizes behavior analysts, speech/language pathologists, occupational therapists, physical therapists, music therapists and social workers who work with the classroom staff to ensure that all of our students' needs are met.

After-school Programming

We offer a variety of after-school activities including community outings, recreation and social skills groups.

Parent Training

We also offer a parent training series that incorporates behavioral as well as social techniques to help parents help their children

Valley Middle School

40 Linnell Circle, Billerica, MA

Our Goal

Valley Middle School's goal is to prepare students for successful adult living.

The Valley Middle School provides a supportive, therapeutic environment, tailored to meet students' individual learning needs. Our school is staffed by trained professionals who help students discover their strengths, interests and abilities. Small class sizes, individual instruction and classroom technology keep students motivated and engaged. In addition to a rich curriculum, students also have access to programs, including:

- social skills group
- life skills training
- art education
- music therapy

- electives, including band, cooking, school spirit, creative arts, health and wellness
- community based activities
- field trips
- experiential physical education

Emotional Behavioral (EB) classrooms provide a therapeutic setting for students who have emotional, behavioral or social adjustment difficulties that may have kept them from making progress in a traditional school setting. EB classrooms are appropriate for students with a range of cognitive abilities or learning disabilities, as well as those with executive functioning or behavior challenges.

Autism Spectrum Disorder (ASD) classrooms provide services designed to meet the needs of students diagnosed with autism, as well as students with pragmatic, sensory or behavioral needs. The classrooms provide consistency, positive reinforcement and individual behavior support plans, as needed.

The Interim Alternative Education Setting (IAES) 45-Day Assessments allow our skilled professionals to assess what kinds of supports and therapeutic approaches will best help students meet their educational goals.

Valley Transitional High School

40 Linnell Circle, Billerica, MA

Our Goal

Valley Transitional High School's goal is to prepare students to become successful members of their communities.

Valley Transitional High School provides a supportive, therapeutic environment that assists students with their social, emotional, behavioral and academic needs. We seek to instill our students with the confidence and ability to successfully earn a high school diploma, transition into the workplace or a post-graduate program.

Valley Transitional High School classrooms provide a therapeutic setting for students who have social, emotional, behavioral or academic needs. Students develop transitional skills so that they are prepared to successfully enter college and the working world after graduating from high school. We offer a trusting, structured and safe environment that allows students to give and receive productive feedback from their peers, and encourages them to make positive choices. Students attend small classes taught by trained educators who use individualized instruction, state-of-the-art technology and innovative instructional strategies to engage and motivate them.

The Intensive Special Needs classroom provides comprehensive services to students with moderate to intensive physical, developmental and intellectual impairments. Our specialized instruction and expert staff is able to meet the needs of individual students. The curriculum focuses on academics, vocational, social and life skills.

Vocational Opportunities

Students have a variety of opportunities to develop vocational skills, including: culinary, woodshop, landscaping, and car detailing. We collaborate with local businesses and community groups to offer students the knowledge and work experience they will need for employment. Students can also participate in internships in the surrounding community, or with the Massachusetts Laborers Union. Community service opportunities allow students to develop a positive self-identity through volunteering.

Additional Programming

The Experiential Physical Education program gives students the opportunity to take positive risks and challenge themselves in order to develop leadership and problem solving abilities, along with communication skills. Community service opportunities allow students to develop a positive self-identity through volunteering. Eligible students who are on track to graduate and in solid academic standing may also participate in dual enrollment and work study programs.

Home/Contract Services***Home ABA Services***

Valley Collaborative provides Home ABA Services to Member District students ages 3-22 as determined by their IEP. Valley Collaborative currently employs several Board Certified Behavior Analysts (BCBA), who provide and supervise direct and/or consultative home ABA services.

Home ABA Services are designed to allow students to experience success at home and in the community. Caregivers learn strategies used in the student's classroom in order to build consistency and generalization of skills in all settings.

Approximately 7 students received home ABA services.

Contract Services

Valley Collaborative provides a contract service to those districts in need. A contract service is a service that a district needs in their own district and is not provided to a student enrolled in a Valley Collaborative program and can include but is not limited to:

- Therapy (Speech, Occupational & Physical)
- Transition Specialist
- Augmentative and Alternative Communication Specialist
- Social Work
- ABA Therapist
- Board Certified Behavior Analyst
- Psychiatrist
- Tutoring
- One-on-one Transitional Aide
- One-on-one Behavioral Aide
- One-on-one Nurse
- Restraint Training

- Extended Day Programming

A Valley Collaborative Member or Non-Member District may also contract with Valley Collaborative for an assessment for a non-valley student. The contract services assessments available to districts include:

- Speech Language Evaluation
- Occupational Therapy Evaluation
- SIPT Assessment
- Sensory Integration & Praxis Test – 17 subtests
- Physical Therapy Evaluation
- Functional Behavioral Assessment
- Functional Vocational Evaluation(V5)
 - Sensory-motor · Strengths
 - Gross & Fine Motor · Preferences and Interests
 - Coping/Adaptive Behavior · Work adjustment and Job readiness
 - Autonomous Living · Memory and Learning Style
an observation of the student in a community based work environment
- Transition Assessment (V10)
 - V5 and:
 - Adaptive Living · Transition
 - Self –Determination · Social
 - Employability · Person-Centered Planning
- Observational Assessment
- Cognitive/Intelligence Testing
- Psychological Evaluation
 - Bender Visual-Motor Gestalt Test · Connors' Rating Scales
 - Rey-Osterreith Complex Figure · Drug Use Screening Inventory
 - BASC Progress Monitor · Millon Adolescent Clinical Inventory
 - Vineland Adaptive Behavior Scales, 2nd Ed. · Behavioral Assessment for Children, 2nd Ed.
 - Wechsler Intelligence Scale for Children, 4th Ed. · Wechsler Adult Intelligence Scale, 4thEd.
 - Wechsler Preschool & Primary Intelligence Scale, 4thEd.

Adult Services

25 Linnell Circle, Billerica, MA

Our Goal

Valley Collaborative's Adult Services goal is to support our adult community in reaching lifelong goals.

Our Adult Services focuses on building a community that promotes individuality, independence and community inclusion. Valley Collaborative believes in a person-centered approach that provides supports in order to help our community of adults realize maximum independence, rewarding experiences, diverse vocational opportunities and continual growth.

Today & Tomorrow

Valley's Today and Tomorrow program, funded by the Department of Developmental Services (DDS), helps adults identify and attain their goals regarding involvement in personal or community activities and work status.

Valley's Massachusetts Rehabilitation Commission Funded Programs

Valley's Evaluation and Training program, funded through the Massachusetts Rehabilitation Commission (MRC), assists individuals in preparing for and obtaining competitive employment. Valley's Supported Work program, funded through MRC, provides long-term supports to adults who have obtained employment through MRC.

Job Development

Valley Collaborative's job development team has over 100 years combined experience in building community business partnerships and working to assist people with disabilities find and secure competitive and supported employment. Some of the services we provide include:

- Assessment
- Individual supported employment
- Skills training
- Group supported employment
- Job placement
- Community-based day supports
- Initial, interim, and ongoing job supports
- Volunteer opportunities
- Job development
- Job coaching

Therapeutic Services

Most of Valley's students receive one or more therapeutic services.

Occupational Therapy, Speech Language Therapy, Physical Therapy, and Behavioral Analysis

The therapist(s) role in the Collaborative is to provide services to students through an integrated therapy model, which research supports as the most effective manner to provide services. Team collaboration is at the heart of the integrated therapy model. The team works together for the functional independence and success of the students. The team arrives at a shared set of goals for the students and implementation occurs across the routines of the day.

Using this model, therapists work with students within the classroom environment and during naturally occurring routines and activities. This helps reduce the student's need to generalize skills from a clinical or "pull out" model to realistic situations that occur with the classroom and school environments. It also increases opportunities for peer modeling and frequent practice of targeted objectives. Various therapists may also be in the classroom for the same block of time to "co- treat" or implement strategies that draw on their combined expertise.

This model also includes consultation, program monitoring, and staff training. Therapists train teaching staff to extend therapeutic interventions into classroom activities and other ongoing activities that occur throughout the student's day. The therapists determine recommendations for service delivery, develop IEP goals and benchmarks specific to discipline, actively engage members of the multidisciplinary team to best meet student's needs, consult with staff and other professionals to ensure generalization of newly learned skills, and implement staff training and parent education.

Areas of Assessment and Treatment

Occupational Therapy:

- Handwriting skills and keyboarding
- Fine motor skills
- Activities of daily living(ADL's)
- Visual motor skills
- Visual perceptual skills
- Motor planning skills
- Sensory processing skills
- Upper extremity function
- Environmental modification
 - Upper extremity coordination
 - Sensory integration assessments
 - Life skills

Speech Language Pathology:

- Pragmatics
- Speech sound production
- Resonance
- Phonology
- AAC
- Swallowing/feeding
- Voice
- Fluency
- Expressive and receptive language
- Cognition and executive functions
- Syntax and grammar
- Pro-social skills

Physical Therapy:

- Functional mobility
- Positioning to promote optimal participation
- Gross motor skills and motor planning
- Equipment assessment (wheelchairs, walkers, seating)
- Tonal inhibition and facilitation
- Posture
- Range of motion and strengthening
- Vendor consultation

- Orthotics management
- Core stability and strengthening

Board Certified Behavioral Analysis:

- Behavior support plans
- Functions of behavior
- Staff training
- Reinforce and motivation assessment
- Representation of graphs for data
- Data collection systems
- Discrete trial planning
- Parent training
- Skills assessments

Counseling and Social Work

A supportive therapeutic environment is an essential component of the student's overall experience at Valley. Valley's clinical component addresses student's social, emotional, developmental, and behavioral needs. The clinical team, in conjunction with the teaching staff, BCBAs, speech and language therapists, occupational therapists, and physical therapists, identifies student's individual needs and addresses them through various approaches. Such approaches facilitate the development of self-awareness with the main objective to promote overall wellness and assist each student in reaching his/her full potential. The clinical team provides individual, group, and milieu counseling as well as crisis intervention and consultation to staff. They also provide a variety of assessments and participate in IEP meetings. Regular communication with family and outside providers and specialists is essential to maximizing a student's complete educational and therapeutic experience. Valley's clinical team is comprised of Massachusetts DESE certified school social workers, and guidance counselors. Social workers also hold a Massachusetts state board license as either an LICSW or LMHC.

Medical Services

The nursing staff at Valley functions as part of the multidisciplinary team. It is our goal to promote the health, safety, and well-being of our students, as well as intervene with actual and potential health and behavioral health issues. In addition, when necessary, we manage complex medical issues and provide case management services. Our nurses network with others to build student and family capacity for adaptation, optimal independence, self-advocacy, and to build community alliances. We are a multifaceted group that provides professional nursing services to students to enhance their well-being, academic success, and lifelong achievement. Along with the educational advancement of our students, the nurses at Valley are active in their own professional growth and are actively engaged with other professional organizations.

All Collaborative students benefit from medical assistance as required and/or stipulated by his/her IEP. The Collaborative is in compliance with Massachusetts DESE and Massachusetts Department of Public Health regulations and employed a full- time Registered Lead Nurse. In addition, the Collaborative employs a nurse at each site and has a float nurse.

Assessment Services

Interim-Alternative Education Setting – 45-Day Assessment Program

Valley's 45-day assessments assist in determining interventions that will aid students with increasing his/her ability to perform successfully within an educational setting. The program also addresses the therapeutic needs of each student. Psychosocial needs are accessed via formal and informal assessments, while utilizing a holistic approach.

At, or before, the end of the 45 days, a written report is presented at a team meeting where intervention strategies are discussed, as well as descriptions of the type of educational setting that will best meet the student's needs.

Augmented and Alternative Communication Services and Evaluations

Our Goal-to provide expert AAC evaluation and support for students, parents and staff in order to facilitate student communication. Augmentative and alternative communication (AAC) includes all forms of communication

(other than oral speech) that are used to express thoughts, needs, wants, and ideas. Laura Badger, M.S. CCC-SLP is a Speech- Language Pathologist who specializes in augmentative and alternative communication (AAC) and language development for AAC users. Laura has presented regionally and nationally on a variety of topics specific to AAC, technology and language development for students with complex communication needs.

Valley Collaborative provides comprehensive AAC evaluations at competitive rates. Our expert team can determine student needs and determine a plan of action, while providing ongoing support for students and staff beyond the evaluation period. AAC evaluations, direct therapy and consultative services are provided by certified speech-language pathologists. Valley offers:

- 30 day evaluation period
- Skilled observation, assessment and recommendations
- Implementation
- AAC device trials
- Technology assistance
- Ongoing support and consultation

Sensory Integration Praxis Test

A Sensory Integration Praxis Test (SIPT) is a comprehensive evaluation of a child's sensory systems that explores and explains the under-lying neurological processes that are at the root of the presenting problems. The SIPT evaluation is designed to use with children who are at least 4 years old through 8 years 11 months, although can be used with older children. The student must have the ability to attend to and respond to testing. Allyson Melanson, M.S., OTR/L is an occupational therapist with numerous years of experience working as a school based occupational therapist who specializes in sensory integration. She has completed specialized training in sensory integration and is certified to administer the SIPT battery.

The following is a list of presenting problems that often lead to a referral for a SIPT:

- Difficulties with developmentally-appropriate organizational skills
- Difficulty with initiation
- Difficulties performing developmentally-appropriate and school related self-care skills
- Less than developmentally-appropriate time on task

The SIPT battery includes the following 17 tests and can be given in 2 – 4 hours, over two sessions.

Additionally, any one of the individual tests can be administered separately in approximately 10 minutes:

- Space Visualization
- Figure-Ground Perception
- Standing/Walking Balance
- Design Copying
- Postural Praxis
- Bilateral Motor Coordination
- Praxis on Verbal Command
- Constructional Praxis
- Localization of Tactile Stimuli
- Postrotary Nystagmus
- Motor Accuracy
- Sequencing Praxis
- Oral Praxis
- Manual Form Perception
- Kinesthesia
- Finger Identification
- Graphesthesia

Transition Services and Assessments

Valley's goal with transition services is to help students make successful transitions to life beyond school. Students who are transitioning from school to employment and community benefit from a variety of resources and support. Valley Collaborative provides a comprehensive approach to helping students, families, and school districts navigate the transition process. Valley's transition services are age appropriate and highly individualized. Our transition specialist, Karen Rowe, M.Ed. is a DESE licensed special educator who specializes in transition services. She has an extensive background in vocational services, serving both students and adults. Karen has presented regionally on topics related to transition services in special education. She has developed transition tools, assessments, and individualized programming for students with a wide range of strengths and needs.

Transitioning to Employment and Life after School

Valley's expert transition specialist helps students transition to the fullest life possible after school, including appropriate employment and/or independent living. Our transition assessment process begins by assessing student readiness for the workplace and/or pre-vocational training including interests, skills, intellectual functioning, sensory and motor abilities, coping/adaptive behavior, employability and "soft skills." Valley also offers planning assistance for students transitioning to post-secondary education. Valley's transition specialist assesses the attributes and "soft skills" associated with self-determination including personal strengths, work preferences, self-advocacy, self-regulation, autonomy and psychological

empowerment. For students moving towards independent living, Valley provides assessments of transition skills, adaptive living skills, social skills and leisure skills.

Assisting Districts

Valley's expert staff and extensive resources enable us to provide districts with an ongoing, tiered set of transition services. Valley's transition services streamline the transition process and assist districts in meeting the guidelines set forth in IDEA indicator 13 of the U.S. Department of Education, Office of Special Education programs State Performance Plan Indicators. In addition to assessments, Valley offers consultation, professional development, job coaching, and job development to districts.

Other Assessments Offered

- Complete Vocational Assessment Battery (McCarron Dial Systems)
- Valley Assessment of Social, Transitional, & Employment Readiness Skills (M.A.S.T.E.R.S. Assessment)
- Cognitive/Intelligence Testing – Three Year Evaluations

Vocational Services

Our goal is to provide an environment that gives students and adults the opportunity and support to explore and reach their academic and vocational potential. Business services we provide are catering, auto-detailing, mail delivery services, assembly tasks, janitorial services, recycling, shipping and receiving, and landscaping. Valley's vocational services offer staffing solutions by providing interns, volunteer services, supervised job crews, qualified personnel, job coaching supports, and customized services to fit the needs of businesses and employers alike.

Professional Development

The Valley Collaborative offers a limited array of professional development. The professional development is primarily directed to our staff and in some instances includes staff from its member districts. The exception is professional development in the areas of restraint training, anti-bullying law, and workshops provided through the Northeast Professional Educator Network (NPEN).

Valley Collaborative is a proud member district of the Northeast Professional Educator Network (NPEN). This network is comprised of approximately twenty-five school districts in the Merrimack Valley whose joint vision is to "maximize regional resources to provide high-quality, inter-district professional development, fostering a culture of collaborative inquiring in order to improve student learning."

Cooperative Purchasing

The Collaborative does not offer cooperative purchasing but participates in it.

Joint Transportation

The Collaborative does not offer joint transportation but participates in it.

Medicaid Billing

The Collaborative does not offer Medicaid billing services but participates in it.

Outreach and Partnerships

Member School Districts

Communication and outreach are key to our success. An annual member district meeting is held in January to review the Annual Report and the Collaborative financials. Member district Superintendents, School Committee Members, Business Directors, Special Education Directors, and members of the public are invited to attend. In addition, the Collaborative hosts periodically a meeting for all its member districts' Special Education Directors. Each meeting has a working agenda of issues we need to collaborate on to better serve our students. Furthermore, the Executive Director meets with member districts and School Committee members to inform them of the progress we are making at the Collaborative, to present financial updates and to obtain various approvals when necessary.

Community-at-large Outreach

The Collaborative also publishes a quarterly Newsletter which is sent to more than 500 families and state officials, agencies, and businesses. In addition, each school publishes its own Newsletter. If you would like to be on the distribution list, please contact us.

The Collaborative has a newly developed website: www.valleycollaborative.org

The Valley Collaborative has implemented the Massachusetts Dual Enrollment Program and enrolls students with disabilities at the Middlesex Community College. The Dual Enrollment Program at the Collaborative serves students with moderate and severe disabilities, and supports college and career success through the provision of a free and appropriate public education in the least restrictive environment. The program:

- Promotes and enhances academic, social, functional, integrated competitive employment skills, and other transition-related goals;
- Provides opportunities for the inclusion of students with moderate and severe disabilities in credit and non-credit courses alongside their non-disabled peers;
- Promotes participation in the student life of the college community.

Cost-Effectiveness of Programs and Services

Please note, Valley Collaborative prides itself in providing its member districts with superb special education programming for its out-of-district students as well as limited contracted services support.

In line with Valley's focus on its on member districts, Valley has chosen to set its non-member district contracted services rates higher for students not enrolled at Valley. It should also be noted that in 2012, the Valley Board of Directors voted to include the cost of therapies in the tuition rates for both member and non-member districts. Therefore, the comparison data reflected in the Therapeutic Services rate sheet does not reflect the cost savings associated with the therapy costs being included in the tuition rates. Cost savings for member districts in FY'18 was \$1,143,163 and non-member was \$1,407,550 – total for both member and non-member districts - \$2,550,714. Also, Valley includes free breakfast and lunch in its tuition rates. This is another cost savings to districts and families worth approximately \$380,000 (based on 300 students x 210 days x \$6 for breakfast and lunch = \$380,000). Valley is not aware of other collaboratives offering this benefit.

Furthermore please note, tuition rates were compared based on program descriptions. Given the differences among programs and services, a proper cost effective analysis is almost impossible without requiring full disclosure of student to staff ratio per program and transparency on the therapies included in the cost of a tuition rate. I would be happy to discuss how a cost effective analysis could be more meaningful and accurate if the proper data points were made public.

	Private Schools Average	Member District Per Diem Tuition	Member District Per Diem Savings	Member District Percent Cost Savings	Non- Member District Per Diem Tuition	Non- Member District Per Diem Savings	Non- Member District Percent Cost Savings
Intensive Special Needs (ISN)	\$472.95	\$294.00	\$178.95	38%	\$366.50	\$106.45	26%
Elementary School – Emotional Behavioral Program (EBS)	\$376.49	\$216.00	\$160.49	43%	\$271.50	\$104.99	28%
Elementary School – Autism Spectrum Disorder (ASD)	\$376.49	\$240.00	\$136.49	36%	\$301.50	\$74.99	20%
Middle School - Emotional Behavioral Program (EBS)	\$371.52	\$216.00	\$155.52	42%	\$271.50	\$100.02	27%
Middle School – Autism Spectrum Disorder (ASD)	\$371.52	\$240.00	\$131.52	35%	\$301.50	\$70.02	19%
School and Vocational Training	\$387.67	\$156.00	\$231.67	60%	\$197.50	\$190.17	49%
School and Life Skills Training	\$383.36	\$179.00	\$204.36	53%	\$232.50	\$150.86	39%
School and Life Skills Training ISN	\$380.11	\$240.00	\$140.11	37%	\$301.50	\$78.61	21%
School to Work Program*		\$179.00		N/A	\$226.50		N/A
High School - Alternative	\$358.15	\$166.00	\$192.10	53%	\$210.50	\$147.60	41%
High School - Alternative Vocational*		\$179.00		N/A	\$226.50		N/A

*See table on following page which list tuition rates for the ten private schools used for the “Average” calculations.

	Boston Higashi School	Cotting School, Inc.	Franciscan Children's Hospital	Landmark Foundation	Lighthouse School	May Institute	Nashoba Learning Group, Inc.	New England Center for Children	Seven Hills Foundation, Inc.	League School of Boston	Private Schools Average
Intensive Special Needs (ISN)			\$431.46					\$514.43			\$472.95
Elementary School – Emotional Behavioral Program (EBS)	\$345.49	\$425.54			\$400.91	\$406.10	\$490.37		\$190.09	\$376.92	\$376.49
Elementary School – Autism Spectrum Disorder (ASD)	\$345.49	\$425.54			\$400.91	\$406.10	\$490.37		\$190.09	\$376.92	\$376.49
Middle School - Emotional Behavioral Program (EBS)	\$345.49	\$425.54				\$406.10	\$490.37		\$190.09		\$371.52
Middle School - Autism Spectrum Disorder (ASD)	\$345.49	\$425.54				\$406.10	\$490.37		\$190.09		\$371.52
School and Vocational Training		\$425.54	\$431.46		\$400.91		\$490.37		\$190.09		\$387.67
School and Life Skills Training	\$345.49	\$425.54	\$431.46		\$400.91	\$406.10	\$490.37		\$190.09	\$376.92	\$383.36
School and Life Skills Training ISN	\$345.49	\$425.54	\$431.46		\$400.91		\$490.37		\$190.09	\$376.92	\$380.11
School to Work Program*											
High School - Alternative				\$296.61	\$400.91					\$376.92	\$358.15
High School - Alternative Vocational*											

Valley Collaborative
Statement of Net Position
June 30, 2018

Assets

Current Assets	
Cash and cash equivalents	\$ 4,843,191
Accounts receivable, net	1,833,007
Prepaid expenses and other assets	21,319
Cash held for municipalities	1,999,574
Total Current Assets	<u>8,697,091</u>
Non-current Assets	
Furniture, equipment, vehicles and leasehold improvements, net	<u>7,452,044</u>
Total Non-current Assets	<u>7,452,044</u>
Total Assets	<u><u>\$ 16,149,135</u></u>

Liabilities and Net Position

Current Liabilities	
Accounts payable and accrued liabilities	\$ 1,135,089
Credits due to member districts	<u>1,999,574</u>
Total Current Liabilities	<u>3,134,663</u>
Non-current Liabilities	
Net OPEB liability	<u>491,676</u>
Total Non-current Liabilities	<u>491,676</u>
Total Liabilities	<u>3,626,339</u>
Net Position	
Unrestricted	3,550,485
Restricted - contributions and other	20,267
Restricted - capital reserve fund	1,500,000
Invested in capital assets, net of related debt	<u>7,452,044</u>
Total Net Position	<u>12,522,796</u>
Total Liabilities and Net Position	<u><u>\$ 16,149,135</u></u>

Valley Collaborative
Statement of Activities
For the year ended June 30, 2018

Functions/ Programs	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
Governmental Activities:				
Administration	\$ 1,943,092	\$ -	\$ -	\$ (1,943,092)
Education	15,575,161	17,314,864	2,455,893	4,195,596
Intergovernmental revenue and expense	3,366,087	-	3,366,087	-
Other postemployment benefits	491,676	-	-	(491,676)
Depreciation and amortization	728,098	-	-	(728,098)
Total Governmental Activities	\$ 22,104,114	\$ 17,314,864	\$ 5,821,980	\$ 1,032,730
General Revenue and Other:				
Interest				40,916
Other				49,340
Credits to member districts				(2,201,859)
Gain on disposal of assets				31,908
Total General Revenue and Other				(2,079,695)
Change in Net Position				(1,046,965)
Net Position, Beginning of Year				13,569,761
Net Position, End of Year				\$ 12,522,796

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 	

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop curricula Teams	Karen Rowe Transition Specialist	Winter 2015	Completed
Inventory curricula products	Karen Rowe Transition Specialist	Spring 2016	Completed
Assess curricula strengths and areas needing further development through data analysis	Karen Rowe Transition Specialist	Fall 2016	Completed
Make recommendations as appropriate	Karen Rowe Transition Specialist	Fall 2016	Completed
Develop a program of studies for grades 9-12 (Valley Transitional High School – Sites 1 & 2)	Math/English Dept. Heads	Winter 2016	Completed

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 1a	Person Responsible	Date	Status
Attendance at Curriculum meetings	Karen Rowe Transition Specialist	Ongoing	Completed- Ongoing
Upload inventory on shared/google drive	Karen Rowe Transition Specialist	Winter 2016	Completed
Create final recommendations/proposals	Karen Rowe Transition Specialist	Winter 2016	Completed
Review and adjust program of studies	Karen Rowe Transition Specialist	Winter 2016	Completed

Monitoring Progress:

Process Benchmark for Initiative 1a	Person Responsible	Date	Status
Develop Assessment Teams	Karen Rowe Transition Specialist	November 2015	Completed- ongoing
Inventory assessments products	Karen Rowe Transition Specialist	Spring 2016	Completed- ongoing
Assess assessment strengths and areas needing further development	Karen Rowe Transition Specialist	Fall 2016	Completed
Make recommendations as appropriate	Karen Rowe Transition Specialist	Fall 2016	Completed- ongoing

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 1a	Person Responsible	Date	Status
Attendance at Assessment meetings	Karen Rowe Transition Specialist	Ongoing	Completed - ongoing
Upload inventory on shared drive	Karen Rowe Transition Specialist	Winter 2016	Completed
Create final recommendations and proposal to purchase new materials if needed	Karen Rowe Transition Specialist	Winter 2016	Completed - ongoing

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 1b	Person Responsible	Date	Status
Implement Career Cruising curriculum in middle school and high school	Karen Rowe Principals	June 2017	Completed
Develop Work-Based Learning Plan for every student who has a vocational goal	Karen Rowe Principals	June 2017	Completed
Develop Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe Principals	Sept 2015	Completed
Implement Person Centered Planning and Transition Tool (PCPTT)	Karen Rowe Principals	June 2017	Completed
Collaborate with member district to customize programming for their students regarding Transition Service.	Karen Rowe	Fall 2018	TBD
Open new Site 2 classroom specifically designed for students of the Autism Spectrum who may not be a great fit for the other classrooms where there is a large outdoor education social component	Julie Fielding	Winter 2017	Completed

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 1b	Person Responsible	Date	Status
100% of applicable teachers/staff will be trained in using Career Cruising	Karen Rowe Principals	June 2016	Completed
50% of high school and middle school students have an individual account	Karen Rowe Principals	June 2017	Completed
Each student has a Work-Based Learning Plan	Karen Rowe Principals	Fall 2018	TBD
Meet with teachers to ensure that 70% of the PCPTTs are complete	Karen Rowe Principals	Fall 2018	TBD

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Identify current transitional skills curriculum collaborative wide	Karen Rowe Voc Coordinator, Matt Gentile	Fall 2017	Completed
Identify gaps in curriculum	Karen Rowe Voc Coordinator, Matt Gentile	Winter/Spring 2017	Completed
Explore and research space for ILS curriculum	Principals Dr. Scott, Adult Services Coordinator	2019-2020 School Year	TBD
Create a Google doc to capture current vocational opportunities.	Kari Morrin, Transition Services Dept.	2018-2019 School Year	TBD
Identify community-based experiences by functional domains.	Karen Rowe Lia Metrakas Nicole Noska Kari Morrin	2018-2019 School Year	TBD
Create a Google doc to capture community-based experiences by functional domains.	Kari Morrin Karen Rowe Lia Metrakas Nicole Noska	2018-2019 School Year	TBD
Identify an annual transition assessment to administer to all high school students and adults.	Kari Morrin Karen Rowe Lia Metrakas Nicole Noska	2018-2019 School Year	TBD

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Utilizing a transition assessment tool to collect yearly data.	Karen Rowe	2019-2020 School Year	TBD
Teachers and Job Coaches will utilize the functional domain Google doc to plan community-based experiences.	Principals Adult Services Manager	2019-2020 School Year	TBD

Action Plan

Strategic Objective:

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

Initiative:

- 1e.) Self Actualization: Create programming that promotes growth towards self-actualization for students and adults

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Each school will identify their current programming and the required enhancements needed to ensure students receive the supports required to develop the skills to self-actualize based on Maslow's Hierarchy of Needs Pyramid.	Principals	October 2018	TBD
Create a google doc that captures current programming and activities relevant to skills that help students and adults lead to self-actualization.	Adult Services Coordinator and Principals	October 2018	TBD
Identify gaps in programming based on specific needs	Principals, & Adult Services Coordinator	January 2019	TBD
Reconvene as a DIP Team to discuss next steps	DIP Team	March 2019	TBD

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
75% of Students' who have a Valley IEP will meet their IEP goals	Principals & IEP Teams	June 2019	In Progress
Incorporate thoughtful self-actualization questions into the Sense of Belonging Survey for students, parents, and staff.	Sense of Belonging Committee	September 2018	In Progress
Analyze the data from the Sense of Belonging student survey	Sense of Belonging Committee	November 2019	In Progress

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 1f	Person Responsible	Date	Status
100% of adult services staff have been trained in using ISP Goal Form	Adult Services Manager	March 2017	Completed
Job Developer has been tasked with reviewing ISP Goal Forms and working with vocational coaches to capture all relevant information regarding progress towards meeting ISP goals.	Adult Services Manager	January 2017	Completed
Using information gathered from ISP Goal Forms individuals have been given specific worksite modifications and tools to support them in achieving ISP goals more quickly.	Adult Services Coordinator	August 2019	Ongoing

Action Plan

Strategic Objective:

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

Initiative:

- 1g.) Administer an Independence Survey

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

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

<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>			
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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 School level		Spring 2016	Completed

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 2b	Person Responsible	Date	Status
Create formal Leadership Mentorship Program.	Kari, Joia, and Chris	Spring 2018	In progress
Develop Educator Mentorship Program.	Kari and Joia	Fall 2016	Completed
Establish a Leadership PLC where people read the latest research on leadership, watch current videos and participate in leadership presentations facilitated by Dr. Tony Bent.	Dr. Tony Bent & Valley Leadership Team	Fall 2016	Completed
Establish a Leadership Coffee Hour with distinguished leaders from across the state reflecting on their leadership experiences so that leaders can learn from them.	Chris Scott and Karen Blackburn	Fall 2016	Completed
Create networking opportunities for Valley Leaders, Board Members who are new Superintendents, Member District Assistant Superintendents, Special Education Directors and Northeast Collaborative Executive Directors through Leadership Coffee Hours, regional meetings, social gatherings	Chris Scott and Regional Leaders	Fall 2016	Completed
Highlight the restructuring efforts of the past 4 years as a case study presentation to MASS's Assistant Superintendent group	Chris Scott	Spring 2017	Completed

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 2b	Person Responsible	Date	Status
Schedule of Leadership Coffee Hours - to date, Valley has hosted two meetings	Karen Blackburn & Chris Scott	Fall 2016	Completed
Schedule of Leadership meetings with Dr. Tony Bent	Karen Blackburn & Chris Scott	Fall 2016	Completed
Schedule of FY17 Mentor and Induction Meetings	Kari Morrin & Joia Mercurio	Fall 2016	Completed

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 & Joia Mercurio	Winter 2017	Completed
Provide schedule from October 7th half day offerings	Kari Morrin & Joia Mercurio	Winter 2017	Completed
Provide schedule from NPEN day of Valley providers and in-district para trainings	Kari Morrin & Joia Mercurio	Winter 2017	Completed

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 2d	Person Responsible	Date	Status
Valley evaluates all professional development offerings. The evaluation scale has simply been agree or disagree in ten targeted areas and multiple open response questions. On average the evaluations have been favorable. In order to improve the Evaluation tool Valley's PD department has asked Billerica Public Schools to see a copy of their Professional Development Feedback Form to use as a model in the redevelopment of this form.	Joia Mercurio Assistant Director Kari Morrin Director of Student Services	2015-2016 School Year	Completed
Valley has modified its professional development evaluation form as a Google form and has changed its questions to emulate Billerica Public School's	Joia Mercurio Assistant Director Kari Morrin Director of Student Services	Spring 2017	Completed

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 2e	Person Responsible	Date	Status
Appoint Department Leads in STEM, English and Humanities, and Literacy	Joia Mercurio	Winter 2016	Completed
Each Department Lead to establish a PLC in their discipline	Department Leads	Fall 2018	TBD
Each PLC to develop a schedule of meetings and goals and objectives for 2018-2019 school year	Department Leads	Fall 2018	TBD

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 2e	Person Responsible	Date	Status
Department Leads will communicate to Collaborative staff via emails, events, newsletters, etc.	Joia Mercurio	Fall 2016	Completed
Implementation of STMath in all appropriate programs	Glen Costello	Spring 2017	Completed

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 2f	Person Responsible	Date	Status
Joint planning with districts: Northeast Professional Educators Network (NPEN)	Kari Morrin & Joia Mercurio	Fall 2016	Completed-ongoing

Measuring Impact

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

Early Evidence of Change Benchmark for Initiative 2f	Person Responsible	Date	Status
Comparison of number of Valley presenters from FY16 to FY17	Kari Morrin & Joia Mercurio	Fall 2016	Completed
Scheduled list of NPEN Steering committee meetings	Kari Morrin & Joia Mercurio	Fall 2016	Completed

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
<p>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.</p> <p>1. Develop a task committee to assess engagement of student and families at Valley Collaborative.</p> <p style="padding-left: 20px;">a. Develop meeting schedule</p>	Brian Mihalek Program Lead, Middle School	December 2015	Completed
<p>2. Committee meeting to discuss:</p> <p style="padding-left: 20px;">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</p>	Task Committee	December 2015	Completed
<p>3. Committee meeting to discuss:</p> <p style="padding-left: 20px;">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</p>	Task Committee	December 2015	Completed
<p>4. Committee meeting to discuss:</p> <p style="padding-left: 20px;">a. Rough draft of student survey</p> <p style="padding-left: 20px;">b. Rough draft of parent survey</p> <p style="padding-left: 20px;">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</p> <p style="padding-left: 20px;">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</p>	Task Committee	January 2016	Completed
<p>5. Committee meeting to discuss:</p> <p style="padding-left: 20px;">a. "Sense of Belonging" definition</p> <p style="padding-left: 20px;">b. Discuss committee feedback on student and parent survey</p> <p style="padding-left: 20px;">c. Discuss modifications to different surveys for different populations</p> <p style="padding-left: 20px;">d. Discuss Google Doc survey as main method for student survey</p>	Task Committee	February 2016	Completed
<p>6. Committee meeting to discuss:</p> <p style="padding-left: 20px;">a. Final definition of "Sense of Belonging"</p> <p style="padding-left: 20px;">b. V. Drive for data collection</p> <p style="padding-left: 20px;">c. Final student/parent surveys</p> <p style="padding-left: 20px;">d. Communication plan for all staff</p> <p style="padding-left: 20px;">e. Determine implementation phase</p>	Task Committee	March 2016	Completed

7. Final meeting before implementation of surveys	Task Committee	March 2016	Completed
8. Update on progress: a. "Sense of Belonging" has been defined b. Data has been set up to be collected on the V drive through a Google Doc survey c. Final student survey was distributed beginning 4/6/16. Parent Survey has multiple drafts and will be finalized by May 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 protocols f. Next meeting date to be determined	Task Committee	April 2016	Completed
9. Committee meeting to discuss: a. Define means of data analysis and collection b. Finalize parent survey	Task Committee	May 2016	Completed
10. Committee meeting to discuss: a. Data collected to date b. survey completion analysis	Task Committee	May 2016	Completed
11. Committee meeting to discuss: a. Next steps for identifying strengths/ areas of need, recommendations	Task Committee	October 2016	Completed
12. Analyze Sense of Belonging Survey data to make recommendation for Community Involvement Activities	Task Committee	October 2016	Completed
13. Plan, develop, and implement one new community involvement engagement activity Update on progress: Based on data derived from parent survey, Sense of Belonging committee identified areas of need within the parent base regarding trainings needed. In coordination with Sense of Belonging committee and Parent Advisory Council, a Parent Workshop Night has been scheduled to address these needs on May 11 th , 2017.	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 surveys • Finalize site specific recommendation action plan with timeline • Start to generate staff survey questions 	Task Committee	December 2016	Completed

17. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none"> Finalize Valley Collaborative recommendation action plan with timeline Create sub-committees to address collaborative wide recommendations Finalize cycle 2 timeline 	Task Committee	January 2017	Completed
18. Sense of Belonging Committee meeting to discuss: <ul style="list-style-type: none"> Review final site specific and collaborative wide recommendation action plan Finalize staff survey 	Task Committee	March 2017	Completed
19. Use existing <i>Sense of Belonging</i> data to identify MS program's strengths and areas of need; develop a set of recommendations	MS Admin Team	Fall 2016	Completed
20. Develop and implement targeting/bullying procedure for the MS	MS Admin Team	Fall 2016	Completed
21. Install suggestion box to address student needs/concerns and review content in the MS	MS Admin Team	Fall 2016-ongoing	Completed
22. Develop format for a quarterly MS specific newsletter	MS Admin Team	Fall 2018	In Progress
23. Gather program specific information for newsletter for the MS	MS Admin Team	Fall 2018	In Progress
24. Send out first newsletter for the MS	MS Admin Team	Fall 2018	In Progress
25. Improve communication with parents/families-Identify most effective means of communication and gather that data schoolwide; distribute calendar of upcoming events in the MS	MS Admin Team	Fall 2017	Completed - Ongoing
26. Incorporate more hands-on, engaging, challenging lessons with the use of Google Classroom for the MS	MS Admin Team	Fall 2017	Completed – Ongoing
27. Survey parents/students regarding afternoon activity choices for quarterly after school activity; coordinate details re: staff, cost, specific etc. for the MS	MS Admin Team	Fall 2018	In Progress
28. Offer first afternoon activity for the MS students to participate in	MS Admin Team	Spring 2019	In Progress
29. Implement Sense of Belonging Student Survey <ul style="list-style-type: none"> a. April 2016 (baseline) b. April 2017 c. April 2018 	Task Committee	September 2017	Completed
30. Implementation of Adult Survey <ul style="list-style-type: none"> a. April 2016 (baseline) b. April 2017 c. April 2018 	Task Committee	September 2017	Completed
31. Implementation of Parent Survey <ul style="list-style-type: none"> a. April 2016 (baseline) b. April 2017 c. April 2018 	Task Committee	September 2017	Completed

32. Implementation of Staff Survey a. April 2016 (baseline) b. April 2017 c. April 2018	Task Committee	September 2017	Completed
32. Analyze Data and make Recommendations a. Analyze 2015-2016 Data and make Recommendations b. Analyze 2016-2017 Data and make Recommendations c. Analyze 2017-2018 Data and make Recommendations	Executive Director and B. Mihalek	June 2016, 2017, 2018	Completed - Ongoing
33. Report Data to stake holders and Executive Board a. Report 2015-2016 Data to stake holders and Executive Board b. Report 2016-2017 Data to stake holders and Executive Board c. Report 2017-2018 Data to stake holders and Executive Board	Executive Director and B. Mihalek	June 2016, 2017, 2018	Completed - Ongoing
Report baseline data to stake holders and Executive Board	Executive Director and B. Mihalek	June 2016	Completed

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
The Elementary, Middle and High School Valley Collaborative Parent Advisory Council (PAC), will plan one engagement initiative regarding "Rights and Responsibilities in Special Education" to all families of students K-12. Middle School/High School presented on 11.17.15 Elementary and Middle School/High School scheduled to presented on 5.11.17 Elementary School met this on 10/26/17. Middle School/High School presented on 4.25.18	Brian Mihalek, Middle School Lia Metrakas High School, Pam Walker, Elementary	Fall 2016 Spring 2017 Spring 2018	Completed - Ongoing
The Valley Collaborative Human Rights Group will plan one engagement initiative regarding "Accessing Resources in the Community"	Pat Evans, Adult Program	Spring 2017	Completed - Ongoing
Develop Employee of the Month recognition initiative	Valley Principals	On going	Completed - Ongoing
Continue to include all member districts sped directors as well as other stakeholder representatives to the District Improvement Planning process	Chris A. Scott, Executive Director	Fall 2016	Completed - Ongoing

Process Benchmark for Initiative 3b	Person Responsible	Date	Status
In response to the Sense of Belonging survey data, the Sense of Belonging Committee has collaborated with the PAC in order to identify and develop Valley Collaborative facilitated events with the purpose of maintaining community involvement for students, adults, and community partners 1. Facilitators at Valley Elementary School and Valley Middle School/Transitional High School have held staff luncheons in addition to meetings on the following topics: transition planning, internet safety, and parents' rights. Artifacts including agendas and sign-in sheets for these meetings have been collected. 2. Facilitators at Valley Middle School/Transitional High School have held staff luncheons in addition to meetings on the following topics: transition planning, financial planning, special ed. law and parents' rights. Artifacts including agendas and sign-in sheets for these meetings have been collected.	Staff	2015-2020 School Years	Completed - Ongoing

Group	Engagement Initiative	Artifact	Status
Students	1. School Play Performance 2. Student Trips 3. Class Trips (Overnight) 4. After School Activities (Recreation)	1. Program 2. Permission Slips/Itineraries 3. Permission Slips 4. Schedules	Completed
Adults	1. Valley Collaborative Dance 2. Human Rights Meetings (Quarterly)	1. Flyer 2. Itineraries, Minutes, Sign-In Sheet	Completed
Families	1. Open House 2. Parent Advisory Group 3. Spirit Fridays (Elementary)	1. Sign-In Sheet 2. Meeting Minutes 3. Flyers/Invitations	Completed
Staff	1. Staff Appreciation Day 2. School Spirit Contests	1. Flyers 2. Prizes	Completed
Districts	1. District Outreach Meetings 2. SPED Advisory Meetings	1. Outreach Folders 2. Sign-In Sheet/Itineraries	Completed
Community Partners	1. District Improvement Planning 2. The INDEPENDENCE Project 3. School Play Performance	1. District Improvement Plan 2. Committee Meetings 3. Program	Completed

Measuring Impact

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

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

Resources Supporting Implementation*The staff and financial resources allocated to support this initiative*

Resources
Google Survey
IT Consultation

Action Plan**Strategic Objective:**

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

Initiative:

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

Monitoring Progress:

Process Benchmark for Initiative 3c	Person Responsible	Date	Status
1a. Establish an Outreach committee (compromised of two Valley Board of Directors, one member District Special Education Director, Valley Collaborative Executive Director and Assistant Director) 1b. Establish Co-Chair for SPED Advisory Board, and one member District SPED	Executive Director	November 2015	Completed
2 The Outreach committee schedules a 60 minute meeting with the District teams. Each District team will be comprised of the Superintendent, the Special Education Director, and the district liaison(s).	Assistant Executive Director	January 2016	Completed
3 Outreach committee and District teams will meet and discuss 5 year District Improvement Plan.	Outreach Committee and District Teams	April 2016	Completed
4 At the same meeting, Valley program offerings will be reviewed.	Outreach Committee and District Teams	April 2016	Completed
5 At the same meeting, Valley tuitions and services will be compared to other local Collaborative(s).	Outreach Committee and District Teams	April 2016	Completed
6 At the same meeting, there will be a review of the Out of District referrals to non-Valley placements questionnaire.	Outreach Committee and District Teams	April 2016	Completed
7 At the same meeting, review of Valley student termination questionnaire.	Outreach Committee and District Teams	April 2016	Completed
8 Member District Special Education Department to fill out questionnaires and submit to Valley Team.	Member Districts Special Education Dept.	April 2016	Completed
9 Co-chair quarterly Special Education Advisory Meeting with member district Special Education Administrators	Executive Director and Valley Team	Winter 2017	Completed - ongoing

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

Monitoring Progress:

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

Measuring Impact

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

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

Action Plan

Strategic Objective:

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

Initiative:

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

Monitoring Progress

Process Benchmark	Person Responsible	Date	Status
Research technology based apps (i.e. Class Dojo) for parent communication from school to home Status: Researched above apps. The Elementary School is currently using Class Dojo. MS/HS will look into Parent Link with Blackboard	Valley School Principal	Fall 2018	TBD
Identify appropriateness of technology based apps per site/school for parent communication from school to home	Valley School Principal	2018-2019 School Year	In progress
Consult with Valley Technology Committee to research school/district website models and best practices for website maintenance Status: Will be moving forward with Blackboard Website Maintenance. End user training scheduled for August 2018.	Valley Leadership Team	August 2018	TBD
Utilize Google for student email communications	Joia Mercurio & Technology Team	2018-2019 School Year	TBD

Measuring Impact

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

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Establish timeline for full implementation of Blackboard initiative	Technology Team	2018-2019 School Year	TBD

Feedback from Parents, Staff, and the Community-at-large

From: [Chris Scott](#)
To: [Tom Gibson](#)
Cc: [Lisa Maloney](#)
Subject: Re: Newsletter
Date: Tuesday, April 10, 2018 6:21:50 PM

Good Evening Tom,
Your feedback is so thoughtful and greatly appreciated.
We really enjoy our partnership and look forward to many years to come.
Please let me know if any concerns arise- we want you all to be happy renting to Valley.
My best to you always,
Chris

On Apr 10, 2018, at 6:14 PM, Tom Gibson <tgibson@middlesexretirement.org> wrote:

Hi Chris – Hope all is well.

Thank you for sending us a copy of Valley Collaborative's most recent newsletter. Feedback is important, I know, and when a job is well done, it should be recognized. We were very impressed by the newsletter's content, writing and layout. We will share it with the Board members, and will use it as an inspiration for improving our own newsletter.

Hope to see you soon.

Tom

Thomas F. Gibson, Chairman
Middlesex County Retirement Board
P.O. Box 160
25 Linnell Circle
Billerica, MA 01865
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Thank you in advance for your cooperation.

1/10/2018

What Valley Means to Me

Hello,

Hello,

My name is [REDACTED] and welcome to Valley Collaborative located in Tyngsboro, Massachusetts. Its a fun public school for kids of all ages. Each day of the week we do a different special. Monday is Health with Mr. Lucas, Tuesday's is Gym with Mr. Lucas and Music with Mr Bryan. Thursday's it's Art with Ms Libby. Ms Vivi makes the best tasting food. Some kids think that she mixes up the recipe a little that makes it extra delicious but no one knows what she does with the food. You. Can even help out with Ms. Vivi. You can earn a cookie or school store Vivi dollar but your teacher knows why you want to help. Why do you want to help? No to just act like adults washing dishes. Because the kids want a cookie, that's why' If you get a Vivi buck you can go to the school store with lots of stuff If you want to get a lot of things, you just have to save up your money. We also have lots of good friends, teachers and helpers for our students in the school. Recess time is two times a day, morning and afternoon. If it's a rainy day, you have to stay in for indoor recess. Lots of trade in choices after you do all your work. Fun field trips but the teachers rules are, they don't like to make promises. They want you to earn field trips. Talent show and field day in June. I like to perform. All of the kids can do a talent but for all of the older kids, it's the saddest part, the graduation. Welp, it's tears of joy. Don't worry you might see them around town someday or you may never see them again. I call it the "good bye, never see you again" talent show Reading, Math, Phonics and my favorite time, lunch time. If you need a little break, we have a "Chillville". Before kids graduate, they get a special treat to go on a Canobie Lake freld trip. PT, OT and speech are all educational learning times. It is the fun-est school in the world. And our principal and. Annie makes it fun We have the best classrooms and I'd like to show you some.

Sent from my iPhone

Before coming to Valley I would not describe my school life as very good. I felt that I didn't have teachers who understood me and thought that I was not trying hard enough. I did not want to come to school and would miss days because I did not feel that I was going to be successful in a place where they did not support me. School became something that I hated and I felt that I was not going in a direction that was good for me.

Coming into Valley was a new experience for me and something that I was not sure if I would like. It was a new school with new kids and all new experiences. I was not sure that this school would be a great fit for me either so I didn't come in with high hopes.

When I first came to Valley I didn't know anyone here or how the school worked and I was not confident. The staff worked with me and quickly worked with me and showed me what I needed to do and what was expected.

I have seen success here at valley. Valley has taught me that if you work hard you will see rewards. I was able to work so well with onsite work crews that I now hold an offsite community internship. Valley has taught me that even if the work is difficult, if you are able to do what is expected you will be successful. If you want something in life you need to work for it, this is something that Valley has shown me to be true.

I am happy for the experiences that Valley has given me and I know that if I didn't end up here I would not be the same person I am now. I would like to thank the supportive staff who have worked with me on site 1 from the beginning. Chris Cowan, Matt Manfredi, Nick Leclair, and Riley have all been a big help in my Valley life and I thank them. I would also like to thank the guys in the maintenance department for

allowing me to work with them when on site and being an extra support group for everything that I am going through. 2017 was a year filled with challenges both in and out of school and knowing that I have people who care about me here at Valley has been a big help.

Thank you.

Hi my name is [REDACTED] and I'm from [REDACTED] Massachusetts. I have been a student at Valley since 2011 where I was in middle school and then high school. I am now in school to work and here are some reasons why Valley is important to me. I love that the teachers and staff are very nice, thoughtful and supportive. They help me through a lot when I am having a tough time. They also help me with certain subjects in class like math and money. Over the years I have made some pretty great friends who also support me and build me up when I am feeling down. They are very special to me and mean a lot to me. I have had a lot of great experiences here at Valley like the school trips. I have been to New York City and Philadelphia, Toronto and Niagara Falls, and New Orleans. And this year I am going to San Francisco. I love these trips because I get to explore new places that I never thought I would be able to go to. I also love going to the school dances and semi formals every year. I love them because I like to dance and spend time with my friends and make memories. We take lots of pictures! In my class I love doing travel training and cooking class. I like learning new recipes and how to cook different foods. I also like getting exercise in gym class and I like making projects in art class. At work I learn independence so I can get a job when I graduate. I currently work at a doggy day care in Nashua. I like working there because I like dogs and playing with them. Some of my responsibilities there are cleaning and sometimes I take them for walks. I have worked at a lot of places in the past and I feel like I have learned a lot. At Valley I always feel happy and comfortable. I feel that I'm doing well here and making progress. Valley feels like a home away from home to me and I never want to leave!

What Valley Means to Me Speech

Hi, I'm [REDACTED]. 8 months ago I graduated High School. I am now in the Adult Services Program.

By the looks of this crowd it appears most of you may not remember what it felt like to graduate from High School. Let me remind you. It's scary.

I need structure and people I can trust and to be part of something.

I feared I would be alone and just exist to work.

Well, it turns out that my life is more than that.

I am part of a team here. On this team I feel like an MVP, for you non-sports fans that means Most Valuable Player.

I joined the team at a perfect time. Melina and Joe came over from the High School too to help me and everyone else learn all the skills I will need to be successful in life. My future isn't so scary anymore.

Melina says "you don't need to know everything in life; you just need to know who to trust to help figure it out". I do know who to trust and I want to say thank you to everyone I work with in my program who is my team.

Culture Activity

Directions: We've made a lot of changes to the Today & Tomorrow program in terms of culture and programming. Please take a few minutes to think of one word that would describe how you currently feel about our culture after nine months. My plan is to then take these thoughts and discuss how we could improve upon our culture next year.

Feedback from staff: Love, Caring, Team, Fantastic, Supportive, Positive, Passionate, Crazy, Positive-Changes, Family, Work in Progress, Communication, Divided, Excited, Emerging, Challenging & Driven.

Chris Scott

From: Denise Cook
Sent: Thursday, November 02, 2017 10:14 AM
To: Chris Scott
Subject: Feedback - GIC Retirement

Hi Chris,

Yesterday, I met with Patricia Hartung an Aide from the Elementary School yesterday about our retirement benefits. She has been with the Collaborative since 2008. She is thinking of retiring at the end of the school year. I wanted to share with you that Patty was pleasantly surprised when she did her research on our retirement benefits and how great they were. She also shared with me, that she could tell how proud you were that the benefit was 100% funding, when you mentioned it during orientation this year. It was such a great feeling hearing the feedback, and thought you would enjoy too.

Talk soon,
Denise

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



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



The Commonwealth of Massachusetts
House of Representatives
State House, Boston 02133-1054

DAVID M. NANGLE
STATE REPRESENTATIVE
SEVENTEENTH MIDDLESEX DISTRICT

FLOOR DIVISION LEADER

ROOM 478
TEL. (617) 722-2520
Fax. (617) 722-2837

July 20, 2017

Ms. Chris Scott, *Executive Director*
Valley Collaborative School
40 Linnell Circle
Billerica, MA 01821

Dear Ms. Scott, **CHRIS,**

I am writing to congratulate you on the many impressive developments coming from the Valley Collaborative special education school these past few months.

I have seen some of the changes first hand, and have been following the recent reports in the press about the turnaround this school has seen under your helm. The restructuring of the schools operations have led to an increase in enrollment, a reduction in travel costs and a return of \$2 million to the participating cities and towns. Clearly the changes you, the board of directors, and the director of finance and operations have made have had a resoundingly positive impact on the school and surrounding communities, and I am certain this trend will continue in the years to come.

Again, congratulations on a job well done, and please feel free to contact me should you need any assistance in your mission to provide an outstanding education to your students.

**KEEP UP
THE GREAT
WORK!**

Sincerely,

A handwritten signature in dark ink, appearing to read "D M Nangle".

David M. Nangle
State Representative
17TH Middlesex District

Ms. Kristine Bonsack, M.Ed., Principal
Valley Collaborative Transitional High School
40 Linnell Circle
Billerica, MA 01821

Dear Kristine:

██████ has transitioned well to ██████, and I wanted to take this time to thank you and your team for all that you have done to make these years so productive, enriching and fun.

██████'s progress at Valley, while under the leadership of Shannon Burke and Angela Fisette, was a joy for us to watch. He came home with a smile on his face, willing to talk about all that he had done during the day. He especially enjoyed working, and I thank Scott Morrin for taking the time to get to know ██████ so that he could place him in positions where he would be successful. He was always a champion for ██████ while he was working and it is greatly appreciated.

The time and attention that Shannon and Angela gave to ██████ helped him to improve his communication skills, increase his independence, improve his confidence and self-esteem, and allowed him to do this in a rich learning environment. They are kind and patient, always doing what was best for ██████. Both Shannon and Angela are true role models of what a parent of a child with special needs ultimately wants in a teacher/paraprofessional. They communicated with me as if ██████ was the only child in the class, and I always knew that while he was at Valley during the day, he was safe and being treated respectfully.

It is sad for us to leave Valley but because of our experience in this wonderful environment ██████ is ready to move on to his next step with the skills that he needs to be as successful and as independent as he can be. Thank you from the bottom of my heart for all that

you and your team have done to make this happen. We look forward to seeing you all at graduation in May!

Sincerely,

[REDACTED]

Cc: Mr. Timothy Piwovar, Billerica Superintendent of Schools and Chairman of the Board,
Valley Collaborative

Ms. Shannon Burke

Ms. Angela Fisette

Mr. Scott Morrin

Chris Scott

From: [REDACTED]
Sent: Wednesday, February 28, 2018 11:18 PM
To: Annie Willis; Jen Glow; Pamela Walker; Kerri Speck ; Chanelle Quirbach;
[REDACTED]; Chris Scott ; Amy Ross; Katie Nutile; Marla Fisher ; Bryanna Reddy ; Laura Leonard; Dawn Johnson
Subject: Re: Therapy

Hi everyone,

There are not enough words to express my gratitude for all that you have done for [REDACTED] and I over the years. Valley has been the most consistent place in her life where she has been well taken care of, gained new skills, loved, accepted, and made the most progress. I think you are all very dedicated to your students and go above and beyond to help them achieve success and be as independent as they can be given their needs. You have been a huge support to me by helping me to advocate for her and advising me in ways to approach and deal with [REDACTED] at home. You have been patient with all of the services and providers involved in her care. You helped me to make it work out so that we could attend the attachment therapy sessions and she missed school and always taking her back when she has been hospitalized or in programs. You have all been more than a listening ear when I've needed it.

I just want you to know that I've noticed all the little things and have not taken anything for granted and in reality all those little things add up to be the most important things. [REDACTED] and I have been a part of Valley Collaborative for quite some time. I know that she will miss all of you as will I too. I think I am having my own anxiety about ending this chapter and moving on to a new one with new people because we have developed a strong relationship with all of you. Although I do have faith that her new school team will be able to provide her with the support and encouragement that you've all been able to. Like you said Pam they will grow to love [REDACTED] as much as you guys do.

I think you guys do know this but I think it's worth mentioning that though I come across as strong and sometimes maybe a little too strong I do know and have always known that what you've done for [REDACTED] has always been in her best interest and that you are on my side. I tried to include everybody in the team currently and some of the past team members but I'm sure that just about everybody if not everybody knows [REDACTED] at the school. So Annie can you forward this to other staff that you feel would like to receive this because I don't want anyone to not know how much I appreciate the work that they've done with [REDACTED]. Chanelle can you share this with the other teachers in your class please. You have all definitely left an impression in both of our hearts that will remain forever.

Sent from AOL Mobile Mail

----- Original Message -----

From: Annie Willis <awillis@valleycollaborative.org>
To: [REDACTED] <snoopycole33@aol.com> ; Jen Glow <jglow@valleycollaborative.org> ; Pamela Walker <pwalker@valleycollaborative.org>
Sent: Wed, Feb 28, 2018 09:36 PM
Subject: Re: Therapy

Thank you, I'll make sure the school team here knows the plan so that we can do something special with her here. She will be missed and so will you! We do wish you two the best of luck and hope that you keep us updated about her progress. We have known her for a long time.

Thank you,

Dear Pat and Collette,

Just wanted to let you both know about [REDACTED] experience at Westford Academy. recently. Our cousin who works there with their life skills program, observed how [REDACTED] and friends worked, did detailed work and maintenance upkeep.

She was very impressed at their attention to details and cleaning things that her clients do not do. Many thanks for all you all do for our families and clients at Valley, you folks are the best.

Sincerely [REDACTED] parent and guardian

Cc Chris Scott

Ms. Kristine Bonsack, M.Ed., Principal
Valley Collaborative Transitional High School
40 Linnell Circle
Billerica, MA 01821

Dear Kristine:

██████ has transitioned well to ██████, and I wanted to take this time to thank you and your team for all that you have done to make these years so productive, enriching and fun.

██████'s progress at Valley, while under the leadership of Shannon Burke and Angela Fisette, was a joy for us to watch. He came home with a smile on his face, willing to talk about all that he had done during the day. He especially enjoyed working, and I thank Scott Morrin for taking the time to get to know ██████ so that he could place him in positions where he would be successful. He was always a champion for ██████ while he was working and it is greatly appreciated.

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It is sad for us to leave Valley but because of our experience in this wonderful environment ██████ is ready to move on to his next step with the skills that he needs to be as successful and as independent as he can be. Thank you from the bottom of my heart for all that

you and your team have done to make this happen. We look forward to seeing you all at graduation in May!

Sincerely,



Cc: Mr. Timothy Piwovar, Billerica Superintendent of Schools and Chairman of the Board,
Valley Collaborative

Ms. Shannon Burke
Ms. Angela Fisette
Mr. Scott Morrin

From: [Chris Scott](#)
To: [Chris Scott](#)
Subject: school mascot
Date: Thursday, January 11, 2018 2:14:30 PM

From: Nicole Noska
Sent: Friday, December 01, 2017 2:21 PM
To: Chris Scott
Subject: FW: school mascot

Hi Chris,

I just wanted to forward this along in case you are in need of a good smile this weekend. The email below is from the student who is petitioning for the mascot. It's very sweet.

Have a great weekend!

Nicole

Nicole Noska
Middle School Principal

40 Linnell Circle
Billerica, MA 01821
Tel. 978-528-7865
Fax 978-528-7810

From: Joanna Abate
Sent: Wednesday, November 29, 2017 9:26 AM
To: Nicole Noska; Brian Mihalek
Subject: school mascot

Dear Nicole,

Thank you for your time to look into getting a mascot for our school, this really means so much to me and also it was my dream to help a school to be a community! Thanks so much to Joanna also Brian and the whole school to make this possible!

Thanks for changing my life in Valley Middle School where dreams come to life!

From the Smile Student

From: Sanchita Banerjee
To: [Chris Scott](#)
Subject: THANK YOU!
Date: Monday, May 14, 2018 5:00:48 PM

Dear Chris,

How can I even express the gratitude I feel for the time, commitment, and support you provided me today. You have an unbelievable organization and team. And to think what you had to go through to accomplish it, makes it a miracle. You are so talented and sharing some of that with me today makes me feel really privileged. I cannot describe how beneficial this was for me and how lucky I feel for today's time.

Sanchita

--

Sanchita Banerjee, Ed.M., C.A.G.S.
Executive Director
CASE Collaborative
120 Meriam Road
Concord, MA 01742
(978) 318-1534
Fax (978) 318-6992
sbanerjee@casecollaborative.org

From: [Joseph Reilly](#)
To: [Chris Scott](#)
Subject: thanks
Date: Friday, March 02, 2018 6:24:44 AM

Hi Chris,

Just wanted to thank you for the kind words yesterday when I was getting my award, also happy anniversary to you on your 6th year here. I just had my 23rd anniversary and I guess it's true what they say when you don't mind going to work everyday time really does go by quickly. I would also like you to know how great Donna communicates with Mark and I in setting up this and all meetings, her attention to detail is awesome and makes our jobs a lot easier not having to ask questions . Have a great weekend.

Thanks again, Joe



Central Administration Office

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
Date: January 17, 2019
Re: Second Quarter FY'19 Financial Update

Valley's second quarter (103 of 210 days – 49%) for FY'19 closed favorable with revenues on target at 49.3% and expenses at 50.62%. (Valley's expenses are typically higher in the first and second quarters because we are getting set up for the school year.) Enrollment is currently 305 students in the DESE programs, 93 adults in the DDS programs, and 100 adults in the MRC programs. Expenses and revenues continue to be on target. Consistent with the second quarter of previous years, many of our programs are currently showing "in-the-red". However, by the third and fourth quarter, these programs historically show a positive balance. Please see attached.

The implementation of ADP has been a time consuming and frustrating challenge. The first ADP implementation team was incompetent, as indicated by, but not limited to, three failed go-live dates. These failures resulted in a Valley stating that ADP was in breach of the contract. ADP set up a conference call with Chris Bulgi, Divisional Vice President of the Northeast and Anna Morgado, Vice President of Implementation. During this discussion, the ADP Vice Presidents fully acknowledged the failure of their implementation. At this point, I informed them for Valley to continue with ADP, they needed to assign a new "A Team", and waive the \$12,000 implementation fee and reduce the cost of the overall contract. They agreed and waived the implementation fee and will apply a 20% discount off the first two invoices.

The progress recently made would indicate that ADP's "A-Team" is far more competent and of course Valley's "A-Team" was already hitting it out of the ballpark – special thanks to Assistant Executive Director of Curriculum and Technology, Joia Mercurio for all of her hard work on this project. The go-live date for our first payroll with ADP was November 30, 2018. I have attached emails to and from ADP which outline the failures of the first ADP implementation team and the success of the second one.

Required Action:

None

Attachments:

Interim Statement of Net Assets
Interim Statement of Revenues, Expenses and Changes in Net Assets
Profit and Loss by Program
ADP Update – Email Exchange

Valley Collaborative
Interim Statement of Net Assets
For the Period Ended December 31, 2018

UNAUDITED	
ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 3,564,529
Restricted Investments - OPEB	3,749,476
Accounts Receivable, Net	2,503,931
Prepaid Expenses and Other Assets	150,596
Cash Held for Member Districts	<u>1,436,801</u>
Total Current Assets	11,405,333
Non-Current Assets	
Land & Building	6,277,403
Furniture, Equipment, and Leasehold Improvements,	
Net of Depreciation	810,592
Construction in Progress	<u>-</u>
Total Non-Current Assets	7,087,995
TOTAL ASSETS	<u>\$ 18,493,328</u>
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts Payable and Accrued Liabilities	\$ 692,419
Other Liabilities	518,610
Member District Accounts (Settlement)	<u>1,436,801</u>
Total Current Liabilities	2,647,830
Total Liabilities	<u>2,647,830</u>
Net Assets	
Operating - Unrestricted	3,209,725
Restricted - Student Activities	13,738
Reserved - OPEB Trust	3,257,800
Reserved - Capital	1,729,701
Invested in Capital Assets, Net of Related Debt	<u>7,634,534</u>
Total Net Assets	<u>15,845,498</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 18,493,328</u>
	-

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

Valley Collaborative
Interim Statement of Revenues, Expenses and Changes in Net Assets
For the Period Ending December 31 2018
103 of 210 (49%) School Days

UNAUDITED			
	<u>BUDGET</u>	<u>ACTUAL</u>	
REVENUES			
Services	\$ 16,416,426	\$ 7,837,944	
State Contracts	2,395,000	1,353,105	
Other	506,000	261,068	
Interest	20,000	29,033	
Total Revenues	19,337,426	9,481,150	49.03%
EXPENSES			
Salaries	12,851,042	6,486,666	
Employee Benefits	2,290,000	931,205	
Operating Expenses	2,103,975	1,317,836	
Leases & Rentals	448,950	231,143	
Depreciation	738,200	364,050	
Total Expenses	18,432,167	9,330,900	50.62%
Change in Net Assets - Operating	\$ 905,259	\$ 150,250	
Non Operating Activities			
Return to Member Districts	-		
Non-Operating Expenses (1)	(425,000)	(546,539)	
Change in Net Assets	\$ 480,259	\$ (396,289)	

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

December 31, 2018
103 of 210 Days

	100	200	400	410	712	660	450	665	500	101 MRC	102 MRC	
	Central Admin	HS Site 3	HS Site 2	HS Site 1	Middle School	Elementary	Therapy	Home Services	Adult Services	Education & Training	Supportive Work	Total
REVENUES												
Services	-	2,716,572	747,334	784,184	1,197,658	2,392,195	-	-	-	-	-	7,837,943
State Contracts	-	-	-	-	-	-	-	-	1,130,383	164,799	57,923	1,353,105
Other	1,095	52,247	-	8,712	-	2,330	-	13,310	183,374	-	-	261,068
Interest	29,033	-	-	-	-	-	-	-	-	-	-	29,033
Total Revenues	30,128	2,768,819	747,334	792,896	1,197,658	2,394,525	-	13,310	1,313,757	164,799	57,923	9,481,149
EXPENSES												
Salaries	438,708	1,652,919	523,376	417,489	829,885	1,583,537	16,167	1,563	895,611	64,464	62,946	6,486,665
Employee Benefits	301,860	145,537	40,247	20,877	58,583	138,962	106,353	659	118,125	1	1	931,205
Operating Expenses	388,320	252,576	102,171	67,876	165,020	242,698	5,553	379	82,289	9,112	1,841	1,317,835
Leases & Rentals	15,364	-	966	7,682	-	130,950	-	-	61,344	11,870	2,968	231,144
Depreciation	47,072	122,903	34,403	42,412	29,488	32,655	3,131	291	48,965	2,585	146	364,051
Total Expenses	1,191,324	2,173,935	701,163	556,336	1,082,976	2,128,802	131,204	2,892	1,206,334	88,032	67,902	9,330,900
Net Income Before Admin Allocation	(1,161,196)	594,884	46,171	236,560	114,682	265,723	(131,204)	10,418	107,423	76,767	(9,979)	150,249
Admin Allocation	(1,161,196)	306,928	98,994	78,546	152,900	300,555	18,524	408	180,950	13,205	10,185	0
Operating Net Income	-	287,956	(52,823)	158,014	(38,218)	(34,832)	(149,728)	10,010	(73,527)	63,562	(20,164)	150,249

From: [Chris Scott](#)
To: [Harwood, Jane \(ES\)](#); Lori.Curry@adp.com; [Christopher Bugli](#); Anna.Morgado@ADP.com
Cc: [Joia Mercurio](#); [Kari Morrin](#)
Subject: Re: 0030|SMD|Benefit offering import template
Date: Wednesday, December 19, 2018 9:39:24 AM

Dear Jane,

I wanted to take a minute before I take off for the holidays and thank you for saving our ADP implementation.

You are very skilled, professional, thoughtful and collaborative. I am grateful to your boss Anna for assigning you to our case.....
please forward this email to all your bosses

You had a very difficult assignment and your dedication and commitment to our success is noteworthy and unusual. Your work ethic is most admirable.

You worked around the clock with us and countless other ADP personnel to solve many configuration issues and repeatedly performed audits that required you to work into the wee hours of the morning- all the while being a loving mother to very young children suffering from childhood ailments.

When you first took over our implementation you professionally and patiently managed my post traumatic resentment of what we had gone through with the first implementation team. You were so understanding of my emotional reaction to being asked the same implementation questions for the third, fourth and fifth time-even though it was the first time you were asking. You have a very caring way and know the "Work" so you were able to manage a fraught situation time and time again with unordinary Grace and skill.

Again I knew Valley needed the Comprehensive ADP package to ensure we were in full compliance and now that the end is in sight I take satisfaction in knowing that contracting with Comprehensive ADP was the correct decision.

One last thing, Anna and Chris deserve a nod for initially saving the implementation. They were both very impressive in how they managed me and the 1st failed implementation. The three of you deserve to receive something very special in the toe of your stocking.....which is impressive given the fact that not very long ago ADP was going to get a big lump of coal from Valley

Seriously -Jane I am truly grateful for you and appreciate you.

You are a Good person and an amazing employee.

I don't know how to thank you but if you are ever in Boston or Halifax, Nova Scotia I would personally love to take you out to supper as a token of my appreciation (and I make a pretty good tour guide too-ha)

On behalf of Joia and our entire team we wish you a well deserved break over the holidays with your beautiful family.

With great respect and gratitude,

Chris A. Scott
Ex Director Valley Collaborative

From: [Curry, Lori \(ES\)](#)
To: [Chris Scott](#)
Cc: [Bugli, Christopher \(ES\)](#)
Subject: RE: 0030|SMD|Benefit offering import template
Date: Wednesday, December 19, 2018 9:58:21 AM

Chris,

I am fully admitting that this brought tears to my eyes. Thank you for writing this. As you know, I am so incredibly sorry and feel embarrassed/ashamed of our initial performance. I want you to know how much I care and how strongly I felt that if I could get this to the right people, we would live up to the expectations you and I both had...it was an unbearable process for you to get there, I understand, but you are a strong, incredible leader and business woman and I am so grateful that you went out on a limb to allow us the opportunity to prove ourselves to you and your team. Thank you for that.

Thank you again for sharing your thoughts below – I am now proud of my organization and know that we will learn from this.

Wishing you and your family the best holiday season and will call you soon.

Warmly,
Lori

Lori Curry
610-368-1707 (cell)

From: [Morgado, Anna \(ES\)](#)
To: [Chris Scott](#); [Harwood, Jane \(ES\)](#); [Curry, Lori \(ES\)](#); [Bugli, Christopher \(ES\)](#)
Cc: [Joia Mercurio](#); [Kari Morrin](#)
Subject: RE: 0030|SMD|Benefit offering import template
Date: Wednesday, December 19, 2018 11:35:14 AM

Dr. Scott,

I've never received such a note in all my 37 years in the business world! Wow- Jane is amazing both professionally and a great person!

We are very lucky to have her, and I cannot thank her enough for providing such great service and attention to you and your team.

Reflecting back to October, how you felt about ADP, and where we are today is an amazing story! All with Jane's leadership, professionalism and her very special way of taking care of others!

Thank you for recognizing all the hard work and dedication!

Have a great Holiday!
Anna

From: [Bugli, Christopher \(ES\)](#)
To: [Chris Scott](#); [Harwood, Jane \(ES\)](#); [Curry, Lori \(ES\)](#); [Morgado, Anna \(ES\)](#)
Cc: [Joia Mercurio](#); [Kari Morrin](#)
Subject: RE: 0030|SMD|Benefit offering import template
Date: Wednesday, December 19, 2018 10:42:00 AM
Importance: High

Dr. Scott,

THANK YOU for your willingness to allow ADP's best in Anna and Jane and their teams to have the opportunity to show you what good really does look like with ADP! I knew we could turn the corner in this process and make a negative experience positive. It took a lot of trust in our teams to be willing to try again and we are extremely grateful you gave us that opportunity!

Also, thank you for taking the time to recognize Jane and the team. They worked around the clock, on weekends, and off hours to correct issues, play catch up, and ensure that your experience was nothing short of positive! Jane is simply amazing and I'm grateful you see and recognize that as well. Thank you.

Wishing you, your team, and your families a very happy holidays and New Year! We are thrilled to continue our partnership with Valley Collaborative and know that the best is yet to come in our relationship and partnership!

Thank
you!
Chris

Christopher P. Bugli | Division Vice
President Major Account Sales, East

603-969-4171 *mobile*
christopher.bugli@adp.com

11 Northeast Blvd, Salem, NH 03079



From: [Harwood, Jane \(ES\)](#)
To: [Chris Scott](#); [Joia Mercurio](#); [Kari Morrin](#)
Subject: Thank you :)
Date: Wednesday, December 19, 2018 1:00:36 PM

Thank you so much, Dr. Scott, Joia & Kari! I'm not sure I deserve such amazing recognition but I am so appreciative that you took the time to convey some kind sentiments.

It truly has been my privilege and pleasure to work with you all. The time put into working with you and this implementation was an easy decision for me because it was motivated from wanting to make things right for you and the enormous respect I have for you and your team. Your team's dedication was infectious and I just wanted to be a part of helping us all get to the finish line. Thank you again!

And I may need to take you up on that offer, Dr. Scott! Nova Scotia is on my bucket list!

Jane Harwood, PMP | Program Manager, Implementation

Business Support Office (BSO)
ADP Comprehensive Services

844-309-5094 x 1044851# *office*
Jane.Harwood@adp.com



**VALLEY COLLABORATIVE
TREASURER'S REPORT
NOVEMBER 30, 2018**

		<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	\$ 612,812.60	\$ 1,060,317.30		\$ (164,841.48)		\$ (300,000.00)	\$ 1,208,288.42
Payroll	a/c 795823	\$ 826,797.00		\$ (1,486,732.53)			\$ 1,000,000.00	\$ 340,064.47
Joe's Bistro	a/c 531401	\$ 4,305.37	\$ 7,052.00		\$ (478.14)			\$ 10,879.23
ICS MMDA	a/c 856490	\$ 754,780.40				\$ 78.03	\$ (700,000.00)	\$ 54,858.43
Independence Project	a/c 821315	\$ 4,614.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,614.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 2,203,309.73</u>	<u>\$ 1,067,369.30</u>	<u>\$ (1,486,732.53)</u>	<u>\$ (165,319.62)</u>	<u>\$ 78.03</u>	<u>\$ -</u>	<u>\$ 1,618,704.91</u>
 MMDT	a/c 0044263747	<u>\$ 2,430,854.87</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,842.00</u>	<u>\$ -</u>	<u>\$ 2,435,696.87</u>
 Total Unrestricted Cash		<u>\$ 4,634,164.60</u>	<u>\$ 1,067,369.30</u>	<u>\$ (1,486,732.53)</u>	<u>\$ (165,319.62)</u>	<u>\$ 4,920.03</u>	<u>\$ -</u>	<u>\$ 4,054,401.78</u>
 PARS OPEB Trust		<u>\$ 3,695,113.19</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (769.82)</u>	<u>\$ 55,132.33</u>	<u>\$ -</u>	<u>\$ 3,749,475.70</u>
 TOTAL CASH		<u>\$ 8,329,277.79</u>	<u>\$ 1,067,369.30</u>	<u>\$ (1,486,732.53)</u>	<u>\$ (166,089.44)</u>	<u>\$ 60,052.36</u>	<u>\$ -</u>	<u>\$ 7,803,877.48</u>

**VALLEY COLLABORATIVE
TREASURER'S REPORT
DECEMBER 31, 2018**

		<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	\$ 1,208,288.42	\$ 2,858,727.21		\$ (459,895.93)		\$ (1,585,000.00)	\$ 2,022,119.70
Payroll	a/c 795823	\$ 340,064.47		\$ (1,479,091.23)			\$ 1,600,000.00	\$ 460,973.24
Joe's Bistro	a/c 531401	\$ 10,879.23	\$ 9,127.00		\$ (1,084.43)		\$ (15,000.00)	\$ 3,921.80
ICS MMDA	a/c 856490	\$ 54,858.43				\$ 9.31		\$ 54,867.74
Independence Project	a/c 821315	\$ 4,614.36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,614.36
TOTAL ENTERPRISE BANK ACCOUNTS		<u>\$ 1,618,704.91</u>	<u>\$ 2,867,854.21</u>	<u>\$ (1,479,091.23)</u>	<u>\$ (460,980.36)</u>	<u>\$ 9.31</u>	<u>\$ -</u>	<u>\$ 2,546,496.84</u>
 MMDT	a/c 0044263747	<u>\$ 2,435,696.87</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 5,197.78</u>	<u>\$ -</u>	<u>\$ 2,440,894.65</u>
 Total Unrestricted Cash		<u>\$ 4,054,401.78</u>	<u>\$ 2,867,854.21</u>	<u>\$ (1,479,091.23)</u>	<u>\$ (460,980.36)</u>	<u>\$ 5,207.09</u>	<u>\$ -</u>	<u>\$ 4,987,391.49</u>
 PARS OPEB Trust		<u>\$ 3,749,475.70</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (781.14)</u>	<u>\$ (164,109.87)</u>	<u>\$ -</u>	<u>\$ 3,584,584.69</u>
 TOTAL CASH		<u>\$ 7,803,877.48</u>	<u>\$ 2,867,854.21</u>	<u>\$ (1,479,091.23)</u>	<u>\$ (461,761.50)</u>	<u>\$ (158,902.78)</u>	<u>\$ -</u>	<u>\$ 8,571,976.18</u>



VALLEY COLLABORATIVE
PARS OPEB Trust Program

Account Report for the Period
12/1/2018 to 12/31/2018

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

Account Summary

Source	Beginning Balance as of 12/1/2018	Contributions	Earnings	Expenses	Distributions	Transfers	Ending Balance as of 12/31/2018
OPEB	\$3,749,475.70	\$0.00	-\$164,109.87	\$781.14	\$0.00	\$0.00	\$3,584,584.69
Totals	\$3,749,475.70	\$0.00	-\$164,109.87	\$781.14	\$0.00	\$0.00	\$3,584,584.69

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	
-4.38%	-7.50%	-4.70%	5.17%	-	-	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

Headquarters - 4350 Von Karman Ave., Suite 100, Newport Beach, CA 92660 800.540.6369 Fax 949.250.1250 www.pars.org



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
Date: January 17, 2019
Re: Presentations

At this time each year Valley Collaborative provides highlights and updates on the different programs we offer. This year the following will be presented:

Nick LeClair/Meghan Waters, Valley Literacy Coaches
Annie Willis, Principal, Valley Elementary School
Nicole Noska, Principal, Valley Transitional Programming, Middle School & High School
Julie Fielding, Principal, Valley Alternative Programming, Middle School & High School
Joe Venskus, Valley Adult Services Coordinator

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 Scott, Executive Director
Date: January 17, 2019
Re: Communications

The following communications are attached for your review:

- Weekly Updates
- Commissioner of Elementary and Secondary Education, Jeffrey C. Riley
Keynote Speaker, Valley Staff Orientation Day 2019-2020 School Year
- Valley's Winter 2019 Newsletter

Required Action:

None

Attachments:

Weekly Updates

Commissioner of Elementary and Secondary Education, Jeffrey C. Riley
Keynote Speaker, Valley Staff Orientation Day 2019-2020 School Year
Valley's Winter 2019 Newsletter

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 Scott, Executive Director
Date: January 17, 2019
Re: Weekly Updates from
Annie Willis, Principal Elementary School

Busy time of year for everyone. Lots of meetings, tours, and three years. We celebrated the holidays with a ton of "cheer". We had our annual "Polar Express" pajama party before the end of the year with a Santa visit. The school organized an amazing giving tree in which we delivered 160 presents to 29 children, helping 14 families to provide a positive holiday experience during a typically difficult time. Thank you to Jen Glow our counselor for putting that together.

We started the new year with posting our staffs' accomplished goals in 2018 and their professional resolutions in 2019 on our bulletin board - Just to keep us moving forward during those hard months! As discussed at the principal meeting we did have some direct support staff who gave notice so everyone has been pitching in to help keep things moving forward.

We are almost finished with our art studio on the stage. A few final touches and it will be complete. It looks great and I will share photos soon.

Several start dates upcoming and 9 more referrals are on the books (member and non-member districts). We also were able to successfully send two other students back to their public school settings after making amazing progress at our school.

Hope everyone is having a good 2019!

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 Scott, Executive Director
Date: January 17, 2019
Re: Weekly Updates from
Julie Fielding, Principal Alternative Programming
Valley Middle School and Valley Transitional High School

Things in the Alternative Programs have been busy too! We have many tours, Extended Eval Meetings, IEP Meetings and 3 Year Meetings scheduled.

In December we celebrated the holidays with yankee swaps, community meals, theme days, fun trips, holiday movies, celebrations and The Grinch around the tree.

Last week we had a scavenger hunt, a bowling trip, hiking, survival skills in the woods, went to TC's and cooked. This week there were trips to 5 Wits, geocaching, hiking, bowling, ice skating, Microsoft, and several groups have community service. Next week we have trips to the Sports Museum, Boda Borg, hiking, ice skating, and pottery.

Our new BCBA started this week-we are very excited about that. She attended orientation and spent the last few days getting to know the students and programs.

Required Action:

None

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 Scott, Executive Director
Date: January 17, 2019
Re: Weekly Updates from
Nicole Noska, Principal Transitional Programming
Valley Middle School and Valley Transitional High School

Just as mentioned in all other updates, we are in full swing-tours, annual reviews and 3 year re-evals all happening. Prior to the break the Transitional High School programs celebrated with their annual Door Decorating contest. There were some very creative and imaginative doors this year and the new students who transitioned up from the middle school really enjoyed being part of this! The middle and high school students also held their annual Holiday Sing-Along over at 25 Linnell Circle. It was awesome and one couldn't help but be brought in to the holiday spirit.

The Transitional High School's annual play is now fully underway. The cast is set and students are running their lines after school on Tuesdays and Thursdays. This year the school will be putting on a production of Charlie and the Chocolate Factory. As in years past, we have some very talented students who will be showcasing their fortes in singing, acting and stage production. On Mondays and Wednesdays, students have been enjoying going to the movies, gym activities at Flippin' Out gym, and yearbook committee. The Outdoor Ed team continues to take advantage of some of the milder weather we have been having. Students have been participating in hikes at Blue Hills and outdoor cooking activities (see the picture attached).

Vocationally there are some very exciting new initiatives on the horizon. Karen Rowe will be sharing out at the next Leadership meeting in regard to those details. We have added several new intern sites, including All Brand Products, an ice rink, APLUS Detail, Supreme Pizza, Spartan Music, Wyndrist Farms, and a new Marshall's location.

The Transitional High School started a new student from Wilmington for an extended evaluation after the break. Several member and non-member referrals and tours are in the works.

Required Action:

None

Attachments:

Photo

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 Scott, Executive Director
Date: January 17, 2019
Re: Weekly Updates from
Joe Venskus – Adult Services Coordinator

We've been quite busy since returning from break. Before break staff and individuals spent time together for our Holiday celebration. We had a pizza party and we gave all the individuals a lunchbox that had Valley Collaborative Today & Tomorrow program embroidered on it.

In CBDS the adults worked on New Year's Resolutions and a Bucket List. The adults split up into groups and worked on a jigsaw of national/international days of the year. They really enjoyed this activity. They selected: Chocolate Covered Cherry Day, Drinking Straw Day, Braille Literacy Day, Slow-Cooking Month. By holding these unique days of the year it gives us more information on what the adults like. For example, we are going to do a Slow Cook (Crockpot) Lesson on January 17th. This is because the individuals asked to do this. They researched two recipes (main course and dessert) and are excited about the activity. During the week individuals participated in the Power of Flowers Project. Volunteers from the Power of Flower came over to help make flower arrangements with our individuals. This was a big hit especially with those individuals who would like to work with Plants as a potential job opportunity. Individuals also completed a Safety Lesson for Building Safety and signs to look for and some individuals attended music with Andrew in Chelmsford and with Vlad at Valley.

In Career Planning we continue to explore activities that are of interest to the individuals and will hopefully lead to employment. They also participated in the Power of Flower activity. This Thursday they will be attending a lecture on "How to become a Children's Picture Book Author" at the Tewksbury Library. They have also been working on Money Skills and Why it is important to Employment? They have had group discussions on what jobs do you need money skills for, how to make change, what can you buy and were given scenarios and did some role plays before going into the community and demonstrating what they had learned.

Two of our individuals have been doing very well in the community at their jobs. Sawmara Ny has been given more responsibilities in the back of the house at Outback Steak house with food prep. Ryan Poisson was just awarded the Joao Rodrigues award by the Massachusetts Secondary Schools Athletics Directors Association (MSSADA). The award was given to Ryan for his distinguished contribution to one or more school districts in the area of athletics.

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

Work on our new CBDS kitchen is moving forward. We have the main construction complete and appliances have been added. We will soon be ordering some furniture and cooking supplies. The new flooring at 25LC looks great and has added a professional look to our common area. I have started three new individuals this month and will add another individual by Feb. 4th.

Knock on wood no snow yet!

Required Action:

None

Attachments:

Photo





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
Date: January 17, 2019
Re: Commissioner of Elementary and Secondary Education, Jeffrey C. Riley
Keynote Speaker – Valley Staff Orientation Day 2019-2020 School Year

Valley is pleased to announce that Commissioner Riley will be the keynote speaker for Valley's Staff Orientation Day on Tuesday, September 3, 2019.

As the date approaches and we have an agenda for the event, we will send this information along to Valley's Board of Directors.

Required Action:

None

Attachments:

None



VALLEY COLLABORATIVE

Volume 7, Issue 2 News for the extended Valley Collaborative community January 2019



We are: Making Music

■ Page 4: Vlad Stoicescu, Valley's music coach, accompanies students Elizabeth Haynes and Jacob Dumais.



We are: Pilgrims

■ Page 5: Students and staff from Valley's School and Life Skills Training Program headed to Plimoth Plantation.



We are: Leading

■ Page 6: What does Disney World have to do with leadership skills? These Site 2 students explain.

The Valley Way: 325 Educational Programs

Dear friends and families:

It's that time of year when we reflect upon our strengths and weaknesses so that we can improve upon programming and embrace best practices. In keeping with the spirit of continuous improvement, we will be sending out surveys in the coming weeks to students, staff and families for their feedback. We are hoping our response rate will be at least 80 percent. Your feedback is important as it will help us to better serve the most vulnerable in our community in the best manner possible.

At Valley we embrace the notion that each of our 325 students requires customized, individual programming to meet their typical and atypical approach to learning. This allows Valley to reject the cookie cutter approach to programming for a particular profile of a student and instead embrace the notion that we are responsible to educate and serve each Valley student and their unique needs. Valley's student-centered budget ensures that the students and adults we serve and educate receive the most effective curriculum as well as state-of-the-art resources to meet their special needs. On average our staff to student ratio remains between 1:1 and 1:5.

This year Valley has expanded its literacy program across all grade levels. We now offer reading assessments for students K-12. We are proud to see that our balanced



Literacy Readers and Writers Workshop model is fully supported by leveled libraries across all grade levels. In addition, many of the students who arrive at Valley read many grade levels below and now have the opportunity to learn to read using Read 180 and System 44. In addition, we have expanded our high school electives to include an elective in journalism. Our students will now help to develop our quarterly newsletters, the school newsletters, year book and contribute to future additions of the Annual Report.

I'm also pleased to report that Valley remains in excellent financial health. Thanks to sound fiscal management, Valley returned an additional \$2 million to our member districts and once again fully funded its \$1.5 million Capital Fund. In 2018, Valley served more than 70 school districts across the Commonwealth and New Hampshire.

»continued on next page

VALLEY COLLABORATIVE

At Valley Elementary, Hatching Great Ideas

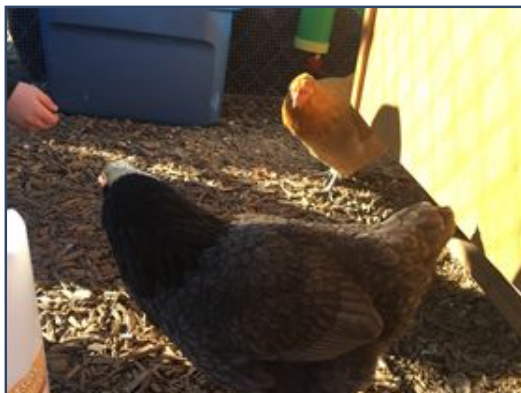
Valley Elementary School has gone to the birds. Last year, three new residents — Goldylox Redsox, Shadow Ninja and Buckbeak — came to the Tyngsborough school as chicks. Hedwig (also known as Peepers), the youngest of the brood, arrived in an egg.

But Valley's newest additions aren't just a novelty item. By interacting with these feathered friends, Valley students are also getting a hands-on science lesson about life cycles. Fifth and sixth grade students in the school's social and emotional/behavior classroom have been responsible for raising the birds since they arrived as chicks. Valley students feed the chickens, keep their house clean, and even read to them on occasion.

"It's a great example of how we're able to get creative here," says Principal Annie Willis. "Because our classes are so small, teachers are really freed up to try different things."



GOLDYLOX REDSOX, SHADOW NINJA, BUCKBEAK AND HEDWIG (AKA PEEPERS), GET PLENTY OF CARE AND ATTENTION FROM STUDENTS.



VALLEY ELEMENTARY'S FEATHERED FRIENDS, WHICH ARRIVED AS CHICKS, ARE BEING CARED FOR BY STUDENTS.

These days, teachers are coming up with a seemingly endless array of ways to get students thinking about science. In addition to the hen house, Valley Elementary also boasts a greenhouse, complete with its own compost heap, and a STEM lab. On one recent day, fifth and sixth graders were learning about circumnavigation, students in the lab were reading up on life cycles, while a group of younger students was headed out to the greenhouse to check on some seedlings.

Principal Willis says that this adaptive approach to learning is reflected in the new facilities. "The greenhouse can be the site of a science lesson or it can be a place for our SEL students to recharge." It's not a coincidence that some of the school's most popular new offerings are outside. Valley Elementary has a growing focus on outdoor education. In addition to the henhouse and the greenhouse there is a year-round playground, as well as specialized courses in outdoor education, including hiking and mountain biking.

This spring, the school hopes to add yet another item to a growing

roster of outdoor attractions: an art studio where students will be able to get creative, work off steam and get some fresh air.

Principal Willis describes Valley Elementary's philosophy as "exploring possibility." Teachers and skilled staff, including art and music therapists, provide a baseline of support in the classroom, as well as instruction in literacy, math, language, writing, science and social studies. Beyond that, students are encouraged to explore, following their own interests, inside and out. "There's no such thing as a typical student here," she says. "And that means that we have to get creative, and constantly try out new things."

The henhouse, now home to Valley's most popular attraction, represents this philosophy in a nutshell—or rather, an eggshell. ■

The Valley Way: 325 Educational Programs

»continued from cover

Historically, student enrollment has been higher in June than it is in September. However, this year Valley's enrollment was almost the same in September as it was in June. As the year progressed Valley continued to receive many referrals because our programs are of the highest quality and tuition rates are most competitive. This success can be attributed to the most caring and dedicated professional staff in the Commonwealth, and a supportive, knowledgeable Board of Directors. ■

My best to you always,

Chris

Chris A. Scott, Ph.D.
Executive Director

VALLEY COLLABORATIVE

Recognizing Valley Excellence



Employees of the Month

Speech pathologist Laura Badger McGloine and occupational therapist Nicole Brouwer, pictured above, were recently named Valley employees of the month for their work in helping to lead the Northeast Professional Educators Network. NPEN aims to maximize regional resources to provide high-quality, inter-district professional development, fostering a culture of collaborative inquiry in order to improve student learning for low-incidence professionals in 30 school districts within the Merrimack Valley. This fall, Valley Elementary played host to more

than 180 speech pathologists, who spent the day in Tyngsborough learning from Valley's own experts as well as staff from Mass. General Hospital. Congratulations!

Giving Back

Valley Collaborative has been recognized for its ongoing support and financial contribution to Lowell General Hospital's annual Walk for Cancer Care. Valley was presented with the award from the Cancer Care Center at Lowell General in November. Valley donated \$175.84 to the Cancer Care Center in 2017.

In the Pink

During the month of October, the Individuals in Valley's Adult Services Community Based Day Supports (CBDS) programming had the opportunity to use their organizational skills to compile a list of supplies needed to make pink ribbons for Breast Cancer Awareness month. CBDS then worked as a group to make unique handmade ribbons. The Individuals sent fliers home to family, friends and caregivers,



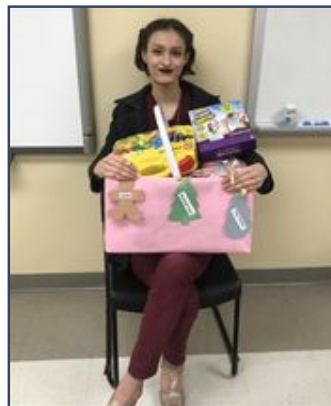
TODAY & TOMORROW PROGRAM SUPPORTS BREAST CANCER AWARENESS (LL-R) DENNIS WALSH, KATHERINE POULIN (CBDS TEACHER) SANDI GARCIA (CBDS JOB COACH) DEREK PORCARO, MATT PETERSON, BOB PERKINS (1:1), COREY CHARLAND, ALISON DUNBAR (1:1), MATT STACHE, KAREN DOLAN, STEVE HEASLEY (CBDS JOB COACH), CRYSTAL SURPLUS, SOPHANNA SAM, MEAGHAN CROUCHER. (FRONT WITH CHECK LGH REP AND MAGGIE KING)

posted them in the common areas of 25 and 40 Linnell Circle, and then took the ribbons out into their communities and sold them as a fundraiser for the Lowell General Cancer Center. On November 13, 2018 the Individuals hand delivered a check for \$250.00 to the Cancer Center. ■

High School Site 1: Donating Toys to Tots

This holiday season, students in Valley's High School Site 1 Vocational Program took part in the Toys for Tots toy drive in association with Boston Children's Hospital. Children's collects toys and donations for its patients and families every holiday season. Families can then "shop" for the toys and other items for their children.

Valley students had the opportunity to choose from a list of approved toys. The students then used their own hard earned money to go out and purchase some of these items to donate to the Children's toy drive. Because of the generosity of the students, many of these children got to experience a much more joyful holiday season. ■



FAITH RUIZ SHOWS OFF SOME OF THE ITEMS SHE PURCHASED FOR DONATION TO THE ANNUAL CHILDREN'S HOSPITAL TOY DRIVE.

VALLEY COLLABORATIVE

The Sound of Valley Music

In its former life, the space that's now home to Valley's music program was a loading dock for a small Billerica manufacturer. These days, the sounds of fork lifts and idling engines have been replaced with guitars, drums and the voices of Valley students enjoying a brand new music room affectionately known as the "School House rock and dock" in honor of Valley's most recent school play.

At the center of it all is Vlad Stoicescu, who has spent the last five years helping to create a music program for Valley students to access. "This isn't your typical type of music education," Vlad explains. "At a school with so many different populations of students, I have to be very adaptable with what I'm teaching."

When Vlad arrived at Valley back in 2013, the school barely had a music program. But each subsequent year has meant more musical offerings. On one recent day, a group of students gathered in the music room to write their own version of a Christmas carol for the holiday sing-along. Another class focuses on more traditional music education; students learn to play instruments and master the basics—notes, strings, keys, rhythm. Yet another class is exploring the nature of sound. Vlad brings a lesson to life with a quick demonstration using a red cup and slinky. The result: the room fills with a Star Wars-style sound effect.

"This kind of demonstration plants a seed of curiosity," says Vlad. "The students go home, still thinking about what we've learned, and they come back with more questions."

If Valley's ever-evolving music program isn't exactly typical, neither is the teacher at the center of it all. Vlad, who is a native

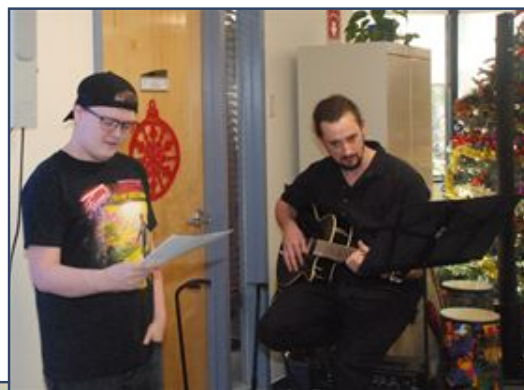
musical training at age 5 ½, studying the violin in music school. Then came piano lessons, musical composition, jazz and violin performances. After college, he wrote soundtracks for film. "I can write just about any kind of music," says Vlad, who plays and performs at local venues with a jazz fusion group



called The Wild Versatile.

And when he's not on stage, Vlad is working hard to ensure that Valley students have their time to shine. He's the musical director for the annual play, and supports the students in their singing, offering accompaniment on the piano and plenty of encouragement. "They're very capable and the experience of getting up on stage and performing really gives them a lot of confidence."

Valley's music program now extends well beyond the four walls of the loading dock. In addition to Vlad, a team of music therapists—Bryan Thomas at the elementary school, Sarah Knauer, who works with middle and high school students, and speech pathologist Abbie King, who co-treats with Knauer—use music with students in individual and group settings to address a range of



ABOVE: MUSIC COACH VLAD STOICESCU ACCOMPANIES JOE DISTEFANO DURING THE VALLEY HOLIDAY SING-A-LONG. LEFT: VLAD IN VALLEY'S NEW MUSIC ROOM.

student needs, from communication and cognition to behavior and social skills.

While Vlad isn't trained as a therapist, he says that his work at Valley has helped him to see what a tool music can be for reaching students. "They come to my class because they have some interest in music and that leads them to be able to open up about other things," he says. "Music is an ideal medium for building connections because everyone likes music."

Vlad hopes that in the future the program expands even further. He's currently thinking about how to use music as a means of teaching students the basics of computer coding. Then there's the electronic drum set he is attempting to craft using PVC pipes and sensors. Vlad is the first to admit that there may not be room at 40 Linnell Circle for all that he hopes to accomplish. Which is why he is hoping to move at least part of the show outside, to an outdoor sensory musical area that will allow students to experiment on supersized instruments including a xylophone and a keyboard big enough to dance upon.

Sounds like a great idea! ■

VALLEY COLLABORATIVE

High School Site 3 'Pilgrims' Hit the Road

The recent trip to Plimoth Plantation taken by students in Valley's School and Life Skills Training program was no ordinary field trip. For one thing, the living history museum is almost 70 miles south of Billerica—an hour and twenty minute drive. Eight middle and high school students made a 'pilgrimage' to Plymouth to experience life from yesteryear.

"They all loved it, especially meeting the different guides at Plimoth Plantation," says teacher Tina Carabba. Tina, who has been at Valley for six years, leads the students on monthly outings into the community so that they can work on their life and social skills; frequent destinations including a local athletic facility where students play soccer on the indoor turf, Parlee Farms in Tyngsboro, or area restaurants where students practice their communications skills. But this adventure was their most ambitious to date, says Tina. "It was a significant undertaking."

Eight students were joined by program staff as well as a physical therapist, an occupational therapist and a speech pathologist. That's because Valley's model of integrated therapy extends to activities including field trips, explains speech pathologist Laura Badger McLoine.

"A number of these students communicate via alternative means and this was an opportunity for them to work on their vocabulary and their social skills."

In preparation for the trip, students studied the official Plimoth Plantation map and learned new vocabulary words, including 'Pilgrim,' 'visit,' 'thankful' and 'mash.' Laura also prepared visual supports for the trip, plotting out the adventure through images on a chart so that students would know what to expect.

Trips like this require such extensive planning because they are structured around the goals and abilities of the students, says Laura—much like their educational experience at Valley. "There's no textbook for students who need to acquire social skills—we make those materials. Whether we're in the classroom or on a trip, it's a highly individualized experience."

And while the trip to Plimoth



FROM LEFT: REBEKAH GIBB, CASSIE LYNCH, REBECCA NOONAN, AND AUDREY XUE AT PLIMOTH PLANTATION.

Plantation was an unqualified success based on the all-important metric of student enjoyment, Tina says that the outings are part of a larger effort by Valley staff to help the students function better in the wider world when they're not at school. "The goal is to develop strategies to help each student, and then pass those along to the parents so that they can take over." ■

Out and About

Valley speech and language pathologists joined more than 15,000 of their peers at the annual convention of the American Speech-Language-Hearing Association in Boston this fall. From left: Alyson Shaheen, Vicki Samborski, Abbie King, Jillian Francis, Laura Badger McGloine, Dianne Giron, Kari Morrin, Kristen Mansfield and Bryanna Reddy.



VALLEY COLLABORATIVE

High School Site 2: Learning to Lead, Disney Style

When Valley closed its doors for the Thanksgiving holiday, five Site 2 students headed south, to Disney World. But this trip was about far more than fun in the sun. Nicole Porter, Caroline Burg, Luis Algarin, Robert Garcia and Marissa Silva spent four action-packed days participating in the Student Leadership Institute, part of the Blue Ribbon Schools of Excellence. With the magic of Disney as their backdrop, the students practiced their teamwork, critical thinking and problem solving skills.

The BOLT program focuses on the key question of ‘What makes a good leader?’ Through hands-on activities, students are introduced to the building blocks of leadership. The Valley students said that one key lesson they learned was the importance of making a good first impression. “We’d start out by greeting students we didn’t know and

shaking their hands,” says Robert. And there were plenty of hands to shake. Valley was one of many high schools, from all over the country, participating in the Student Leadership Institute. Luis says that the experience of having to interact with students he’d never met was eye-opening. “I learned a lot about building relationships with students I didn’t know,” he says. “People would try to stay in their own groups but the whole point of the Institute was to get us to talk to each other.”

A typical day for the Valley travelers started first thing in the morning, and stretched into the afternoon as the students participated in training sessions like ‘Taking Steps: Leading Yourself First’; ‘Discovering the Possibilities of Positive Leadership’; and ‘Teamwork Makes the Dreamwork.’ Once the official programming wrapped up, the students got to put their new skills to the test as they navigated Disney, Epcot Center and other attractions.

Nicole, the group’s resident Disney “expert,” says that the Site 2 students had plenty of opportunities to work on communication

and patience as they navigated long lines and big crowds. “Sometimes you have to wait for a really long time. I’ve been to Disney many times so I had to explain to the other kids what was going on.”

All of the students said that they came away from the experience



SITE 2 STUDENTS NICOLE PORTER, MARISSA SILVA, ROBERT GARCIA, LUIS ALGARIN AND CAROLINE BURG POSE WITH THEIR NEW FRIEND CHEWBACCA.

convinced of the importance of maintaining a positive attitude, even when circumstances are stressful—something that Blue Ribbon staffers stressed and modeled. “If you start off the experience of meeting new people being negative, that’s going to affect the whole trip,” concludes Luis. “Be positive about the experience.”

The final BOLT session of the trip was appropriately entitled ‘Leading into the Future.’ The program coordinators emphasize that while the jobs of the future are changing rapidly, the skills to be successful, including problem solving, collaboration, leadership, and communication and interpersonal skills, are well known now. Five lucky Valley students had an opportunity to work on those skills at Disney World—and to make some memories in the meantime. Says Robert: “I never in my life thought that I would be seeing the statue of Walt Disney and Mickey in person.” ■



NICOLE PORTER, ROBERT GARCIA, LUIS ALGARIN, MARISSA SILVA AND CAROLINE BURG SPENT FOUR DAYS LEARNING THE BUILDING BLOCKS OF LEADERSHIP.

VALLEY COLLABORATIVE

A Very Special Valley Holiday Season

Holiday time at Valley Collaborative means a Thanksgiving feast for everyone in the extended Valley community, from students and adults at every school site, to staff, to seniors at the Bilerica Senior Center. And preparing a dinner with all of the fixings for that many hungry people is an enormous undertaking. Just how much food did Joe Reilly and his helpers have to prepare?

- Turkey breast: 230 pounds
- Butternut squash: 145 pounds
- Corn: 110 pounds
- Potatoes: 130 pounds
- Cranberry sauce: plenty

Joe, the 'Joe' of Joe's Bistro, says that he and his crew spent four days preparing the feast. And when the final vegetable was chopped, and the last drop of gravy poured, then it was time for the clean-up to begin. "I think that we used every pot and pan in the kitchen," says Joe.

The school-wide Thanksgiving meal has been a tradition at Valley going back 20 years. But in recent years, it's grown to an ever more ambitious affair. The meal provides a wonderfully rich opportunity for students and staff alike to gather as a Valley 'family' and reinforce classroom lessons in a real-life holiday setting.

This year's holiday meal earned rave reviews, says Joe, who is beginning his 25th year as Valley's top chef after a career in hotel and corporate kitchens. "There were a lot of clean plates and thank yous."

And compared to the production of an all-Valley sit-down meal, the holiday dinner that Joe still had to cook for his own family seemed easy as pie. "I've only got 22 people to feed," he says. "That's nothing." ■

Today and Tomorrow



Ninety people, including Individuals from the Today and Tomorrow program and their supervisors, enjoyed a holiday luncheon at 25 Linnell Circle. The delicious meal was served on tables decorated with centerpieces and festive tablecloths. Volunteers offered toasts and thanks with ginger ale. After lunch, a floor area was cleared to allow people to dance and digest their food, or if they didn't want to dance, people were encouraged to join the arts and crafts activities in the adjoining room. It was the best Thanksgiving luncheon ever! ■



CHRISTOPHER SPARKS-FREEHAN AND DYLAN TRAN PREPARE TO ENJOY THIS YEAR'S VALLEY THANKSGIVING FEAST PREPARED BY CHEF JOE REILLY AND HIS MANY HELPERS.

SCHOOL-TO-WORK TEACHER JOHN SHEA WITH SITE 3 STUDENTS ALANNAH CAVALLARO AND REILY LADUKE.



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